

## Wundt and introspection

Opened first **lab** dedicated to psychological enquiry. **Introspection** – document and describe the nature of human consciousness. He and coworkers recorded own conscious thoughts with the aim to break these down into their constituent parts (**structuralism**). **Controlled** conditions - same stimulus, standardised instructions, replicable.

## Behaviourism

**Assumptions:** only interested in behavior that can be observed. Used lab experiments with control and objectivity. Animals can be used in experiments to replace humans. **Classical conditioning** (Pavlov) – learning is through association. Pavlov was able to show how a neutral stimulus, can elicit a new learned response. Pavlov's dogs. **Operant conditioning (Skinner)** – learning through reinforcement. **Positive** – carry out a behavior for a reward. **Negative** – carry out a behavior to avoid something unpleasant. **Punishment** – don't carry out a behaviour. Skinner box. ☺focuses on scientific processes such as objectivity and replication. ☺real life application – token economy in prisons and systematic desensitization for phobias – successful. ☺environmental determinism – behaviour is governed by past behaviours. Free will is an illusion ☺ ethical issues with animal experiments.

## Emergence of psychology as a science

Watson – stated introspection was subjective, difficult to establish general principles. Development of the behaviourist approach. Scientific approach – focused on scientific methods. Lab experiments. The study of mental processes is now seen as a scientific area within psychology. Make use of inferences. Bio approach – brain scans.

## Social learning theory

**Assumptions:** behaviour learned from experience. SLT suggests that people learn through observation and imitation of others within a context. Learning occurs directly (CC and OC) but also indirectly. **Vicarious reinforcement** – the learner imitates behaviour that is seen to be rewarded, rather than punished. **Mediational processes** – 1. *Attention* – the extent to which we notice certain behaviours. 2. *Retention* – remembering the behaviour. 3. *Motor reproduction* – ability to perform behaviour. 4. **Motivation** - of it was rewarded or punished. **Identification:** more likely to imitate people whom they identify with, role models. Same characteristics, high status, attractive. ☺Bandura bobo doll study- children imitate those who were rewarded. ☺overreliance on lab studies – demand characteristics ☺underestimates bio factors - testosterone ☺ explains cultural diffs

## Biological

**Assumptions:** All behaviour is caused by physical factors. Biological structure, genes, neurochemistry and nervous system. **Genes** – twin studies used to determine the likelihood that certain traits have a genetic basis by comparing the concordance rates between pairs of twins. If MZ are found to have higher concordance rates than DZ it would suggest a genetic basis. MZ share 100% of genes, DZ 50%. **Genotype and phenotype** – genotype is genetic make-up. Phenotype is the way it is expressed through physical, behavioural and psychological characteristics. Phenotype influence by environment. E.g. PKU. **Evolution:** natural selection. ☺scientific methods – Brain scans ☺ real-life application - treatments ☺determinist – we have no control – implications for legal system ☺ cannot separate nature from nurture – twins have similar environments

## Cognitive

**Assumptions:** internal mental processes can be studied scientifically. Focuses on memory, perception and thinking. Studied indirectly by making inferences about what is going on inside people's minds on the basis of their behaviour. **Theoretical and computer models** – information processing approach, which suggests that information flows through the cog system in a sequence of stages that include input, storage and retrieval (MSM). Based on a computer model. Useful in artificial intelligence. **Schema** – package of ideas and information developed through experience. Babies are born with some schemas e.g. sucking and grasping. Allow us to process a lot of information quickly and it is a useful mental shortcut. They can lead to errors. **Cognitive neuroscience** – scientific study of the brain e.g. fMRI and PET scans. Mapping brain structure e.g. Broca's area on frontal lobe. Disorders - OCD and parahippocampal gyrus. ☺☺scientific methods BUT artificial ☺machine reductionism – ignore influence of emotion and motivation ☺real-life application – contributions to AI.

## Psychodynamic

**Assumptions** – behaviour is due to the unconscious. All behaviour is rooted in childhood. **Role of the unconscious** – unconscious is a storehouse of biological drives and instincts that that has a sig influence on our behaviour and personality. It also contains memories that have been repressed. Preconscious contains thoughts and memories which are not currently in conscious awareness but we can access if desired. **Structure of personality** – Id = pleasure principle, present at birth, selfish. EGO = reality principle, develops age two, reduce conflict between id and superego. SUPEREGO = morality principle, developed at end of phallic stage, sense of right and wrong. **Defense mechanisms** – unconscious strategies that the ego uses to manage the conflict between the id and the superego. Repression – forcing a distressing memory out of the conscious mind, denial – refusing to acknowledge some aspect of reality, displacement - transferring feelings from true source of distressing emotion onto a substitute target. **Psychosexual stages** – child development occurred in 5 stages. Oral – focus on mouth. Anal – focus on anus. Phallic – focus on genitals, latency and genital – sexual desires. Any conflict that is unresolved leads to fixation where the child becomes stuck, conflicts then arise in adulthood. Oedipus complex – boys develop unconscious desires for mother. Castration anxiety. ☺explanatory power – influence on psychology. Dominant force for first half o 20<sup>th</sup> century. ☺untestable concepts – falsification – cant prove true or false ☺case study evidence e.g. little Hans, based on small samples☺ led to the development of psychoanalysis which is an effective treatment.

## Humanistic

**Free will** – humans are self-determining and have free will. Rejects scientific methods stating that we should study subjective experiences, rather than general laws (person-centred approach). **Maslow's hierarchy of needs:** Self-actualisation – everyone has an innate tendency to achieve their full potential. Self-actualisation is the highest level of Maslow's hierarchy of needs. **Rogers** – for personal growth to be achieved an individual's concept of self must be broadly equivalent to, or have congruence with, their ideal self (person they want to be). If there is a big gap between then incongruence will not be possible due to negative feelings of self-worth. **Client centred therapy** – used to reduce the gap between self-concept and ideal self. Issues are a result of a lack of unconditional positive regard (lack of unconditional love) from our parents. Conditions of worth – 'I will only love you if...' ☺not reductionist - takes a holistic approach,☺ limited application – helped with counselling but no further . ☺ positive approach – promotes positive image of humans. ☺untestable concepts – difficult to assess self actualisation and congruence.



# Approaches

