**STRESS!!!**

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| **stress** | The 2nd phase of the alarm reaction stage of GAS in which the body increases it’s resistance to a stressor through the release of adrenaline and then cortisol into the blood stream. |
| **stressor** | An automatic response of the sympathetic nervous system to a sudden threat that prepares the organism to confront, flee or remain motionless. |
| **distress** | The re-evaluation of a stressor after the secondary appraisal phase of Folkman and Lazarus’ transactional model of stress and coping. |
| **Stress reaction** | The 1st stage of GAS in which the indv 1st becomes aware of the stressor and the f-f-f response is activated. |
| **eustress** | Calming of the body and mind reflected in changes  in brainwave activity, heart rate, breathing, blood pressure and temp. |
| **Acculturative stress** | A stimulus such as a person, object or event that causes stress. |
| **cortisol** | A coping strategy that occurs in the secondary appraisal phase of TMSC in which a person makes practical efforts to manage or change the cause of stress, EG through time management and strategizing. |
| **HPA axis** | A strategy for coping with stress that involves behaviours that attempt to decrease stress by approaching and alleviating a problem, for example, by applying for jobs or starting homework. |
| **Fight-flight-freeze response** | The ability of an indv to replace ineffective coping strategy with a different one according to the demands of the situation. |
| **Yerkes-Dodson curve** | An indv ability to adapt to stress and adversity. |
| **GAS** | A negative positive psychological response to a stressor e.g. stress caused by bad news. |
| **shock** | The anticipation of future harm or loss. |
| **Counter-shock** | A state of physiological or psychological tension that occurs when a person’s ability to cope is strained or exceeded. |
| **Alarm reaction stage** | A set of interactions and responses between 3 endocrine glands- the hypothalamus, pituitary and adrenal glands- in response to a stressor resulting in the release of cortisol, adrenaline and noradrenaline. |
| **Resistance stage** | The combined psychological and physiological response to a stressor. |
| **Exhaustion stage** | A technique to cause an altered of consciousness and uses mental exercises to become highly focused on a single thought at the expense of other stimuli. |
| **Folkman and Lazarus- transaction model** | A graph that shows the r/ship between psychological and physiological arousal and the performance, in which as arousal increases and indv performance increases, but once the level of arousal becomes too high, performance decreases. |
| **Harm/loss** | The 1st stage of TMSC in which a person assesses a situation to determine whether a stress is present and if so, whether it is a challenge-(causing eustress), or a harm or distress-(causing distress). |
| **challenge** | A strategy for coping with stress that involves evading dealing with stress by protecting oneself from psychological distress EG. By ignoring facts, denial. |
| **Threat** | The 1st phase of the alarm reaction stage in which the ability to deal with a stressor falls below normal level. Physiologically the body reacts as if injured. |
| **Primary appraisal** | A model originally proposed by Hans Seyle to describe the body’s short and long term reactions to stress. It is composed of 3 stages- alarm reaction, resistance and exhaustion stages. |
| **Reappraisal** | A scenario in which there is good alignment between a stressful situation and s coping strategy used. |
| **Secondary appraisal** | A positive psychological response to a stressor e.g. stress caused by competing. |
| **Emotional forecasting** | A threat recognised during the primary appraisal phase that causes distress. |
| **Emotion focused coping** | The 3rd stage of GAS in which the body has dealt with the stressor for an extended period of time, resulting in an indv becoming physically and psychologically exhausted because their resources are depleted. |
| **Problem focused coping** | An activity that requires exertion in which endorphins are released, providing pain relief, using up stress hormones, improving mood and relieving tress related tension. |
| **Approach strategy** | An indv confidence in their ability to control events that occur in their lives. |
| **Avoidance strategy** | The psychological impact that occurs when individuals difficulty adjusting to a new culture. |
| **Context-specific effectiveness** | A task/situation a person has assessed as an opportunity for person gain/growth. E.g. Starting a new job., planning a wedding. |
| **Coping flexibility** | The second stage of TMSC in which a person evaluates the coping options and resources for dealing with a stressful situation. |
| **meditation** | A steroid hormone that is released by the adrenal glands to energise the body in times of stress. |
| **Physical exercise** | A person’s prediction of their future emotional state which occurs in both the primary and secondary appraisal phases of TMSC. In the primary appraisal phase an indv has an emotional response to the situation, while in the secondary phase an indv considers possible responses and predicts their emotional impact. |
| **relaxation** | The 2nd stage of GAS in which a person enters a stage of resistance where stress hormones are released to repair the damage done to the body. These hormones also weaken the immune system causing vulnerability to disease. |
| **resilience** | The network of family/friends/neighbours that are available during difficult times to provide emotional, physical and financial assistance. |
| **Self-efficacy** | A coping strategy that occurs in the secondary appraisal of TMSC in which a person alters their emotional response to stress in either a dysfunctional or positive manner, EG through avoidance, accepting responsibility, or adopting a positive mindset. |
| **Social support** | A model stating that the stress response id due to the interaction between the environment and an individual’s perception and assessment of a stressor, which determines whether or not they will experience stress. |

**LEARNING**

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| **learning** | A process in which repeated stimulation of a synaptic connection results in the long-lasting strengthening of that synapse. |
| **memory** | Chemical messengers that are released from the axon terminals of a presynaptic neuron in order to transmit neural information across a synapse. |
| **Memory trace** | The ability of the nervous system to change in structure and function in response to environmental change. |
| **Adaptive plasticity** | A stress hormone produced within the adrenal glad that activates the f-f-f response. |
| **Developmental plasticity** | The hypothetical physical and chemical changes that occur in the nervous system due to a memory being formed. |
| **Neural plasticity** | Changes in the structure and function of the nervous system that occurs during development. |
| **LTP** | The process of encoding, storing and retrieving of information. |
| **LTD** | The most prominent excitatory neurotransmitter in the NS that plays as essential role in memory formation, learning and movement. |
| **neurotransmitters** | A relatively permanent change in behaviour that occurs due to experience. |
| **neurohormones** | A chemical messenger that is produced in the cell body of a neuron and is released into the bloodstream, cerebrospinal fluid or intracellular spaces of the nervous system |
| **glutamate** | The ability of the nervous system to make structural and functional changes according to the consequence of experience or to compensate for a loss of function in the event of brain damage. |
| **adrenaline** | A process in which the transmission strength of a synapse is weakened |

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| **Classical conditioning** | An unlearned behaviour that naturally occurs after exposure to an unconditioned stimulus. |
| **Before conditioning** | A learned behaviour that occurs reflexively after exposure to a conditioned stimulus. |
| **Neutral stimulus** | The final phase of CC in which the presentation of a conditioned stimulus alone elicits the conditioned response. |
| **Unconditioned response** | The tendency for a stimulus similar to the original CS to produce a response that is similar (but not necessarily identical) to the conditioned response. |
| **During conditioning** | A major theory of learning in which learning occurs through observation. Also known as Social learning |
| **Conditioned response** | A passive learning process in which 2 different stimuli are associated in order to produce a reflexive response to a stimuli for which no reflexive response previously occurred. |
| **Conditioned stimulus** | The process in which a CR is developed through the repeated association of an US with a CS. |
| **After conditioning** | An emotional reaction that occurs when the autonomic nervous system produces a response to stimuli that did not previously trigger that response. |
| **Unconditioned stimulus** | An event that occurs after a behaviour in operant conditioning that affects future behaviour. |
| **Acquisition (CC)** | A response (or set of responses) that occurs and acts on the environment to produce some kind of effect. |
| **Spontaneous recovery (CC)** | The removal of a pleasant stimulus as a consequence of a behaviour that decreases the likelihood of the behaviour. |
| **Stimulus generalisation (CC)** | An event that does not elicit an automatic behavioural response. |
| **Extinction (CC)** | The 1st stage in social learning where the learner focuses on the model. |
| **Stimulus discrimination (CC)** | An unlearned event that naturally elicits an automatic behavioural response. |
| **Conditioned emotional response** | A stimulus that occurs as a consequence of a behaviour that increases the likelihood of the behaviour. Is also the 5th stage of social learning. |
| **antecedent** | A tendency for learners to be more likely to imitate behaviours of a model which they observe as being condoned. |
| **behaviour** | An observable response. In OC this occurs after the antecedent and is also known as the ‘operant response’. |
| **consequence** | A phenomenon in which the correct response is made to an antecedent that is similar (but not identical) to a stimulus that was present when an original behaviour was reinforced. |
| **Operant conditioning** | A process in which a CR no longer occurs following a lack of pairing of an US with a CS. |
| **operant** | The 2nd stage in social learning in which the learner store a mental representation of a behaviour they have observed. |
| **reinforcement** | A type of learning that occurs by watching the actions of others and their consequences to guide future behaviour. Also known as observational learning. |
| **Positive reinforcement** | The 2nd phase of CC in which the neutral stimulus is associated with the unconditioned stimulus through repeated presentation of the neutral stimulus closely followed by the unconditioned stimulus |
| **Negative reinforcement** | The addition of a pleasant stimulus as a consequence of a behaviour that increases the likelihood of the behaviour. |
| **punishment** | When an observer learns from a model in observational learning. |
| **Response cost** | An active learning process in which the likelihood of a particular behaviour occurring is determined by the consequences of that behaviour. |
| **Acquisition (OC)** | A stimulus that occurs as a consequence of a behaviour that increases the likelihood of the behaviour. Is also the 5th stage of social learning. |
| **Spontaneous recovery (OC)** | The 4th stage of social learning, in which a learner is driven to imitate the behaviour they have observed. |
| **Stimulus generalisation (OC)** | A tendency for learners to be less likely to imitate behaviours of a model they observe the model being punished for. |
| **Extinction (OC)** | An event for which a response has been learned due to association with an unconditioned stimulus. |
| **Stimulus discrimination (OC)** | The reappearance of a conditioned behaviour in the presence of the antecedent after apparent extinction in the absence of reinforcement. |
| **Observational learning** | The 3rd stage of social learning in which a learner has the mental and physical ability to replicate what they have observed. |
| **attention** | A gradual decrease in the strength and rate of a learned response following consistent non-reinforcement of a response. |
| **retention** | A phenomenon in which an indv only elicits a CR to a CS but not to any other stimuli that are similar to the CS. |
| **reproduction** | The addition of an aversive stimulus in order to decrease the likelihood of a behaviour. |
| **motivation** | An event that occurs before a behaviour in operant conditioning. Also known as a ‘discriminative stimulus’, |
| **reinforcement** | The first phase on CC in which a neutral stimulus does not elicit what will be the conditioned response. |
| **modelling** | A phenomenon in which the conditioned behaviour is only demonstrated to the antecedent to which it was conditioned and not any other similar stimuli. |
| **Vicarious punishment** | The reappearance of a CR in the presence of a CS following extinction. |
| **Social learning** | The strengthening of a behaviour through reinforcement that is produced by the antecedent itself. |
| **Vicarious reinforcement** | The removal of an unpleasant stimulus as a consequence of a behaviour that increases the likelihood of the behaviour. |