
Key Terms

I. HISTORY AND APPROACHES

1. BEHAVIORAL PERSPECTIVE

Emerged from the pioneering work of Ivan Pavlov, John B. Watson, and B.F. Skinner. Emphasizes observable behavior that can be objectively measured.

2. HUMANISTIC PERSPECTIVE

Emerged from the pioneering work of Carl Rogers and Abraham Maslow. Emphasizes the importance of self-esteem, free will, and choice in human behavior.

3. PSYCHOANALYTIC/PSYCHODYNAMIC PERSPECTIVE

Emerged from the pioneering work of Sigmund Freud. Emphasizes the role of unconscious conflicts in determining behavior and personality.

4. COGNITIVE PERSPECTIVE

Influenced by the computer revolution, the cognitive perspective compares the mind to a computer that encodes, processes, and stores information. Cognitive psychologists emphasize thinking, perceiving, and information processing.

5. BIOLOGICAL PERSPECTIVE

Emphasizes genetics, the roles of various parts of the brain, and the structure and function of individual nerve cells.

6. EVOLUTIONARY PERSPECTIVE

Influenced by the seminal writings of Charles Darwin. Emphasizes the role played by natural selection and adaptation in the evolution of behavior and mental processes.

II. RESEARCH METHODS

7. EXPERIMENTAL METHOD

A carefully controlled scientific procedure involving the manipulation of variables to determine cause and effect. The experimental method enables researchers to determine cause-and-effect relationships.

8. INDEPENDENT VARIABLE

The factor that is manipulated or controlled by the experimenter.

9. DEPENDENT VARIABLE

The factor that is measured by the experimenter. It is affected by, and thus depends on, the independent variable.

10. EXPERIMENTAL GROUP

Group that is exposed to the independent variable.

11. CONTROL GROUP

Group that is exposed to all experimental conditions, except the independent variable.

12. CONFOUNDING VARIABLE

Variables that have an unwanted influence on the outcome of an experiment. Also known as extraneous variables.

13. DOUBLE-BLIND STUDY

A procedure in which neither the researcher nor the participant knows which group received the experimental treatment. Designed to reduce experimenter bias.

14. CASE STUDY

An in-depth examination of a single research participant.

15. CORRELATION RESEARCH

The researcher observes or measures two or more naturally occurring variables to find the relationship between them. In correlation research, the researcher does not directly manipulate the variables.

16. CORRELATION COEFFICIENT

A numerical value from +1.00 to -1.00 that indicates the strength and direction of the relationship between two variables. A positive correlation indicates that the two

variables move or vary in the same direction. A negative correlation indicates that the two variables move or vary in opposite directions. A zero correlation indicates that there is no relationship between the two variables.

17. MEAN

A measure of central tendency that provides the average score. Any change in the highest score in a distribution must result in a change in the mean.

18. MEDIAN

A measure of central tendency that divides a frequency distribution exactly in half.

19. MODE

A measure of central tendency that identifies the most frequently occurring score in a distribution.

20. STANDARD DEVIATION

A measure of variability that indicates the average differences between the scores and their mean.

21. NORMAL DISTRIBUTION

A bell-shaped curve, describing the spread of a characteristic throughout a population. In a normal distribution, half the scores fall at or above the mean and half the scores fall at or below the mean.

22. POSITIVELY SKEWED DISTRIBUTION

Contains a preponderance of scores on the low end of the scale. The mean will be higher than the median in a positively skewed distribution.

23. NEGATIVELY SKEWED DISTRIBUTION

Contains a preponderance of scores on the high end of the scale. The mean will be lower than the median in a negatively skewed distribution.

24. P-VALUE

The probability of concluding that a difference exists when in fact the difference does not exist. A statistically significant difference is a difference not likely due to chance. By consensus, a statistically significant difference is one that would show up only 5 percent of the time or less. The smaller the p-value the more significant the results.

III. BIOLOGICAL BASES OF BEHAVIOR

25. NEURON

A highly specialized nerve cell responsible for receiving and transmitting information in electrical and chemical forms. Neurons are the fundamental building blocks of the nervous system.

26. MYELIN SHEATH

A white, fatty covering wrapped around the axons of some neurons, which increases the rate at which nerve impulses travel along the axon.

27. ACTION POTENTIAL

A brief electrical impulse by which information is transmitted along the axon of a neuron.

28. ALL-OR-NOTHING LAW

The principle that either a neuron is sufficiently stimulated and an action potential occurs or a neuron is not sufficiently stimulated and an action potential does not occur.

29. ENDORPHINS

Chemical substances in the nervous system that reduce the perception of pain.

30. NEUROTRANSMITTERS

Chemical transmitters manufactured by a neuron. For example, acetylcholine is associated with Alzheimer's disease, dopamine is linked to schizophrenia, and serotonin is related to depression.

31. SYMPATHETIC NERVOUS SYSTEM

Branch of the automatic nervous system that produces rapid physical arousal in response to perceived emergencies or threats.

32. PARASYMPATHETIC NERVOUS SYSTEM

Branch of the autonomic nervous system that calms the body, maintains bodily functions, and conserves energy.

33. HYPOTHALAMUS

Small brain structure beneath the thalamus that helps govern the release of hormones by the pituitary gland and regulates drives such as hunger and thirst.

34. CEREBRAL CORTEX

A thin surface layer on the cerebral hemispheres that regulates most complex behavior, including sensations, motor control, and higher mental processes such as decision making.

35. CEREBRAL HEMISPHERES

The nearly symmetrical left and right halves of the cerebral cortex. The left hemisphere specializes in verbal and analytical functions. The right hemisphere focuses on nonverbal abilities such as art and music and visual recognition tasks.

36. CORPUS CALLOSUM

The bundle of nerve fibers connecting the brain's left and right hemispheres. In a procedure known as split-brain surgery, neurosurgeons cut the corpus callosum to prevent the spread of epileptic seizures by disrupting communication between the right and left hemispheres.

37. AMYGDALA

An almond-shaped part of the limbic system linked to the regulation of emotional responses, especially fear.

38. HIPPOCAMPUS

A curved forebrain structure that is part of the limbic system and is involved in learning and forming new memories.

IV. SENSATION AND PERCEPTION**39. ABSOLUTE THRESHOLD**

The minimum intensity at which a stimulus can be detected at least 50 percent of the time. For example, humans can barely detect a candle flame from 30 miles away on a clear, dark night.

40. SENSORY ADAPTATION

The decline in sensitivity to a constant stimulus. For example, the longer an individual is exposed to a strong odor, the less aware of the odor the individual becomes.

41. TRANSDUCTION

The process by which sensory receptors convert the incoming physical energy of stimuli, such as light waves, into neural impulses that the brain can understand.

42. SIGNAL DETECTION THEORY

States that sensation depends on the characteristics of the stimulus, the background stimulation, and the detector. Selective attention enables you to filter out and focus on only selected sensory messages. For example, while practicing your piano you may not hear your cell phone ring. However, if you are expecting an important call, you will hear the cell phone ring.

43. GATE-CONTROL THEORY

Theory that explains how the nervous system blocks or allows pain signals to pass to the brain.

44. RODS

The long, thin visual receptor cells in the retina that are highly sensitive to light, but not to color. The rods are primarily responsible for peripheral vision and black-and-white vision. Cats have better night vision than humans because they have a higher proportion of rods to cones.

45. CONES

The short, thick visual receptor cells, concentrated near the center of the retina, responsible for color vision and fine detail. People who are color blind typically have deficiencies in their cones.

46. BLIND-SPOT

The point at the back of the retina where the optic nerve leaves the eye. Since there are no visual receptor cells, this creates a small gap in field vision called the "blind spot."

47. COCHLEA

The coiled, snail-shaped structure in the inner ear containing receptors for hearing.

V. STATES OF CONSCIOUSNESS48. **CIRCADIAN RHYTHM**

Biological processes that systematically vary over a period of about 24 hours. For example, the sleep-wake cycle, blood pressure, and pulse rate all follow circadian rhythms.

49. **REM SLEEP**

Type of sleep during which rapid eye movements (REM) and dreams usually occur. REM sleep is often referred to as paradoxical sleep because it is simultaneously characterized by active eye movements and loss of muscle movement. The REM portion of the sleep cycle is longest during infancy.

50. **HYPNOSIS**

A trancelike state of heightened suggestibility, deep relaxation, and intense focus. Hypnosis can be used to treat pain.

51. **DISSOCIATION**

The splitting of consciousness into two or more simultaneous streams of mental activity.

VI. LEARNING52. **CLASSICAL CONDITIONING**

Based upon the pioneering work of Ivan Pavlov. The learning process that occurs when a previously neutral stimulus (a ringing bell) is repeatedly paired with an unconditioned stimulus (food) to elicit a conditioned response (salivation).

53. **UNCONDITIONED STIMULUS**

A natural stimulus (food) that reflexively elicits a response (salivation) without the need for prior learning.

54. **UNCONDITIONED RESPONSE**

An unlearned response (salivation) that is elicited by an unconditioned stimulus (food).

55. NEUTRAL STIMULUS

A stimulus (ringing bell) that produces no conditioned response prior to learning.

56. CONDITIONED STIMULUS

The conditioned stimulus was originally the neutral stimulus. When systematically paired with the unconditioned stimulus (food), the neutral stimulus (the ringing bell) becomes a conditioned stimulus as it gains the power to cause a response.

57. CONDITIONED RESPONSE

A conditioned response is a learned response elicited by the conditioned stimulus.

58. EXTINCTION

The gradual weakening of a conditioned behavior when the conditioned stimulus is repeatedly presented without the unconditioned stimulus.

59. STIMULUS GENERALIZATION

Occurs when stimuli that are similar to the original stimulus also elicit the conditioned response. For example, a three-year-old child is frightened by a white rabbit. A few days later, the same child sees a white fur coat and becomes frightened.

60. STIMULUS DISCRIMINATION

The ability to distinguish between two similar stimuli. For example, a person who is fearful of poison oak leaves, but not oak tree leaves, is exhibiting stimulus discrimination.

61. OPERANT CONDITIONING

A learning process in which behavior is shaped and maintained by consequences (rewards or punishments) that follow a response. In contrast, in classical conditioning behavior is controlled by the stimuli that precede a response.

62. REINFORCEMENT

Reinforcement strengthens a response and makes it more likely to occur.

63. POSITIVE REINFORCEMENT

A situation in which a behavior or response is followed by the addition of a reinforcing stimulus. The stimulus increases the probability that the response will occur again.

64. **NEGATIVE REINFORCEMENT**

A situation in which a behavior or response is followed by the removal of an aversive stimulus. Negative reinforcement increases the likelihood of a behavior by enabling a person to either escape an existing aversive stimulus or avoid an aversive stimulus before it occurs.

65. **PREMACK PRINCIPLE**

States that the opportunity to engage in a preferred activity can be used to reinforce a less-preferred activity.

66. **CONTINUOUS REINFORCEMENT**

A reinforcement schedule in which all correct responses are reinforced.

67. **SHAPING**

The technique of strengthening behavior by reinforcing successive approximations of a behavior until the entire correct routine is displayed.

68. **INTERMITTENT REINFORCEMENT**

The rewarding of some, but not all, correct responses.

69. **FIXED RATIO SCHEDULE**

Reinforcement occurs after a predetermined set of responses. For example, you are paid for every two lawns you mow.

70. **VARIABLE RATIO SCHEDULE**

Reinforcement is unpredictable because the ratio varies. For example, casino slot machines use a variable ratio schedule.

71. **FIXED INTERVAL SCHEDULE**

Reinforcement occurs after a predetermined time has elapsed. For example, you receive a paycheck every Friday.

72. **VARIABLE INTERVAL SCHEDULE**

Reinforcement occurs unpredictably since the time interval varies. For example, your teacher gives unannounced pop quizzes.

73. **PUNISHMENT**

Punishment is a process in which a behavior is followed by an aversive consequence that decreases the likelihood of the behavior being repeated.

74. **POSITIVE PUNISHMENT**

Adding an aversive stimulus that weakens a response and makes it less likely to recur.

75. NEGATIVE PUNISHMENT

Taking away a stimulus that weakens a response and makes it less likely to recur.

76. OBSERVATIONAL LEARNING

Occurs by watching others and then imitating or modeling the observed behavior.

VII. COGNITION

77. RECALL

The use of a general cue to retrieve a memory. For example, your psychology teacher asks you to write down everything you learned in last week's lesson on operant conditioning.

78. RECOGNITION

The use of a specific cue to retrieve a memory. For example, your psychology teacher asks you to answer a multiple-choice question about negative reinforcement.

79. SERIAL-POSITION EFFECT

Information at the beginning and end of a list is remembered better than material in the middle.

80. EPISODIC MEMORY

A subdivision of declarative memory that stores memories of personal experiences and events. For example, your first piano recital, first prom, and first varsity soccer goal are all episodic memories.

81. PROACTIVE INTERFERENCE

Occurs when old information interferes with recalling new information. For example, your old locker combination interferes with remembering your new locker combination.

82. RETROACTIVE INTERFERENCE

Occurs when new information interferes with recalling old information. For example, learning how to write an SAT essay interferes with the information you previously learned about how to write an ACT essay.

83. RETROGRADE AMNESIA

People who suffer from retrograde amnesia are unable to remember some or all of their past.

84. **ANTEROGRADE AMNESIA**
People who suffer from anterograde amnesia are unable to form new memories.
85. **METHOD OF LOCI**
The process of remembering several pieces of information by mentally associating an image of each with a different location.
86. **PHONEMES**
The smallest distinctive sound used in a language. For example, the *t* in *tardy* and the *ng* in *sing* are both phonemes.
87. **MORPHEMES**
The smallest units of meaning in a language. For example, the word *untouchable* consists of three morphemes—the prefix *un*, the root word *touch*, and the suffix *able*.
88. **ALGORITHM**
A logical, step-by-step procedure that, if followed correctly, will eventually solve a specific problem.
89. **FUNCTIONAL FIXEDNESS**
The tendency to think of an object as functioning only in its usual or customary way. As a result, individuals often do not see unusual or innovative uses of familiar objects.
90. **CONFIRMATION BIAS**
A preference for information that confirms preexisting positions or beliefs, while ignoring or discovering contradictory evidence.
91. **HEURISTIC**
A general rule of thumb or shortcut that is used to reduce the number of possible solutions.
92. **AVAILABILITY HEURISTIC**
Judging the likelihood of an event based on readily available personal experiences or news reports. For example, news of a plane crash causes a family to cancel their plane reservation and drive 750 miles in their car instead.
93. **REPRESENTATIVE HEURISTIC**
Judging the likelihood of an event based on how well it matches a typical example or prototype. For example, if Jake is 6 feet 4 inches tall and weighs 290 pounds, we may guess that he is an NFL lineman instead of a stockbroker.

94. DIVERGENT THINKING

A type of thinking in which problem solvers devise a number of possible alternative approaches. Divergent thinking is a major element in creativity.

VIII. MOTIVATION AND EMOTION

95. YERKES-DODSON LAW

An optimal level of psychological arousal helps performances. When arousal is too low, our minds wander and we become bored. When arousal is too high, we become too anxious and “freeze-up.” People are thus motivated to seek a moderate level of stimulation that is neither too easy nor too hard.

96. HIEARARCHY OF NEEDS

Maslow’s theory that lower motives (such as physiological and safety needs) must be met before advancing to higher needs (such as esteem and self-actualization).

97. ACHIEVEMENT MOTIVATION

The drive to succeed, especially in competition with others. Individuals who have a strong need for achievement seek out tasks that are moderately difficult.

98. EXTRINSIC MOTIVATION

Based upon external rewards or threats of punishment. For example, James tutors other students because he wants to earn money.

99. INTRINSIC MOTIVATION

Based upon personal enjoyment of a task or activity. For example, Robbie tutors other students because he enjoys helping them.

100. DISPLAY RULES

Cultural norms that influence how and when emotional responses are displayed.

101. JAMES-LANGE THEORY

Our subjective experience of emotion follows our experience of physiological changes (“We feel sorry because we cry”).

102. **SCHACHTER-SINGER TWO-FACTOR THEORY**
Physical arousal and cognitive labeling of that arousal produce our subjective experience of emotion.
103. **STRESS**
An emotional response to demands that are perceived as threatening or exceeding a person's resources or ability to cope.
104. **CONFLICT**
Occurs when a person is forced to choose between two or more opposing goals or desires. Conflict can be classified as approach-approach, avoidance-avoidance, or approach-avoidance.
105. **GENERAL ADAPTATION SYNDROME**
Hans Selye's three-stage (alarm, resistance, exhaustion) reaction to chronic stress.

IX. DEVELOPMENTAL PSYCHOLOGY

106. **LONGITUDINAL METHOD**
Measures a single individual or group of individuals over an extended period of time.
107. **CROSS-SECTIONAL METHOD**
Compares individuals of various ages at one point in time.
108. **SCHEMA**
A concept or framework that organizes and interprets information.
109. **ASSIMILATION**
The process of absorbing new information into an existing schema.
110. **ACCOMMODATION**
The process of adjusting old schemas or developing new ones to incorporate new information.
111. **OBJECT PERMANENCE**
An infant's understanding that objects or people continue to exist even when they cannot be directly seen, heard, or touched.

- 112. **IRREVERSIBILITY**
The child's inability to mentally reverse a sequence of events or logical operations.
- 113. **CONSERVATION**
Understanding that certain physical characteristics (such as volume) remain unchanged, even when their outward appearance changes.
- 114. **PERMISSIVE STYLE OF PARENTING**
Parents set few rules, make minimal demands, and allow their children to reach their own conclusions.
- 115. **AUTHORITATIVE STYLE OF PARENTING**
Parents set firm rules, make reasonable demands, and listen to their child's viewpoint while still insisting on responsible behavior.
- 116. **AUTHORITARIAN STYLE OF PARENTING**
Parents set rigid rules, enforce strict punishments, and rarely listen to their child's point of view.
- 117. **PSYCHOSOCIAL STAGES**
Erik Erikson's theory that individuals pass through eight developmental stages, each involving a crisis that must be successfully resolved.

X. PERSONALITY

- 118. **THE ID**
According to Freud, the id is completely unconscious. It consists of innate sexual and aggressive instincts and drives. The id is impulsive, irrational, and immature. It operates on a pleasure principle, seeking to achieve immediate gratification and avoid discomfort.
- 119. **THE SUPEREGO**
According to Freud, the superego is partly conscious. It consists of internalized parental and societal standards. The superego operates on a morality principle, seeking to enforce ethical conduct.

120. THE EGO

According to Freud, the ego resides in the conscious and preconscious levels of awareness. The ego is rational and practical. It operates on a reality principle, seeking to mediate between the demands of the id and the superego.

121. DEFENSE MECHANISMS

In Freudian theory, the ego's protective method of reducing anxiety and distorting reality.

122. REPRESSION

Freud's first and most basic defense mechanism. Repression prevents unacceptable impulses from coming into conscious awareness.

123. SELF-EFFICACY

The feelings of self-confidence or self-doubt that people bring to a specific situation.

124. LOCUS OF CONTROL

Individuals who accept personal responsibility for their life experiences have an internal locus of control. Individuals who believe that most situations are governed by chance have an external locus of control.

125. FIVE-FACTOR MODEL

Trait theory of personality that includes openness, conscientiousness, extroversion, agreeableness, and neuroticism.

XI. TESTING AND INDIVIDUAL DIFFERENCES**126. G FACTOR**

The notion, proposed by Charles Spearman, of a general intelligence factor that is responsible for a person's overall performance on tests of mental ability.

127. FLUID INTELLIGENCE

Aspects of innate intelligence, including reasoning abilities, memory, and speed of information processing, that are relatively independent of education and tend to decline as people age.

- 128. CRYSTALLIZED INTELLIGENCE
Knowledge and skills gained through experience and education that tend to increase over the life span.
- 129. STANDARDIZATION
Establishment of norms and uniform procedures for giving and scoring a test.
- 130. RELIABILITY
Measure of consistency and reproducibility of test scores during repeated administrations of a test.
- 131. VALIDITY
The ability of a test to measure what it is designed to measure.
- 132. SELF-FULFILLING PROPHECY
Observations or behaviors that result primarily from expectations.

XII. ABNORMAL BEHAVIOR

- 133. *DIAGNOSTIC AND STATISTICAL MANUAL OF MENTAL DISORDERS (DSM-IV-TR)*
Classification system developed by the American Psychiatric Association used to describe abnormal behaviors. The “IV-TR” indicates it is the text revision (TR) of the fourth major revision (IV).
- 134. PHOBIAS
Characterized by a strong, irrational fear of specific objects or situations that are normally considered harmless.
- 135. OBSESSIVE-COMPULSIVE DISORDER
Characterized by persistent, repetitive, and unwanted thoughts (obsessions) and behaviors (compulsions).
- 136. POST-TRAUMATIC STRESS DISORDER
Characterized by intense feelings of anxiety, horror, and helplessness after experiencing a traumatic event such as a violent crime, natural disaster, or military combat.
- 137. BIPOLAR DISORDER
Characterized by periods of both depression and mania.

138. SOMATOFORM DISORDERS

Characterized by physical complaints about conditions that are caused by psychological factors.

139. SCHIZOPHRENIA

Group of severe disorders involving major disturbances in perception, language, thought, emotion, and balance. Delusional beliefs, hallucinations, and disorganized speech and thought are three key characteristic symptoms.

140. NARCISSISTIC PERSONALITY DISORDER

Characterized by a grandiose sense of self-importance, fantasies of unlimited success, need for excessive admiration, and a willingness to exploit others to achieve personal goals.

141. DISSOCIATIVE DISORDERS

Involve a splitting apart of significant aspects of a person's awareness, memory, or identity. Dissociative amnesia is characterized by a partial or total inability to recall past experiences and important information. Dissociative fugue is characterized by suddenly and inexplicably leaving home and taking on a completely new identity with no memory of a former life. Dissociative identity disorder (DID) is characterized by the presence of two or more distinct personality systems in the same individual.

XIII. TREATMENT OF ABNORMAL BEHAVIOR**142. PSYCHOANALYSIS**

Freudian therapy designed to bring unconscious conflicts, which usually date back to childhood experiences, into consciousness.

143. COGNITIVE THERAPY

Therapy that treats problem behaviors and mental processes by focusing on faulty thought processes and beliefs.

144. RATIONAL EMOTIVE THERAPY

Albert Ellis's cognitive therapy to eliminate emotional problems through the rational examination of irrational beliefs.

145. HUMANISTIC THERAPY
Focuses on removing obstacles that block personal growth and potential.
146. CLIENT-CENTERED THERAPY
Carl Rogers's therapy emphasizing the client's natural tendency to become healthy and productive. Key techniques include empathy, unconditional positive regard, and active listening.
147. BEHAVIOR THERAPY
Group of techniques that use the principles of classical conditioning, operant learning, and observational learning to modify maladaptive behaviors.
148. SYSTEMATIC DESENSITIZATION
A gradual process of extinguishing a learned phobia by working through a hierarchy of fear-evoking stimuli while staying deeply relaxed.
149. AVERSION THERAPY
Uses the principles of classical conditioning to create anxiety by pairing an aversive stimulus with a maladaptive behavior.
150. BIOMEDICAL THERAPY
Uses drugs and electroconvulsive therapy to treat psychological disorders.

XIV. SOCIAL PSYCHOLOGY

151. FUNDAMENTAL ATTRIBUTION ERROR
The widespread tendency to overemphasize dispositional factors and to underestimate situational factors when making attributions about the cause of another person's behavior.
152. SELF-SERVING BIAS
The widespread tendency for people to take credit for their successes while at the same time attributing their failures to external situations beyond their control.
153. CENTRAL ROUTE TO PERSUASION
When people make decisions based upon factual information, logical arguments, and a thoughtful analysis of pertinent details. For example, you buy a cell phone based upon its price and number of available applications.

154. **PERIPHERAL ROUTE TO PERSUASION**
When people make decisions based upon emotional appeals and incidental cues. For example, you buy a cell phone based upon its color and catchy sales slogans.
155. **FOOT-IN-THE-DOOR PHENOMENON**
The persuasion strategy of getting a person to agree to a modest first request as a set-up for a later much larger request.
156. **COGNITIVE DISSONANCE**
The state of psychological tension, anxiety, and discomfort that occurs when an individual's attitude and behavior are inconsistent.
157. **SOCIAL FACILITATION**
The tendency for an individual's performance to improve when simple or well-rehearsed tasks are performed in the presence of others.
158. **SOCIAL INHIBITION**
The tendency for an individual's performance to decline when complex or poorly learned tasks are performed in the presence of others.
159. **SOCIAL LOAFING**
The phenomenon of people making less effort to achieve a goal when they work in a group rather than when they work alone.
160. **DEINDIVIDUATION**
The reduction of self-awareness and personal responsibility that can occur when a person is part of a group whose members feel anonymous.
161. **BYSTANDER EFFECT**
The tendency for individuals to be less likely to assist in an emergency situation when other people are present.
162. **GROUP POLARIZATION**
The tendency for a group's predominant opinion to become stronger or more extreme after an issue is discussed.
163. **GROUPTHINK**
The tendency for a cohesive decision-making group to ignore or dismiss reasonable alternatives.

164. CONFORMITY

The tendency for people to adopt the behavior, attitudes, and beliefs of other members of a group.

165. OBEDIENCE

The performance of an action in response to the direct orders of an authority or person of higher status.