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The Little Albert Experiment

Background In psychology's early years, Sigmund Freud's theory that human behavior was largely a product of unconscious, internal processes dominated the field. In tandem with Ivan Pavlov's work, the study described here resulted in an alternative theory called behaviorism. It held that human behavior was learned primarily through experiences with the outside environment.

Little Albert learned to fear white, fluffy objects.



Study Methodology

John B. Watson, the experiment's main author, sought to find out if he could teach a human infant to fear things that the child previously had viewed as benign. His subject was a baby boy known as "Baby Albert B." or "Little Albert." Watson began by identifying several things that did not scare Baby Albert. These neutral stimuli (so called because they do not provoke a reaction) included a white rat, a white rabbit, a fake white beard, and white cotton. Albert expressed interest in these objects and even reached for them. Why they were similarly white and somewhat furry will become clear later.

The core of the experiment involved setting the baby next to one of the neutral stimuli, the rat, and then making a loud noise, which is known to cause instinctive fear in humans. Watson chose banging on a metal bar with a hammer behind the baby. That noise is an example of an unconditioned stimulus, one for which the reaction it causes, or stimulates, does not need to be learned. After repeating this step a total of seven times over two separate sessions, Watson then moved to the experiment's next step, setting Albert next to the rat without the noise.

Results and Interpretation

The baby reacted just as Watson had expected. Although there was no loud noise, Albert immediately recoiled in fear of the rat even though at the start of the experiment he had shown no such fear. Thus, Watson had

demonstrated that he could teach, or condition, a human to have a particular emotional response—in this case, fear—to a particular thing, or stimulus—in this case, the rat.

Watson followed up this part of the experiment by trying to transfer the newly taught fear to another object that at the experiment's start had not scared the baby. Sure enough, when a white rabbit was placed next to Albert, he also reacted with fear. This transfer of a conditioned response to a larger set of similar stimuli is called *generalization*.

Watson's study had additional findings. First, he showed that the objects continued to induce fear outside the laboratory, but to a lesser degree. He also went back and reproduced the response a month later, showing that the learning lasted for some time.

Watson's basic insight—that even emotions can be learned—has held up over time. Subsequent experiments, however, have shown that conditioning can be lost over time through a process called *extinction*. Moreover, researchers today would strongly reject on ethical grounds an experiment making a human baby the subject of such harmful treatment.

Watson, J. B., and Rayner, R. (1920). Conditioned emotional responses. *Journal of Experimental Psychology* 3, 1–14.

Thinking Critically

- 1. Identify** What is behaviorism?
- 2. Predict** How might a therapist have helped Albert to enjoy white rats and rabbits again later in life?

Pavlov and Conditioned Reflex Theory

Background This experiment conducted by the Russian scientist Ivan P. Pavlov led to his development of the conditioned reflex theory. That theory—also called classical conditioning—explains how noninstinctual behaviors are learned, one of the basic concerns of psychology.



Pavlov trained dogs to associate a sound with food.

Study Methodology

Ivan Pavlov, who was a physiologist, not a psychologist, came up with this experiment while conducting another one using dogs to study the mechanics of food digestion. In that experiment, Pavlov connected a tube to the dogs' salivary glands and then collected and measured the amount of saliva the dogs produced when given food. During the course of that experiment, Pavlov observed an unexpected result that could not be explained as an instinctual physiological response. Namely, nonfood stimuli that regularly took place during feedings—footsteps, for instance—began to cause the dogs to salivate even in the absence of food. The hypothesis that this was learned, not instinctual, behavior prompted Pavlov to set up a new experiment.

To study the noninstinctual behavior he observed during his earlier experiment, Pavlov created a controlled environment that separated the dogs from all stimuli other than that introduced by the experimenter. The experiment itself consisted of playing a metronome, a device used to keep time in music, at the same time as feeding the dogs. This sequence was repeated for several days. Then, Pavlov began playing the metronome by itself without feeding the dogs.

Results and Interpretation

As Pavlov theorized, playing the metronome always at the same time as the feedings caused the dogs to salivate profusely whenever they heard the metronome, regardless of

whether food was present. Pavlov then went on to produce similar results with odors and visual cues instead of sounds.

Pavlov interpreted the experimental results as proof of two types of behavior. The first, called an unconditioned reflex, was instinctual behavior that need not be learned. Such behavior was triggered by what he called an unconditioned stimulus—in this case, food. Pavlov called the second type of learned behavior a conditioned reflex. It is learned by repeatedly pairing a neutral stimulus—in this case, a metronome—with an unconditioned stimulus (food). By doing so, the neutral stimulus is converted into what Pavlov called a conditioned stimulus.

Pavlov's use of empirical experimentation to discover the conditioned reflex helped bring much-needed respect to the emerging field of psychology. Moreover, the experiment led Pavlov himself to switch from physiology to psychology, making him one of the discipline's pioneers. Pavlov was so influential that numerous other experiments have cited this one—more than a thousand just since 2000.

Pavlov, I. P. (1927). *Conditioned Reflexes*. London: Oxford University Press.

Thinking Critically

- 1. Identify** What basic question did Pavlov's experiment address?
- 2. Explain** How is a neutral stimulus converted into a conditioned stimulus?

The Rorschach Test

Background *This study by the psychiatrist Hermann Rorschach started as an experiment aimed at comparing how people with different mental illnesses interpreted abstract forms made from a blob of ink. By the end of the study, Rorschach had concluded that the inkblots could also be used to diagnose psychological problems.*

**What do you see
in this inkblot?**



Study Methodology

Have you and a friend ever looked at the same cloud formations but seen very different things? If so, in a way you have already been introduced to the Rorschach inkblot test.

Hermann Rorschach's experiment started with the theory that when a person tries to make sense of an abstract image, its ambiguity causes the person to look inward and project meaning onto it, since it does not correspond to an actual thing. Thus, the meaning a person projects onto the ambiguous image provides a clue into the person's unconscious.

The tool used in Rorschach's experiment was an inkblot made by dropping ink on a piece of paper and then folding the paper in half. The result was a random symmetrical image that was ambiguous enough to be suggestive of various objects, in a similar way as a cloud may look like other objects. (Rorschach found that symmetrical inkblots tended to be more suggestive of other images.)

The subjects for the study consisted of a mix of people, some with mental disorders such as schizophrenia. Other subjects had no diagnosed disorders. The basic procedure was to show each subject a series of 10 inkblots, some of different ink colors, and ask what each looked like. Rorschach used a number of different criteria to interpret the subjects' responses, such as how long it took them to respond, whether color or movement was part of their description, and, of course, what the test subject thought the inkblot looked like.

Results and Interpretation

Two major findings came out of Rorschach's experiment. First, he found that certain responses tended to correlate with specific mental conditions. For instance, "normal" subjects seldom failed to provide an answer, while subjects with schizophrenia often refused to do so. People who were depressed gave fewer answers than those who were not. People with depression saw more animals than did other participants. The second major finding was that the inkblot test, which Rorschach called the form interpretive test, could be used to help diagnose psychological disorders.

It should be noted that subsequent studies have tended to question the effectiveness of the inkblot test as a diagnostic tool, although some more recent studies have found it helpful in diagnosing some specific conditions. Nonetheless, the test is still used by many psychotherapists, especially in the initial stages of therapy, as a way of gaining insight into the patient's mental state.

Rorschach, H. (1942). *Psychodiagnostics: A diagnostic test based on perception*. New York: Grune and Stratton.

Thinking Critically

- 1. Identify** What was the initial purpose of Rorschach's experiment, and what other unplanned result caused a major change in psychology?
- 2. Explain** According to Rorschach, what is it about ambiguous images that makes them a window into internal mental states?

Defense Mechanisms

Background Sigmund Freud shaped the study of psychology more than any other person. However, Freud's methodology was often unscientific. Other psychologists have explored and expanded upon his work, including his daughter, Anna Freud. Her work included a study of the Freudian concept of defense mechanisms.



Anna Freud, with her father and niece

Study Methodology

Sigmund Freud claimed that the human personality consisted of three components. He called these components the ego, the superego, and the id. When they work well together, a person is balanced, makes good decisions, and exhibits normal behavior. At times, however, the components do not work together well. For example, the id, which seeks pleasure, may overwhelm the ego, which assesses real-world conditions. This imbalance can lead to *free-floating anxiety*, a sense of anxiety that does not seem to have a clear cause.

Freud argued that humans try to resolve their anxiety by way of defense mechanisms. These are tools that the mind uses to restore balance between the id, ego, and superego. People use defense mechanisms to deceive the self or distort reality so that the anxiety diminishes. In her work, Freud's daughter Anna refined the concept of defense mechanisms. Anna Freud took a more systematic approach to her studies, using research and observation. For example, she studied the effects of stress on children housed in orphanages that she and her colleagues had founded.

Results and Interpretation

Anna Freud identified 10 defense mechanisms, including repression, regression, projection, reaction formation, and sublimation. Repression is the denial of feelings that create anxiety. Regression is the return to an earlier stage

of development. For example, an insecure child might imitate the behaviors of an infant such as thumb-sucking. Projection is the process of projecting one's anxieties onto someone else. For example, a wife who is considering divorce may accuse her husband of wanting to end the marriage. A person employing reaction formation lessens anxiety by expressing a reaction opposite to the one actually felt. Finally, sublimation is the use of healthy and productive activities to relieve anxiety. Freud believed that sublimation was a healthy response to psychological distress.

Anna Freud's concept of defense mechanisms is perhaps impossible to prove empirically. However, psychologists have found the concept useful for describing and understanding many varieties of human behavior.

Freud made another major contribution to psychology. Her work with children helped establish developmental psychology as a legitimate field of study.

Freud, A. (1946). *The ego and the mechanisms of defense*. New York: International Universities Press.

Thinking Critically

- 1. Identify** List five defense mechanisms that Anna Freud identified.
- 2. Explain** Why did Freud claim that sublimation was a healthy response to anxiety?

Skinner's Superstitious Pigeons

Background This study by B. F. Skinner involved teaching pigeons superstitious behavior—that is, behavior believed to produce a consequence that in reality it does not. It was one of several studies that led Skinner to develop his theory of radical behaviorism, which posits that all, as opposed to some, human behavior stems from experience rather than from internal thoughts, as Freud argued.



Skinner in his lab with colleagues and pigeons

Study Methodology

B. F. Skinner conducted his study with what he called a conditioning chamber. Also known as the Skinner box, it consisted of a cage with a food dish inside that could be filled either by the lab animal via a lever inside the cage, or as in this case, from the outside by the experimenter. Skinner started his study by putting eight pigeons in separate conditioning chambers and then feeding them at regular 15-second intervals for several days. Next, Skinner slowly lengthened the feeding interval to one minute for one of the birds. In the last stage of the experiment, Skinner stopped feeding the birds altogether.

Results and Interpretation

During the 15-second interval, most of the birds displayed a variety of new repetitive behavior patterns such as spinning clockwise and pecking the floor. In the second stage, the bird whose feeding interval had been lengthened continued to display the behavior pattern it had adopted earlier, but in a more exaggerated and frantic way. In the final stage of the experiment, where the feeding stopped entirely, all the birds gradually stopped their behavior pattern. However, the bird whose feeding interval was lengthened in the experiment's second stage repeated the behavior pattern some 10,000 times before giving up.

Skinner interpreted these behavior patterns as resulting from the birds' belief that their actions caused the food to appear, even though

the food was going to drop into the feeding bowls no matter what they did. In short, the birds were exhibiting superstitious behavior.

Through this and similar experiments, Skinner came up with a mechanism he called *operant conditioning* to explain how behavior patterns are learned through experience. According to the theory, a behavior is learned when it produces positive results. Skinner called this *reinforcement*. Conversely, a behavior is not learned when the consequences are negative. Skinner called this process *punishment*. Finally, Skinner found that a behavior had to be maintained by means of regular reinforcement or it would eventually stop. These processes are called *maintenance* and *extinction*, respectively.

The pigeons study has inspired many other experiments. For example, a researcher used a similar method for studying how boys with attention deficit/hyperactivity disorder (ADHD) responded to discontinued reinforcement when playing a game. Like the pigeons, the boys exhibited superstitious behavior.

Skinner, B. F. (1948). *Superstition in the pigeon*. *Journal of Experimental Psychology* 38, 168–172.

Thinking Critically

- 1. Identify** How do Skinner's ideas differ from Freud's in terms of how human behavior develops?
- 2. Analyze** Why did the pigeon whose feeding interval was lengthened react as it did?

REM Sleep and Dreaming

Background Every person dreams, although some people may not recall dreaming. The universality of dreaming has led psychologists to wonder how important it is. Do we need to dream? William Dement tried to determine the value of dreaming by studying what happens when people do not dream.

Dreams can be pleasant or frightening.



Study Methodology

William Dement built his study upon the result of a 1953 study. Eugene Aserinsky and Nathaniel Kleitman had noted that while infants slept, there were periods of eye movement. Aserinsky wondered if these eye movements were related to dreaming. He and his colleague studied 20 adults. When the sleeping volunteers exhibited eye movement, they were awakened. Most reported that they were dreaming at that time. This study showed that dreaming occurred during a sleep period called REM (rapid eye movement) sleep.

The Aserinsky study made it possible to pinpoint when a sleeping person was dreaming—during REM sleep. William Dement used this information to learn if dreaming was necessary. The sleeping habits of eight volunteers were monitored for several nights. Then for the next three to seven nights, the volunteers were awakened whenever they went into REM sleep. They were then allowed some nights of uninterrupted sleep, a period Dement called the recovery phase. In the final phase of the experiment, volunteers were awakened only after REM sleep ended. In other words, they were allowed to finish dreaming before they were awakened.

Results and Interpretation

On average, Dement's volunteers dreamed 80 minutes per night. During the recovery phase, which took place after several nights of no

REM sleep, volunteers averaged 112 minutes of dreaming. It appeared that when subjects lost dream time, they needed to make up for that lost time. Scholars now call this the REM-rebound effect.

Dement also noticed that during the period of no-REM sleep, the test subjects went into REM sleep more often. For example, one subject had to be awakened seven times the first night that volunteers were denied REM sleep. By the last night of that phase of the experiment, that subject had to be awakened 23 times to stop REM sleep from occurring.

These results led Dement to conclude that dreaming is necessary. In fact, Dement wrote a book for the nonscientist in which he proposed more attention be paid to our need for a good night's sleep during which we can dream. Dement even called ours a "sleep-sick society."

Aserinsky, E., and N. Kleitman, N. (1953). Regularly occurring periods of eye mobility and concomitant phenomena during sleep. *Science* 118, 273-274.

Dement, W. (1960). The effect of dream deprivation. *Science* 131, 1705-1707.

Thinking Critically

- 1. Explain** How did Dement know that his test subjects were dreaming?
- 2. Define** What is the REM-rebound effect? What does the effect indicate about the importance of REM sleep?

Piaget and Object Permanence

Background The Swiss psychologist Jean Piaget is credited with founding the field of psychology called human development. This field is devoted to the study of the stages of mental development that all humans pass through in their lifetimes.



Playing peekaboo can illustrate a child's understanding of object permanence.

Study Methodology

Jean Piaget's main line of research involved outlining a process of childhood cognitive development that went through four stages. This particular experiment, which led to the discovery of a concept called object permanence, illustrates his overall research method.

Piaget was working at a boys' school run by Alfred Binet, grading intelligence tests, when he noticed that the children's wrong answers seemed to follow a pattern. They consistently made errors that older children and adults did not make. Piaget theorized that children's learning processes are naturally different from those of adults. He decided to study those processes using an unusual, unstructured approach that consisted of using open-ended games and informal interviews to observe behavior. In another unusual step, for much of his research he used his own children as subjects.

Piaget's object permanence experiment involved observing his infant children's interactions with objects. His goal was to find out when an infant begins to recognize that an object that disappears from sensory awareness still exists—a concept he called object permanence. The experiment started with Piaget identifying when infants recognize that objects exist independently. Once that point was reached, it involved showing an infant an object, hiding it, observing how the child reacted in terms of trying to find it, and then interpreting the observations of that behavior.

Results and Interpretation

Within the four overall stages of development, Piaget identified six substages, starting at birth and culminating in the development of object permanence at about age two. Piaget found that in the earliest stage, an infant views the outside world as an extension of himself or herself. By the middle substage, infants clearly recognize objects but do not understand that the objects continue to exist when out of sight. By the final substage, infants can find hidden objects. This ability, object permanence, is a major turning point that is essential to the development of complex reasoning skills.

Piaget's four-stage framework for childhood cognitive development—in which the development of object permanence is a crucial step—has served as a template for many subsequent studies in human development. It also has real-world relevance in terms of parenting and education because it helps educators and parents tailor the learning process to a child's stage of development.

Piaget, J. (1954). The development of object concept. In J. Piaget, *The construction of reality in the child*, pp. 3–96. New York: Basic Books.

Thinking Critically

- 1. Identify** What is object permanence?
- 2. Analyze** Why might the fact that Piaget used his own children as research subjects cause some psychologists to question his conclusions?

Asch on Group Conformity

Background Everyone at some time has felt pressure to go along with the group. This study conducted by the social psychologist Solomon Asch was among the first to study systematically how group pressure to conform influences individual behavior.



Source: Adapted from p. 32 of Asch, S. E. (1955). Opinions and social pressure. *Scientific American* 193(5), 31–35

Lines like those used in the Asch experiment

Study Methodology

Solomon Asch set about testing the power of conformity by creating what at first glance seemed to be a simple visual test. The test consisted of what appeared to be a group of eight participants comparing several sets of two cards. For each set, one card had a single line and the other had three differently sized lines, one of which was the same length as the line on the single-lined card. The subjects were then asked to identify which of the three lines on one card was the same length as the single line on the other card.

However, this seemingly straightforward test was actually a ploy that all but one of the eight subjects was in on. The “trick” behind the study was that every time a set of cards was shown to the seven “subjects” who were secretly cooperating with the experimenter, all of them picked the same wrong line on purpose. Asch set the experiment up in this way to see whether the one unknowing participant would conform to the group by choosing the same line everyone else did even though his own eyes told him it was the wrong answer.

Results and Interpretation

Around one-third of the subjects consistently went along with the group by choosing the wrong answer. About three-quarters of the subjects picked the wrong answer at least once. Clearly, group pressure was a significant influence on individual behavior. Moreover, in a follow-up experiment Asch demonstrated the

power of conformity from another angle. Using the same experimental design, Asch found that conformity fell to around 5 percent when just one of the seven “cooperating subjects” went against the group and chose the right answer.

Asch’s experiment is important because it was the first to show just how powerful the pressure to conform is in molding individual behavior. Given that most individuals spend much of their lives within social groups, it is a finding that provides significant real-world insights into both the formation of individual behavior and group decision making.

Asch’s study has also been influential within the field of psychology, inspiring numerous subsequent studies. One such line of research has found that there is an optimal group size for producing conformity. Conformity increases as the group’s size increases until the group reaches about seven members. After that, it gradually decreases as more group members are added.

Asch, S. E. (1955). Opinions and social pressure. *Scientific American* 193(5), 31–35.

Thinking Critically

- 1. Identify** What aspect of the study’s design allowed the experimenter to produce the appearance of group conformity?
- 2. Predict** How might an individual’s level of attachment to a specific group influence the degree of individual conformity to that group?

Harlow's Study of Contact Comfort

Background *Because it is among the most powerful of emotions, love has attracted the attention of many psychologists. For most humans, the first person we love is our mother. Behavioral psychologists have argued that children love their mother because she meets primary needs such as food and security. Harry Harlow designed an experiment to determine if love itself is a primary need.*

Harlow and one of the laboratory monkeys



Study Methodology

How does one study an emotion as mysterious as love? Harry Harlow set out to do just that—study the kind of love that binds infants to their mothers.

Harlow used rhesus monkeys, which are biologically similar to humans, in his studies. The infant monkeys in his lab were raised by humans and protected from disease and dangers more effectively than they would have been in the wild by their mothers. He noticed that infant monkeys became very attached to cloth pads that lined the bottoms of their cages. In fact, if the cloth pad was removed from the cage, the monkey's health declined. When the cloth was restored, the monkey improved. Harlow wondered if these pads provided some comfort that the baby monkeys needed as much as food or water.

Harlow built two types of surrogate, or stand-in, mothers for the infant monkeys. Both models dispensed milk and provided heat. The first model was made of smooth wood covered with sponge rubber and soft cloth. The second was made of wire mesh. Eight infant rhesus monkeys were placed in a cage with access to both models. However, half the monkeys received milk from the cloth-covered surrogate, while the other half got milk from the wire-mesh surrogate. To learn more, at times Harlow placed an object that caused a fearful reaction (in this case, a wind-up toy bear) into the cages.

Results and Interpretation

No matter which model provided milk, the infant monkeys strongly preferred to spend time with the cloth-covered surrogate. Monkeys who received milk from the wire-mesh surrogate still spent most of their time with the cloth-covered “mother.” When the scary bear was in the cage, all the monkeys rushed to the cloth-covered surrogate for comfort. Harlow also discovered that when a cloth-covered surrogate was in the cage, the infants were more willing to play with new objects placed in the cage. He concluded that the comfort the monkeys received from the soft cloth fulfilled some need. It provided them with a sense of security in the presence of danger and the confidence to explore their environment.

Harlow's experiment has implications not just for parents but for all people who care for children. It proved that physical contact with other people is important in all childcare settings, including the home, daycare centers, hospitals, and orphanages.

Harlow, H. F. (1958). The nature of love. *American Psychologist* 13, 673–685.

Thinking Critically

- 1. Analyze** What criticisms of Harlow's experiments might other psychologists offer?
- 2. Explain** Why did Harlow use rhesus monkeys in this experiment?

The Origin of Form Perception

Background Psychologists have long been fascinated by infants, and many studies focus on infants' abilities and development. However, studying infants is difficult, as they cannot communicate what they are thinking. Robert Fantz devised a study of infants' ability to perceive form, or patterns, shapes, and sizes.



Robert Fantz studied what holds infants' attention.

Study Methodology

By the middle of the twentieth century, psychologists agreed that human infants can perceive lights, colors, and movement. However, many scholars argued that infants could not perceive shapes and patterns.

To determine if human infants could see forms, Robert Fantz first performed an experiment with newly hatched chicks that had not yet encountered grain or seeds, their natural foods. He placed objects of different shapes and sizes in front of the chicks. He discovered that they pecked at round objects and spheres more than they did triangles and flat objects. That is, they pecked at objects shaped like seeds. The chicks could perceive forms.

Testing human infants was harder, because human babies have limited control over their body movements. Newborns cannot peck or point at things. Fantz realized, however, that they do stare. (In developmental psychology, the term for staring is *preferential looking*.) Fantz and his colleagues built a box with openings for presenting various objects. They first experimented by placing infant chimpanzees in the box to see if they stared at the objects. They did, so the researchers then placed babies ranging in age from 1 to 15 weeks into the box. The babies were presented with objects of various shapes and with different patterns on them in the box openings. The length of time that the infants stared at each form was recorded.

Results and Interpretation

Fantz discovered that infants stared longer at objects covered with complex patterns such as swirls or checkerboards than at objects without patterns. At eight weeks, the infants began preferring certain patterns. For example, they stared longer at a bull's-eye than at stripes.

The chicks had preferred forms that resembled seeds. What accounted for the shapes that attracted the attention of human infants? Fantz believed that humans were drawn to shapes that resembled human features. In a second experiment, he exposed infants to oval disks covered with black-and-white patterns. As Fantz had hypothesized, the more the pattern resembled a human face, the more interesting the infants found the pattern.

Fantz's research proved that infants' minds are not blank slates. They possess inborn abilities that shape how they respond to their environment. His study led other researchers to expand investigations into the ways that infants perceive the world around them.

Fantz, R. L. (1961). The origin of form perception. *Scientific American* 204 (May), 61-72.

Thinking Critically

- 1. Explain** Why did Fantz measure how long infants stared at an object?
- 2. Analyze** Why might human infants respond to patterns that resemble a human face?

The Bobo Doll Experiment

Background *One could argue that aggression has been at the root of many human troubles throughout our history, so it is not surprising that psychologists are interested in aggression. Is aggression a result of human biology? Is it a learned behavior? To help answer these questions, Albert Bandura and his colleagues at Stanford University studied aggression in children.*



Bandura in front of a photo from the Bobo doll experiment

Study Methodology

Albert Bandura maintained that aggression is a learned behavior. He theorized that children who observed aggression in an adult would model that behavior in similar circumstances. To test his hypothesis, Bandura studied 36 boys and 36 girls ranging in age from three to six years old. The children were organized into three groups. The first group served as the control group. The second group observed adults behaving aggressively, while the third group watched adults who were not aggressive. Each group contained the same number of boys and girls.

Each child was brought into a room that contained toys and activities. An adult in the room played with Tinkertoys™. In the group exposed to aggressive behavior, after one minute the adult would strike an inflated clown doll (called a Bobo doll) with a mallet, kick it, punch it in the nose, and sit on it. The adult was also verbally aggressive, shouting at the doll. Children who were to observe nonaggressive behavior watched an adult who played quietly with the Tinkertoys the entire time.

After watching the adult, each child was taken to a different room with attractive, appealing toys. The researchers reasoned that to incite aggression, the children should be angry. So to frustrate the children, researchers told the children they could not play with these toys. The children were then taken to another room that contained several toys, including a Bobo doll.

Results and Interpretation

The study revealed that the children who had witnessed adult aggression were more likely to strike the Bobo doll than were the children who had observed a nonaggressive adult. Boys were more likely to be aggressive than girls, especially if the boys had seen a male adult beat the Bobo doll. Girls were more likely to strike the doll if they had watched an aggressive female adult.

Bandura concluded that aggression was a behavior learned by observing someone else's aggressive behavior. In a later study he showed that children modeled their behavior on adults they saw in films rather than in person. This study raised concerns about young children who watch violence on TV shows. As a result, many studies on children and televised violence followed publication of the Bobo doll experiment. Congress has held hearings on media violence, and parental advisory rating systems developed from such public attention to learned aggression.

Bandura, A., Ross, D., and Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology* 63, 575-582.

Thinking Critically

- 1. Analyze** What does this study suggest about the impact of gender on modeling behavior?
- 2. Predict** Would the outcome of the study have been different if it involved another human instead of a blow-up doll?

The Milgram Experiment

Background The Milgram experiment is a landmark experiment in social psychology, the field devoted to the study of human behavior within groups. It was in part an attempt by its author, Stanley Milgram, to understand why otherwise normal people helped commit wartime atrocities.



Experiment assistants and participant

Study Methodology

The experiment began with a hypothesis—that the urge to obey authority is strong enough to cause people to violate their own moral and ethical beliefs. However, designing an experiment to test that proposition posed a dilemma—how could it be done without actually harming someone in the process?

Stanley Milgram devised a clever, if still controversial, experiment. Its centerpiece was a fake, yet very convincing, machine supposedly capable of administering electric shocks at 30 increasingly stronger levels. During the experiment, the machine was controlled by the subject, who did not know that it was a fake. In the study, two other persons secretly acted out roles. One played an authority figure who directed the experiment. The other played a subject who was supposedly receiving electric shocks.

Milgram recruited 40 male subjects of different ages and occupations. They were told that they were participating in a study on the impact of punishment on learning and that their role was to question another subject (who, as mentioned, was collaborating with the experimenter) and administer increasingly higher-level shocks for each wrong answer. The sham subject then gave wrong answers on purpose. If the unknowing subject hesitated to administer the shock, he was ordered to do so by the person playing the authority figure. The more the subject hesitated, the stronger the commands became.

Results and Interpretation

With regular prompting from the fake authority figure, all the study's participants shocked the fake subject beyond the point where he appeared to be yelling in pain and became despondent and refused to answer. At this point, when the fake authority figure demanded they continue, 65 percent did so all the way to the highest shock level. The study showed that humans are highly susceptible to pressure from authority figures.

There was another major finding as well. Many of the study's unknowing subjects showed signs of extreme stress even as they obeyed their orders. This second finding continues to be a source of ethical debate among psychologists. In short, can deceiving study subjects and placing them under extreme stress ever be justified?

Milgram's study has obvious real-world implications. Given the apparent ease with which humans can ignore their own moral and ethical beliefs in the face of authority, one might argue that it is important to place strict guidelines on the use of authority.

Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology* 67, 371-378.

Thinking Critically

- 1. Identify** In what two ways was the experiment problematic in terms of ethics?
- 2. Analyze** How might the study have been an attempt to understand the sources of wartime atrocities?

Internal and External Control

Background *This experiment, conducted by Julian Rotter, is a landmark in the field of psychology devoted to study of the individual personality. The study demonstrated the existence of a specific personality trait influencing how much control individuals think they have over their lives.*



Does chance or choice control your life?

Study Methodology

When psychologists refer to personality, they mean the mix of behaviors, or traits, that make an individual unique. Julian Rotter theorized that one trait that makes up an individual's personality is whether the individual believes in what he called an internal locus of control or an external locus of control. Those in the first group tend to believe that they are in control of the events surrounding their lives, while those in the second tend to believe that events are outside of their control.

Rotter's study consisted of two steps. In the first step, he developed a test called the *I-E Scale* that he hoped would enable him to identify a subject as having either an internal or external personality. The scale consisted of having subjects read a series of paired statements. One statement attributed an outcome to individual effort, while the other attributed it to fate. For each pair, the subject identified the statement with which he or she agreed.

The second part of the study took place later and involved examining the results of subsequent studies by Rotter and others that used the *I-E Scale*. Rotter theorized that those studies' results would confirm the existence of the internal and external locuses of control.

Results and Interpretation

The studies confirmed the results of Rotter's test. For example, in one gambling-related study, those who were identified as "internals" on the *I. E. Scale* were more likely than

"externals" to avoid bets with high odds on the grounds that they were not likely to win. In other words, they resisted the notion that they might get lucky and win. Similarly, another study found that in trying to achieve a goal, internals tended to be more highly motivated than externals. This was because they recognized that the outcome was in their own hands.

Rotter explained the development of the internal-external personality trait in terms of how the process of conditioned learning plays out for an individual over time. If, over the course of learning many behaviors, most of the things that reinforce those behaviors are viewed by the individual as a result of their own actions, then the individual develops an internal-locus-of-control personality. If, on the other hand, most of the reinforcements appear to come from things outside the person's control, the individual develops an external-locus-of-control personality.

Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs* 80, 1-28.

Thinking Critically

- 1. Identify** What is an external locus of control?
- 2. Analyze** Why might someone whose personality demonstrates an internal locus of control be able to stop a bad habit, such as smoking, more easily than someone characterized by an external locus of control?

Learning to Feel Helpless

Background One basic insight of psychology is that much of human behavior is learned. This experiment by the behavioral psychologist Martin Seligman showed that among the “bad” behavior patterns that can be learned is a mistaken belief in helplessness.



Dogs learned helplessness in the Seligman experiment.

Study Methodology

The basic theory behind Martin Seligman’s experiment was that repeated exposure to an unpleasant, inescapable situation can result in the mistaken feeling that other events are beyond one’s control. To test the proposition, Seligman designed a two-part experiment. The subjects were 24 dogs divided into three groups of 8 dogs each. The “unpleasant situation” his subjects were exposed to was a mild electrical shock.

The first part of the study involved two of the three groups. It consisted of placing a pair of dogs, one from each group, into a harness. For each harnessed pair, the dog from one group could easily escape the shock by moving its head from side to side, while the dog from the other group could not escape the shock no matter what it did. (The harness was rigged so that the dog’s shock ended when the other dog figured out how to stop the shock; that way, both dogs received the same amount of shock time.)

The second part of the study included the third group, which was a control group. Seligman administered shocks to all the dogs, one at a time, in a box that was set up so that the dog could jump over a partition and avoid the shock. For each of the dogs, Seligman recorded whether it learned to escape the shock and, if so, how long it took to learn the behavior.

Results and Interpretation

Seligman reasoned that if his theory was correct, then the dogs that could not escape the shock in the study’s first part would be far less likely than dogs from the other two groups to learn how to escape the avoidable shock. Seligman’s statistical analysis supported that hypothesis. Between 70 percent and 80 percent of the “no-escape” dogs from the first part of the experiment failed to escape the shock in the second part when they could have done so. Meanwhile, almost all the dogs in the other two groups—both the “escape” dogs in the first part and the third control group—escaped quickly and easily.

The results of this experiment led Seligman and others to argue that learned helplessness is one cause of mental illness. This conclusion can have a practical application in treating the depression and anxiety some people develop after natural disasters and other traumatic events beyond their control.

Seligman, M. E. P., and Maier, S. F. (1967). Failure to escape traumatic shock. *Journal of Experimental Psychology* 74, 1–9.

Thinking Critically

- 1. Identify** What mental illness can develop from an individual’s mistaken feeling of helplessness?
- 2. Analyze** What ethical issue is involved in the experiment, and what factor is balanced against that ethical issue in order to justify such an experiment?

Facial Expressions and Culture

Background Facial expressions are one cue that humans use to determine a person's mood. We make different faces when we are happy, sad, or angry. Psychologist Paul Ekman wondered if the meaning of facial expressions remained constant across cultures. In other words, do facial expressions express the same emotions across the globe, or do factors such as culture change their meaning?



Smiles and laughter are universal.

Study Methodology

There are so many ways in which cultures are different, from concepts of beauty and rules of behavior to religious beliefs and basic philosophies. Is it likely that we all smile when we're happy and frown when we're sad?

Paul Ekman and his colleague Wallace Friesen conducted two studies to determine if the links between certain facial expressions and certain emotions were universal. In the first study, they showed photographs of human faces and asked volunteers to name the emotion reflected in the expression. Study participants were from Argentina, Brazil, Chile, Japan, and the United States. Every study participant identified the same emotion for every photograph.

The researchers realized, however, that their study was flawed. In an age of global media, people in industrialized countries had long been exposed to certain images. To test the hypothesis that certain facial expressions had universal meanings, they needed subjects who had not been exposed to media images. They found such people in 1971 in New Guinea, where members of the Fore tribe had had limited contact with modern cultures.

Ekman and Friesen divided the Fore into two groups. Members of the first group had had no contact with modern cultures. They spoke no English and had never seen a motion picture. Members of the second, much smaller group, were familiar with some aspects of modern culture.

Trained translators read brief stories to members of each group and asked them to pick out a photograph with a facial expression that corresponded to the events in the story. The stories were simple; for example, the "happiness" story was about someone whose friends have come for a visit. The photos were all of Westerners, not members of the Fore.

Results and Interpretation

The psychologists discovered that many facial expressions are universal. The Fore picked the same expressions to represent the same emotions that people from other countries had selected. The one exception was that of fear, which the Fore often confused with surprise.

These findings indicate that facial expression may be the result of survival mechanisms of early humans. For example, the expression that signaled fear warned other humans of danger and helped them to survive. Humans retain these expressions and their meanings even today.

Ekman, P., and Friesen, W. V. (1971). Constants across cultures in the face and emotion. *Journal of Personality and Social Psychology* 17, 124-129.

Thinking Critically

- 1. Analyze** Why might it be difficult to re-create this study today?
- 2. Infer** Besides those that show fear, what facial expressions may have provided evolutionary advantages, and in what way might they have done so?

The Stanford Prison Experiment

Background A team of researchers led by the social psychologist Philip Zimbardo designed this study as a way of testing the theory that the social setting—in this case an inherently oppressive prison environment—is an important factor in molding individual behavior.



Interactions between guards and prisoners were a focus of the experiment.

Study Methodology

The subjects in Philip Zimbardo's now-famous prison study were 24 male college students, all of whom had been tested and found to be healthy and psychologically normal. This ensured that none of the subjects started the experiment with "abnormal" individual personality traits that might taint the results.

At the start of the study, half the subjects were randomly assigned the role of prisoner. The other half became mock prison guards. After a staged arrest and booking process conducted with the help of the local police department, the "prisoners" were sent to a "jail" created in the basement of a campus building, where they were placed in the custody of the realistically dressed "guards" for what was to be a two-week mock imprisonment.

Results and Interpretation

Shortly after the experiment began, the behavior of both the prisoners and the guards underwent a dramatic change. Within the first two days, a prisoner "riot" took place, which was ruthlessly put down by the guards using icy blasts from a fire extinguisher. Thereafter, the prisoners became despondent and depressed. Several were so traumatized by the experience that they had to be released within the first few days.

As for the guards, many of them used their position of authority to physically and mentally abuse the prisoners. Moreover, while some guards did their jobs without resorting

to abuse, none of them tried to stop the more abusive ones. In one representative incident, the prisoners refused to help a fellow prisoner who was being abused by the guards. They voted not to give up their blankets in exchange for the release of the "misbehaving" prisoner from solitary confinement.

In the end, the shocking results of the Stanford prison experiment led to its termination in just six days instead of two weeks. The experiment showed how social factors, which in this case involved an uneven distribution of power and control between prisoners and guards, can trigger the rapid development of abnormal behavior patterns.

The Stanford experiment continues to be relevant today. The 2004 scandal involving the treatment of prisoners at the Abu Ghraib military prison in Iraq brought the Stanford study back into public awareness.

Zimbardo, P. G. (1972). The pathology of imprisonment. *Society* 9 (6), 4–8.

Haney, C., Banks, W. C., and Zimbardo, P. G. (1973). Interpersonal dynamics in a simulated prison, *International Journal of Criminology and Penology* 1, 69–97.

Thinking Critically

- 1. Identify** What was the underlying theory of this experiment?
- 2. Draw Conclusions** How might this experiment support the idea that improving the prison environment can have a positive impact on prisoners' behavior?

Identifying Mental Illness in a Mental Hospital

Background *In determining if a person suffers from mental illness, mental health care providers observe behavior. A person exhibiting abnormal behavior may be diagnosed as having a psychological disorder. In a 1973 study, David Rosenhan discovered that the link between abnormal behavior and a diagnosis of such a disorder may be the result of the provider's perceptions.*

How does the setting affect the diagnosis?



Study Methodology

David Rosenhan and seven volunteers participated in the study. Claiming to hear voices that said “empty,” “hollow,” and “thud,” each participant applied for admission to a psychiatric hospital. The “patients” reported no other symptoms besides the voices. All were admitted—all but one with a diagnosis of schizophrenia. Once admitted, participants gave honest answers to the doctors’ questions. Most important, participants always engaged in normal behavior, never pretending to be mentally ill. They cooperated with the staff and were model patients in all ways. (They all flushed any medication they received down the toilet, however.)

The participants took notes on their experiences. At first, they tried to hide this from the staff, but later recorded their observations openly, since the doctors interpreted the note-taking as another symptom of their disorder.

Results and Interpretation

The average hospital stay for the participants was 19 days. The shortest stay was 7 days. One participant was released after 52 days in the hospital. All seven who had been diagnosed with schizophrenia were released with a diagnosis of schizophrenia in remission.

Even though they exhibited normal behavior, doctors and other hospital staff treated the participants as if they were mentally ill. They typically ignored questions from the participants, rarely carrying on a conversation. One interesting aspect of the study was that the

genuine patients were more likely than the hospital staff to suspect that the participants were not mentally ill. Some patients even accused the study volunteers of being investigative journalists. Rosenhan noted that even as hospital patients received little personal attention from doctors, the patients were given large quantities of medication.

Rosenhan concluded that hospital psychiatrists and staff assumed that any patient admitted to the hospital must be mentally ill. Doctors interpreted many normal behaviors as being abnormal. Patient behavior, then, was not the key to understanding the diagnosis. Instead, the setting in which the behavior took place determined how the staff perceived the patients.

Rosenhan repeated his study several times after publishing his article. The results were usually the same. His research has led to greater care in diagnostic procedures and has increased awareness of the dangers of applying labels to patients.

Rosenhan, D. L. (1973). On being sane in insane places. *Science* 179, 250–258.

Thinking Critically

- Analyze** Why do you think that patients in the mental hospital were more likely than doctors to recognize that study participants did not have psychological disorders?
- Predict** How might a mental health professional approach the problem of diagnosing mental illness after reading Rosenhan’s study?

Multiple Intelligences

Background For most of the twentieth century, psychologists used tests to measure intelligence. However, some critics noted that the tests were not reliable. Test scores were influenced by factors other than intelligence, such as race and social class. These concerns led Howard Gardner and other psychologists to search for new definitions of intelligence.

What type of intelligence did Pablo Picasso exhibit?



Study Methodology

To revise our understanding of intelligence, Howard Gardner studied how the brain works. He noted that different parts of the brain carried out different tasks. People who suffered from brain injuries often lost certain mental skills. He also studied prodigies, people who possess an outstanding ability in one area of life but are unremarkable in others. For example, an individual may be average in most ways yet have musical talent far beyond that of an average person.

From his studies, Gardner concluded that intelligence is not a single, unified level of ability. Instead, Gardner argued that human beings possess multiple intelligences. An individual may have great ability in one area, be average in other, and below average in yet another.

Gardner listed seven types of intelligence. Linguistic intelligence is skill with words and language. Musical intelligence is a heightened ability with music. People with high logical-mathematical intelligence are good with numbers and analysis. Spatial intelligence is the ability to mentally manipulate images. Dancers and athletes in particular possess body-kinesthetic intelligence. Intrapersonal intelligence is the ability to know one's own motivations and emotions, while interpersonal intelligence is the skill of identifying other people's feelings and desires.

Later, Gardner added an eighth intelligence—naturalist intelligence. A person with this quality is able to “recognize and classify plants, minerals, and animals, including rocks and grass and all variety of flora and fauna.” He cited Charles Darwin as a good example.

To define an intelligence, Gardner established eight signs. Examples include evidence that the intelligence has developed over evolutionary time, and the ability to study the intelligence with psychological experiments.

Results and Interpretation

Published in 1983, Gardner's theory of multiple intelligences became popular with many scholars. It influenced educational systems as teachers sought to understand how students learn. Critics, however, have charged that there is no scientific basis for Gardner's theory. They point out that it is impossible to prove or disprove. Some critics claim that Gardner's categories do not reflect intelligence but, rather, different styles of thinking.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

Thinking Critically

- 1. Explain** How did Gardner's study of brain functioning lead to the theory of multiple intelligences?
- 2. Support a Position** Besides Gardner's seven intelligences, what other types of intelligences might psychologists claim exist?

Cultural Values and Human Behavior

Background Psychologists agree that the culture you live in influences your behavior. However, cultures are very complex, and it can be difficult to determine exactly how culture shapes behavior. Psychologist Harry Triandis studied different cultures and the ways in which they affect human behavior.



The study examined Puerto Rican attitudes about values.

Study Methodology

Harry Triandis used the concept of the ingroup to organize cultures into two broad categories. In what Triandis called collectivist cultures, individuals are loyal to a specific ingroup to which they belong. An ingroup may be as small as a family or tribe or as large as a nation. The success and survival of the ingroup is more important than individual success. In return for their commitment to the ingroup, individuals receive emotional support and other assistance. Such loyalty to the ingroup persists even if the individual's relationship with the group becomes difficult or unpleasant.

Individualist cultures, in contrast, place more emphasis on personal satisfaction and success. The ingroup is not as important as it is in a collectivist culture. People may be a member of several ingroups but typically are not deeply loyal to any ingroup in particular.

To learn more, Triandis and his colleagues organized three studies. In each study, participants completed questionnaires that measured their attitudes toward values that were either individualistic or collectivist.

Results and Interpretation

The first study revealed that citizens of the United States emphasize individualistic values. The second study included Americans and participants from Japan and Puerto Rico. Triandis discovered that the Puerto Ricans and the Japanese had some collectivist and some individualist attitudes. Finally, the third study

compared responses of Americans and Puerto Ricans. This study again indicated that Puerto Rican culture emphasized some collectivist attitudes. Puerto Ricans prized interactions with others and believed that groups provided positive support. Americans, however, were more concerned with self-reliance.

Triandis was able to map the two types of cultures. He found that individualist cultures are found in northern and western Europe and countries influenced by those regions. Some qualities that these countries share are a frontier, large numbers of immigrants, and both physical and social mobility. Besides the United States, Canada and Australia are examples. Most other regions Triandis labeled as collectivist.

Triandis's work proved to be very influential. Psychologists and sociologists have used his ideas to explore a variety of behaviors and attitudes. For example, studies indicate that people living in individualistic cultures are more likely to suffer from loneliness.

Triandis, H., Bontempo, R., Villareal, M., Asai, M., and Lucca, N. (1988). Individualism and collectivism: Cross-cultural perspectives on self-ingroup relationships. *Journal of Personality and Social Psychology* 54, 323–338.

Thinking Critically

- 1. Identify** What values might be important to people in individualistic cultures?
- 2. Predict** How might divorce rates differ between individualistic and collectivist cultures?

The Minnesota Twins Study

Background Scientists have long debated the forces that shape human personality. For most of the twentieth century, scholars argued that factors in one's environment—the influence of parents and teachers, for example—shape personalities. However, some psychologists wondered about the role of heredity and genetics in forming personality. Psychologists at the University of Minnesota designed an experiment to help determine whether nature (genetics) or nurture (environment) is more important in determining who we are.

These twins were raised apart but share many characteristics.



Study Methodology

We may not like to think that heredity plays a significant role in our personalities. We would rather think that our ability to make friends or to persevere in the face of difficulty is due more to our virtues than to our genes.

To study the effects of genes on personality, psychologist Thomas Bouchard enlisted the participation of monozygotic twins. Commonly called identical twins, monozygotic twins share the same genetic makeup. Bouchard and his colleagues at the University of Minnesota opened a registry for twins born in Minnesota from 1936 to 1955. They organized the twins who registered into two groups. The first group consisted of monozygotic twins raised together (MZT). The second group was made up of monozygotic twins who had been separated at an early age and raised apart (MZA). Volunteers from each group were given a wide array of tests. Scholars studied the twins' health, religious beliefs, reaction times, and even listed their personal belongings. The testing took about 50 hours to complete.

The psychologists used the test results to create a database of information about the two groups of twins. The psychologists rated the level of shared personality traits among members of the MZT group. They then rated the similarity of the same traits of the MZA group. Comparing the results of the tests on the two groups allowed the psychologists to evaluate the role of heredity and environment in forming personalities.

Results and Interpretation

The study of the database showed that members of the MZA group and the MZT group had very similar test results. If environment were wholly responsible for personality, the twins raised apart would in some ways be very different from one another. However, twins raised apart were about as similar to one another in personality as were twins raised together. This outcome indicated that genes play a major role in the development of personality.

The study's authors did not completely dismiss the role of environment. For example, they noted that a person's intelligence quotient (IQ) could improve with proper training.

Critics claimed that other studies of twins have shown that environment plays a greater role than the University of Minnesota study found. Despite such criticisms, Bouchard and his fellow psychologists changed the debate over nature and nurture. Scientists continue to conduct research on the influence of genetics on personality.

Bouchard, T., Lykken, D., McGue, M., Segal, N., and Tellegen, A. (1990). Sources of human psychological differences: The Minnesota study of twins reared apart. *Science* 250, 223–229.

Thinking Critically

- 1. Explain** Why did the Bouchard study use monozygotic twins?
- 2. Predict** How might this study affect our understanding of the importance of genetics?

Ethical Principles of Psychologists and Code of Conduct

PREAMBLE

Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work.

This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline.

The development of a dynamic set of ethical standards for psychologists' work-related conduct requires a personal commitment and lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.

GENERAL PRINCIPLES

This section consists of General Principles. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose.

PRINCIPLE A: BENEFICENCE AND NONMALEFICENCE

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the

welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

PRINCIPLE B: FIDELITY AND RESPONSIBILITY

Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues' scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

PRINCIPLE C: INTEGRITY

Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology. In these activities psychologists do not steal, cheat, or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

PRINCIPLE D: JUSTICE

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted

by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

PRINCIPLE E: RESPECT FOR PEOPLE'S RIGHTS AND DIGNITY

Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.

ETHICAL STANDARDS

1. Resolving Ethical Issues

1.01 Misuse of Psychologists' Work

If psychologists learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to the Ethics Code and take steps to resolve the conflict. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing legal authority.

1.03 Conflicts Between Ethics and Organizational Demands

If the demands of an organization with which psychologists are affiliated or for whom they are working conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and to the extent feasible, resolve the conflict in a way that permits adherence to the Ethics Code.

1.04 Informal Resolution of Ethical Violations

When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolu-

tion appears appropriate and the intervention does not violate any confidentiality rights that may be involved. (See also Standards 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority, and 1.03, Conflicts Between Ethics and Organizational Demands.)

1.05 Reporting Ethical Violations

If an apparent ethical violation has substantially harmed or is likely to substantially harm a person or organization and is not appropriate for informal resolution under Standard 1.04, Informal Resolution of Ethical Violations, or is not resolved properly in that fashion, psychologists take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, to state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when psychologists have been retained to review the work of another psychologist whose professional conduct is in question. (See also Standard 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority.)

1.06 Cooperating With Ethics Committees

Psychologists cooperate in ethics investigations, proceedings, and resulting requirements of the APA or any affiliated state psychological association to which they belong. In doing so, they address any confidentiality issues. Failure to cooperate is itself an ethics violation. However, making a request for deferment of adjudication of an ethics complaint pending the outcome of litigation does not alone constitute noncooperation.

1.07 Improper Complaints

Psychologists do not file or encourage the filing of ethics complaints that are made with reckless disregard for or willful ignorance of facts that would disprove the allegation.

1.08 Unfair Discrimination Against Complainants and Respondents

Psychologists do not deny persons employment, advancement, admissions to academic or other programs, tenure, or promotion, based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

2. Competence

2.01 Boundaries of Competence

(a) Psychologists provide services, teach, and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience.

(b) Where scientific or professional knowledge in the discipline of psychology establishes that an understanding of factors associated with age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status is essential for effective implementation of their services or research, psychologists have or obtain the training, experience, consultation, or supervision necessary to ensure the competence of their services, or they make appropriate referrals, except as provided in Standard 2.02, Providing Services in Emergencies.

(c) Psychologists planning to provide services, teach, or conduct research involving populations, areas, techniques, or technologies new to them undertake relevant education, training, supervised experience, consultation, or study.

(d) When psychologists are asked to provide services to individuals for whom appropriate mental health services are not available and for which psychologists have not obtained the competence necessary, psychologists with closely related prior training or experience may provide such services in order to ensure that services are not denied if they make a reasonable effort to obtain the competence required by using relevant research, training, consultation, or study.

(e) In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect clients/patients, students, supervisees, research participants, organizational clients, and others from harm.

(f) When assuming forensic roles, psychologists are or become reasonably familiar with the judicial or administrative rules governing their roles.

2.02 Providing Services in Emergencies

In emergencies, when psychologists provide services to individuals for whom other mental health services are not available and for which psychologists have not obtained the necessary training, psychologists may provide such services in order to ensure that services are not denied. The services are discontinued as soon as the emergency has ended or appropriate services are available.

2.03 Maintaining Competence

Psychologists undertake ongoing efforts to develop and maintain their competence.

2.04 Bases for Scientific and Professional Judgments

Psychologists' work is based upon established scientific and professional knowledge of the discipline. (See also Standards 2.01e, Boundaries of Competence, and 10.01b, Informed Consent to Therapy.)

2.05 Delegation of Work to Others

Psychologists who delegate work to employees, supervisees, or research or teaching assistants or who use the services of others, such as interpreters, take reasonable steps to (1) avoid delegating such work to persons who have a multiple relationship with those being served that would likely lead to exploitation or loss of objectivity; (2) authorize only those responsibilities that such persons can be expected to perform competently on the basis of their education, training, or experience, either independently or with the level of supervision being provided; and (3) see that such persons perform these services competently. (See also Standards 2.02, Providing Services in Emergencies; 3.05, Multiple Relationships; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.02, Use of Assessments; 9.03, Informed Consent in Assessments; and 9.07, Assessment by Unqualified Persons.)

2.06 Personal Problems and Conflicts

(a) Psychologists refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.

(b) When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties. (See also Standard 10.10, Terminating Therapy.)

3. Human Relations

3.01 Unfair Discrimination

In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.

3.02 Sexual Harassment

Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist, and that either (1) is unwelcome, is offensive, or creates a hostile workplace or educational environment, and the psychologist knows or is told this or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts. (See also Standard 1.08, Unfair Discrimination Against Complainants and Respondents.)

3.03 Other Harassment

Psychologists do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as

those persons' age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

3.04 Avoiding Harm

Psychologists take reasonable steps to avoid harming their clients/patients, students, supervisees, research participants, organizational clients, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable.

3.05 Multiple Relationships

(a) A multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.

A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical.

(b) If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist takes reasonable steps to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

(c) When psychologists are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, at the outset they clarify role expectations and the extent of confidentiality and thereafter as changes occur. (See also Standards 3.04, Avoiding Harm, and 3.07, Third-Party Requests for Services.)

3.06 Conflict of Interest

Psychologists refrain from taking on a professional role when personal, scientific, professional, legal, financial, or other interests or relationships could reasonably be expected to (1) impair their objectivity, competence, or effectiveness in performing their functions as psychologists or (2) expose the person or organization with whom the professional relationship exists to harm or exploitation.

3.07 Third-Party Requests for Services

When psychologists agree to provide services to a person or entity at the request of a third party, psychologists attempt to clarify at the outset of the service the nature of the relationship with all individuals or

organizations involved. This clarification includes the role of the psychologist (e.g., therapist, consultant, diagnostician, or expert witness), an identification of who is the client, the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality. (See also Standards 3.05, Multiple Relationships, and 4.02, Discussing the Limits of Confidentiality.)

3.08 Exploitative Relationships

Psychologists do not exploit persons over whom they have supervisory, evaluative, or other authority such as clients/patients, students, supervisees, research participants, and employees. (See also Standards 3.05, Multiple Relationships; 6.04, Fees and Financial Arrangements; 6.05, Barter With Clients/Patients; 7.07, Sexual Relationships With Students and Supervisees; 10.05, Sexual Intimacies With Current Therapy Clients/Patients; 10.06, Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients; 10.07, Therapy With Former Sexual Partners; and 10.08, Sexual Intimacies With Former Therapy Clients/Patients.)

3.09 Cooperation With Other Professionals

When indicated and professionally appropriate, psychologists cooperate with other professionals in order to serve their clients/patients effectively and appropriately. (See also Standard 4.05, Disclosures.)

3.10 Informed Consent

(a) When psychologists conduct research or provide assessment, therapy, counseling, or consulting services in person or via electronic transmission or other forms of communication, they obtain the informed consent of the individual or individuals using language that is reasonably understandable to that person or persons except when conducting such activities without consent is mandated by law or governmental regulation or as otherwise provided in this Ethics Code. (See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

(b) For persons who are legally incapable of giving informed consent, psychologists nevertheless (1) provide an appropriate explanation, (2) seek the individual's assent, (3) consider such persons' preferences and best interests, and (4) obtain appropriate permission from a legally authorized person, if such substitute consent is permitted or required by law. When consent by a legally authorized person is not permitted or required by law, psychologists take reasonable steps to protect the individual's rights and welfare.

(c) When psychological services are court ordered or otherwise mandated, psychologists inform the individual of the nature of the anticipated services, including whether the services are court ordered or mandated and any limits of confidentiality, before proceeding.

(d) Psychologists appropriately document written or oral consent, permission, and assent.

(See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

3.11 Psychological Services Delivered To or Through Organizations

(a) Psychologists delivering services to or through organizations provide information beforehand to clients and when appropriate those directly affected by the services about (1) the nature and objectives of the services, (2) the intended recipients, (3) which of the individuals are clients, (4) the relationship the psychologist will have with each person and the organization, (5) the probable uses of services provided and information obtained, (6) who will have access to the information, and (7) limits of confidentiality. As soon as feasible, they provide information about the results and conclusions of such services to appropriate persons.

(b) If psychologists will be precluded by law or by organizational roles from providing such information to particular individuals or groups, they so inform those individuals or groups at the outset of the service.

3.12 Interruption of Psychological Services

Unless otherwise covered by contract, psychologists make reasonable efforts to plan for facilitating services in the event that psychological services are interrupted by factors such as the psychologist's illness, death, unavailability, relocation, or retirement or by the client's/patient's relocation or financial limitations. (See also Standard 6.02c, Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work.)

4. Privacy And Confidentiality

4.01 Maintaining Confidentiality

Psychologists have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. (See also Standard 2.05, Delegation of Work to Others.)

4.02 Discussing the Limits of Confidentiality

(a) Psychologists discuss with persons (including, to the extent feasible, persons who are legally incapable of giving informed consent and their legal representatives) and organizations with whom they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the information generated through their psychological activities. (See also Standard 3.10, Informed Consent.)

(b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

(c) Psychologists who offer services, products, or information via electronic transmission inform clients/patients of the risks to privacy and limits of confidentiality.

4.03 Recording

Before recording the voices or images of individuals to whom they provide services, psychologists obtain permission from all such persons or their legal representatives. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

4.04 Minimizing Intrusions on Privacy

(a) Psychologists include in written and oral reports and consultations, only information germane to the purpose for which the communication is made.

(b) Psychologists discuss confidential information obtained in their work only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

4.05 Disclosures

(a) Psychologists may disclose confidential information with the appropriate consent of the organizational client, the individual client/patient, or another legally authorized person on behalf of the client/patient unless prohibited by law.

(b) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose such as to (1) provide needed professional services; (2) obtain appropriate professional consultations; (3) protect the client/patient, psychologist, or others from harm; or (4) obtain payment for services from a client/patient, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose. (See also Standard 6.04e, Fees and Financial Arrangements.)

4.06 Consultations

When consulting with colleagues, (1) psychologists do not disclose confidential information that reasonably could lead to the identification of a client/patient, research participant, or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided, and (2) they disclose information only to the extent necessary to achieve the purposes of the consultation. (See also Standard 4.01, Maintaining Confidentiality.)

4.07 Use of Confidential Information for Didactic or Other Purposes

Psychologists do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their clients/patients, students, research participants, organizational clients, or other recipients of their services that

they obtained during the course of their work, unless (1) they take reasonable steps to disguise the person or organization, (2) the person or organization has consented in writing, or (3) there is legal authorization for doing so.

5. Advertising and Other Public Statements

5.01 Avoidance of False or Deceptive Statements

(a) Public statements include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae, or comments for use in media such as print or electronic transmission, statements in legal proceedings, lectures and public oral presentations, and published materials. Psychologists do not knowingly make public statements that are false, deceptive, or fraudulent concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated.

(b) Psychologists do not make false, deceptive, or fraudulent statements concerning (1) their training, experience, or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for, or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings.

(c) Psychologists claim degrees as credentials for their health services only if those degrees (1) were earned from a regionally accredited educational institution or (2) were the basis for psychology licensure by the state in which they practice.

5.02 Statements by Others

(a) Psychologists who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.

(b) Psychologists do not compensate employees of press, radio, television, or other communication media in return for publicity in a news item. (See also Standard 1.01, Misuse of Psychologists' Work.)

(c) A paid advertisement relating to psychologists' activities must be identified or clearly recognizable as such.

5.03 Descriptions of Workshops and Non-Degree-Granting Educational Programs

To the degree to which they exercise control, psychologists responsible for announcements, catalogs, brochures, or advertisements describing workshops, seminars, or other non-degree-granting educational programs ensure that they accurately describe the audience for which the program is intended, the educational objectives, the presenters, and the fees involved.

5.04 Media Presentations

When psychologists provide public advice or comment via print, internet, or other electronic transmission, they take precautions to ensure that statements (1) are based on their professional knowledge, training, or experience in accord with appropriate psychological literature and practice; (2) are otherwise consistent with this Ethics Code; and (3) do not indicate that a professional relationship has been established with the recipient. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

5.05 Testimonials

Psychologists do not solicit testimonials from current therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence.

5.06 In-Person Solicitation

Psychologists do not engage, directly or through agents, in uninvited in-person solicitation of business from actual or potential therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence. However, this prohibition does not preclude (1) attempting to implement appropriate collateral contacts for the purpose of benefiting an already engaged therapy client/patient or (2) providing disaster or community outreach services.

6. Record Keeping and Fees

6.01 Documentation of Professional and Scientific Work and Maintenance of Records

Psychologists create, and to the extent the records are under their control, maintain, disseminate, store, retain, and dispose of records and data relating to their professional and scientific work in order to (1) facilitate provision of services later by them or by other professionals, (2) allow for replication of research design and analyses, (3) meet institutional requirements, (4) ensure accuracy of billing and payments, and (5) ensure compliance with law. (See also Standard 4.01, Maintaining Confidentiality.)

6.02 Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work

(a) Psychologists maintain confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether these are written, automated, or in any other medium. (See also Standards 4.01, Maintaining Confidentiality, and 6.01, Documentation of Professional and Scientific Work and Maintenance of Records.)

(b) If confidential information concerning recipients of psychological services is entered into databases or systems of records available to persons whose access has not been consented to by the recipient, psychologists use coding or other techniques to avoid the inclusion of personal identifiers.

(c) Psychologists make plans in advance to facilitate the appropriate transfer and to protect the confidentiality of records and data in the event of psychologists' withdrawal from positions or practice. (See also Standards 3.12, Interruption of Psychological Services, and 10.09, Interruption of Therapy.)

6.03 Withholding Records for Nonpayment

Psychologists may not withhold records under their control that are requested and needed for a client's/patient's emergency treatment solely because payment has not been received.

6.04 Fees and Financial Arrangements

(a) As early as is feasible in a professional or scientific relationship, psychologists and recipients of psychological services reach an agreement specifying compensation and billing arrangements.

(b) Psychologists' fee practices are consistent with law.

(c) Psychologists do not misrepresent their fees.

(d) If limitations to services can be anticipated because of limitations in financing, this is discussed with the recipient of services as early as is feasible. (See also Standards 10.09, Interruption of Therapy, and 10.10, Terminating Therapy.)

(e) If the recipient of services does not pay for services as agreed, and if psychologists intend to use collection agencies or legal measures to collect the fees, psychologists first inform the person that such measures will be taken and provide that person an opportunity to make prompt payment. (See also Standards 4.05, Disclosures; 6.03, Withholding Records for Nonpayment; and 10.01, Informed Consent to Therapy.)

6.05 Barter With Clients/Patients

Barter is the acceptance of goods, services, or other nonmonetary remuneration from clients/patients in return for psychological services. Psychologists may barter only if (1) it is not clinically contraindicated, and (2) the resulting arrangement is not exploitative. (See also Standards 3.05, Multiple Relationships, and 6.04, Fees and Financial Arrangements.)

6.06 Accuracy in Reports to Payors and Funding Sources

In their reports to payors for services or sources of research funding, psychologists take reasonable steps to ensure the accurate reporting of the nature of the service provided or research conducted, the fees, charges, or payments, and where applicable, the identity of the provider, the findings, and the diagnosis. (See also Standards 4.01, Maintaining Confidentiality; 4.04, Minimizing Intrusions on Privacy; and 4.05, Disclosures.)

6.07 Referrals and Fees

When psychologists pay, receive payment from, or divide fees with another professional, other than in an employer-employee relationship, the payment to each is based on the services provided (clinical, consulta-

tive, administrative, or other) and is not based on the referral itself. (See also Standard 3.09, Cooperation With Other Professionals.)

7. Education and Training

7.01 Design of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences, and to meet the requirements for licensure, certification, or other goals for which claims are made by the program. (See also Standard 5.03, Descriptions of Workshops and Non-Degree-Granting Educational Programs.)

7.02 Descriptions of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that there is a current and accurate description of the program content (including participation in required course- or program-related counseling, psychotherapy, experiential groups, consulting projects, or community service), training goals and objectives, stipends and benefits, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.

7.03 Accuracy in Teaching

(a) Psychologists take reasonable steps to ensure that course syllabi are accurate regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. This standard does not preclude an instructor from modifying course content or requirements when the instructor considers it pedagogically necessary or desirable, so long as students are made aware of these modifications in a manner that enables them to fulfill course requirements. (See also Standard 5.01, Avoidance of False or Deceptive Statements.)

(b) When engaged in teaching or training, psychologists present psychological information accurately. (See also Standard 2.03, Maintaining Competence.)

7.04 Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

7.05 Mandatory Individual or Group Therapy

(a) When individual or group therapy is a program or course requirement, psychologists responsible for that program allow students in undergraduate and graduate programs the option of selecting such therapy from practitioners unaffiliated with the program. (See also Standard 7.02, Descriptions of Education and Training Programs.)

(b) Faculty who are or are likely to be responsible for evaluating students' academic performance do not themselves provide that therapy. (See also Standard 3.05, Multiple Relationships.)

7.06 Assessing Student and Supervisee Performance

(a) In academic and supervisory relationships, psychologists establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision.

(b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

7.07 Sexual Relationships With Students and Supervisees

Psychologists do not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom psychologists have or are likely to have evaluative authority. (See also Standard 3.05, Multiple Relationships.)

8. Research and Publication

8.01 Institutional Approval

When institutional approval is required, psychologists provide accurate information about their research proposals and obtain approval prior to conducting the research. They conduct the research in accordance with the approved research protocol.

8.02 Informed Consent to Research

(a) When obtaining informed consent as required in Standard 3.10, Informed Consent, psychologists inform participants about (1) the purpose of the research, expected duration, and procedures; (2) their right to decline to participate and to withdraw from the research once participation has begun; (3) the foreseeable consequences of declining or withdrawing; (4) reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (5) any prospective research benefits; (6) limits of confidentiality; (7) incentives for participation; and (8) whom to contact for questions about the research and research participants' rights. They provide opportunity for the prospective participants to ask questions and receive answers. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05,

Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

(b) Psychologists conducting intervention research involving the use of experimental treatments clarify to participants at the outset of the research (1) the experimental nature of the treatment; (2) the services that will or will not be available to the control group(s) if appropriate; (3) the means by which assignment to treatment and control groups will be made; (4) available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and (5) compensation for or monetary costs of participating including, if appropriate, whether reimbursement from the participant or a third-party payor will be sought. (See also Standard 8.02a, Informed Consent to Research.)

8.03 Informed Consent for Recording Voices and Images in Research

Psychologists obtain informed consent from research participants prior to recording their voices or images for data collection unless (1) the research consists solely of naturalistic observations in public places, and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm, or (2) the research design includes deception, and consent for the use of the recording is obtained during debriefing. (See also Standard 8.07, Deception in Research.)

8.04 Client/Patient, Student, and Subordinate Research Participants

(a) When psychologists conduct research with clients/patients, students, or subordinates as participants, psychologists take steps to protect the prospective participants from adverse consequences of declining or withdrawing from participation.

(b) When research participation is a course requirement or an opportunity for extra credit, the prospective participant is given the choice of equitable alternative activities.

8.05 Dispensing With Informed Consent for Research

Psychologists may dispense with informed consent only (1) where research would not reasonably be assumed to create distress or harm and involves **(a)** the study of normal educational practices, curricula, or classroom management methods conducted in educational settings; **(b)** only anonymous questionnaires, naturalistic observations, or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial standing, employability, or reputation, and confidentiality is protected; or **(c)** the study of factors related to job or organization effectiveness conducted in organizational settings for which there is no risk to participants' employability, and confidentiality is protected or (2) where otherwise permitted by law or federal or institutional regulations.

8.06 Offering Inducements for Research Participation

- (a) Psychologists make reasonable efforts to avoid offering excessive or inappropriate financial or other inducements for research participation when such inducements are likely to coerce participation.
- (b) When offering professional services as an inducement for research participation, psychologists clarify the nature of the services, as well as the risks, obligations, and limitations. (See also Standard 6.05, Barter With Clients/Patients.)

8.07 Deception in Research

- (a) Psychologists do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study's significant prospective scientific, educational, or applied value and that effective nondeceptive alternative procedures are not feasible.
- (b) Psychologists do not deceive prospective participants about research that is reasonably expected to cause physical pain or severe emotional distress.
- (c) Psychologists explain any deception that is an integral feature of the design and conduct of an experiment to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the data collection, and permit participants to withdraw their data. (See also Standard 8.08, Debriefing.)

8.08 Debriefing

- (a) Psychologists provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and they take reasonable steps to correct any misconceptions that participants may have of which the psychologists are aware.
- (b) If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.
- (c) When psychologists become aware that research procedures have harmed a participant, they take reasonable steps to minimize the harm.

8.09 Humane Care and Use of Animals in Research

- (a) Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state, and local laws and regulations, and with professional standards.
- (b) Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health, and humane treatment.
- (c) Psychologists ensure that all individuals under their supervision who are using animals have received instruction in research methods and in the care, maintenance, and handling of the species being used, to the extent appropriate to their role. (See also Standard 2.05, Delegation of Work to Others.)

(d) Psychologists make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.

(e) Psychologists use a procedure subjecting animals to pain, stress, or privation only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational, or applied value.

(f) Psychologists perform surgical procedures under appropriate anesthesia and follow techniques to avoid infection and minimize pain during and after surgery.

(g) When it is appropriate that an animal's life be terminated, psychologists proceed rapidly, with an effort to minimize pain and in accordance with accepted procedures.

8.10 Reporting Research Results

- (a) Psychologists do not fabricate data. (See also Standard 5.01a, Avoidance of False or Deceptive Statements.)
- (b) If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

8.11 Plagiarism

Psychologists do not present portions of another's work or data as their own, even if the other work or data source is cited occasionally.

8.12 Publication Credit

- (a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit.)
- (b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.
- (c) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard 8.12b, Publication Credit.)

8.13 Duplicate Publication of Data

Psychologists do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.

8.14 Sharing Research Data for Verification

(a) After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. This does not preclude psychologists from requiring that such individuals or groups be responsible for costs associated with the provision of such information.

(b) Psychologists who request data from other psychologists to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting psychologists obtain prior written agreement for all other uses of the data.

8.15 Reviewers

Psychologists who review material submitted for presentation, publication, grant, or research proposal review respect the confidentiality of and the proprietary rights in such information of those who submitted it.

9. Assessment

9.01 Bases for Assessments

(a) Psychologists base the opinions contained in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, on information and techniques sufficient to substantiate their findings. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

(b) Except as noted in 9.01c, psychologists provide opinions of the psychological characteristics of individuals only after they have conducted an examination of the individuals adequate to support their statements or conclusions. When, despite reasonable efforts, such an examination is not practical, psychologists document the efforts they made and the result of those efforts, clarify the probable impact of their limited information on the reliability and validity of their opinions, and appropriately limit the nature and extent of their conclusions or recommendations. (See also Standards 2.01, Boundaries of Competence, and 9.06, Interpreting Assessment Results.)

(c) When psychologists conduct a record review or provide consultation or supervision and an individual examination is not warranted or necessary for the opinion, psychologists explain this and the sources of information on which they based their conclusions and recommendations.

9.02 Use of Assessments

(a) Psychologists administer, adapt, score, interpret, or use assessment techniques, interviews, tests, or instruments in a manner and for purposes that are appropriate in light of the research on or evidence of

the usefulness and proper application of the techniques.

(b) Psychologists use assessment instruments whose validity and reliability have been established for use with members of the population tested. When such validity or reliability has not been established, psychologists describe the strengths and limitations of test results and interpretation.

(c) Psychologists use assessment methods that are appropriate to an individual's language preference and competence, unless the use of an alternative language is relevant to the assessment issues.

9.03 Informed Consent in Assessments

(a) Psychologists obtain informed consent for assessments, evaluations, or diagnostic services, as described in Standard 3.10, Informed Consent, except when (1) testing is mandated by law or governmental regulations; (2) informed consent is implied because testing is conducted as a routine educational, institutional, or organizational activity (e.g., when participants voluntarily agree to assessment when applying for a job); or (3) one purpose of the testing is to evaluate decisional capacity. Informed consent includes an explanation of the nature and purpose of the assessment, fees, involvement of third parties, and limits of confidentiality and sufficient opportunity for the client/patient to ask questions and receive answers.

(b) Psychologists inform persons with questionable capacity to consent or for whom testing is mandated by law or governmental regulations about the nature and purpose of the proposed assessment services, using language that is reasonably understandable to the person being assessed.

(c) Psychologists using the services of an interpreter obtain informed consent from the client/patient to use that interpreter, ensure that confidentiality of test results and test security are maintained, and include in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, discussion of any limitations on the data obtained. (See also Standards 2.05, Delegation of Work to Others; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.06, Interpreting Assessment Results; and 9.07, Assessment by Unqualified Persons.)

9.04 Release of Test Data

(a) The term test data refers to raw and scaled scores, client/patient responses to test questions or stimuli, and psychologists' notes and recordings concerning client/patient statements and behavior during an examination. Those portions of test materials that include client/patient responses are included in the definition of test data. Pursuant to a client/patient release, psychologists provide test data to the client/patient or other persons identified in the release. Psychologists may refrain from releasing test data to protect a client/patient or others from substantial harm or misuse or misrepresentation of the data or

the test, recognizing that in many instances release of confidential information under these circumstances is regulated by law. (See also Standard 9.11, Maintaining Test Security.)

(b) In the absence of a client/patient release, psychologists provide test data only as required by law or court order.

9.05 Test Construction

Psychologists who develop tests and other assessment techniques use appropriate psychometric procedures and current scientific or professional knowledge for test design, standardization, validation, reduction or elimination of bias, and recommendations for use.

9.06 Interpreting Assessment Results

When interpreting assessment results, including automated interpretations, psychologists take into account the purpose of the assessment as well as the various test factors, test-taking abilities, and other characteristics of the person being assessed, such as situational, personal, linguistic, and cultural differences, that might affect psychologists' judgments or reduce the accuracy of their interpretations. They indicate any significant limitations of their interpretations. (See also Standards 2.01b and c, Boundaries of Competence, and 3.01, Unfair Discrimination.)

9.07 Assessment by Unqualified Persons

Psychologists do not promote the use of psychological assessment techniques by unqualified persons, except when such use is conducted for training purposes with appropriate supervision. (See also Standard 2.05, Delegation of Work to Others.)

9.08 Obsolete Tests and Outdated Test Results

(a) Psychologists do not base their assessment or intervention decisions or recommendations on data or test results that are outdated for the current purpose.

(b) Psychologists do not base such decisions or recommendations on tests and measures that are obsolete and not useful for the current purpose.

9.09 Test Scoring and Interpretation Services

(a) Psychologists who offer assessment or scoring services to other professionals accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use.

(b) Psychologists select scoring and interpretation services (including automated services) on the basis of evidence of the validity of the program and procedures as well as on other appropriate considerations. (See also Standard 2.01b and c, Boundaries of Competence.)

(c) Psychologists retain responsibility for the appropriate application, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use automated or other services.

9.10 Explaining Assessment Results

Regardless of whether the scoring and interpretation are done by psychologists, by employees or assistants, or by automated or other outside services, psychologists take reasonable steps to ensure that explanations of results are given to the individual or designated representative unless the nature of the relationship precludes provision of an explanation of results (such as in some organizational consulting, preemployment or security screenings, and forensic evaluations), and this fact has been clearly explained to the person being assessed in advance.

9.11 Maintaining Test Security

The term test materials refers to manuals, instruments, protocols, and test questions or stimuli and does not include test data as defined in Standard 9.04, Release of Test Data. Psychologists make reasonable efforts to maintain the integrity and security of test materials and other assessment techniques consistent with law and contractual obligations, and in a manner that permits adherence to this Ethics Code.

10. Therapy

10.01 Informed Consent to Therapy

(a) When obtaining informed consent to therapy as required in Standard 3.10, Informed Consent, psychologists inform clients/patients as early as is feasible in the therapeutic relationship about the nature and anticipated course of therapy, fees, involvement of third parties, and limits of confidentiality and provide sufficient opportunity for the client/patient to ask questions and receive answers. (See also Standards 4.02, Discussing the Limits of Confidentiality, and 6.04, Fees and Financial Arrangements.)

(b) When obtaining informed consent for treatment for which generally recognized techniques and procedures have not been established, psychologists inform their clients/patients of the developing nature of the treatment, the potential risks involved, alternative treatments that may be available, and the voluntary nature of their participation. (See also Standards 2.01e, Boundaries of Competence, and 3.10, Informed Consent.)

(c) When the therapist is a trainee and the legal responsibility for the treatment provided resides with the supervisor, the client/patient, as part of the informed consent procedure, is informed that the therapist is in training and is being supervised and is given the name of the supervisor.

10.02 Therapy Involving Couples or Families

(a) When psychologists agree to provide services to several persons who have a relationship (such as spouses, significant others, or parents and children), they take reasonable steps to clarify at the outset (1) which of the individuals are clients/patients and (2) the relationship the psychologist will have with each person. This clarification includes the psychologist's

role and the probable uses of the services provided or the information obtained. (See also Standard 4.02, *Discussing the Limits of Confidentiality*.)

(b) If it becomes apparent that psychologists may be called on to perform potentially conflicting roles (such as family therapist and then witness for one party in divorce proceedings), psychologists take reasonable steps to clarify and modify, or withdraw from, roles appropriately. (See also Standard 3.05c, *Multiple Relationships*.)

10.03 Group Therapy

When psychologists provide services to several persons in a group setting, they describe at the outset the roles and responsibilities of all parties and the limits of confidentiality.

10.04 Providing Therapy to Those Served by Others

In deciding whether to offer or provide services to those already receiving mental health services elsewhere, psychologists carefully consider the treatment issues and the potential client's/patient's welfare. Psychologists discuss these issues with the client/patient or another legally authorized person on behalf of the client/patient in order to minimize the risk of confusion and conflict, consult with the other service providers when appropriate, and proceed with caution and sensitivity to the therapeutic issues.

10.05 Sexual Intimacies With Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with current therapy clients/patients.

10.06 Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with individuals they know to be close relatives, guardians, or significant others of current clients/patients. Psychologists do not terminate therapy to circumvent this standard.

10.07 Therapy With Former Sexual Partners

Psychologists do not accept as therapy clients/patients persons with whom they have engaged in sexual intimacies.

10.08 Sexual Intimacies With Former Therapy Clients/Patients

(a) Psychologists do not engage in sexual intimacies with former clients/patients for at least two years after cessation or termination of therapy.

(b) Psychologists do not engage in sexual intimacies with former clients/patients even after a two-year interval except in the most unusual circumstances. Psychologists who engage in such activity after the two years following cessation or termination of therapy and of having no sexual contact with the former client/patient bear the burden of demonstrating that there has been no exploitation, in light of all

relevant factors, including (1) the amount of time that has passed since therapy terminated; (2) the nature, duration, and intensity of the therapy; (3) the circumstances of termination; (4) the client's/patient's personal history; (5) the client's/patient's current mental status; (6) the likelihood of adverse impact on the client/patient; and (7) any statements or actions made by the therapist during the course of therapy suggesting or inviting the possibility of a posttermination sexual or romantic relationship with the client/patient. (See also Standard 3.05, *Multiple Relationships*.)

10.09 Interruption of Therapy

When entering into employment or contractual relationships, psychologists make reasonable efforts to provide for orderly and appropriate resolution of responsibility for client/patient care in the event that the employment or contractual relationship ends, with paramount consideration given to the welfare of the client/patient. (See also Standard 3.12, *Interruption of Psychological Services*.)

10.10 Terminating Therapy

(a) Psychologists terminate therapy when it becomes reasonably clear that the client/patient no longer needs the service, is not likely to benefit, or is being harmed by continued service.

(b) Psychologists may terminate therapy when threatened or otherwise endangered by the client/patient or another person with whom the client/patient has a relationship.

(c) Except where precluded by the actions of clients/patients or third-party payors, prior to termination psychologists provide pretermination counseling and suggest alternative service providers as appropriate.

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English and Spanish Glossary

MARK	AS IN	RESPELLING	EXAMPLE
a	alphabet	a	*AL-fuh-bet
ā	Asia	ay	AY-zhuh
ä	cart, <u>top</u>	ah	KAHRT, TAHp
e	let, <u>ten</u>	e	LET, TEN
ē	even, <u>leaf</u>	ee	EE-vuhn, LEEF
i	it, tip, Brit <u>ish</u>	i	IT, TIP, BRIT-ish
ī	s <u>ite</u> , bu <u>y</u> , Oh <u>io</u>	y	SYT, BY, oh-HY-oh
	ir <u>i</u> s	eye	EYE-ris
k	<u>card</u>	k	KAHRD
ō	<u>over</u> , rain <u>bow</u>	oh	OH-vuhr, RAYN-boh
ū	bo <u>ok</u> , wo <u>od</u>	ooh	BOOHK, WOOhD
ó	all, or <u>chid</u>	aw	AWL, AWR-kid
oi	fo <u>il</u> , co <u>in</u>	oy	FOYL, KOYN
au	<u>out</u>	ow	OWT
ə	cu <u>p</u> , bu <u>tt</u> er	uh	KUHP, BUHT-uh
ü	ru <u>le</u> , fo <u>od</u>	oo	ROOL, FOOD
yü	<u>few</u>	yoo	FYOO
zh	vi <u>sion</u>	zh	VIZH-uhn

*A syllable printed in capital letters receives heavier emphasis than the other syllable(s) in a word.

Phonetic Respelling and Pronunciation Guide

Some of the vocabulary terms in this textbook have been respelled to help you pronounce them. The letter combinations used in the respelling throughout the narrative are explained in the following phonetic respelling and pronunciation guide. The guide is adapted from *Merriam-Webster's Collegiate Dictionary, 11th Edition*; *Merriam-Webster's Geographical Dictionary*; and *Merriam-Webster's Biographical Dictionary*.

A

absolute threshold the weakest amount of a particular stimulus that can be sensed (p. 97)

umbral absoluto menor cantidad de un estímulo en particular que puede percibirse (pág. 97)

acculturation the process of adapting to a new or different culture (p. 413)

aculturación proceso de adaptarse a una cultura nueva o diferente (pág. 413)

achievement knowledge and skills gained from experience and education (p. 249)

logro destrezas y conocimientos obtenidos a través de la experiencia y la educación (pág. 249)

achievement motivation the desire to persevere with work and to avoid distraction in order to reach personal goals (p. 375)

motivación de logro deseo de perseverar mediante el trabajo y de evitar las distracciones para alcanzar objetivos personales (pág. 375)

achievement test test that measures the amount of knowledge one has in specific academic areas (p. 427)

prueba de logro evaluación que mide el conocimiento adquirido en áreas académicas específicas (pág. 427)

active coping response to a stressor that reduces stress by changing the situation to eliminate or lessen the negative effects of the stressor (p. 488)

afrentamiento activo respuesta a un factor estresante en la que se modifica la situación para eliminar o disminuir los efectos negativos del factor y así reducir el estrés (pág. 488)

active listening empathic listening in which the listener acknowledges, restates, and clarifies the speaker's thoughts and concerns (p. 542)

escucha activa escucha empática en la que el receptor reconoce, reformula y aclara los pensamientos y las preocupaciones del emisor (pág. 542)

actor-observer bias the tendency to attribute one's own behavior to situational factors but to attribute the behavior of others to dispositional factors (p. 577)

sesgo actor-observador tendencia a atribuir la conducta propia a factores situacionales y la conducta de otros a factores disposicionales (pág. 577)

addiction a compulsive need for and use of a habit-forming substance (p. 145)

adicción necesidad y uso compulsivos de una sustancia que genera hábito (pág. 145)

adolescent growth spurt a sudden, brief burst of physical growth during which adolescents typically make great gains in height and weight (p. 307)

estirón de la adolescencia una explosión repentina y breve de crecimiento físico durante la que los adolescentes suelen crecer considerablemente en peso y estatura (pág. 307)

affiliation the desire to join with others and to be a part of something larger than oneself (p. 378)

afiliación deseo de unirse a otros y de formar parte de algo más grande que uno mismo (pág. 378)

afterimage the visual impression that remains after the original image has been removed (p. 104)

imagen persistente impresión visual que permanece después de que desaparece la imagen original (pág. 104)

agoraphobia a fear of crowded, public places (p. 506)

agorafobia miedo a los lugares públicos en los que hay mucha gente (pág. 506)

algorithm a problem-solving strategy that eventually leads to a solution; usually involves trying random solutions to a problem in a systematic way (p. 221)

algoritmo estrategia para resolver problemas que finalmente ofrece una solución; suele consistir en probar al azar una serie de soluciones para resolver un problema de manera sistemática (pág. 221)

altered state of consciousness a type of consciousness other than normal waking consciousness (p. 131)

estado alterado de conciencia cualquier estado de conciencia diferente del estado de conciencia normal de vigilia (pág. 131)

altruism unselfish regard for the welfare of others (p. 605)

altruismo preocupación desinteresada por el bienestar de los demás (pág. 605)

Alzheimer's disease an irreversible, progressive brain disorder characterized by the deterioration of memory, language, and eventually, physical functioning (p. 345)

enfermedad de Alzheimer trastorno del cerebro irreversible y progresivo caracterizado por el deterioro de la memoria, del lenguaje y, finalmente, del funcionamiento físico (pág. 345)

amphetamine a type of stimulant often used to stay awake or to reduce appetite (p. 146)

anfetamina tipo de estimulante que suele usarse para permanecer despierto o para reducir el apetito (pág. 146)

anchoring heuristic the process of making decisions based on certain ideas or standards held by the decision maker (p. 233)

heurística de anclaje el proceso de tomar decisiones a partir de ciertas ideas o normas propias de quien toma la decisión (pág. 233)

anorexia nervosa an eating disorder characterized by extreme weight loss due to self-starvation (p. 321)

anorexia nerviosa trastorno de la alimentación caracterizado por la pérdida extrema de peso que se debe a la inanición voluntaria (pág. 321)

anterograde amnesia the inability to form new memories because of brain trauma (p. 205)

amnesia anterógrada la incapacidad de formar recuerdos nuevos a causa de un trauma cerebral (pág. 205)

anxiety drug a type of medication that relieves anxiety disorders and panic disorders by depressing the activity of the central nervous system (p. 550)

fármaco ansiolítico tipo de medicamento que alivia los trastornos de ansiedad y pánico mediante la depresión de la actividad del sistema nervioso central (pág. 550)

antidepressant drug a type of medication used to treat major depression by increasing the amount of one or both of the neurotransmitters noradrenaline and serotonin (p. 550)

fármaco antidepresivo tipo de medicamento que se usa para tratar las depresiones graves mediante el aumento de la cantidad de noradrenalina o de serotonina, o de ambos neurotransmisores a la vez (pág. 550)

antipsychotic drug a type of medication used to reduce agitation, delusions, and hallucinations by blocking the activity of dopamine in the brain; also called a major tranquilizer (p. 551)

fármaco antipsicótico tipo de medicamento que se usa para reducir la agitación, el delirio y las alucinaciones mediante el bloqueo de la actividad de la dopamina en el cerebro; también se conoce como tranquilizante mayor (pág. 551)

approach-approach conflict a type of conflict involving a choice between two positive but mutually exclusive options (p. 475)

conflicto de atracción-atracción tipo de conflicto que implica una elección entre dos opciones positivas pero excluyentes entre sí (pág. 475)

approach-avoidance conflict a type of conflict involving a single goal that has both positive and negative aspects (p. 475)

conflicto de atracción-evitación tipo de conflicto que implica un objetivo único que tiene aspectos tanto positivos como negativos (pág. 475)

aptitude test a test that is designed to predict a person's future performance or capacity to learn (p. 427)

prueba de aptitud prueba desarrollada para predecir el rendimiento o la capacidad para aprender de una persona (pág. 427)

archetypes original models from which later forms develop; in Jung's personality theory, archetypes are primitive images or concepts that reside in the collective unconscious (p. 401)

arquetipos modelos originales a partir de los que se desarrollan formas posteriores; en la teoría de la personalidad de Jung, los arquetipos son imágenes o conceptos primitivos que se encuentran en el inconsciente colectivo (pág. 401)

association areas areas of the cerebral cortex that are involved in such mental operations as thinking, memory, learning, and problem solving (p. 76)

áreas de asociación áreas de la corteza cerebral relacionadas con operaciones mentales como el pensamiento, la memoria, el aprendizaje y la resolución de problemas (pág. 76)

associationism the theory that our understanding of the world occurs through ideas associated with similar sensory experiences and perceptions (p. 17)

asociacionismo teoría que afirma que comprendemos el mundo a través de ideas asociadas a percepciones y experiencias sensoriales similares (pág. 17)

attachment an active and intense emotional relationship between two people that endures over time (p. 285)

apego relación emocional activa e intensa entre dos personas que perdura en el tiempo (pág. 285)

attitude an enduring belief about people, places, or objects that evokes certain feelings and influences behavior (p. 563)

actitud creencia duradera acerca de personas, lugares u objetos que evoca ciertos sentimientos e influye en la conducta (pág. 563)

attraction in social psychology, an attitude of liking (positive attraction) or disliking (negative attraction) (p. 581)

atracción en psicología social, una actitud de gusto (atracción positiva) o disgusto (atracción negativa) (pág. 581)

attribution theory the suggestion that there is a tendency to explain a person's behavior in terms of the situation or the person's personality (p. 577)

teoría de la atribución la propuesta de que hay una tendencia a explicar la conducta de una persona de acuerdo con la situación o la personalidad de la persona (pág. 577)

auditory nerve the cranial nerve that carries sound from the cochlea of the inner ear to the brain (p. 108)

nervio auditivo nervio craneal que lleva el sonido desde la cóclea del oído interno hacia el cerebro (pág. 108)

authoritarian a leadership or parenting style that stresses unquestioning obedience (p. 288)

autoritario tipo de liderazgo o estilo de crianza que se basa en la obediencia sin cuestionamientos (pág. 288)

authoritarian leader a leader who makes decisions for the group and tells other group members what to do (p. 593)

líder autoritario líder que toma las decisiones del grupo y ordena qué hacer a los demás miembros (pág. 593)

authoritative a leadership or parenting style based on recognized authority or knowledge and characterized by mutual respect (p. 288)

autoritativo tipo de liderazgo o estilo parental basado en la autoridad o el conocimiento admitidos que se caracteriza por el respeto mutuo (pág. 288)

autonomic nervous system the subdivision of the peripheral nervous system that regulates body functions, such as respiration and digestion (p. 71)

sistema nervioso autónomo subdivisión del sistema nervioso periférico que regula las funciones corporales, como la respiración y la digestión (pág. 71)

availability heuristic the tendency to make decisions on the basis of information that is available in one's immediate consciousness (p. 232)

heurística de la disponibilidad tendencia de una persona a tomar decisiones a partir de la información disponible en su conciencia inmediata (pág. 232)

aversive conditioning a type of counterconditioning that links an unpleasant state with an unwanted behavior in an attempt to eliminate the behavior (p. 547)

condicionamiento aversivo tipo de contracondicionamiento que une un estado desagradable con una conducta no deseada para eliminar esa conducta (pág. 547)

avoidance-avoidance conflict a type of conflict involving a choice between two negative or undesirable options (p. 475)

conflicto de evitación-evitación tipo de conflicto que implica una elección entre dos opciones negativas o indeseables (pág. 475)

axon a long tubelike structure attached to a neuron that transmits impulses away from the neuron cell body (p. 67)

axón estructura larga en forma de tubo unida a una neurona que transmite impulsos desde el cuerpo celular de la neurona (pág. 67)

axon terminals small fibers branching out from an axon (p. 68)

terminales axonales pequeñas fibras del axón que se ramifican (pág. 68)

B

balance theory the view that people have a need to organize their perceptions, opinions, and beliefs in a manner that is in harmony with those of the people around them (p. 376)

teoría del equilibrio teoría que afirma que las personas necesitan organizar sus percepciones, opiniones y creencias de una manera que esté en armonía con las de las personas que las rodean (pág. 376)

basic research research that is conducted for its own sake, that is, that has no immediate application (p. 12)

investigación básica investigación que se realiza con el único fin de investigar, es decir, que no tiene aplicación inmediata (pág. 12)

behavior any action that people can observe or measure (p. 5)

conducta toda acción que se puede observar o medir (pág. 5)

behaviorism the school of psychology, founded by John Watson, that defines psychology as the scientific study of observable behavior (p. 20)

conductismo escuela de la Psicología, fundada por John Watson, que define la psicología como el estudio científico de la conducta observable (pág. 20)

behavior-rating scales systematic means of recording the frequency with which certain behaviors occur (p. 423)

escala de evaluación de la conducta método sistemático para registrar la frecuencia de ciertas conductas (pág. 423)

bereaved mourning after the death of a loved one (p. 354)

aflicción estado de duelo después de la muerte de un ser querido (pág. 354)

bias a predisposition to a certain point of view despite the facts (p. 41)

sesgo predisposición a mantener determinado punto de vista a pesar de los hechos (pág. 41)

binocular cues visual cues for depth that require the use of both eyes (p. 119)

claves binoculares claves visuales mediante las cuales se percibe la profundidad, para las que se requiere el uso de ambos ojos (pág. 119)

biofeedback a system for monitoring and feeding back information about certain biological processes, such as blood pressure (p. 140)

biorretroalimentación sistema de monitoreo y retroalimentación de información sobre ciertos procesos biológicos, como la presión arterial (pág. 140)

biological perspective the psychological perspective that emphasizes the influence of biology on behavior (p. 23)

perspectiva biológica perspectiva psicológica que enfatiza la influencia de la biología en la conducta (pág. 23)

bipolar disorder a disorder in which a person's mood changes from depression to wild elation and back again (p. 510)

trastorno bipolar trastorno en el que los estados de ánimo de una persona se alternan una y otra vez entre la depresión y la euforia descontrolada (pág. 510)

blind spot the part of the retina that contains no photoreceptors (p. 103)

punto ciego la parte de la retina que no contiene fotorreceptores (pág. 103)

bulimia nervosa an eating disorder in which enormous quantities of food are consumed and then purged by means of laxatives or self-induced vomiting (p. 321)

bulimia nerviosa trastorno de la alimentación que se caracteriza por la ingesta de enormes cantidades de comida y su posterior purga mediante laxantes o vómitos inducidos (pág. 321)

bystander effect the tendency for a person to be less likely to give aid if other bystanders are present (p. 606)

efecto espectador tendencia por la cual es menos probable que una persona ayude a otra si hay otras personas mirando (pág. 606)

C

case study an in-depth study of a single person or group to reveal some universal principle (p. 45)
estudio de caso estudio exhaustivo de una sola persona o un solo grupo realizado para revelar algún principio universal (pág. 45)

catatonic stupor an immobile, expressionless, coma-like state associated with schizophrenia (p. 520)
estupor catatónico estado de inmovilidad y falta de expresión, similar a un estado de coma, asociado a la esquizofrenia (pág. 520)

catharsis in psychology, the release of aggressive energy through action or fantasy (p. 602)
catarsis en psicología, la liberación de la energía agresiva mediante la acción o la fantasía (pág. 602)

cell body the part of a neuron that produces the energy needed for the activity of the cell (p. 67)
cuerpo celular parte de la neurona que produce la energía necesaria para la actividad celular (pág. 67)

cellular damage theories the view that aging occurs because body cells lose the capacity to reproduce and maintain themselves as a result of damage (p. 344)
teorías del daño celular concepción que afirma que el envejecimiento ocurre porque las células del cuerpo pierden la capacidad de reproducirse y mantenerse sanas tras sufrir un daño (pág. 344)

central nervous system the part of the nervous system that consists of the brain and spinal cord (p. 67)
sistema nervioso central parte del sistema nervioso que comprende el encéfalo y la médula espinal (pág. 67)

central route a method of persuasion that uses evidence and logical arguments to influence people (p. 568)
vía central método de persuasión en el que se usan pruebas y argumentos lógicos para influir en las personas (pág. 568)

cerebellum the area of the brain that is responsible for voluntary movement and balance (p. 73)
cerebelo área del encéfalo que controla el movimiento voluntario y el equilibrio (pág. 73)

cerebral cortex the bumpy, convoluted surface of the brain; the body's control and information-processing center (p. 75)
corteza cerebral la superficie irregular y convoluta del encéfalo; el centro del control corporal y del procesamiento de la información (pág. 75)

cerebrum the large mass of the forebrain, consisting of two hemispheres (p. 75)
cerebro gran masa del encéfalo anterior, que consta de dos hemisferios (pág. 75)

chaining in operant conditioning, combining the steps of a sequence to progress toward a final action (p. 170)
encadenamiento en el condicionamiento operante, la combinación de los pasos de una secuencia con el objetivo de progresar hacia una acción final (pág. 170)

childhood the stage of life that follows infancy and spans the period from the second birthday to the beginning of adolescence (p. 279)
niñez etapa de la vida que sigue a la infancia y abarca el período que se extiende desde los dos años hasta el comienzo de la adolescencia (pág. 279)

chromosome a microscopic threadlike structure in the nucleus of every living cell; it contains genes, the basic units of heredity (p. 85)
cromosoma estructura microscópica filiforme que se halla en el núcleo de todas las células vivas; contiene los genes, las unidades básicas de la herencia (pág. 85)

chunking the mental process of organizing information into meaningful units, or "chunks" (p. 198)
agrupación proceso mental de organizar la información en unidades de significado o bloques de información (pág. 198)

circadian rhythm a regular sequence of biological processes, such as temperature and sleep, that occurs every 24 hours (p. 133)
ritmo circadiano secuencia regular de procesos biológicos, como la temperatura y el sueño, que ocurre cada 24 horas (pág. 133)

classical conditioning a type of learning in which a neutral stimulus comes to elicit an unconditioned response when that neutral stimulus is repeatedly paired with a stimulus that normally causes an unconditioned response (p. 159)
condicionamiento clásico tipo de aprendizaje en el que un estímulo neutro logra provocar una respuesta incondicionada cuando se asocia repetidamente a un estímulo que suele provocar una respuesta incondicionada (pág. 159)

clique a small, exclusive group of people within a larger group (p. 313)
clique grupo pequeño y exclusivo de personas dentro de un grupo más grande (pág. 313)

closure the tendency to perceive a complete or whole figure even when there are gaps in sensory information (p. 116)
cierre tendencia a percibir una figura completa o entera incluso cuando faltan elementos en la información sensorial (pág. 116)

cochlea the fluid-filled structure of the inner ear that transmits sound impulses to the auditory nerve (p. 108)

cóclea estructura del oído interno llena de fluido que transmite impulsos sonoros al nervio auditivo (pág. 108)

cognitive activities private, unmeasurable mental processes such as dreams, perceptions, thoughts, and memories (p. 5)

actividades cognitivas procesos mentales privados que no pueden medirse, como los sueños, las percepciones, los pensamientos y los recuerdos (pág. 5)

cognitive anchor a persistent belief that develops early in life and shapes the way a person sees and interprets the world (p. 564)

anclaje cognitivo creencia persistente que se desarrolla en los primeros años de vida y determina la manera en que una persona ve e interpreta el mundo (pág. 564)

cognitive consistency the state in which a person's thoughts and behaviors match his or her beliefs and the expectations of others (p. 376)

consistencia cognitiva estado en el que los pensamientos y las conductas de una persona se corresponden con sus creencias y con las expectativas de los demás (pág. 376)

cognitive-dissonance theory the theory that suggests that people make attitudinal changes to reduce the tension that occurs when their thoughts and attitudes are inconsistent with their actions (p. 377)

teoría de la disonancia cognitiva teoría que sugiere que las personas cambian sus actitudes para reducir la tensión que surge cuando sus pensamientos y actitudes no se corresponden con sus acciones (pág. 377)

cognitive evaluation a process in which a person forms beliefs based on evidence from many sources (p. 563)

evaluación cognitiva proceso por el cual una persona fundamenta sus creencias con pruebas que provienen de muchas fuentes (pág. 563)

cognitive perspective the perspective that emphasizes the role of thought processes in determining behavior (p. 23)

perspectiva cognitiva la perspectiva que enfatiza el rol de los procesos de pensamiento en la determinación de la conducta (pág. 23)

cognitive restructuring a method of coping in which one changes the thoughts one has in a particular situation (p. 439)

reestructuración cognitiva método de afrontamiento por el que una persona cambia los pensamientos que tiene en una situación particular (pág. 439)

collective unconscious Jung's concept of a shared, inherited body of memory that all humans have (p. 401)

inconsciente colectivo concepto desarrollado por Jung que describe un conjunto heredado y compartido de recuerdos que tienen todos los seres humanos (pág. 401)

commitment a pledge or promise between two people to share a life together (p. 583)

compromiso promesa o acuerdo entre dos personas para compartir una vida en común (pág. 583)

common fate the tendency to perceive objects that are moving together as belonging together (p. 117)

destino común tendencia a percibir objetos que se mueven juntos como si formaran un grupo (pág. 117)

complementary the colors across from each other on the color wheel (p. 103)

complementarios se dice de los colores que se encuentran uno frente a otro en el círculo cromático (pág. 103)

concept a mental structure used to categorize objects, people, or events that share similar characteristics (p. 215)

concepto estructura mental que se usa para categorizar objetos, personas o sucesos que comparten características similares (pág. 215)

concrete-operational stage according to Piaget, the stage of cognitive development during which children acquire the ability to think logically (p. 297)

etapa operacional concreta según Piaget, etapa del desarrollo cognitivo durante la que los niños adquieren la capacidad de pensar lógicamente (pág. 297)

conditional positive regard the expression of love or esteem given only when an individual exhibits suitable behavior (p. 291)

estimación positiva condicional expresión de amor o estima que se da únicamente cuando un individuo exhibe una conducta adecuada (pág. 291)

conditioned response a learned response to a previously neutral stimulus (p. 160)

respuesta condicionada respuesta aprendida ante un estímulo que antes era neutro (pág. 160)

conditioned stimulus a previously neutral stimulus that, because of pairing with an unconditioned stimulus, now causes a conditioned response (p. 160)

estímulo condicionado estímulo neutro que, debido a la asociación con un estímulo incondicionado, provoca una respuesta condicionada (pág. 160)

conditioning a type of learning that involves stimulus-response connections, in which the response is conditional on the stimulus (p. 159)

condicionamiento tipo de aprendizaje basado en relaciones de estímulo-respuesta, en el que el estímulo condiciona la respuesta (pág. 159)

conductive deafness hearing loss caused by damage to the middle ear, thus interfering with the transmission of sound waves to the cochlea (p. 108)

sordera conductiva pérdida de la audición provocada por una lesión en el oído medio que dificulta la transmisión de las ondas sonoras hacia la cóclea (pág. 108)

conform to change one's attitudes or behavior in accordance with generally accepted standards (p. 595)

conformar cambiar las actitudes o conductas personales de acuerdo con normas aceptadas por todos (pág. 595)

congruence agreement; in psychology, consistency between one's self-concept and one's experience (p. 411)

congruencia acuerdo; en psicología, coherencia entre el concepto que una persona tiene de sí misma y su experiencia (pág. 411)

consciousness awareness of oneself and one's environment (p. 129)

conciencia reconocimiento de uno mismo y de su entorno (pág. 129)

construct idea that cannot be seen or measured directly (p. 35)

constructo idea que no se puede ver ni medir directamente (pág. 35)

contact comfort the instinctual need to touch and be touched by something soft, such as skin or fur (p. 286)

comodidad de contacto necesidad instintiva de tocar y sentir algo suave, como la piel o el pelaje (pág. 286)

context-dependent memories information that is more easily retrieved in the context or situation in which it was encoded and stored (p. 193)

recuerdos contextuales información que se recuerda más fácilmente en el contexto o la situación donde se codificó y almacenó (pág. 193)

continuity the perceptual tendency to group stimuli into continuous patterns (p. 117)

continuidad tendencia perceptiva a agrupar estímulos en patrones continuos (pág. 117)

continuous reinforcement the reinforcement of a desired response every time it occurs (p. 168)

refuerzo continuo refuerzo de una respuesta deseada cada vez que ocurre (pág. 168)

control group in an experiment, the group that does not receive the treatment (p. 52)

grupo de control en un experimento, el grupo que no recibe el tratamiento (pág. 52)

conventional moral reasoning the level of moral development at which a person makes judgments based on conventional standards of right and wrong (p. 298)

razonamiento moral convencional nivel de desarrollo moral en el que una persona hace juicios basándose en normas convencionales sobre el bien y el mal (pág. 298)

convergent thinking directed thinking; thinking that is limited to available facts (p. 217)

pensamiento convergente pensamiento dirigido; pensamiento limitado a los datos disponibles (pág. 217)

corpus callosum the nerve fibers that connect the left and right hemispheres of the cerebral cortex (p. 75)

cuerpo calloso conjunto de fibras nerviosas que conectan los hemisferios izquierdo y derecho de la corteza cerebral (pág. 75)

correlation the relationship between variables (p. 48)

correlación relación entre variables (pág. 48)

counterconditioning a therapy procedure based on classical conditioning that replaces a negative response to a stimulus with a positive response (p. 162)

contracondicionamiento procedimiento terapéutico basado en el condicionamiento clásico que reemplaza una respuesta negativa a un estímulo con una respuesta positiva (pág. 162)

cramming preparing hastily for an exam (p. 439)

memorización intensiva preparación breve y acelerada para un examen (pág. 439)

creativity the ability to invent new solutions to problems or to create original or ingenious materials (p. 260)

creatividad capacidad de inventar nuevas soluciones a problemas o crear materiales originales o ingeniosos (pág. 260)

critical period a stage or point in development during which a person or animal is best suited to learn a particular skill or behavior pattern (p. 276)

período crítico etapa o momento del desarrollo en que una persona o un animal está más preparado para aprender una destreza o un patrón de conducta específicos (pág. 276)

cross-linking a possible cause of aging in which proteins within a cell bind together, toughening body tissues and eventually leading to the breakdown of various bodily processes (p. 345)

entrecruzamiento posible causa del envejecimiento; enlace de proteínas dentro de una célula responsable de que se endurezcan los tejidos del cuerpo y, con el tiempo, fallen diversos procesos fisiológicos (pág. 345)

cross-sectional method a method of research that looks at different age groups at the same time in order to understand changes that occur during the life span (p. 46)

método transversal método de investigación por el que se observan grupos de distintas edades al mismo tiempo para comprender los cambios que ocurren durante el ciclo vital (pág. 46)

crowd large groups of people who share attitudes and a group identity (p. 313)

multitud grupo grande de personas que comparten actitudes y una identidad grupal (pág. 313)

crystallized intelligence accumulated skills, knowledge, and experience (p. 264)

inteligencia cristalizada destrezas, experiencias y conocimientos acumulados (pág. 264)

culture-bound syndrome a cluster of symptoms that is considered a recognizable disease only within a specific culture or society (p. 500)

síndrome limitado a una cultura conjunto de síntomas que se consideran una enfermedad reconocible solo dentro de una cultura o sociedad específicas (pág. 500)

D

decay disintegration; in psychology, the fading away of memory over time (p. 204)

deterioro desintegración; en psicología, la desaparición gradual de la memoria con el paso del tiempo (pág. 204)

deductive reasoning a form of thinking in which conclusions are inferred from premises; the conclusions are true if the premises are true (p. 230)

razonamiento deductivo forma de pensamiento en la que se infieren conclusiones a partir de premisas; las conclusiones son verdaderas si las premisas son verdaderas (pág. 230)

defense mechanisms psychological distortions used to remain psychologically stable or in balance (p. 398)

mecanismos de defensa distorsiones psicológicas que se usan para permanecer estable o equilibrado desde el punto de vista psicológico (pág. 398)

defensive coping a response to a stressor that temporarily reduces stress but may be harmful in the long run because it neither changes the situation nor removes the stressor (p. 488)

enfrentamiento defensivo respuesta a un factor estresante que reduce temporalmente el estrés pero puede ser perjudicial a largo plazo porque no modifica la situación ni elimina el factor estresante (pág. 488)

delusion an erroneous belief, as of persecution or grandeur, that may accompany certain psychotic disorders (p. 147)

delirio creencia errónea, por ejemplo, de persecución o de grandeza, que puede acompañar ciertos trastornos psicóticos (pág. 147)

dementia a serious loss of cognitive function (p. 345)

demencia pérdida grave de las funciones cognitivas (pág. 345)

democratic leader a leader who encourages group members to express and discuss their ideas and to make their own decisions (p. 593)

líder democrático líder que anima a los miembros del grupo a expresar y debatir sus ideas, y a tomar sus propias decisiones (pág. 593)

dendrites the branchlike extensions of a neuron that receive impulses and conduct them toward the cell body (p. 67)

dendritas extensiones ramificadas de una neurona que reciben impulsos y los conducen hacia el cuerpo de la célula (pág. 67)

dependent variable in an experiment, the factor that is being measured and that may change in response to manipulations of the independent variable (p. 52)

variable dependiente en un experimento, el factor que se mide y que puede variar de acuerdo con las manipulaciones de la variable independiente (pág. 52)

depersonalization a dissociative disorder characterized by persistent or recurrent feelings of detachment from one's mental processes or body (p. 516)

despersonalización trastorno disociativo caracterizado por sentimientos persistentes o recurrentes de desapego de los propios procesos mentales o corporales (pág. 516)

depressant a drug that reduces neural activity and slows body functions (p. 145)

depresivo fármaco que reduce la actividad neuronal y lentifica las funciones fisiológicas (pág. 145)

depression a psychological disorder characterized by extreme sadness, an inability to concentrate, and feelings of helplessness and great sadness (p. 510)

depresión trastorno psicológico caracterizado por una tristeza extrema, la incapacidad de concentrarse y sentimientos de impotencia y gran tristeza (pág. 510)

detoxification the removal of a poisonous or otherwise harmful substance, such as alcohol or other drugs, from the body (p. 149)

desintoxicación eliminación del cuerpo de una sustancia venenosa o dañina, como el alcohol u otras drogas (pág. 149)

developmental psychology the branch of psychology that studies the physical, cognitive, and social changes that occur throughout the life cycle (p. 275)

psicología del desarrollo rama de la psicología que estudia los cambios físicos, cognitivos y sociales que ocurren durante el ciclo vital (pág. 275)

difference reduction a problem-solving method that involves reducing the difference between the present situation and the desired one (p. 223)

reducción de la diferencia método de resolución de problemas que consiste en reducir la diferencia entre la situación presente y la deseada (pág. 223)

difference threshold the minimum amount of difference that can be detected between two stimuli (p. 98)

umbral de diferencia menor diferencia que se puede detectar entre dos estímulos (pág. 98)

diffusion of responsibility the sharing of responsibility for a decision or behavior among the members of a group (p. 591)

difusión de la responsabilidad fenómeno por el que todos los miembros de un grupo comparten la responsabilidad por una decisión o una conducta (pág. 591)

discrimination (1) in classical conditioning, the ability to distinguish the conditioned stimulus from other stimuli that are similar (p. 161); (2) unfair treatment of a person or group based on prejudice (p. 573)

discriminación (1) en el condicionamiento clásico, la capacidad de distinguir el estímulo condicionado de otros estímulos similares (pág. 161); (2) tratamiento injusto de una persona o grupo basado en prejuicios (pág. 573)

dissociation the separation of certain personality components or mental processes from conscious thought (p. 516)

disociación separación de ciertos componentes de la personalidad o procesos mentales del pensamiento consciente (pág. 516)

distress stress that is damaging or negative (p. 473)

angustia estrés que resulta perjudicial o negativo (pág. 473)

distributed learning learning that occurs regularly and is distributed over time (p. 181)

aprendizaje distribuido aprendizaje que ocurre regularmente y se distribuye en el tiempo (pág. 181)

divergent thinking a thought process that attempts to generate multiple solutions to a problem; nondirected thinking (p. 217)

pensamiento divergente proceso de pensamiento que intenta generar múltiples soluciones a un problema; pensamiento no dirigido (pág. 217)

double-blind study an experiment in which neither the participant nor the researcher knows whether the participant has received the treatment or the placebo (p. 54)

estudio doble ciego experimento en el que ni los participantes ni el investigador saben quiénes recibieron el tratamiento y quiénes, el placebo (pág. 54)

dream analysis a technique used by psychoanalysts to interpret the content of patients' dreams (p. 540)

análisis de los sueños técnica que usan los psicoanalistas para interpretar el contenido de los sueños de los pacientes (pág. 540)

drives conditions of arousal or tension within an organism that motivate the organism; usually associated with a need (p. 365)

impulsos condiciones de excitación o tensión dentro de un organismo que lo motivan; suelen estar asociados a una necesidad (pág. 365)

E

echoic memory the sensory register that briefly holds traces of aural stimuli (p. 197)
memoria ecoica registro sensorial que retiene brevemente los restos de los estímulos auditivos (pág. 197)

ego in psychoanalytic theory, the personality component that is conscious and that controls behavior (p. 397)
el Yo (ego) en la teoría psicoanalítica, el componente de la personalidad que es consciente y controla la conducta (pág. 397)

ego integrity according to Erikson, the belief in late adulthood that life is still meaningful and worthwhile; also the wisdom to accept one's approaching death (p. 347)
integridad del Yo según Erikson, la creencia en la adultez tardía de que la vida aún tiene significado y de que vale la pena vivirla; también la sabiduría para aceptar la propia muerte que se acerca (pág. 347)

eidetic imagery the maintenance of a very detailed visual memory over long periods of time (p. 197)
imagería eidética permanencia de un recuerdo visual muy detallado durante un período de tiempo extendido (pág. 197)

elaborative rehearsal methods for remembering new information by creating meaningful links to information already known (p. 191)
repaso de elaboración métodos para recordar información nueva mediante la creación de vínculos significativos con información ya conocida (pág. 191)

electroconvulsive therapy a radical treatment for psychological disorders that involves passing an electric current through the brain of an anesthetized patient (p. 551)
terapia electroconvulsiva tratamiento radical para trastornos psicológicos que consiste en aplicar una corriente eléctrica al cerebro de un paciente anestesiado (pág. 551)

emotional appeal a type of persuasive communication that influences behavior on the basis of feelings rather than on an analysis of the issues (p. 569)
apelación a las emociones tipo de comunicación persuasiva que influye en la conducta basándose en los sentimientos en lugar de basarse en un análisis del tema (pág. 569)

emotions states of feeling that involve physical arousal, expressive behaviors, and conscious experience (p. 380)
emociones sentimientos que provocan reacción física, conductas expresivas y experiencia consciente (pág. 380)

empty-nest syndrome a sense of depression and a loss of purpose that some parents experience when the youngest child leaves home (p. 341)
síndrome del nido vacío sentimiento de depresión y pérdida de los objetivos que sienten algunos padres cuando el hijo o la hija más joven se va de la casa (pág. 341)

encoding the translation of information into a form that can be stored in memory (p. 190)
codificación traducción de la información a una forma que se puede almacenar en la memoria (pág. 190)

endocrine system the glands that secrete hormones into the bloodstream (p. 81)
sistema endocrino conjunto de glándulas que secretan hormonas que llegan al flujo sanguíneo (pág. 81)

episodic memory memory of specific experienced events (p. 189)
memoria episódica memoria específica de sucesos vividos (pág. 189)

ethics rules and standards for proper and responsible behavior (p. 55)
ética conjunto de reglas y normas para una conducta apropiada y responsable (pág. 55)

ethnography the study of human cultures (p. 461)
etnografía estudio de las culturas humanas (pág. 461)

eustress stress that is positive or motivating (p. 473)
eustrés estrés que es positivo y que motiva (pág. 473)

euthanasia the act of killing or enabling the death of a hopelessly sick or injured individual in a relatively painless way; also called mercy killing (p. 353)
eutanasia acto de matar o posibilitar la muerte de una manera relativamente indolora de un individuo enfermo o herido que no tiene esperanzas de recuperación; también se conoce como "muerte por compasión" (pág. 353)

evaluation apprehension concern that others are judging one's performance (p. 591)
temor a la evaluación preocupación de que los demás evalúen el rendimiento propio (pág. 591)

evolutionary perspective the theory that focuses on the evolution of behavior and mental processes (p. 23)
perspectiva evolutiva teoría que se centra en la evolución de la conducta y los procesos mentales (pág. 23)

experimental group in a study, the participants who receive the treatment (p. 52)
grupo experimental en un estudio, los participantes que reciben el tratamiento (pág. 52)

explicit memory memory of specific information (p. 189)

memoria explícita memoria de información específica (pág. 189)

explicit norms spoken or written rules of social behavior, such as traffic rules (p. 595)

normas explícitas reglas de conducta social orales o escritas, como las normas del tráfico (pág. 595)

extinction in classical conditioning, the disappearance of a conditioned response when an unconditioned stimulus no longer follows a conditioned stimulus (p. 161)

extinción en el condicionamiento clásico, la desaparición de una respuesta condicionada cuando un estímulo incondicionado deja de seguir a un estímulo condicionado (pág. 161)

extrinsic rewards something external given in response to the attainment of a goal, such as good grades (p. 376)

recompensa extrínseca algo externo que se da como respuesta por el cumplimiento de un objetivo, por ejemplo, una buena calificación (pág. 376)

extrovert a person who tends to be active and self-expressive, and who gains energy from interaction with others (p. 394)

extrovertido/a persona que suele ser activa y expresar sus emociones, y que obtiene energía de la interacción con los demás (pág. 394)

F

flooding a fear-reduction technique based on the principles of classical conditioning that involves exposing the individual to a harmless stimulus until fear responses to that stimulus are extinguished (p. 162)

técnica de inmersión técnica de reducción del miedo, basada en los principios del condicionamiento clásico, que consiste en exponer al individuo a un estímulo inofensivo hasta que las respuestas de miedo frente a ese estímulo se extinguen (pág. 162)

fluid intelligence the ability to respond quickly to novel situations (p. 264)

inteligencia fluida capacidad de responder rápidamente ante situaciones nuevas (pág. 264)

foot-in-the-door effect the tendency for people to comply with a large request after they have agreed to smaller requests (p. 599)

efecto del pie en la puerta tendencia de las personas a cumplir un pedido más importante después de haber aceptado pedidos menores (pág. 599)

forced-choice format a method of presenting test questions that requires a respondent to select one of several possible answers (p. 428)

formato de elección forzada método de presentar preguntas en una prueba donde el participante debe elegir una de varias respuestas posibles (pág. 428)

formal-operational stage according to Piaget, the stage of cognitive development during which people begin to think logically about abstract concepts (p. 297)

etapa operacional formal según Piaget, etapa del desarrollo cognitivo durante la que las personas comienzan a pensar lógicamente sobre conceptos abstractos (pág. 297)

free association in psychoanalysis, the uncensored uttering of all thoughts that come to mind (p. 540)

asociación libre en psicoanálisis, la expresión sin censura de todos los pensamientos que vienen a la mente (pág. 540)

free radical an unstable molecule present in the human body that is thought by some scientists to be a cause of aging (p. 344)

radical libre molécula inestable presente en el cuerpo humano que, según algunos científicos, es una de las causas del envejecimiento (pág. 344)

functional fixedness a barrier to problem solving that involves the tendency to think of objects only in terms of their common uses (p. 226)

firmeza funcional obstáculo a la resolución de problemas que supone una tendencia a pensar en los objetos solo en términos de su uso corriente (pág. 226)

functionalism the school of psychology, founded by William James, that emphasizes the purposes of behavior and mental processes and what they accomplish for the individual (p. 19)

funcionalismo escuela de la Psicología, fundada por William James, que enfatiza los propósitos de la conducta y de los procesos mentales y lo que aportan al individuo (pág. 19)

fundamental attribution error a bias in social perception characterized by the tendency to assume that others generally act on the basis of their dispositions, even when there is evidence suggesting the importance of their situations (p. 577)

error fundamental de atribución sesgo en la percepción social caracterizado por la tendencia a suponer que otras personas actúan generalmente a partir de su forma de ser, aun cuando hay pruebas que sugieren la importancia de la situación en la que se encuentran (pág. 577)

G

gate theory the suggestion that only a certain amount of information can be processed by the nervous system at a given time (p. 113)

teoría de la puerta la propuesta de que el sistema nervioso solamente puede procesar cierta cantidad de información en un momento determinado (pág. 113)

gender classifications of sex, based on mostly nonbiological traits such as physical structure and appearance (p. 447)

género clasificaciones de sexo basadas principalmente en rasgos que no son biológicos, como la estructura y la apariencia físicas (pág. 447)

gender roles the differing sets of behaviors that a culture considers appropriate for males or females (p. 447)

roles de género distintos patrones de conducta que una cultura considera apropiados para el hombre y la mujer (pág. 447)

gender schema the set of traits and behaviors by which a child learns to classify male and female gender roles and by which the child models and measures his or her own relation to those roles (p. 457)

esquema de género conjunto de rasgos y conductas con los que un niño aprende a clasificar los roles masculinos y femeninos, y que toma como referencia para compararse y establecer su relación con esos roles (pág. 457)

gender stereotypes oversimplified generalizations about the characteristics of males and females (p. 447)

estereotipos de género generalizaciones simplificadas en exceso sobre las características masculinas y femeninas (pág. 447)

gender typing the process by which people learn to conform to gender roles (p. 454)

tipificación de género proceso por el que las personas aprenden a adaptarse a los roles de género (pág. 454)

general adaptation syndrome (GAS) the three-stage sequence of behavior in response to stress, consisting of an alarm reaction, a resistance stage, and an exhaustion stage (p. 480)

síndrome general de adaptación (SGA) la secuencia de conducta en tres etapas de respuesta al estrés; consiste en una reacción de alarma, una etapa de resistencia y una etapa de agotamiento (pág. 480)

generalization the tendency to respond in the same way to stimuli that have similar characteristics (p. 161)

generalización tendencia a responder de la misma manera ante estímulos con características similares (pág. 161)

generativity according to Erikson, the ability to create, originate, and produce throughout adulthood (p. 339)

generatividad según Erikson, capacidad de crear, originar y producir durante la adultez (pág. 339)

genes the basic building blocks of heredity (p. 85)

genes unidades básicas que constituyen la herencia (pág. 85)

Gestalt psychology the school of psychology that emphasizes the tendency to organize perceptions of individual parts into meaningful wholes (p. 21)

psicología de la Gestalt escuela de la Psicología que enfatiza la tendencia a organizar percepciones de partes individuales en unidades significativas (pág. 21)

gifted a term used to describe children with IQ scores above 130 or children with outstanding talent for performing at much higher levels than others of the same age and background (p. 259)

superdotado/a término que se usa para describir a un niño o una niña que tiene un coeficiente intelectual superior a 130 o un talento excepcional que le permite alcanzar un rendimiento muy superior al de otros niños de su misma edad y su mismo entorno (pág. 259)

group polarization the strengthening of a group's shared attitudes over time (p. 592)

polarización grupal consolidación en el tiempo de las actitudes que comparte un grupo (pág. 592)

H

hallucination a false sensory perception that occurs in the absence of any actual stimulus (p. 146)

alucinación percepción sensorial falsa que ocurre en ausencia de un estímulo real (pág. 146)

hallucinogen a psychedelic drug, such as LSD, that distorts perceptions and evokes sensory images in the absence of actual sensory input (p. 148)

alucinógeno droga psicodélica, como el LSD, que distorsiona la percepción y provoca imágenes sensoriales en ausencia de un estímulo sensorial real (pág. 148)

health psychology the school of psychology concerned with the relationship between psychological factors and the prevention and treatment of physical illness (p. 483)

psicología de la salud escuela de la Psicología que estudia la relación entre los factores psicológicos y la prevención y el tratamiento de las enfermedades físicas (pág. 483)

heredity the genetic transmission of traits from one generation to the next (p. 85)

herencia transmisión genética de rasgos de una generación a la siguiente (pág. 85)

heritability the proportion of variation among individuals that can be attributed to genes (p. 262)

heredabilidad proporción de variación entre individuos que puede atribuirse a los genes (pág. 262)

heuristic a strategy for making judgments and solving problems; rules of thumb (p. 221)

heurística estrategia para hacer juicios de valor y resolver problemas; regla general (pág. 221)

homeostasis an internal balance or equilibrium that is achieved through adjustments of the nervous system (p. 366)

homeostasis equilibrio interno que se logra mediante ajustes del sistema nervioso (pág. 366)

hormones chemicals produced by the endocrine glands that regulate specific body functions (p. 81)

hormonas sustancias químicas producidas por las glándulas endocrinas que regulan funciones fisiológicas específicas (pág. 81)

hospice a type of care for terminally ill patients; an organization that provides such care (p. 353)

hospicio tipo de atención para enfermos terminales; una organización que brinda esa atención (pág. 353)

humanistic perspective the psychological view that stresses the human capacity for self-fulfillment and the importance of consciousness, self-awareness, and the freedom to make choices (p. 24)

perspectiva humanista perspectiva psicológica que enfatiza la capacidad humana de autorrealización y la importancia de la conciencia propia y la libertad para tomar decisiones (pág. 24)

humanistic therapy a treatment method based on the assumption that most people are basically good and have a natural tendency to strive for self-actualization (p. 542)

terapia humanista método de tratamiento basado en la suposición de que todas las personas son básicamente buenas y tienen una tendencia natural a luchar por la actualización propia (pág. 542)

hypnosis a condition in which people appear to be highly suggestible and to behave as if they are in a trance (p. 140)

hipnosis condición en la que las personas parecen muy sugestionables y parecen comportarse como si estuvieran en trance (pág. 140)

hypothalamus the neural structure located below the thalamus that controls temperature, hunger, thirst, and various aspects of emotion (p. 74)

hipotálamo estructura neuronal ubicada debajo del tálamo que controla la temperatura, el hambre, la sed y varios aspectos de las emociones (pág. 74)

hypothesis a prediction or assumption about behavior that is tested through scientific research (p. 35)

hipótesis predicción o suposición sobre la conducta que se evalúa mediante la investigación científica (pág. 35)

I

iconic memory the sensory register that briefly holds mental images of visual stimuli (p. 197)

memoria icónica registro sensorial que mantiene brevemente imágenes mentales de estímulos visuales (pág. 197)

id in psychoanalytic theory, the reservoir of unconscious psychic energy that strives to satisfy basic sexual and aggressive drives (p. 397)

el Ello (id) en la teoría psicoanalítica, el depósito de energía psíquica inconsciente que busca satisfacer impulsos básicos sexuales y agresivos (pág. 397)

identity who you are and what you stand for (your values) (p. 334)

identidad quiénes somos y qué defendemos (nuestros valores) (pág. 334)

identity achievement a stage in identity development in which a person has committed to an occupational direction and made decisions about important life questions (p. 317)

logro de identidad etapa del desarrollo de la identidad en la que una persona se compromete con una dirección ocupacional y toma decisiones sobre cuestiones importantes de la vida (pág. 317)

identity crisis a period of inner conflict during which one examines one's values and makes decisions about one's life direction (p. 316)

crisis de identidad período de conflicto interior en el que una persona examina sus valores y toma decisiones sobre el rumbo de su vida (pág. 316)

identity diffusion the constant search for meaning and identity without committing oneself to a set of personal beliefs or an occupational path (p. 317)

difusión de identidad búsqueda constante de sentido e identidad sin comprometerse con un conjunto de creencias personales o un camino ocupacional (pág. 317)

identity foreclosure the act of making a commitment based on other's values in order to avoid an identity crisis (p. 317)

hipoteca de identidad aceptación de un compromiso basado en los valores de otros para evitar una crisis de identidad (pág. 317)

identity moratorium a period of time in the development of identity in which a person delays making a decision about important issues but actively explores various alternatives (p. 316)

moratoria de identidad período del desarrollo de la identidad en el que una persona se demora en tomar una decisión sobre cuestiones importantes pero explora activamente alternativas diversas (pág. 316)

identity status according to Marcia, one of four reaction patterns or processes in the development of identity during adolescence (p. 316)

estatus de identidad según Marcia, uno de los cuatro patrones o procesos de reacción en el desarrollo de la identidad durante la adolescencia (pág. 316)

implicit memory memory of which you are not consciously aware; generally includes skills and procedures one has learned (p. 189)

memoria implícita memoria de la que uno no es consciente; suele incluir destrezas y procedimientos aprendidos (pág. 189)

implicit norms unspoken, unwritten standards of behavior for a group of people (p. 595)

normas implícitas normas de conducta para un grupo de personas que no se especifican de manera oral ni escrita (pág. 595)

imprinting the process by which animals form strong attachments during a critical period very early in life (p. 286)

impronta proceso por el que los animales forman fuertes lazos de apego durante un período crítico en los primeros momentos de la vida (pág. 286)

incubation effect the tendency to arrive at a solution after a period of time away from the problem (p. 228)

efecto de incubación tendencia a hallar una solución después de pasar un tiempo sin pensar en el problema (pág. 228)

independent variable the factor that is manipulated by the researcher to determine its effect on another variable (p. 52)

variable independiente factor que manipula el investigador para determinar su efecto sobre otra variable (pág. 52)

inductive reasoning a form of thinking that involves using individual cases or particular facts to reach a general conclusion (p. 230)

razonamiento inductivo modalidad de pensamiento que consiste en usar casos individuales o hechos particulares para llegar a una conclusión general (pág. 230)

infancy in humans, the stage of life from birth to age two (p. 279)

infancia en los seres humanos, etapa de la vida que comprende desde el nacimiento hasta los dos años de edad (pág. 279)

infantile amnesia the inability to remember events that occurred during one's early years (before age three) (p. 205)

amnesia infantil incapacidad de recordar sucesos que ocurrieron durante los primeros años de vida (antes de los tres años de edad) (pág. 205)

inferiority complex according to Adler, feelings of inadequacy and insecurity that serve as a central source of motivation (p. 401)

complejo de inferioridad según Adler, sentimientos de inadecuación e inseguridad que sirven como fuente central de motivación (pág. 401)

insomnia a sleep disorder characterized by recurring problems in falling asleep or staying asleep (p. 136)

insomnio trastorno del sueño caracterizado por problemas recurrentes para contraer el sueño o permanecer dormido (pág. 136)

instincts complex, unlearned behaviors that are present throughout a species (p. 365)

instintos conductas complejas no aprendidas que están presentes en todos los miembros de una especie (pág. 365)

intelligence the capacity to learn from experience, solve problems, and adapt to a changing environment (p. 249)

inteligencia capacidad de aprender de la experiencia, resolver problemas y adaptarse a un entorno cambiante (pág. 249)

intelligence quotient the ratio of mental age to chronological age multiplied by 100; the average performance for a given age is assigned a score of 100 (p. 253)

coeficiente intelectual razón de la edad mental a la edad cronológica, multiplicada por 100; el rendimiento promedio para una edad determinada se representa con un puntaje de 100 (pág. 253)

interference the process that occurs when new information in short-term memory pushes or crowds out and replaces what was already there (p. 198)

interferencia proceso que ocurre cuando la información nueva que ingresa en la memoria de corto plazo empuja la información que se encontraba allí o se acumula y la reemplaza (pág. 198)

intimacy feelings of closeness and concern for another person (p. 583)

intimidad sentimientos de cercanía y preocupación por otra persona (pág. 583)

intoxication a state of drunkenness characterized by impaired coordination and judgment (p. 145)

intoxicación estado de ebriedad caracterizado por una reducción en la coordinación y el juicio (pág. 145)

intrinsic rewards internal rewards, such as self-satisfaction, that are given in response to the attainment of a goal (p. 376)

recompensas intrínsecas recompensas internas, como la autosatisfacción, que se obtienen al alcanzar un objetivo (pág. 376)

introspection an examination of one's own thoughts and feelings (p. 17)

introspección examen de los pensamientos y sentimientos propios (pág. 17)

introvert a person who tends to be interested in his or her own thoughts and feelings, and who turns inward rather than to other people for ideas and energy (p. 394)

introvertido/a persona que suele interesarse por sus propios pensamientos y sentimientos, y se repliega en sí mismo en busca de ideas y energía en lugar de interactuar con otros (pág. 394)

J

juvenile delinquency a violation of the law committed by a child or adolescent (p. 324)

delincuencia juvenil violación de la ley cometida por un niño o un adolescente (pág. 324)

K

kinesthesia the sense that provides information about the position and movement of individual body parts (p. 114)

cenestesia sentido que brinda información sobre la posición y el movimiento de cada una de las partes del cuerpo (pág. 114)

L

laboratory observation the study of behavior in a controlled situation (p. 48)

observación de laboratorio estudio de la conducta en una situación controlada (pág. 48)

laissez-faire leader a leader who stands back from decision-making and allows group members to explore and express their own ideas (p. 593)

líder laissez-faire líder que no toma decisiones, sino que permite que los miembros del grupo exploren sus propias ideas y las expresen (pág. 593)

language the communication of ideas through sounds and symbols that are arranged according to the rules of grammar (p. 235)

lenguaje comunicación de ideas mediante sonidos y símbolos que se ordenan según las reglas de la gramática (pág. 235)

language acquisition device the inborn ability of humans to acquire language (p. 235)

dispositivo de adquisición del lenguaje capacidad innata de los seres humanos de adquirir el lenguaje (pág. 235)

latent content according to Freud, the hidden meaning of a dream (p. 540)

contenido latente según Freud, el significado oculto de un sueño (pág. 540)

latent learning learning that occurs but remains hidden until there is a need to use it (p. 173)

aprendizaje latente aprendizaje que permanece oculto hasta que surge la necesidad de usarlo (pág. 173)

lateralization the development, prior to birth, of the tendencies of the brain's left and right hemispheres to specialize in certain functions (p. 455)

lateralización desarrollo, previo al nacimiento, de las tendencias de los hemisferios izquierdo y derecho del cerebro a especializarse en ciertas funciones (pág. 455)

learning perspective the psychological perspective that emphasizes the effects of experience on behavior (p. 25)

perspectiva del aprendizaje perspectiva psicológica que enfatiza los efectos de la experiencia en la conducta (pág. 25)

lens the transparent structure of the eye that focuses light on the retina (p. 102)

cristalino estructura transparente del ojo que refracta la luz en dirección a la retina (pág. 102)

limbic system a group of neural structures at the base of the cerebral hemispheres that is associated with emotion and motivation (p. 74)

sistema límbico grupo de estructuras neuronales que se halla en la base de los hemisferios cerebrales; se asocia con la emoción y la motivación (pág. 74)

lithium a chemical used to treat the mood swings of bipolar disorder (p. 550)

litio sustancia química que se usa para tratar los cambios anímicos abruptos del trastorno bipolar (pág. 550)

living will legal document in which the signer requests to be allowed to die rather than be kept alive by artificial means if disabled beyond a reasonable expectation of recovery (p. 353)

testamento vital documento legal en el que el firmante solicita que lo dejen morir en lugar de que lo mantengan vivo por medios artificiales en caso de quedar incapacitado sin esperanza razonable de recuperación (pág. 353)

longitudinal method a type of research in which the same people are studied over a long time period (p. 46)

método longitudinal tipo de investigación en el que se estudia a las mismas personas durante un período de tiempo extendido (pág. 46)

long-term memory the type or stage of memory capable of large and relatively permanent storage (p. 199)

memoria a largo plazo tipo o etapa de memoria que tiene una capacidad de almacenamiento grande y relativamente permanente (pág. 199)

M

maintenance rehearsal the repetition of new information in an attempt to remember it (p. 191)

repaso de mantenimiento repetición de información nueva con el fin de recordarla (pág. 191)

mania a mood characterized by extreme excitement, elation, hyperactivity, and chaotic behavior (p. 511)

manía estado anímico caracterizado por excitación extrema, euforia, hiperactividad y conducta caótica (pág. 511)

manifest content according to Freud, the apparent and remembered content of a dream (p. 540)

contenido manifiesto según Freud, el contenido recordado y aparente de un sueño (pág. 540)

massed learning learning that does not occur regularly but occurs all at one time (p. 181)

aprendizaje masivo aprendizaje que no ocurre regularmente sino que ocurre todo de una sola vez (pág. 181)

matching hypothesis the view that people tend to choose other people similar to themselves in attractiveness and attitudes in the formation of interpersonal relationships (p. 582)

hipótesis del emparejamiento la idea de que, al momento de formar relaciones interpersonales, las personas suelen elegir a otros que se les parecen en cuanto a atractivo y actitudes (pág. 582)

maturation developmental changes that occur as a result of automatic, genetically determined signals (p. 275)

maduración cambios que forman parte del desarrollo y que ocurren como resultado de señales automáticas y determinadas genéticamente (pág. 275)

means-end analysis a heuristic device in which a solution to a problem is found by evaluating the difference between the current situation and the goal (p. 224)

análisis medios-fin dispositivo heurístico por el que se evalúa la diferencia entre la situación actual y el objetivo para hallar una solución a un problema (pág. 224)

meditation a systematic narrowing of attention that slows the metabolism and helps produce feelings of relaxation (p. 140)

meditación reducción sistemática de la atención que lentifica el metabolismo y ayuda a producir sentimientos de relajación (pág. 140)

medulla a structure at the base of the brain stem that controls vital functions such as heartbeat and breathing (p. 73)

médula estructura situada en la base del tronco encefálico que controla funciones vitales como el ritmo cardíaco y la respiración (pág. 73)

memory the mental functions and processes by which information is encoded, stored, and retrieved; information stored in the mind (p. 189)

memoria funciones y procesos mentales por los que se codifica, se almacena y se recuerda la información; la información se almacena en la mente (pág. 189)

menarche a female's first menstrual period (p. 309)

menarca primer período menstrual de la mujer (pág. 309)

menopause the cessation of menstruation; also, the biological changes that a woman experiences during the years of her declining ability to reproduce (p. 341)

menopausia cese de la menstruación; también, los cambios biológicos que experimenta una mujer durante los años en que disminuye su capacidad reproductora (pág. 341)

mental age the level of intellectual functioning, which is compared to chronological age to give an IQ (p. 253)

edad mental nivel de funcionamiento intelectual que se compara con la edad cronológica para obtener el coeficiente intelectual o CI (pág. 253)

mental retardation intellectual functioning that is below average, as indicated by an intelligence score at or below 70 (p. 258)

retraso mental funcionamiento intelectual por debajo del promedio, señalado por un puntaje de inteligencia igual o inferior a 70 (pág. 258)

mental set the tendency to approach a new problem in a way that has been successful in the past (p. 225)

disposición mental tendencia a abordar un problema nuevo de una manera que ha sido exitosa en el pasado (pág. 225)

metacognition planning, evaluating, and monitoring mental activities; thinking about thinking (p. 217)

metacognición capacidad de planear, evaluar y monitorear actividades mentales; pensamiento sobre el pensamiento (pág. 217)

midlife crisis a turning point experienced by many people between ages 45 to 65, when they realize that life may be half over and they reassess the next phase of their lives (p. 340)

crisis de la mediana edad momento decisivo que experimentan muchas personas entre los 45 y 65 años de edad, cuando se dan cuenta de que ya ha pasado la mitad de la vida y vuelven a evaluar la siguiente etapa (pág. 340)

midlife transition a period in middle adulthood when a person's perspective on his or her life may change significantly (p. 339)

transición de la mediana edad período de la adultez intermedia en el que la perspectiva de una persona sobre su vida puede cambiar de manera significativa (pág. 339)

migraine headache a headache characterized by sudden onset and severe throbbing pain on one side of the head (p. 483)

migraña dolor de cabeza caracterizado por un comienzo súbito y un dolor severo y punzante en un lado de la cabeza (pág. 483)

modeling the process of learning behavior through the observation and imitation of others (p. 457)

modelado proceso de aprender una conducta mediante la observación y la imitación de otros (pág. 457)

monocular cues cues for distance that need only one eye to be perceived (p. 118)

claves monoculares claves para percibir la distancia que se ven con un solo ojo (pág. 118)

morpheme the smallest unit of meaning in a language (p. 236)

morfema unidad mínima de significado en un lenguaje (pág. 236)

motive a need or desire that energizes and directs behavior (p. 365)

motivo necesidad o deseo que da energía a la conducta y la dirige (pág. 365)

multiple approach-avoidance conflict a conflict involving a choice between two or more options, each of which has both positive and negative aspects (p. 476)

conflicto múltiple de atracción-evitación conflicto que implica una elección entre dos o más opciones que tienen aspectos tanto positivos como negativos (pág. 476)

myelin a white, fatty substance that insulates axons and enables rapid transmission of neural impulses (p. 68)

mielina sustancia blanca y grasa que aísla los axones y propicia la transmisión rápida de impulsos neuronales (pág. 68)

N

narcolepsy an uncommon sleep disorder characterized by brief attacks of REM sleep, often at inopportune moments (p. 137)

narcolepsia trastorno del sueño poco común caracterizado por breves ataques de sueño REM, a menudo en momentos inoportunos (pág. 137)

narcotic a type of drug that dulls the senses, relieves pain, and induces sleep; the term is usually reserved for those drugs derived from the opium poppy plant (p. 145)

narcótico tipo de droga que embota los sentidos, alivia el dolor e induce el sueño; el término se suele reservar para las drogas derivadas de la amapola, la planta del opio (pág. 145)

naturalistic observation the study of behavior in naturally occurring situations without manipulation or control on the part of the observer (p. 47)

observación naturalista estudio de la conducta en situaciones que ocurren naturalmente, sin manipulación ni control por parte del observador (pág. 47)

need the biological or psychological requirements for the well-being of an organism (p. 365)

necesidad cada uno de los requisitos biológicos o psicológicos necesarios para el bienestar de un organismo (pág. 365)

negative correlation the relationship between two variables in which one variable increases as the other variable decreases (p. 49)

correlación negativa relación entre dos variables en la que una variable aumenta a medida que la otra disminuye (pág. 49)

negative reinforcers unpleasant stimuli that increase the frequency of behavior when they are removed (p. 166)

refuerzos negativos estímulos desagradables que aumentan la frecuencia de una conducta cuando se eliminan (pág. 166)

neuron a nerve cell; the basic building block of the nervous system (p. 67)

neurona célula nerviosa; la unidad básica del sistema nervioso (pág. 67)

neurotransmitter a chemical messenger that carries impulses across the synaptic gaps between neurons (p. 68)

neurotransmisor mensajero químico que transmite impulsos a través de los espacios sinápticos de las neuronas (pág. 68)

night terror a sleep disorder characterized by high arousal and apparent terror; unlike nightmares, night terrors are seldom remembered (p. 136)

terror nocturno trastorno del sueño caracterizado por un despertar brusco y un sentimiento de terror evidente; a diferencia de las pesadillas, los terrores nocturnos no suelen recordarse (pág. 136)

nonconscious descriptive of bodily processes, such as the growing of hair, of which we are not aware (p. 131)

inconsciente se dice de los procesos fisiológicos, como el crecimiento del pelo, de los cuales no somos conscientes (pág. 131)

nondirective therapy a type of therapy in which the client rather than the therapist is encouraged to take the lead (p. 542)

terapia no directiva tipo de terapia en la que se anima al paciente, en lugar de al terapeuta, a tomar la iniciativa (pág. 542)

norm an established standard of performance or behavior (p. 424)

norma regla establecida de comportamiento o conducta (pág. 424)

norm group a group of test takers whose scores establish the norm for a particular test (p. 425)

grupo de norma grupo de participantes en una prueba cuyos puntajes establecen la norma para esa prueba en particular (pág. 425)

nurturance loving care and attention (p. 449)

crianza atención y cuidado brindados con afecto (pág. 449)

O

obese a condition characterized by excessive body fat (p. 371)

obeso/a se dice de quien sufre una afección caracterizada por una cantidad excesiva de grasa corporal (pág. 371)

objective test a test that has a group of standardized test items and specific answers that are considered to be correct (p. 431)

prueba objetiva prueba compuesta por un grupo de preguntas de evaluación estandarizadas y respuestas específicas que se consideran correctas (pág. 431)

object permanence the awareness that people and objects continue to exist even when they cannot be perceived (p. 295)

permanencia del objeto comprensión de que las personas y los objetos siguen existiendo aun cuando no pueden percibirse (pág. 295)

observational learning learning by observing and imitating the behavior of others (p. 173)

aprendizaje observacional aprendizaje que ocurre a partir de la observación y la imitación de la conducta ajena (pág. 173)

obsessive-compulsive disorder (OCD) a type of anxiety disorder characterized by obsessions—unwanted thoughts, ideas, or mental images that occur over and over again (p. 507)

trastorno obsesivo-compulsivo (TOC) tipo de trastorno de ansiedad caracterizado por obsesiones (pensamientos, ideas o imágenes mentales no deseados que aparecen una y otra vez) (pág. 507)

olfactory nerve the nerve that transmits information about odors from receptor neurons to the brain (p. 112)

nervio olfativo nervio que transmite la información de los olores desde las neuronas receptoras hasta el cerebro (pág. 112)

open-ended format test format in which there are no right or wrong, clearly specified answers (p. 433)

formato abierto formato de prueba en el que no hay respuestas correctas o erróneas claramente especificadas (pág. 433)

operant conditioning learning that is strengthened when behavior is followed by positive reinforcement (p. 165)

condicionamiento operante aprendizaje que se refuerza cuando después de una conducta se obtiene un refuerzo positivo (pág. 165)

opponent-process theory according to Solomon, the idea that an intense emotion often is followed by its opposite (p. 382)

teoría de los procesos opuestos según Solomon, la idea de que después de una emoción intensa suele darse la emoción opuesta (pág. 382)

overregularization the formation of plurals and the past tense of irregular nouns and verbs according to rules of grammar that apply to regular nouns and verbs; characteristic of the speech of young children (p. 239)

sobrerregularización la formación de plurales y formas verbales irregulares según reglas gramaticales que se aplican a sustantivos, adjetivos y verbos regulares; es característico del discurso de los niños pequeños (pág. 239)

P

panic attack a relatively short period of intense fear or discomfort, characterized by terror and other frightening sensations such as shortness of breath, rapid heart rate, or other distressing physical symptoms (p. 506)

ataque de pánico período relativamente corto de miedo o incomodidad intensos, caracterizado por el terror y otras sensaciones alarmantes, como falta de aire, pulso cardíaco acelerado y otros síntomas físicos de angustia (pág. 506)

partial reinforcement a type of conditioned learning in which only some of the responses are reinforced (p. 168)

refuerzo parcial tipo de aprendizaje condicionado en el que solo se refuerzan algunas de las respuestas (pág. 168)

passion an aroused state of intense desire for another person (p. 583)

pasión estado emocional de deseo intenso por otra persona (pág. 583)

patriarchy a social organization marked by the supremacy of males in the clan, family, or society (p. 334)

patriarcado organización social que se distingue por la supremacía de los hombres en el clan, la familia o la sociedad (pág. 334)

peer pressure pressure from friends to conform to their goals, attitudes, and behavior (p. 314)

presión paritaria presión de los amigos para que una persona actúe conforme a los objetivos, actitudes y conducta de ellos (pág. 314)

perception the psychological process of organizing and interpreting sensory stimulation (p. 97)

percepción el proceso psicológico de organizar e interpretar estímulos sensoriales (pág. 97)

peripheral nervous system the neurons that connect the central nervous system to the rest of the body, including the muscles and glands (p. 67)

sistema nervioso periférico conjunto de neuronas que conectan el sistema nervioso central con el resto del cuerpo, incluidos los músculos y las glándulas (pág. 67)

peripheral route a method of persuasion characterized by an emphasis on factors other than the message itself (p. 568)

vía periférica método de persuasión caracterizado por poner el énfasis en factores distintos del mensaje en sí (pág. 568)

personality the patterns of feelings, thoughts, and behavior that set people apart from one another (p. 393)

personalidad los patrones de sentimientos, pensamientos y conducta que distinguen a una persona de otra (pág. 393)

personality disorder a pattern of inflexible traits that disrupts social life or work and causes distress (p. 525)

trastorno de personalidad patrón de rasgos inflexibles que afecta la vida social o el trabajo y provoca angustia (pág. 525)

person-centered therapy a humanistic therapy, developed by Carl Rogers, in which the therapist creates an accepting, empathic environment to facilitate the client's growth (p. 542)

terapia centrada en la persona terapia humanista, desarrollada por Carl Rogers, en la que el terapeuta crea un entorno de empatía y aceptación para favorecer el crecimiento del paciente (pág. 542)

persuasion the attempt to influence people's attitudes and choices through argument, entreaty, or explanation (p. 568)

persuasión intento de influir en las actitudes y elecciones de los demás mediante argumentos, ruegos o explicaciones (pág. 568)

phobia an excessive, irrational fear out of proportion to the actual danger (p. 505)

fobia miedo excesivo e irracional, desproporcionado con respecto al peligro real (pág. 505)

phoneme the basic sound unit in a spoken language (p. 236)

fonema unidad básica de sonido de un lenguaje hablado (pág. 236)

photoreceptors neurons that are sensitive to light (p. 102)

fotorreceptores neuronas sensibles a la luz (pág. 102)

placebo an inert substance used in controlled experiments to test the effectiveness of another substance (p. 53)

placebo sustancia inerte que se usa en experimentos controlados para probar la efectividad de otra sustancia (pág. 53)

pons a brain structure located at the top of the brain stem that is involved in respiration, movement, and sleep (p. 73)

protuberancia anular estructura cerebral situada en la parte superior del tronco cerebral que interviene en la respiración, el movimiento y el sueño (pág. 73)

positive correlation a relationship between variables in which one variable increases as the other variable also increases (p. 48)

correlación positiva relación entre variables en la que una variable aumenta a medida que la otra también aumenta (pág. 48)

positive reinforcers encouraging stimuli that increase the frequency of a behavior when they are presented (p. 166)

refuerzos positivos estímulos alentadores que aumentan la frecuencia de una conducta cuando se presentan (pág. 166)

postconventional moral reasoning according to Kohlberg, a level of moral development during which moral judgments are derived from a person's own moral standards (p. 298)

razonamiento moral posconvencional según Kohlberg, nivel de desarrollo moral en el que los juicios morales se derivan de las normas morales propias de una persona (pág. 298)

posthypnotic suggestion instructions given to a person under hypnosis that are supposed to be carried out after the hypnosis session has ended (p. 142)

sugestión poshipnótica instrucciones que se dan a una persona bajo hipnosis que, se supone, se ejecutan cuando termina la sesión de hipnosis (pág. 142)

post-traumatic stress disorder (PTSD) a disorder caused by a distressing event outside the range of normal human experience and characterized by intense, persistent feelings of anxiety and avoidance of stimuli associated with the event (p. 508)

trastorno de estrés postraumático (TEPT) trastorno causado por un acontecimiento angustiante que se halla fuera del rango de la experiencia humana normal y se caracteriza por sentimientos intensos y persistentes de ansiedad, y por el intento de evitar los estímulos asociados con el acontecimiento (pág. 508)

preconscious descriptive of information that is not conscious but is retrievable into conscious awareness (p. 130)

preconsciente se dice de la información que no es consciente pero que puede hallarse y hacerse consciente (pág. 130)

preconventional moral reasoning according to Kohlberg, a level of moral development in which moral judgments are based on fear of punishment or desire for pleasure (p. 298)

razonamiento moral preconventional según Kohlberg, nivel de desarrollo moral en el que los juicios morales se basan en el miedo al castigo o el deseo de placer (pág. 298)

prefrontal lobotomy a radical form of psychosurgery in which a section of the frontal lobe of the brain is severed or destroyed (p. 552)

lobotomía prefrontal forma radical de psicocirugía en la que se extirpa o se destruye una sección del lóbulo frontal del cerebro (pág. 552)

prejudice an unjustifiable, and usually negative, attitude toward a person or group (p. 572)

prejuicio actitud injustificada, y generalmente negativa, hacia una persona o un grupo (pág. 572)

premise a statement or assertion that serves as the basis for an argument (p. 230)

premisa afirmación o enunciado que sirve de base a un argumento (pág. 230)

preoperational stage in Piaget's theory, the stage during which a child learns to use language but does not yet think logically (p. 296)

etapa preoperacional en la teoría de Piaget, etapa durante la que un niño aprende a usar el lenguaje pero todavía no piensa lógicamente (pág. 296)

primacy effect (1) the tendency to recall the initial item or items in a series (p. 197); (2) the tendency to form opinions of others based on first impressions (p. 577)

efecto de primacía (1) tendencia a recordar el elemento inicial o los elementos iniciales de una serie (pág. 197); (2) tendencia a formar opiniones acerca de otras personas a partir de la primera impresión (pág. 577)

primary reinforcers stimuli, such as food or warmth, that have reinforcement value without learning (p. 166)

refuerzos primarios estímulos, como la comida o el calor, que tienen valor de refuerzo sin aprendizaje (pág. 166)

primary sex characteristics the organs that make sexual reproduction possible, such as the ovaries and testes (p. 308)

características sexuales primarias los órganos responsables de la reproducción sexual, como los ovarios y los testículos (pág. 308)

principle a basic truth or law (p. 7)

principio una verdad o ley básicas (pág. 7)

prodigy a child who develops a special skill or talent to an adult level (p. 259)

prodigio un niño o una niña que desarrolla una destreza o un talento especial al nivel de un adulto (pág. 259)

programmed theories the view that aging is the result of genetics (p. 344)

teorías programadas concepción que afirma que el envejecimiento es el resultado de la genética (pág. 344)

projection in psychoanalytic theory, the defense mechanism by which people attribute their own unacceptable impulses to others (p. 399)

proyección en la teoría psicoanalítica, mecanismo de defensa por el que las personas atribuyen sus propios impulsos inaceptables a otras personas (pág. 399)

projective test a psychological test that presents ambiguous stimuli designed to elicit a response that reflects the test taker's feelings, interests, and biases (p. 433)

test proyectivo prueba psicológica que presenta estímulos ambiguos para suscitar una respuesta que refleja los sentimientos, intereses y sesgos de la persona (pág. 433)

prototype an original model on which others in the same category are patterned (p. 215)

prototipo modelo original que sirve para crear otros de la misma categoría (pág. 215)

proximity the perceptual tendency to group together visual and auditory events that are near each other (p. 116)

proximidad tendencia perceptiva a agrupar los sucesos visuales o auditivos que están cerca (pág. 116)

psychiatrist a medical doctor who specializes in the treatment of psychological problems and who can prescribe medication for clients (p. 10)

psiquiatra médico especializado en el tratamiento de problemas psicológicos que puede prescribir medicamentos a los pacientes (pág. 10)

psychoanalysis the school of psychology, founded by Sigmund Freud, that emphasizes the importance of unconscious motives and internal conflicts as determinants of human behavior (p. 19)

psicoanálisis escuela de la Psicología, fundada por Sigmund Freud, que enfatiza la importancia de los motivos inconscientes y los conflictos internos como determinantes de la conducta humana (pág. 19)

psychoanalytic perspective the perspective that stresses the influences of unconscious forces on human behavior (p. 24)

perspectiva psicoanalítica perspectiva que enfatiza la influencia de las fuerzas inconscientes en la conducta humana (pág. 24)

psychodynamic thinking the theory that most of what exists in an individual's mind is unconscious and consists of conflicting impulses, urges, and wishes (p. 20)

pensamiento psicodinámico teoría que afirma que la mayor parte de lo que existe en la mente de un individuo es inconsciente y consiste en impulsos y deseos que entran en conflicto (pág. 20)

psycholinguistics the psychology of language (p. 235)

psicolingüística psicología del lenguaje (pág. 235)

psychological constructs theoretical entities, or concepts, that enable one to discuss something that cannot be seen, touched, or measured directly (p. 5)

constructos psicológicos entidades teóricas, o conceptos, que permiten hablar de algo que no se puede ver, tocar ni medir directamente (pág. 5)

psychological disorder a behavior pattern or mental process that causes serious personal suffering or interferes with a person's ability to cope with everyday life (p. 499)

trastorno psicológico patrón de conducta o proceso mental que provoca un sufrimiento personal grave en una persona o que interfiere con su capacidad de actuar en la vida cotidiana (pág. 499)

psychology the scientific study of behavior and mental processes (p. 5)

Psicología estudio científico de la conducta y los procesos mentales (pág. 5)

psychosurgery biological treatments in which specific areas or structures of the brain are removed or destroyed to change behavior (p. 552)

psicocirugía tratamientos biológicos en los que se eliminan o se destruyen áreas o estructuras específicas del cerebro para modificar la conducta (pág. 552)

psychotherapy the application of psychological principles and techniques to influence a person's thoughts, feelings, or behaviors in an attempt to help that person overcome psychological disorders or adjust to problems in living (p. 535)

psicoterapia aplicación de técnicas y principios psicológicos para influir en los pensamientos, los sentimientos o la conducta de una persona, con el fin de ayudarla a superar trastornos psicológicos o a afrontar problemas de la vida (pág. 535)

puberty the period of sexual maturation; the onset of one's ability to reproduce (p. 308)

pubertad período de maduración sexual; el comienzo de la capacidad reproductora (pág. 308)

pupil the opening in the center of the eye that adjusts to the amount of light entering (p. 102)

pupila apertura del centro del ojo que se ajusta a la cantidad de luz que llega al ojo (pág. 102)

R

random sample a survey population, selected by chance, which fairly represents the general population (p. 40)

muestra aleatoria población elegida al azar para realizar una encuesta y que representa aproximadamente a la población general (pág. 40)

rapid-eye-movement sleep a stage of sleep characterized by rapid eye movements and linked to dreaming; also called REM sleep (p. 134)

fase de movimiento ocular rápido del sueño etapa del sueño caracterizada por movimientos oculares rápidos y relacionada con la actividad de soñar; también llamada fase REM (por su sigla en inglés) (pág. 134)

rational-emotive behavior therapy a confrontational cognitive therapy, developed by Albert Ellis, that encourages people to challenge illogical, self-defeating thoughts and attitudes (p. 545)

terapia racional-emotiva terapia cognitiva de confrontación, desarrollada por Albert Ellis, que anima a la persona a desafiar las actitudes y los pensamientos ilógicos y contraproducentes (pág. 545)

rationalization in psychoanalytic theory, the defense mechanism by which an individual finds justifications for unacceptable thoughts, impulses, or behaviors (p. 398)

racionalización en la teoría psicoanalítica, el mecanismo de defensa por el que un individuo encuentra justificaciones para pensamientos, impulsos o conductas inaceptables (pág. 398)

reasoning the process of drawing logical conclusions from facts and arguments (p. 230)

razonamiento proceso de sacar conclusiones lógicas a partir de hechos y argumentos (pág. 230)

recall nonimmediate retrieval of learned information (p. 203)

recuerdo recuperación posterior de información aprendida (pág. 203)

recency effect (1) the tendency to recall the last item in a series (p. 197); (2) the tendency for people to change their opinions of others based on recent interactions (p. 577)

efecto de recencia (1) tendencia a recordar el último elemento de una serie (pág. 197); (2) tendencia humana a cambiar la opinión de otra persona a partir de interacciones recientes (pág. 577)

reciprocity in interpersonal relationships, the tendency to return feelings and attitudes that are expressed about us (p. 582)

reciprocidad en las relaciones interpersonales, tendencia de una persona a responder con sentimientos y actitudes similares a los que recibe (pág. 582)

recognition a memory process in which one identifies objects or events that have previously been encountered (p. 202)

reconocimiento proceso de la memoria por el que se identifican objetos o sucesos hallados previamente (pág. 202)

recombination the mental rearrangement of elements of a problem (p. 227)

recombinación reorganización mental de los elementos de un problema (pág. 227)

reflex an automatic, unlearned response to a sensory stimulus (p. 279)

reflejo respuesta automática y no aprendida a un estímulo sensorial (pág. 279)

regression in psychoanalytic theory, a defense mechanism by which an individual retreats to an earlier stage of development when faced with anxiety (p. 398)

regresión en la teoría psicoanalítica, mecanismo de defensa por el que un individuo vuelve a una etapa de desarrollo anterior como reacción ante la ansiedad (pág. 398)

reinforcement a stimulus or event that follows a response and increases the frequency of that response (p. 165)

refuerzo estímulo o suceso que sigue a una respuesta y aumenta su frecuencia (pág. 165)

relearning learning something a second time, usually in less time than it was originally learned (p. 204)

reaprendizaje aprendizaje de algo por segunda vez, generalmente en menos tiempo que la primera vez (pág. 204)

reliability the extent to which a test yields consistent results (p. 254)

confiabilidad grado en que una prueba ofrece resultados coherentes (pág. 254)

replicate to repeat a research study, usually with different participants and in different situations, to confirm the results of the original study (p. 36)

replicar repetir un estudio de investigación, generalmente con otros participantes y en situaciones diferentes, para confirmar los resultados de la investigación original (pág. 36)

representativeness heuristic the process of making decisions about a sample according to the population that the sample appears to represent (p. 233)

heurística de la representatividad proceso de tomar decisiones acerca de una muestra de acuerdo con la población que la muestra parece representar (pág. 233)

repression in psychoanalytic theory, the defense mechanism that removes anxiety-arousing thoughts, feelings, and memories from one's consciousness (p. 398)

represión en la teoría psicoanalítica, mecanismo de defensa que elimina de la conciencia los pensamientos, sentimientos y recuerdos que provocan ansiedad (pág. 398)

resistance in psychoanalysis, a blocking from consciousness of issues that might cause anxiety (p. 540)

resistencia en psicoanálisis, el acto de bloquear de la conciencia las ideas que pueden provocar ansiedad (pág. 540)

reticular activating system the part of the brain that is involved in attention, sleep, and arousal (p. 73)

sistema de activación reticular parte del cerebro que interviene en la atención, el sueño y la excitación (pág. 73)

retina the light-sensitive inner surface of the eye that contains the rods, cones, and neurons that process visual stimuli (p. 102)

retina superficie interior del ojo sensible a la luz que contiene los bastones, los conos y las neuronas que procesan los estímulos visuales (pág. 102)

retinal disparity a binocular cue for perceiving depth based on the difference between the two images of an object that the retina receives as the object moves closer (p. 119)

disparidad retiniana clave binocular que permite percibir la profundidad a partir de la diferencia entre las dos imágenes de un objeto que registra la retina a medida que el objeto se acerca (pág. 119)

retrieval the process of recalling information from memory storage (p. 192)

recuperación proceso de recordar información almacenada en la memoria (pág. 192)

retrograde amnesia the failure to remember events that occurred prior to physical trauma because of the effects of the trauma (p. 204)

amnesia retrógrada incapacidad de recordar acontecimientos ocurridos antes de un trauma físico, a causa de los efectos del trauma (pág. 204)

risky shift the tendency to make riskier decisions as a member of a group than as an individual acting alone (p. 591)

cambio hacia el riesgo tendencia a tomar decisiones más riesgosas como miembro de un grupo que como individuo (pág. 591)

S

sales resistance the ability to refuse a request or sales pitch (p. 570)

resistencia a la venta capacidad de rechazar discursos de pedidos o de ventas (pág. 570)

sample a representative segment of a target population (p. 40)

muestra segmento representativo de una población objetivo (pág. 40)

scapegoat a person or group unfairly blamed for the problems of others (p. 574)

chivo expiatorio persona o grupo al que se acusa injustamente de ser responsable de los problemas de otros (pág. 574)

schedule of reinforcement a timetable for when and how often reinforcement for a particular behavior occurs (p. 168)

programa de refuerzo tabla horaria que especifica cuándo y cómo se reforzará una conducta determinada (pág. 168)

schema an idea or mental framework that helps one organize and interpret information (p. 200)

esquema idea o marco mental que permite organizar e interpretar información (pág. 200)

schizophrenia a serious psychological disorder characterized by loss of contact with reality and distortions in thinking, perception, emotion, and behavior (p. 519)

esquizofrenia trastorno psicológico grave caracterizado por la pérdida de contacto con la realidad y distorsiones en el pensamiento, la percepción, la emoción y la conducta (pág. 519)

secondary reinforcers stimuli that increase the probability of a response because of their association with a primary reinforcer (p. 166)

refuerzos secundarios estímulos que aumentan la probabilidad de una respuesta debido a su asociación con un refuerzo primario (pág. 166)

secondary sex characteristics sexual characteristics that are not involved in reproduction, such as the growth of facial hair in males and the rounding of hips and breasts in females (p. 308)

características sexuales secundarias características sexuales que no están asociadas con la reproducción, como el crecimiento del vello facial en los hombres y la redondez de la cadera y el busto en las mujeres (pág. 308)

selective attention the focusing of attention on a particular stimulus (p. 129)

atención selectiva enfoque de la atención en un estímulo particular (pág. 129)

self-actualization according to Abraham Maslow, the self-motivated striving to reach one's potential (p. 366)

actualización propia según Abraham Maslow, el esfuerzo motivado por uno mismo para desarrollar el potencial propio (pág. 366)

self-concept one's view of oneself as an individual (p. 410)

autoconcepto opinión que tiene una persona sobre sí misma como individuo (pág. 410)

self-efficacy expectation a person's beliefs that he or she can bring about desired changes or goals through his or her own efforts (p. 478)

expectativa de autoeficacia confianza que tiene una persona de que puede provocar los cambios u objetivos deseados con su propio esfuerzo (pág. 478)

self-esteem the value or worth that people attach to themselves (p. 291)

autoestima valor o estima que una persona siente por sí misma (pág. 291)

self-help group a type of therapy group in which members share a common problem, such as alcoholism (p. 538)

grupo de autoayuda tipo de terapia grupal en el que los miembros tienen un problema en común, por ejemplo, el alcoholismo (pág. 538)

self-report an interview or questionnaire in which a person reports his or her attitudes, feelings, and behaviors (p. 423)

autoinforme entrevista o cuestionario en el que una persona informa sobre sus actitudes, sentimientos y conductas (pág. 423)

self-serving bias the tendency to view one's successes as stemming from internal factors and one's failures as stemming from external factors (p. 577)

sesgo de beneficio propio tendencia a ver los éxitos propios como consecuencia de factores internos y los fracasos como consecuencia de factores externos (pág. 577)

semantic memory memory of general knowledge and information (p. 189)

memoria semántica memoria de conocimiento e información generales (pág. 189)

semantics the study of meaning in language; the relationship between language and the objects depicted by the language (p. 237)

semántica estudio del significado en el lenguaje; la relación entre el lenguaje y los objetos que describe (pág. 237)

senile dementia a decrease in mental ability that sometimes occurs after the age of 65 (p. 345)

demencia senil disminución de la capacidad mental que, a veces, ocurre a partir de los 65 años de edad (pág. 345)

sensation the stimulation of sensory receptors and the transmission of sensory information to the central nervous system (p. 97)

sensación estimulación de los receptores sensoriales y la transmisión de la información sensorial al sistema nervioso central (pág. 97)

sensorimotor stage according to Piaget, the stage during which infants know the world mostly in terms of their sensory impressions and motor activities (p. 295)

etapa sensoriomotriz según Piaget, etapa en la que el infante conoce el mundo principalmente a partir de sus impresiones sensoriales y actividades motoras (pág. 295)

sensorineural deafness deafness that usually results from damage to the inner ear or to the auditory nerve (p. 109)

sordera neurosensorial sordera que suele producirse a partir de una lesión en el oído interno o el nervio auditivo (pág. 109)

sensory adaptation the process by which people become more sensitive to weak stimuli and less sensitive to unchanging stimuli (p. 98)

adaptación sensorial proceso por el que las personas se vuelven más sensibles a estímulos débiles y menos sensibles a los estímulos que no cambian (pág. 98)

sensory deprivation a state in which there is little or no sensory stimulation (p. 374)

privación sensorial estado en el que la estimulación sensorial es escasa o nula (pág. 374)

sensory memory the immediate, initial recording of sensory information in the memory system (p. 197)

memoria sensorial registro inmediato e inicial de información sensorial en el sistema de la memoria (pág. 197)

separation anxiety beginning at about eight months, distress that is sometimes experienced by infants when they are separated from their primary caregivers (p. 285)

ansiedad por separación angustia que, a veces, experimentan los infantes a partir de los ocho meses de edad cuando deben separarse de quienes los cuidan (pág. 285)

shaping in operant conditioning, a procedure in which reinforcement guides behavior toward closer approximations of the desired goal (p. 170)

aproximación en el condicionamiento operante, procedimiento en el que el refuerzo guía la conducta hacia aproximaciones cada vez más cercanas al objetivo deseado (pág. 170)

short-term memory also called working memory, memory that holds information briefly before it is either stored in long-term memory or forgotten (p. 197)

memoria a corto plazo tipo o etapa de memoria que guarda la información brevemente antes de que se almacene en la memoria a largo plazo o bien se olvide; también llamada memoria de trabajo (pág. 197)

signal-detection theory a method of distinguishing sensory stimuli that takes into account not only the strength of the stimuli but also such elements as setting and one's physical state, mood, and attitudes (p. 99)

teoría de detección de señales método para distinguir los estímulos sensoriales en el que no solo se tiene en cuenta la fuerza de los estímulos, sino también otros elementos, como el ambiente y el estado físico de la persona, su estado de ánimo y sus actitudes (pág. 99)

similarity the perceptual tendency to group together elements that seem alike (p. 117)

similitud tendencia perceptiva a agrupar los elementos que parecen similares (pág. 117)

single-blind study a study in which the participants are unaware of whether they are in the control group or the experimental group (p. 53)

estudio simple ciego estudio en el que los participantes no saben si están en el grupo de control o en el grupo experimental (pág. 53)

sleep apnea a sleep disorder in which breathing is interrupted (p. 137)

apnea del sueño trastorno del sueño en el que se interrumpe la respiración (pág. 137)

social cognitive theory the theory that personality is shaped and learning is acquired by the interaction of personal, behavioral, and environmental factors (p. 407)

teoría social cognitiva teoría que afirma que la personalidad se forma y el aprendizaje se adquiere mediante la interacción de factores personales, conductuales y ambientales (pág. 407)

social decision scheme rules for predicting the final outcome of group decision-making (p. 591)

esquema de decisión social reglas para predecir el resultado final de la toma de decisiones de un grupo (pág. 591)

social facilitation improved performance of tasks because of the presence of others (p. 591)

facilitación social mejora en el rendimiento propio ante la presencia de otras personas (pág. 591)

socialization the process by which people, especially children, learn socially desirable behavior by means of verbal messages; the systematic use of rewards and punishments, and other teaching methods (p. 406)

socialización proceso por el que las personas, especialmente en la niñez, aprenden las conductas deseables desde el punto de vista social mediante mensajes verbales, el uso sistemático de recompensas y castigos, y otros métodos de enseñanza (pág. 406)

social-learning theory the theory that suggests that people can change their environments or create new ones (p. 25)

teoría del aprendizaje social teoría que sugiere que las personas pueden modificar su entorno o crear uno nuevo (pág. 25)

social loafing the tendency for people to exert less effort toward completing a task when they are part of a group than when they are performing the task alone (p. 591)

haraganería social tendencia de las personas a esforzarse menos para terminar una tarea cuando forman parte de un grupo que cuando trabajan individualmente (pág. 591)

social norm explicit and implicit rules that reflect social expectations and influence the ways in which people behave in social situations (p. 595)

norma social reglas explícitas e implícitas que reflejan expectativas sociales e influyen en la forma en que las personas se comportan en situaciones sociales (pág. 595)

social perception the ways in which people form and modify their impressions of others (p. 577)

percepción social maneras en que las personas forman y modifican sus impresiones de los demás (pág. 577)

social phobia an irrational fear of social situations in which one might be exposed to the close scrutiny of others (p. 506)

fobia social miedo irracional a situaciones sociales en las que una persona puede quedar expuesta al escrutinio riguroso de otros (pág. 506)

sociocultural perspective in psychology, the perspective that focuses on the influences of ethnicity, gender, culture, and socio-economic status on behavior and mental processes (p. 26)

perspectiva sociocultural en psicología, perspectiva que se centra en las influencias de la etnia, el género, la cultura y el nivel socioeconómico en la conducta y los procesos mentales (pág. 26)

somatic nervous system the division of the peripheral nervous system that connects the central nervous system with sensory receptors, muscles, and the skin (p. 70)

sistema nervioso somático división del sistema nervioso periférico que conecta el sistema nervioso central con los receptores sensoriales, los músculos y la piel (pág. 70)

somatization the expression of psychological distress through physical symptoms; it comes from the Greek word for "body" (p. 517)

somatización expresión de un conflicto psicológico mediante síntomas físicos; viene de la palabra griega que significa "cuerpo" (pág. 517)

spinal cord a column of nerves within the spine that transmits messages to and from the brain (p. 69)
médula espinal columna de nervios dentro de la columna vertebral que transmite mensajes hasta el cerebro y desde él (pág. 69)

spontaneous recovery the reappearance of an extinguished conditioned response after some time has passed (p. 161)

recuperación espontánea reaparición de una respuesta condicionada extinguida después de que ha pasado cierto tiempo (pág. 161)

standard deviation a measure of the distance of every score to the mean (p. 54)

desviación estándar medida de la distancia entre cada puntaje y la media (pág. 54)

standardized tests tests for which norms are based on the performance of a range of individuals (p. 424)

pruebas estandarizadas pruebas cuyas normas se basan en el rendimiento de un rango de individuos (pág. 424)

state-dependent memories information that is more easily retrieved when one is in the same physiological or emotional state as when the memory was originally encoded or learned (p. 194)

memoria dependiente del estado información que se recuerda más fácilmente cuando se está en el mismo estado fisiológico o emocional que cuando se codificó o aprendió esa información (pág. 194)

status offenses actions that are illegal when committed by a minor, such as consuming alcohol (p. 324)

infracciones de menores acciones que son ilegales cuando las realiza un menor, por ejemplo, el consumo de alcohol (pág. 324)

stimulant a drug that increases neural activity and speeds up body functions (p. 146)

estimulante droga que aumenta la actividad neuronal y acelera las funciones fisiológicas (pág. 146)

stimulus motives desires for increased stimulation (p. 374)

motivos de estímulo deseos de un aumento de estimulación (pág. 374)

storage the maintenance of encoded information over time (p. 191)

almacenamiento mantenimiento de información codificada durante un tiempo (pág. 191)

stranger anxiety beginning at about eight months, the fear of strangers that infants commonly display (p. 285)

ansiedad ante extraños miedo a los extraños que suelen mostrar los infantes y que comienza aproximadamente a los ocho meses de edad (pág. 285)

stratified sample a sample drawn in such a way that known subgroups within a population are represented in proportion to their numbers in the general population (p. 40)

muestra estratificada muestra tomada de modo que los subgrupos conocidos de una población queden representados según su proporción numérica dentro de la población general (pág. 40)

stress the physical and mental strain a person experiences in association with demands to adapt to a challenging situation (p. 473)

estrés tensión física y mental que siente una persona ante la exigencia de adaptarse a una situación que supone un desafío (pág. 473)

stressor an event or circumstance that produces stress (p. 473)

factor estresante acontecimiento o circunstancia que produce estrés (pág. 473)

stroboscopic motion a visual illusion in which the perception of motion is generated by the rapid progression of images or objects that are not actually moving at all (p. 118)

movimiento estroboscópico ilusión óptica que consiste en percibir movimiento ante una progresión rápida de imágenes u objetos que en realidad no se mueven (pág. 118)

structuralism the school of psychology, founded by Wilhelm Wundt, that maintains that conscious experience breaks down into objective sensations and subjective feelings (p. 18)

estructuralismo escuela de la Psicología, fundada por Wilhelm Wundt, que afirma que la experiencia consciente se divide en sensaciones objetivas y sentimientos subjetivos (pág. 18)

successive approximations in operant conditioning, a series of behaviors that gradually become more similar to a desired behavior (p. 548)

aproximaciones sucesivas en el condicionamiento operante, serie de conductas que gradualmente se vuelven más similares a una conducta deseada (pág. 548)

superego according to Freud, the part of personality that represents the individual's internalized ideals and provides standards for judgment (p. 398)

el Superyó (Superego) según Freud, la parte de la personalidad que representa los ideales interiorizados del individuo y brinda normas para el juicio (pág. 398)

survey a research technique for acquiring data about the attitudes or behaviors of a group of people, usually by asking questions of a representative, random sample (p. 39)

encuesta técnica de investigación para adquirir datos sobre las actitudes y conductas de un grupo de personas; generalmente consiste en hacer preguntas a una muestra representativa y aleatoria (pág. 39)

symbol an object or an act that stands for something else (p. 215)

símbolo objeto o acto que representa otra cosa (pág. 215)

synapse the junction between the axon terminals of the sending neuron and the dendrites of the receiving neuron (p. 68)

sinapsis unión entre las terminales axonales de la neurona emisora y las dendritas de la neurona receptora (pág. 68)

syntax the ways in which words and phrases are arranged into grammatical sentences (p. 236)

sintaxis formas en que las palabras y frases se ordenan para formar oraciones gramaticales (pág. 236)

systematic desensitization a type of counterconditioning, used to treat phobias, in which a pleasant, relaxed state is associated with gradually increasing anxiety-triggering stimuli (p. 162)

desensibilización sistemática tipo de contracondicionamiento, usado para tratar fobias, en el que se asocia un estado relajado y agradable con una exposición cada vez mayor al estímulo que provoca ansiedad (pág. 162)

T

target population the total group to be studied or described and from whom samples may be drawn (p. 39)

población objetivo grupo total que se desea estudiar o describir, del que se toman muestras (pág. 39)

taste aversion a type of classical conditioning in which a previously desirable or neutral food comes to be perceived as repugnant because it is associated with negative stimulation (p. 160)

aversión al gusto tipo de condicionamiento clásico en el que un alimento previamente deseable o neutro pasa a percibirse como repugnante porque se lo relaciona con un estímulo negativo (pág. 160)

test-retest reliability a method for determining the reliability of a test by comparing a test taker's scores on the same test taken on separate occasions (p. 254)

confiabilidad prueba-reprueba método para determinar la confiabilidad de una prueba; consiste en comparar los puntajes que obtiene una persona al realizar la prueba en dos ocasiones distintas (pág. 254)

thalamus the structure of the brain that relays messages from the sense organs to the cerebral cortex (p. 73)

tálamo estructura del cerebro que transmite mensajes desde los órganos sensoriales hacia la corteza cerebral (pág. 73)

theory a statement that attempts to explain why something is the way it is and happens the way it does (p. 7)

teoría enunciado que intenta explicar por qué algo es como es y sucede de la manera en que sucede (pág. 7)

thinking mental activity that involves understanding, manipulating, and communicating information (p. 215)

pensamiento actividad mental que implica comprensión, manipulación y comunicación (pág. 215)

trait an aspect of personality that is considered to be reasonably consistent (p. 393)

rasgo aspecto de la personalidad que se considera coherente dentro de los términos razonables (pág. 393)

transference in psychoanalysis, the patient's transfer of emotions associated with other relationships to the therapist (p. 540)

transferencia en psicoanálisis, tendencia del paciente a asociar con el terapeuta emociones que en realidad siente por otras personas (pág. 540)

transformed score a score that has been changed from a raw score in a systematic way (p. 254)

puntaje transformado puntaje que se ha modificado a partir de un puntaje bruto de manera sistemática (pág. 254)

triangular model of love according to the psychologist Robert J. Sternberg, the components of love, which include passion, intimacy, and commitment (p. 583)

modelo triangular del amor según el psicólogo Robert J. Sternberg, los componentes del amor, que son la pasión, la intimidad y el compromiso (pág. 583)

two-sided argument a method of discrediting an opponent by presenting his or her argument and then refuting it (p. 568)

argumento de dos puntos de vista método para desacreditar a un oponente que consiste en presentar su argumento y luego refutarlo (pág. 568)

U

unconditional positive regard a consistent expression of love and acceptance shown regardless of changing situations or behaviors (p. 291)

estimación positiva incondicional expresión coherente de amor y aceptación que se muestra independientemente de los cambios de situación o conducta (pág. 291)

unconditioned response in classical conditioning, an unlearned, automatic response (p. 160)

respuesta incondicionada en el condicionamiento clásico, respuesta no aprendida y automática (pág. 160)

unconditioned stimulus in classical conditioning, a stimulus that elicits an unlearned, automatic response (p. 160)

estímulo incondicionado en el condicionamiento clásico, estímulo que provoca una respuesta no aprendida y automática (pág. 160)

unconscious according to Freud, a reservoir of mostly unacceptable thoughts, wishes, feelings, and memories of which we are unaware but which influences our behavior (p. 130)

inconsciente según Freud, un depósito de pensamientos, deseos, sentimientos y recuerdos, en su mayoría inaceptables, que la persona no conoce pero que influyen en su conducta (pág. 130)

V

validity the extent to which a test measures what it is supposed to measure (p. 254)

validez grado en que una prueba mide lo que se supone que debe medir (pág. 254)

validity scale a group of test items that suggest whether or not the test taker is answering honestly (p. 424)

escala de validez grupo de preguntas de una prueba que sugieren si el participante está respondiendo de manera honesta o no (pág. 424)

variables factors that are measured or controlled in a scientific study (p. 52)

variables factores que se miden o se controlan en un estudio científico (pág. 52)

vestibular sense the sense that provides information about the position of the body (p. 114)

sentido vestibular sentido que brinda información sobre la posición del cuerpo (pág. 114)

visual acuity keenness or sharpness of vision (p. 103)

agudeza visual agudeza o nitidez del sentido de la vista (pág. 103)

vocational interest inventories tests that are used to help people make decisions about career options (p. 428)

tests de interés vocacional pruebas que ayudan a las personas a tomar decisiones sobre sus opciones profesionales (pág. 428)

volunteer bias the concept that people who volunteer to participate in research studies often differ from those who do not volunteer (p. 42)

sesgo del voluntario el concepto de que las personas que participan en una investigación de manera voluntaria suelen actuar de modo diferente de los que no son voluntarios (pág. 42)

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acceptance, conformity and need for, 596
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