Approaches in Psychology

Expectations of students

- Excellent attendance and punctuality to lessons and registration.
- Be organised, meet deadlines and read/respond to emails.
- Show an interest in the subject that YOU have chosen i.e. participate in lessons and take an active interest in the topics studied.
- No phones in lessons unless directed by your teacher.
- Have an open-minded approach to learning i.e. appreciate the different approaches taken by your teachers.
- Take accountability for your achievement, you must make revision notes and review the work covered in class for the best possible outcome.
- Minimal paid work - college is your work and priority. No more than eight hours a week.

Teacher expectations

- Excellent attendance and punctuality to lessons and registration.
- Responds to students' academic needs and offers support as necessary.
- Have a good understanding of the specification and plans good, interesting lessons.
- Have high expectations of students and provides high quality feedback to allow students to progress.
- Sets and marks homework regularly.
- Have a flexible approach to teaching to suit individual students and groups.
- Provides extracurricular opportunities when possible.
- Have a passion for their subject.

Exam Tips

Use this page to write down any exam tips that your teacher gives you.

Specification

- Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science.

- The basic assumptions of the following approaches:

- Learning approaches: the behaviourist approach- including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research.

- Learning approach: social learning theory- including imitation, identification, modelling, vicarious reinforcement, the role of meditational processes and Bandura's research.

- The cognitive approach: the study of internal mental processes, the role of schemas, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of the cognitive neuroscience.

- The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.

- The psychodynamic approach: the role of the unconscious, the structure of personality, id, ego and superego, defence mechanisms including repression, denial and displacement, psychosexual stages.

- Humanistic approach: Free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling psychology.

- Comparison of approaches.

Approaches will be on Paper 2.

The Origins of Psychology

The success of the natural sciences had a significant influence on the emergence of psychology. Psychology wanted to adapt the reliable methods of the natural sciences in order for it to flourish and towards the end of the 19th century psychology was born.

Wilhelm Wundt

- Wundt established the first psychology lab in Germany to study the mind in a controlled setting.
- Wundt used introspection- the first systematic, reliable, experimental attempt to study the mind by breaking up conscious awareness into basic structures of thoughts, images and sensations (structuralism). E.g. participants would hear a noise or see a visual image and report their thoughts and sensations.
- He also published the first book on psychology- 'Principles of Physiological Psychology'.
- He was often referred to as the father of psychology.
- Although today would be seen as naïve and unscientific, his work was significant as it marked the separation of modern scientific psychology from its broader philosophical roots (separation of the mind and brain).

Limitations of Wundt's Contribution to Psychology

✗ A strength of Wundt's contribution to psychology is that he used controlled lab experiments. This means that there was strict control over extraneous variables and so cause and effect can be established. He also standardised his procedures so that all participants received the same information and were tested in the same way. Therefore, Wundt's research could be argued to have high internal validity.

✗ A limitation of Wundt's contribution to psychology is that it is seen as unscientific today. This is because reporting mental states/thoughts in introspection is subjective and not objective, which is what science strives to be. Also, participants would not have the same thoughts every time and so findings would be unreliable. Therefore, Wundt's contribution to psychology could be argued to have low scientific validity.

The Emergence of Psychology as a Science

1900s: Rejection of introspection	Watson (1913) argued that introspection was subjective, in that it varied from person to person. According to the behaviourist approach, 'scientific' psychology should only study phenomena that can be observed and measured.
1930s: Behaviourist Psychology	Skinner (1953) brought the language and rigour of the natural sciences into psychology. The behaviourists' focus on learning, and the use of carefully controlled lab studies, would dominate psychology for the next few decades.
1950s: Cognitive Psychology	Following the cognitive revolution of the 60s, the study of mental processes was seen as legitimate within psychology. Although mental processes remain 'private', cognitive psychologists are able to make inferences about how these work on the basis of tests conducted in a controlled environment (lab).
1990s: Biological psychology	Biological psychologists have taken advantage of recent advances in technology, including gene mapping and brain scans.

- ✓ A strength of modern psychology is that it has the same aims as the natural sciences- to describe, predict, understand and control behaviour. Learning, cognitive and biological approaches all rely on the use of scientific methods (lab exps) to investigate theories in a controlled and objective way, allowing cause and effect to be established. Therefore, modern psychology can be argued to have high internal validity.

- ✗ Not all psychological approaches use objective, scientific methods. For example, the Humanistic approach rejects the scientific method and the psychodynamic approach uses case studies to study the unconscious. Therefore, some argue that there are important differences between the subject matter of psychology and the natural sciences and question whether psychology is indeed a science.

Progress Check Questions

**Explain Wundt's contribution to the development of psychology (4 marks)**

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Explain what is meant by introspection (3 marks)

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The Behaviourist Approach

Classical Conditioning: Learning Through Association

Key Study: Pavlov (1927)

Pavlov proposes that the natural stimulus in any reflex is the unconditioned stimulus (UCS) and the natural response to this stimulus is the unconditioned response (UCR). During the conditioning phase, a neutral stimulus (NS), which does not elicit the UCR, is presented shortly before the UCS. After many pairings of NS and UCS, the NS is now able to produce the same response in the absence of the UCS. The NS is now referred to as the conditioned stimulus (CS) and is now able to produce the same response in the absence of the UCS- a conditioned response (CR).
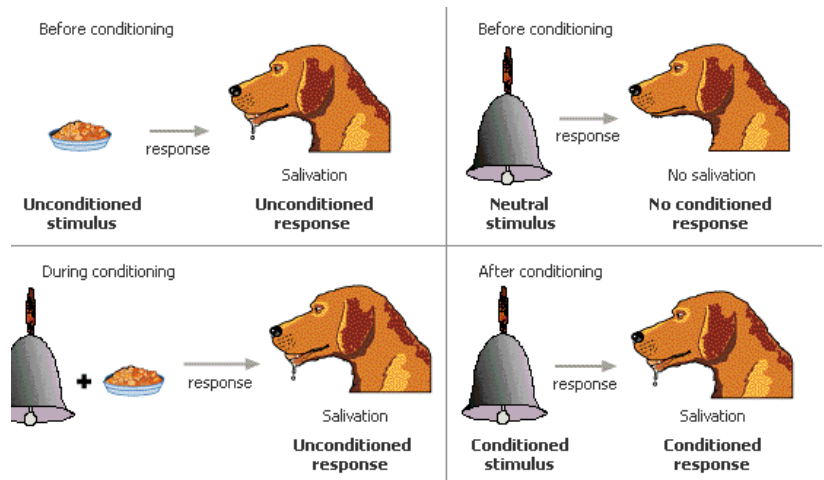
Operant Conditioning: Learning Through Consequences

Behaviour is learned through consequences. Reinforcement increases a behaviour and punishment decreases a behaviour.

Positive Reinforcement: occurs when behaviour produced a consequence that is satisfying or pleasant, for example food or praise.

Negative Reinforcement: occurs because something unpleasant has been removed, for example hitting the snooze on your alarm removes the horrible ringing of your alarm.

Key Study: Skinner (1938)

Skinner developed a special cage (called a 'Skinner Box') in order to investigate operant conditioning in rats. The rat moves around the cage, and when it accidently presses the lever, a food pellet falls into the cage. In no time at all the hungry rat begins pressing the lever in order to obtain food (positive reinforcement). If the food pellets stop, the rat presses the lever a few more times and then abandons it (extinction). The rat also was exposed to electric shocks and it learnt that by pressing the lever the electric shocks would be removed (negative reinforcement) and so it kept pressing the lever.

Progress Check Questions

Explain what is meant by classical conditioning (2 marks)

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Evaluation of the Behaviourist Approach

- ✓ A strength of the behaviourist approach in psychology is that it can be argued to have practical applications. The behaviourist approach shows that behaviours can be learnt and so thus can be unlearnt. This knowledge can be used to develop effective treatments, such as systematic desensitisation to help individuals suffering from phobias gradually unlearn their phobia. Therefore, the behaviourist approach can be argued to be an important area of applied psychology, which can be used to benefit society.

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- ✗ The behaviourist approach may be criticised for being oversimplified. This is because it explains behaviour solely through association or conditioning and doesn't give much consideration to the role of other factors, such as how genes and hormones can influence behaviour. Human behaviour is too complex to be explained solely by one factor. Therefore, a more multi-dimensional approach which can account for the interaction between nature and nurture in the development of human behaviour may be more valid.

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- ✗ The behaviourist approach may be criticised for being environmentally deterministic. This is because it emphasises the processes of classical/operant conditioning to determine human behaviour, for example, behaviourist approaches argue phobias are determined by classical conditioning where they associate a neutral stimulus (e.g. a dog) with a stimulus that naturally creates fear (e.g. being bitten) and so the individual has learned to associate all dogs with being bitten and thus develops a phobia of dogs. This suggests behaviour is inevitable. Therefore, behaviourist approaches may not always account for free will and individual differences.

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- ✗ A limitation of the behaviourist approach is that it can be argued to be animal biased. This is because much of the supporting research (Pavlov's dogs and Skinner's rats) are based on animals. Animal behaviour is based on instinct, whereas human behaviour is based on logic. Therefore the behaviourist approach's basic assumptions on learning behaviour may not be appropriately generalised to the human population.

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- ✗ The behaviourist approach may be criticised for being somewhat unethical. The research to support the behaviourist approach often uses animals and included harm to the animals. For example the rat in Skinner's study was starved and also electrocuted to test his theory on operant conditioning. Therefore, research into the behaviourist approach can be criticised for being socially sensitive as it justifies harming an animal.

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Social Learning Theory

Social Learning Theory (Bandura, 1986)

Observe → Store → Imitate
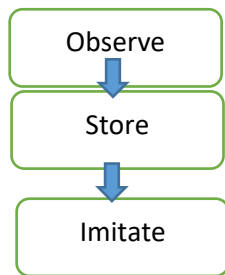
Factors that affect imitation

- Reinforcement- direct (gaining rewarded for behaviour) & vicarious (observing someone else get rewarded for behaviour)
- Punishment- decreases likelihood of you imitating behaviour
- Characteristics of model- If you identify with model (same age/sex) or they are of high status then imitation is more likely.
- Self-efficacy- high self-efficacy (believing have ability to cope with behaviour) makes imitation more likely.

Mediational Processes of SLT

- **A**ttention- whether behaviour is noticed
- **R**etention- whether behaviour is remembered
- **M**otor Reproduction- being able to copy the behaviour
- **M**otivation- being motivated to gain the same positive consequences for copying the behaviour

Explain what is meant by the role of mediational processes (2 marks)

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Key Study: Bandura et al (1961)

- Group 1 were exposed to adult models being aggressive to a bobo doll and group 2 were exposed to non-aggressive models.
- The aggressive model performed physical aggression such as hitting the doll with a mallet, as well as verbal aggression such as saying words like 'POW'.
- Children who observed the aggressive model reproduced a good deal of physically and verbally aggressive behaviour resembling that of the model. Children who observed the non-aggressive model exhibited virtually no aggression towards the doll.
- About 1/3 of the children who observed the aggressive model repeated the model's verbal responses (eg POW) while none of the children who had observed the non-aggressive model made verbally aggressive remarks.
- In a follow up study, when Bandura investigated the influence of vicarious reinforcement, he found that children who saw the model being rewarded for aggressive acts were more likely to show a high level of aggression in their own play.

Evaluation of the Social Learning Theory

- ✓ A strength of the SLT is that it can be argued to have practical applications. SLT argues that as behaviour is learned through observing and modelling role models, it can be used to reduce aggressive role models in TV programmes and promote more pro-social behaviours for children to observe and imitate. Therefore, social learning theory can be argued to be an important area of applied psychology, which can be used to benefit society.

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- ✗ A limitation of the SLT is that it is argued to be oversimplified. This is because it states behaviour is due to observational learning and does not give much consideration to other factors such as how genes and hormones could influence behaviour (e.g. aggression could by an underactive MAOA gene rather than observational learning). Human behaviour is too complex to be explained by just one factor. Therefore, a multi-dimensional approach should be considered that takes into account both nature and nurture.

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- ✓ A strength of SLT is that it is less deterministic than other approaches. This is because it puts emphasis on the mediational processes involved in observational learning where individuals can think about and decide whether they want to imitate a behaviour they have observed. This suggests that there is some free will in the way we behave. Therefore, SLT can be seen as a more realistic explanation of behaviour that accounts for more individual differences.

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- ✓ A strength of SLT is that a lot of the supporting research of SLT is conducted in a lab experiment (such as Bandura's experiments), therefore there will be strict control over extraneous variables so that cause and effect can be established between observing the role model and the number of instances the aggressive behaviour was imitated. This suggests the research support for SLT has high internal validity.

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- ✗ However, the lab experiments used to study SLT are artificial and often involve artificial tasks, therefore findings on observational learning of role models may not always be generalised accurately to real life settings. For example, it is unlikely that in real life settings children will observe a bobo doll on TV being hit and they repeat this behaviour, because many other factors would influence the imitation of the aggression, such as availability of the bobo doll in real life. This may limit the research to support the SLT's ecological validity.

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The Cognitive Approach

The Study of Internal Mental Processes

The cognitive approach studies informational processing (ie ways in which we extract, store and retrieve information that helps to guide our behaviour). Many different kinds of information processes contribute to information processing; including selecting important information (attention), using it to solve problems (thinking), storing it in memory and retrieving it as and when it is needed. The cognitive approach recognises that these mental processes cannot be studied directly, but must be studied indirectly by **inferring** what goes on as a result of measuring behaviour, which can go on to develop theories.

The Role of Theoretical and Computer Models

Theoretical models

In cognitive psychology, models such as the multi-store model of memory or working memory model are simplified representations of theories based on current research evidence. Models are often pictorial in nature, represented by boxes and arrows that indicate cause and effect or the stages of a particular mental process.
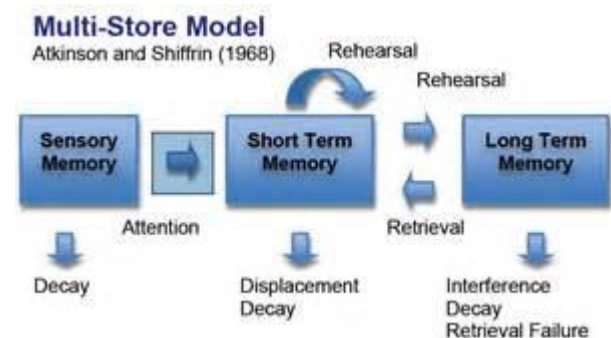
Computer Models

The development of computers and computer programming led to a focus on the way in which sensory information is 'coded' as it passes through the system. Using a computer analogy, information is inputted through the senses, encoded into memory and then combined with previously stored information to complete tasks.

E.g. A computer model of memory proposes that memory works like a computer- information stored on the hard disk is like LT and RAM corresponds to working memory. The idea of working memory as a temporary workspace fits the computer model nicely as, like working memory, RAM is cleared and reset when the task being carried out is finished.

Schemas

A schema is a cognitive framework that helps organise and interpret information in the brain. E.g., schemas for specific events are based on expectations of how to behave in different situations (such as in a restaurant/classroom) or in different roles (e.g. gender, daughter, shop worker).

Schemas are useful to use because they allow us to take shortcuts when interpreting the huge amount of information we have to deal with o a daily basis. Schemas help us fill in the gaps in the absence of full information about a person, thing or event. A consequence of this is that we may develop stereotypes that are difficult to disconfirm, even when faced with new and conflicting information.

Negative Thinking

Cognitive psychologists such as Beck & Ellis propose that mental illness is due to faulty or irrational thinking. For example depression is due to negative thinking about yourself, the world and your future.

The Emergence of Cognitive Neuroscience

Neuroscientists are now able to study the living brain, giving them detailed information about the brain structures involved in different kinds of mental processing. The use of non-invasive neuroimaging techniques such as PET and FMRI brain scans helps psychologists to understand how the brain supports different cognitive activities and emotions by showing what parts of the brain become more active in specific circumstances.

E.g. Burnett et al (2009) found that when people feel guilty, several brain areas are active, including the medial pre-frontal cortex, an area involved with social emotions.

Also, brain scans have also proven useful in establishing the neurological basis of some disorders, such as the limbic system in aggression.
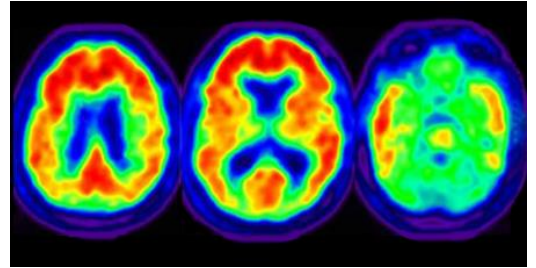
Progress Check Questions

Explain what is meant by internal mental processes (2 marks)

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Explain what is meant by the term schema (2 marks)

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Outline the use of theoretical models as an explanation of mental processes (3 marks)

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Evaluation of the Cognitive Approach

- ✓ A strength of the cognitive approach is that it has practical applications. This is because the cognitive approach has shown that some mental disorders are caused by faulty or negative thinking and so cognitive behavioural therapy can be given to individuals to help challenge this faulty thinking and hopefully cure the individual. Therefore, the cognitive approach can be argued to be an important area of applied psychology which benefit's society by improving people's lives.

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- ✗ The cognitive approach can be criticised for being oversimplified, because it explains behaviour through mental processes, such as thinking and schemas, and doesn't give much consideration to other factors such as how learning or genes and hormones could affect behaviour. For example, it would explain depression through faulty thinking, whereas it could be caused by low serotonin levels. Human behaviour is too complex to be explained through one factor and so a multi-dimensional approach should be considered as a more valid explanation for behaviour.

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- ✓ A strength of the cognitive approach is that it can be argued to have high scientific validity. This is because it uses research methods such as brain scans to study informational processing, especially with the emergence of cognitive neuroscience. Methods such as brain scans are based on well-established scientific principles. Therefore, the cognitive approach may be better respected by the wider scientific community.

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- ✗ A criticism of the cognitive approach is that a lot of the research into information processing is conducted in lab experiments, such as research into memory. Whilst, research in lab experiments may establish high internal validity as there is strict control over extraneous variables, it may not be a realistic setting to study thought processes. For example, research into memory often uses artificial tasks in labs such as remembering consonants, therefore the cognitive approach may lack ecological validity meaning findings can't be generalised to the real world.

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- ✗ The cognitive approach may be criticised for its use of computer models to explain human coding. For example, terms such as 'encoding', 'storage' and 'retrieval' are borrowed directly from the field of computing. However, there is an important difference between the sort of information processing that occurs in a computer compared to the human mind as computers do not make mistakes nor do they forget anything off their hard drive, whereas humans are subject to forgetting. Therefore, it may not be appropriate to generalise memory processing from computers to humans.

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The Biological Approach

Genes

- Individuals inherit genes from previous generations. Genes carry instructions for particular characteristic (e.g. intelligence).
- Genes for a specific trait/behaviour can either be single or polygenic (more than one gene).
- Genes can be absolute (100% chance of developing that trait/behaviour) or pre-dispositional (has the gene to make them vulnerable to developing the trait/behaviour, but needs an environmental trigger to onset the disorder).
- There is a higher concordance rate between MZ twins than DZ twins which is evidence for a genetic basis of behaviour. E.g. 68% of MZ twins both have OCD compared with 31% of DZ twins.

Genotype and Phenotype

Genotype- The genetic code that is 'written' in the DNA of an individual's cells.

Phenotype- The physical appearance that results from this inherited information.

We can't always expect a direct relationship between the genotype and the phenotype as for example with eye colour, someone may inherit a recessive gene for blue eyes, but this will not be expressed if they also have inherited a dominant gene for brown eyes from the other parent. In this case, we cannot determine the genotype (one blue eyes, one brown eyes) from just observing the phenotype (brown eyes).

The Influence of Biological Structures on Behaviour

Neurons and the nervous system
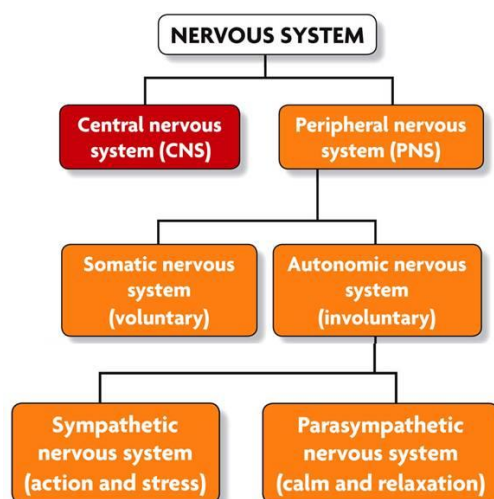
The Brain

The largest part of the brain is the cerebrum, making up about 85% of the total mass of the brain. The outer surface of the cerebrum is called the cerebral cortex, which is responsible for many of the 'higher order' functions such as thought and language. The cerebrum is divided into two halves (hemispheres), with each hemisphere further divided into four different parts (lobes): frontal, temporal, parietal, and occipital.
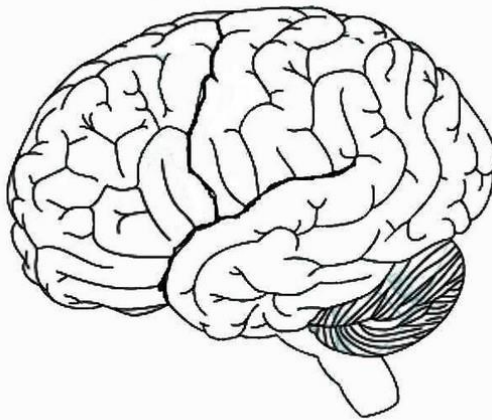
Neurochemistry: Neurotransmitters

Neurotransmitters (chemical messengers in the brain) can have an effect on the next neuron. These effects could be either excitatory or inhibitory.

Excitatory neurotransmitters	Inhibitory neurotransmitters
A chemical messenger that makes it **more likely that the next neuron** will fire so an impulse will travel down its axon. This increases the brain activity in the central nervous system. E.g Noradrenaline maintains alertness.	A chemical messenger that **prevents or reduces** the likelihood that the next neuron will fire. This decreases brain activity in the central nervous system. The main inhibitory neurotransmitter in the brain is GABA which relaxes the body and brain.

Evolution

Organisms become **adapted** to their environment over time through biological evolution. The mechanism causing evolution is **natural selection.** Individuals within a species differ from each other in terms of their physical characteristics and behaviour. Because individuals must **compete for resources** (food/mates) those who survive this **competition** and go on to reproduce will probably pass on traits that are most likely lead to **better survival and reproductive success** (e.g. high intelligence, good immune system, physically attractive).

Progress Check Questions

Distinguish the difference between genotype and phenotype (3 marks)

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Evaluation of the biological approach

- ✓ A strength of the biological approach is that it has practical applications. The knowledge that certain genes, biological structures and neurochemistry can influence behaviour has led to the development of biological treatments (drugs) to treat people's disorders. For example, depression can be caused by low serotonin levels, so antidepressants, such as SSRIs can be used to help relieve symptoms of depression. Therefore, the biological approach can be argued to be useful area of applied psychology, which has benefited society and improved peoples' lives.

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- ✗ A criticism of the biological approach is that it is argued to be oversimplified, because it explains behaviour solely through biological factors such as genes, and ignores other factors such as learning or cognition. For example, it would explain depression through low serotonin levels, but wouldn't consider how depression may be caused by faulty thinking. Human behaviour is too complex to be explained solely through one factor and so instead of the biological approach, a more multi-dimensional approach should be considered to explain behaviour that considers both nature and nurture.

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- ✗ A limitation of the biological approach is that it is argued to be biologically deterministic. This is because it argues that certain genes or abnormal neurochemistry or brain structure will lead to certain behaviours, such as an abnormal SAPAP3 gene can lead to OCD. This suggests behaviour is inevitable. Therefore, the biological approach may be argued to ignore free will and individual differences.

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- ✓ A strength of the biological approach is that it is argued to have high scientific validity. This is because it uses scientific research methods, such as obtaining blood samples to measure hormone levels, genetic mapping and brain scans, which are all often conducted in lab settings. These methods are based on well-established scientific and objective principles and therefore the biological approach may be better respected by the wider scientific community.

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- ✗ A limitation of the biological approach is that some fear that the knowledge and technological advances into studying how certain genes lead to certain disorders may be used for genetic screening, whereby potential parents may screen their foetus to test for any genetic abnormality and if a genetic abnormality is present then it could lead to the foetus being aborted. Therefore, this obviously raises moral and ethical issues, and thus the biological approach can be argued to be socially sensitive.

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The Psychodynamic Approach

Freud's Theory of Psychoanalysis

Freud believed behaviour was determined more by psychological factors than by biological or environmental factors. He assumed that people are born with basic instincts and needs and that behaviour is mainly controlled by the unconscious mind.

- Conscious- what we are aware of.
- Pre-conscious- thoughts we become aware of through dreams and slips of the tongue.
- Unconscious- a vast storehouse of biological drives and instincts that influence our behaviour.
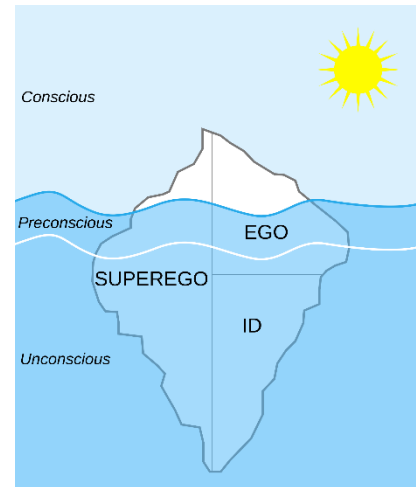
Defence Mechanisms

The mind actively prevents traumatic memories from the unconscious from reaching conscious awareness. These memories might cause anxiety, therefore the mind uses defence mechanisms to prevent the person being aware of them.

1) Repression

The unconscious blocking of unacceptable thoughts and impulses. Rather than staying quietly in the unconscious, these repressed thoughts and impulses continue to influence behaviour without the individual being aware of the reasons behind their behaviour. E.g. A child who is abused by their parent may have no recollection of these events, but has trouble forming new relationships.

2) Denial

The refusal to accept reality so as to avoid having to deal with any painful feelings that might be associated with that event. The person acts as if a traumatic event had not happened. E.g. An alcoholic will often deny they have a drinking problem after being arrested several times for being drunk and disorderly.

3) Displacement

The redirecting of thoughts and feelings (usually hostile) in situations where the person feels unable to express them in the presence of the person they should be directed towards. Instead they may 'take it out' on a helpless victim or object. This gives their hostile feelings a route for expression, even though they are misapplied to an innocent person or object. E.g. your boss yelling at you at work, but as you can't yell back at your boss as you will get fired, you go home and yell at your kids.

The Structure of Personality

Freud divided the mind into 3 structures, each of which demands gratification, but is frequently in conflict with the other parts:

1) The Id

Operate solely in the unconscious. It contains the libido (the biological energy created by the reproductive instincts (sex drive). The id operates according to the pleasure principle- it demands immediate gratification regardless of circumstances. E.g. If a person is hungry the id demands that they eat there and then.

2) The Superego

Divided into the conscience and the ego ideal. The conscience is the internalisation of societal rules. It determines which behaviours are permissible and causes feelings of guilt when rules are broken. The ego ideal is what a person strives towards, and is most probably determined by parental standards of good behaviour.

3) The Ego

Mediates between the impulsive demands of the id and the reality of the external world (the reality principle). It may delay gratifying the id until there is a more appropriate opportunity to satisfy its demands. It must compromise between the impulsive demands of the id and the moralistic demands of the superego.

Psychosexual Stages

- Freud believed that the personality developed through a sequence of five stages. These are referred to as psychosexual stages to emphasise that the most important driving force in development is the need to express sexual energy (libido) - to gain satisfaction.

- Freud believed that the individual experiences tension due to the build-up of this sexual energy and pleasure comes from its discharge. At each stage this energy is expressed in different ways though different parts of the body.

- If a child does not get enough satisfaction or overindulges in gaining pleasure at each stage then it can lead to fixation where it can influence adult behaviour. For example, a child who is fixated in the anal stage may develop OCD during adulthood or a child who is fixated in the oral stage may become a nail biter later in life.

- During the phallic stage the child must overcome the Oedipus (for boys) or Electra complex (for girls). The Oedipus complex is where the boy unconsciously wishes to possess their mother and get rid of the father. As a result of this desire, boys experience castration anxiety, and in an attempt to resolve this problem, the child identifies with their father. The Electra complex is where girls unconsciously wish to possess their father and get rid of the mother. They also have penis envy. To overcome this problem, girls identify with their mother and replace their desire for a penis with a desire for a baby.

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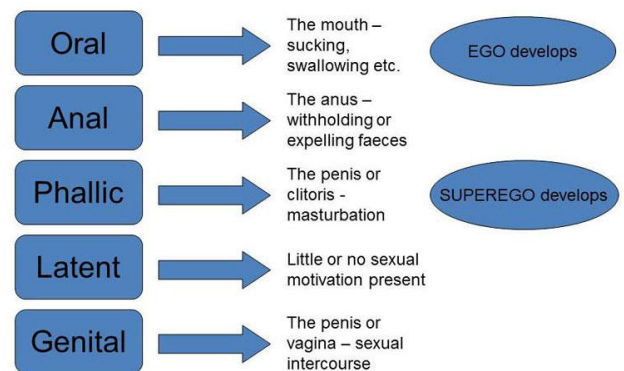
Evaluation of the Psychodynamic Approach

- ✓ Freud's psychodynamic theory can be argued to have practical applications. This is because Freud developed psychoanalysis and free association to allow people to try and resurface some of their repressed emotions and desires in order to overcome psychological disorders. Psychoanalysis also has the benefit of having fewer side effects than other therapies such as drug therapy. Therefore, the psychodynamic approach may be argued to be an important area of applied psychology, which improve peoples' lives and benefits society.

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- ✗ Freud's psychodynamic theory can be argued to have low scientific validity. This is because it is based on abstract concepts, such as the unconscious mind, which cannot be measured by scientific methods, such as brain scans/blood tests, which are based on objective scientific principles. Therefore, the psychodynamic approach may not be falsifiable and thus not respected by the wider scientific community.

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- ✗ Freud's psychodynamic theory may be limited by psychic determinism, as it suggests that behaviour is determined by unresolved conflicts. For example, Freud argued in the case of Little Hans that his phobia was determined by unresolved Oedipus conflicts. This suggests behaviour (in this case a phobia) is inevitable. Therefore, the psychodynamic approach may not always account for free will or individual differences.

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- ✗ Freud's psychodynamic theory is argued to be oversimplified, because it explains behaviour through unresolved conflict in the unconscious and doesn't give much consideration to other factors to explain behaviour, such as learning. For example, phobias may not simply be caused by an unresolved Oedipus complex, but could be due to classical conditioning. Behaviour is too complex to be explained by just one factor and so a more multi-dimensional account, which takes into account both nature and nurture when explaining behaviour may be more valid than solely a psychodynamic perspective.

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- ✗ Freud's psychodynamic theory, particularly the psychosexual stages, exaggerates the differences in psychosexual development in the phallic stage between men and women. For example, it is suggested that females develop penis envy, which boys obviously don't develop- this suggests femininity is failed masculinity and thus devalues females. Therefore, Freud's psychodynamic approach can be argued to be alpha gender biased.

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The Humanistic Approach

Maslow's Hierarchy of Needs

- Maslow's hierarchy of needs emphasised the importance of personal growth and fulfilment- that we all have innate needs we need to fulfil. The most basic, physiological needs are represented at the bottom of the pyramid and the most advanced needs at the top.

- Each level must be fulfilled before a person can move up to a higher need.

- Maslow noted only one in a hundred people become fully self-actualized because our society rewards motivation primarily based on esteem, love and other social needs. Human motivation is based on people seeking fulfillment and change through personal growth. Self-actualized people are those who were fulfilled and doing all they were capable of (have reached their potential).
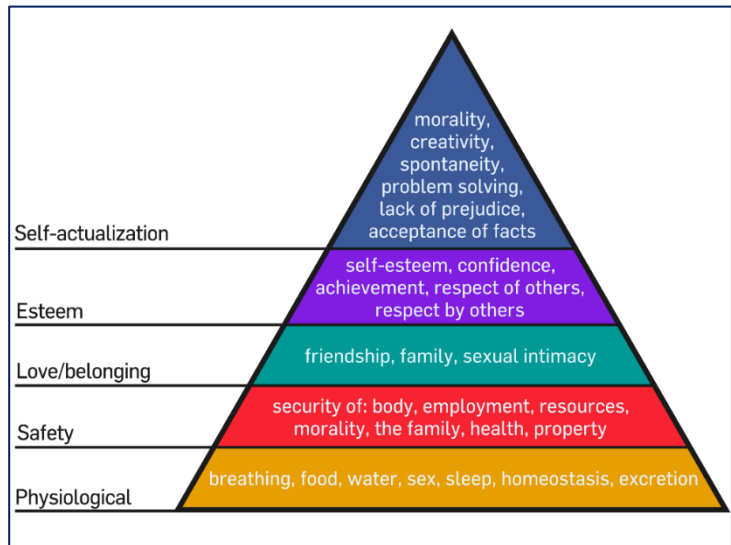
Carl Rogers: The Self

Rogers claimed we have 2 basic needs: positive regard from other people & a feeling of self-worth (what we think of ourselves).

Feelings of self-worth develop in childhood and are formed as a result of parental interactions. Further interactions with significant others (spouse/friends etc.) also influence the person's feelings of self-worth.

The closer our self-concept (who we perceive ourselves to be) and our ideal self (i.e. who we feel we should be/would like to be) are to each other, the greater our feelings of self-worth and the greater our psychological health-a state of congruence exists. If there is a difference between our self-concept and our ideal self then a state of incongruence exists.

Conditions of Worth

Rogers believed other people often hinder the process of self-actualisation and hinder people from realising their own worth and potential. The love/acceptance given by others may be unconditional or conditional.

When people experience conditional positive regard they develop conditions of worth- which are the conditions that perceive others put upon them to achieve in order to be accepted/loved. An individual may experience a sense of self-acceptance/self-worth only if they meet the expectations that others have set as conditions of acceptance.

Just remember, son, it doesn't matter whether you win or lose—unless you want Daddy's love.

The Influence of Humanistic Psychology on Counselling

Rogers believed that an individual's psychological problems were a direct result of their conditions of worth and the conditional positive regard they receive from other people. He believed that, with counselling, people would be able to solve their own problems in constructive ways and move towards becoming a fully functioning person.

- Humanistic counsellors act as guides/facilitators to help people understand themselves and to find ways to enable their potential for self-actualisation.

- Therapists provide empathy and unconditional positive regard, expressing their acceptance and understanding, regardless of the feelings and attitudes the client expresses, which will help dissolve the client's conditions of worth.

This results in the client moving towards being more true to themselves- i.e. able to behave in a way that is true to the person they are rather then the person others want them to be.

Progress Check Questions

Explain what is meant by free will (2 marks)

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_____

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Outline Maslow's hierarchy of needs (4 marks)

_____

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Evaluation of the Humanistic Approach

- ✓ A strength of the humanistic approach is that it overcomes limitations of other approaches as it focuses on free will so is less deterministic than other approaches as it does not emphasise that a particular factor determines a behaviour. It may also be considered less reductionist, because it takes a more holistic approach and does not focus on one factor as the cause of human behaviour. Therefore, it gives humans the chance to be responsible for their own behaviour and emphasises the importance of the individual's striving towards personal growth and fulfilment.

_____

_____

- ✗ A limitation of the humanistic approach is that it may lack cultural validity- in other cultures Maslow's hierarchy of needs may be in a different order or absent altogether. For example, in China belong/love needs were more important than physiological needs and that self-actualisation was defined more in terms of contributions to the community rather than individual development. Therefore, the humanistic approach may not be appropriately generalised outside of Western culture.

_____

_____

- ✗ The humanistic approach may be criticised for being unrealistic and having an overly idealised view of human nature. Not all people have the innate need to reach their potential as humanistic theorists suggests- sometimes humans can be self-destructive. Therefore, the humanistic approach may be argued to be oversimplified.

_____

_____

- ✗ A limitation of the humanistic approach is that it rejects scientific research methods and so could be argued to have low scientific validity. Humanistic psychologists often advocate non-experimental research methods, which make it hard to verify the results of how effective counselling is, as cause and effect relationships can't be established. Also, they use abstract concepts like self-actualisation which can't be scientifically tested. Therefore, the humanistic approach may not be respected by the wider scientific community.

_____

_____

- ✓ A further strength of the humanistic approach is that it can be argued to have practical applications. This is because Rogers work has influenced counselling psychology by training counsellors to be more accepting of clients and offering unconditioned positive regard in order to try and abolish client's low feelings of self-worth/conditions of worth. Therefore, the humanistic approach can be argued to be an important area of applied psychology, which has improved people's lives and benefitted society.

_____

_____

Comparison of Approaches

Approach	Basic Assumptions
Behaviourist	
Social Learning	
Cognitive	
Biological	
Psychodynamic	
Humanistic	

Progress Check Questions

Compare the social learning theory with the cognitive approach (2 marks)

_____

_____

_____

_____

Compare the humanistic approach with the behaviourist approach (2 marks)

_____

_____

_____

_____

Compare the psychodynamic approach with the biological approach (2 marks)

_____

_____

_____

_____

Misconceptions in Approaches

Solutions – Try 3 before me – This could include: peers, revision guides, textbooks, internet and other learning materials.

Date	Topic	What do I not know/understand	Solution- how am I going to find out the information?	What do I know now?

How would you describe this picture...

...if you were a painter
...if you were a geographer
...if you were a historian
...if you were a mathematician
...if you were a polar bear

Just as this picture could be described in different ways by different people, so different psychologists approach the study of human beings in different ways!

What's in a word?

The word `psychology' comes from the Greek word `psyche' meaning `mind' and the Greek word `logos' meaning `study of'. However, most modern psychologists might consider `the study of the mind' too narrow a definition when describing the diverse and multidisciplinary nature of their work.

Origins of Psychology

The beginning?

In contrast to the natural sciences (physics, chemistry and biology), Psychology is a relatively new scientific discipline.

It has its roots in 17th and early 19th century philosophy and was once known as **experimental philosophy.**

Early influences included **Rene Descartes**, and his concept of **Cartesian dualism**, which simply means that the mind and body are separate entities, the brain is not the same as the mind.

This is a clear starting point for psychology.

Wilhelm Wundt

In 1873 **Wilhelm Wundt** published the first book on psychology **'Principles of Physiological Psychology'** and in **1879 opened the first psychology laboratory in Leipzig, Germany.** He is often considered to be 'the father of psychology'.

His approach to psychology was to study the structure of the human mind, by breaking down behaviours into their basic elements, hence his approach became known as **structuralism.**
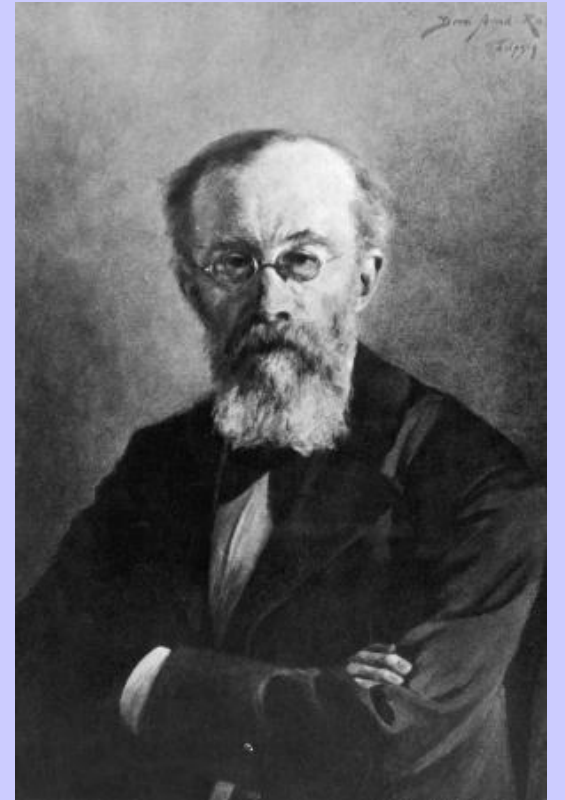
Introspection

Wundt used **introspection** to investigate the human mind. **Introspection** comes from Latin and means 'looking into'. Basically, participants were asked to reflect on their own cognitive(thought) processes and describe them.

Wundt established psychology as a science by using the **scientific method** – his ideas would lead to multiple different psychological perspectives.

Introspection

Listen to the 2 pieces of music and describe your thoughts and feelings towards the music on a piece of paper.

https://www.youtube.com/watch?v=XTn8Sdt1cxc

https://www.youtube.com/watch?v=jgpJVI3tDbY

What are problems with this way of studying behaviour?

"Knowing yourself is the beginning of all wisdom."

~Aristotle

1900s: Rejection of introspection	Watson (1913) argued that introspection was subjective, in that it varied from person to person. According to the behaviourist approach, 'scientific' psychology should only study phenomena that can be observed and measured.
1930s: Behaviourist Psychology	Skinner (1953) brought the language and rigour of the natural sciences into psychology. The behaviourists' focus on learning, and the use of carefully controlled lab studies, would dominate psychology for the next few decades.
1950s: Cognitive Psychology	Following the cognitive revolution of the 60s, the study of mental processes was seen as legitimate within psychology. Although mental processes remain 'private', cognitive psychologists are able to make inferences about how these work on the basis of tests conducted in a controlled environment (lab).
1990s: Biological psychology	Biological psychologists have taken advantage of recent advances in technology, including gene mapping and brain scans.

Timeline

http://origins.bps.org.uk/

Progress Check Questions

Explain Wundt's contribution to the development of psychology (4 marks)

Explain what is meant by introspection (3 marks)

Countdown

http://happysoft.org.uk/countdown/numgame.php

Starter

Why do schools give out awards during assembly?

Surely the reward (certificate, voucher, badge etc) could just be sent in the post?

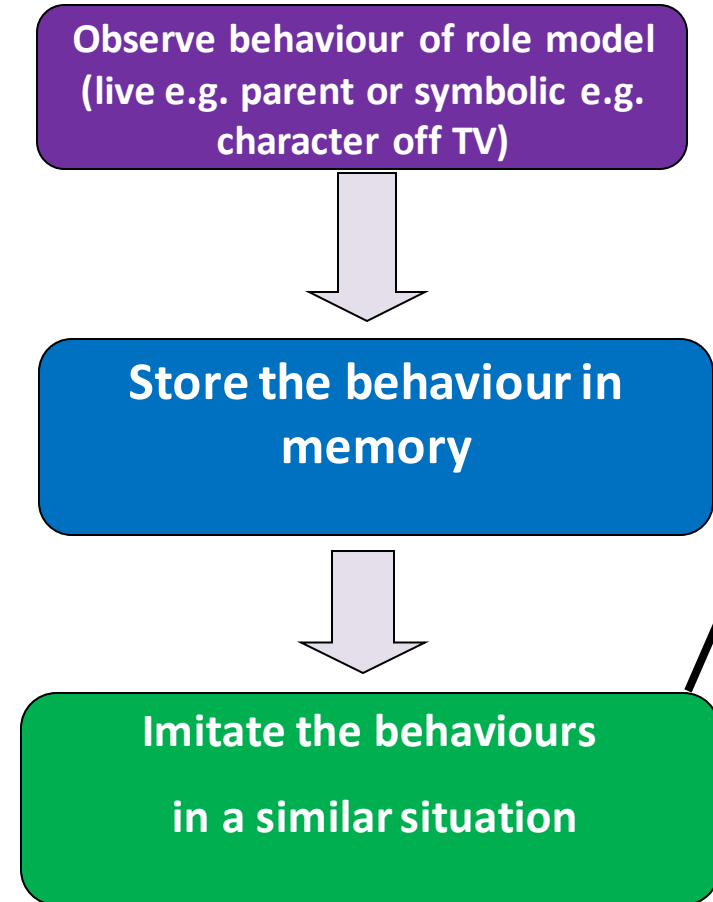Does this idea work for everyone?

Social Learning Theory

Children see as Children do

https://www.youtube.com/watch?v=5JrtpCM4yMM

Identify what is happening in this video?

Explain, *using the key terms: observe, imitate and role model,* an example of how a behaviour was learned from the clip.

Social Learning Theory

Factors that affect imitation

Stages of Observational Learning

Observe behaviour of role model (live e.g. parent or symbolic e.g. character off TV)

↓

Store the behaviour in memory

↓

Imitate the behaviours in a similar situation

Reinforcement increases imitation of behaviour.
Vicarious – Watching others
Direct – rewarded for repeating behaviour
Punishment decreases likelihood of behaviour being repeated.

Characteristics of the model: Behaviours of high status models are more likely to be imitated; same sex models more likely to be imitated. *Identification.*

Self Efficacy: Imitation is more likely if the person believes they have ability to cope with performing that behaviour (high self efficacy)

Apply your knowledge

Jack and Jess are two ten-year old children. Their mother has noticed that Jack has a tendency to be disruptive and badly behaved after watching television programmes with violent themes. She is shocked when she discovers that he has been watching a lot of violent TV. Jack's mum is puzzled because Jess watches the same programmes, but doesn't appear to be affected by them. Social Learning Theory has been used as a possible explanation of how and why children learn aggressive behaviour as a result of their exposure to violence on TV.

Using SLT, explain Jack's behaviour and suggest why Jess does not behave in the same way after watching violent programmes on tv.

Mediational Processes of SLT

- Attention- whether behaviour is noticed

- Retention- whether behaviour is remembered

- Motor Reproduction- being able to do the behaviour

- Motivation- being motivated to gain the same positive consequences for copying the behaviour

Attention

Natasha watches her Mum applying lipstick at the dressing table and hears her Dad compliment her Mum

Retention

Natasha remembers the behaviour and recalls it later

Motor Reproduction

Natasha knows where the lipstick is kept, she can reach it and she knows how to apply it

Mediational Processes

Pick a scenario.

Draw and label a carton strip of the mediational processes involved in your chosen scenario.

- A child imitating their parent talking on the phone
- A child imitating their parent wearing high heels
- A child imitating their parent baking cakes
- A child imitating their parent washing the car
- A child imitating their parent smoking
- A child imitating their parent shaving

Exam Question

Explain what is meant by the role of mediational processes (2 marks)

Mediational processes are the factors that can mediate between whether an observed behaviour is imitated or not. There are four mediational processes: attention (whether the behaviour is noticed), retention (whether the behaviour is remembered), motor reproduction (being able to do the behaviour) and motivation (the will to perform the behaviour).

Key Study: Bandura et al (1961)

https://www.youtube.com/watch?v=zerCK0lRjp8

Point	A strength of the social learning approach in psychology is that it can be argued to have **practical applications.**
Evidence	SLT argues that as behaviour is learned through observing and imitating role models, it can be **used to reduce aggressive role models in children's TV programmes and promote more pro-social behaviours** for children to observe and imitate.
Explain	Therefore, social learning theory can be argued to be an **important area of applied psychology, which can be used to benefit society.**

Point	On the other hand, a limitation of the social learning approach is that it can be argued to be **oversimplified.**
Evidence	This is because it states behaviour is due to observational learning and **does not give much consideration to other factors such as how genes and hormones could influence behaviour** (e.g. aggression could by an underactive MAOA gene rather than observational learning). Human behaviour is too complex to be explained by just one factor.
Explain	Therefore, a **multi-dimensional approach** which can account for the interaction between nature and nurture in the development of human behaviour may be more valid than just using SLT.

Point	A strength of SLT is that it is **less deterministic** than other approaches.
Evidence	This is because it puts emphasis on the mediational processes involved in observational learning where individuals can think about and decide whether they want to imitate a behaviour they have observed. This suggests that there is **some free will** in the way we behave.
Explain	Therefore, SLT can be seen as a **more realistic explanation of behaviour that accounts for more individual differences.**

Point	A strength of the supporting research of SLT is that a large proportion of the research is conducted in **lab experiments** (such as with Bandura's experiments, where children who observed an aggressive role model imitated the aggression behaviour also).
Evidence	This means that there will be **strict control** over extraneous variables so that cause and effect can be established between observing the role model and the number of instances the aggressive behaviour was imitated.
Explain	Therefore, this suggests SLT has **high internal validity.**

Point	However, lab experiments used to study SLT are **artificial** and often involve artificial tasks.
Evidence	This means that findings on observational learning of role models **may not always be generalised accurately to real life settings**. For example, it is unlikely that in real life settings children will observe a bobo doll on TV being hit and they repeat this behaviour, because many other factors would influence the imitation of the aggression, such as availability of the bobo doll in real life.
Explain	This may limit the research into SLT's **ecological validity.**

Progress Check

On your whiteboards try and remember what each of these evaluation points mean and how they can be applied to SLT.

- ✓ Practical applications
- ✗ Oversimplified
- ✓ Less Deterministic
- ✓ Supporting research uses lab experiments- high internal validity
- ✗ Supporting research uses lab experiments- low ecological validity

The Behaviourist Approach

Classical Conditioning
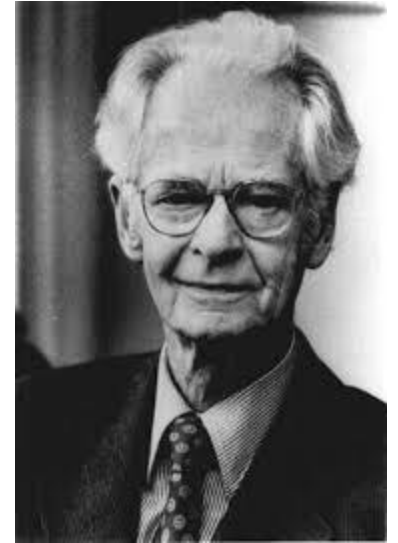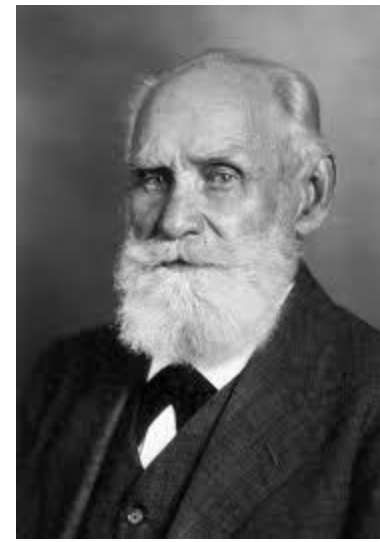
http://psychologized.org/funny-everyday-experiment-ideas-for-classical-conditioning/

The Behaviourist Approach

The behaviourist approach believes that human behaviour can be explained in terms of learning, known as conditioning, which includes **classical** and **operant conditioning.**

Classical Conditioning: Learning through association

Operant Conditioning: Learning through consequences

Classical Conditioning- Pavlov (1927)
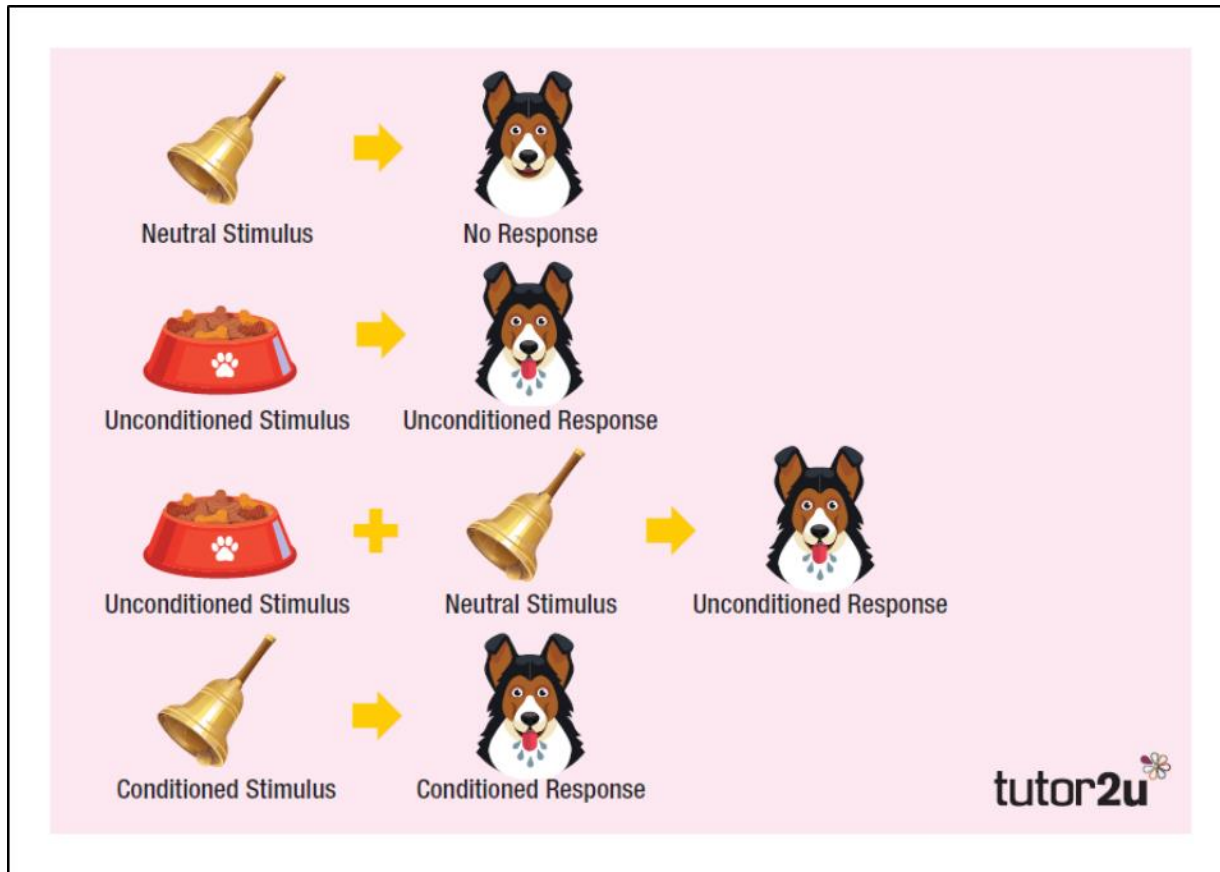
Recap

Draw what happened in Pavlov's dog experiment- try to not look at your notes.
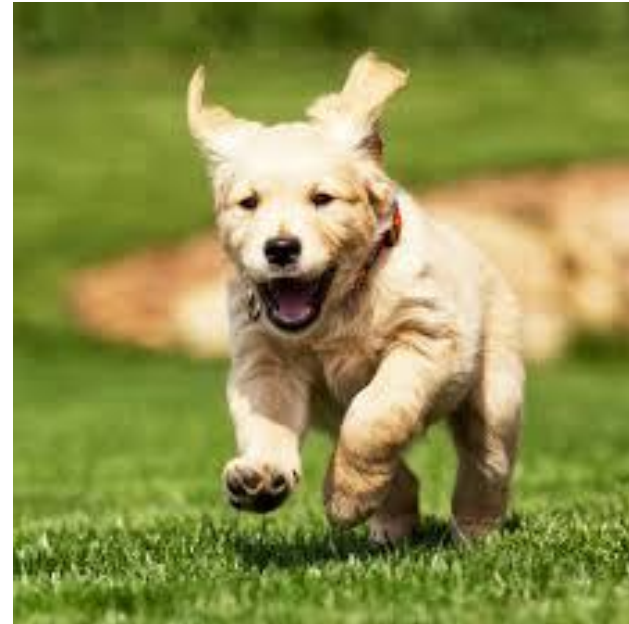
Progress Check Question

Explain what is meant by classical conditioning (2 marks)

Classical conditioning is learning through association of a neutral stimulus with a unconditioned stimulus to give a conditioned response. (1) For example, Pavlov's dog learned to associate a bell (NS) with food (UCS), to produce salivation (CR) (2).

Operant Conditioning

Positive Reinforcement: occurs when behaviour produced a consequence that is satisfying or pleasant, for example food or praise.

Negative Reinforcement: occurs because something unpleasant has been removed, for example hitting the snooze on your alarm removes the horrible ringing of your alarm.

Big Bang Theory

https://www.youtube.com/watch?v=Mt4N9GSBoMI

How do these pictures relate to positive or negative reinforcement?

Key Study: Skinner (1938)
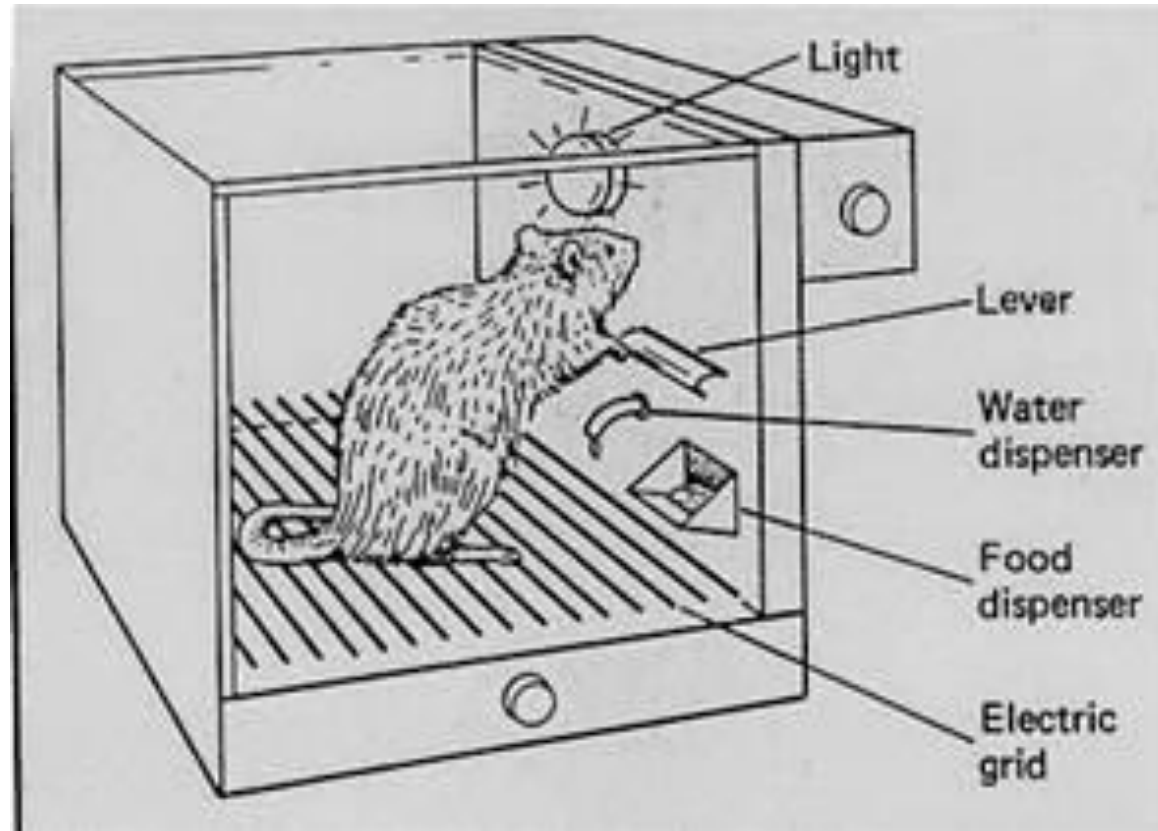
Photo Rounds- Evaluation?

What evaluation point does the photo show?

1) Unethical- animal cruelty

2) Practical Applications

Behavior	Fear rating
Think about a spider.	10
Look at a photo of a spider.	25
Look at a real spider in a closed box.	50
Hold the box with the spider.	60
Let a spider crawl on your desk.	70
Let a spider crawl on your shoe.	80
Let a spider crawl on your pants leg.	90
Let a spider crawl on your sleeve.	95
Let a spider crawl on your bare arm.	100

3) Animal Bias

The Cognitive Approach

The Study of Internal Mental Processes

Cognitive psychologists study **information processing,** which they believe causes behaviour. They study processes like perception, memory and problem solving.

The cognitive approach studies informational processing (ie ways in which we extract, store and retrieve information that helps to guide our behaviour), for example:

- selecting important information **(attention)**

- using it to solve problems **(thinking)**

- storing it in **memory** and retrieving it as and when it is needed.

The Study of Internal Mental Processes

The cognitive approach recognises that these mental processes cannot be studied directly, but must be studied indirectly by **inferring** what goes on as a result of measuring behaviour, which can go on to develop theories.

Experiment: MSM (LIST RECALL)
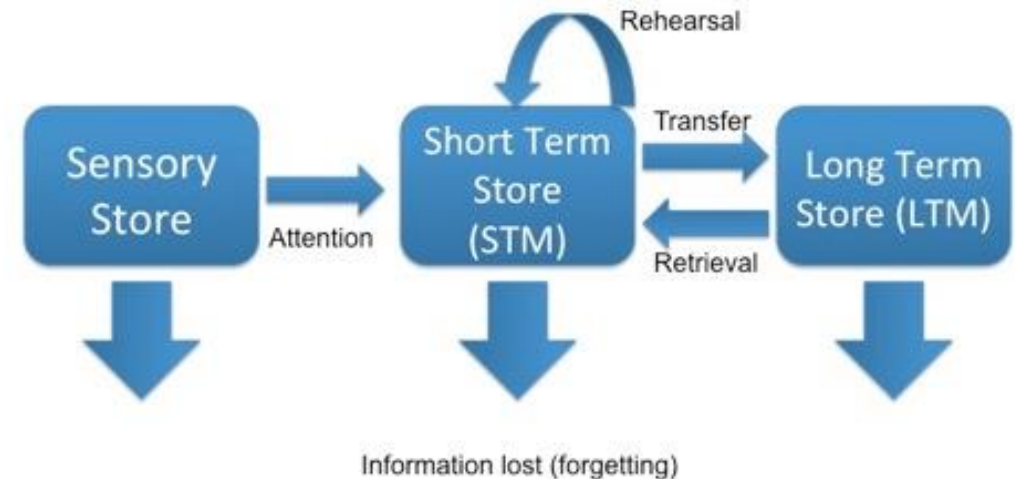
How many words in the list can you remember?
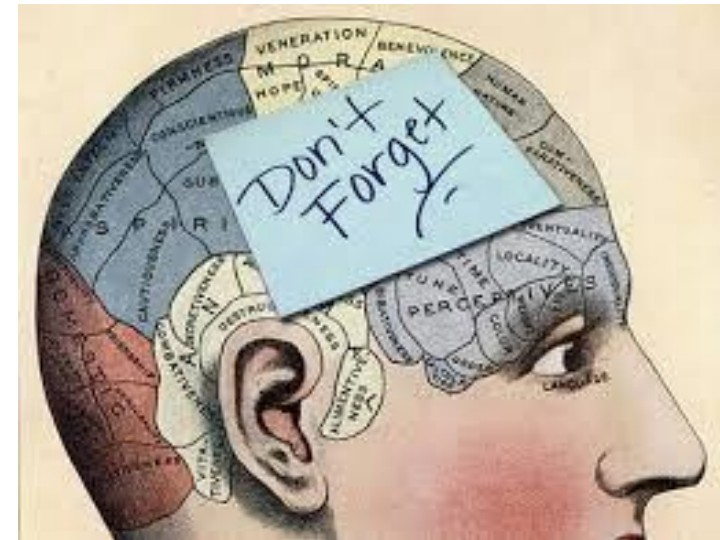
The Role of Theoretical and Computer Models

Theoretical models

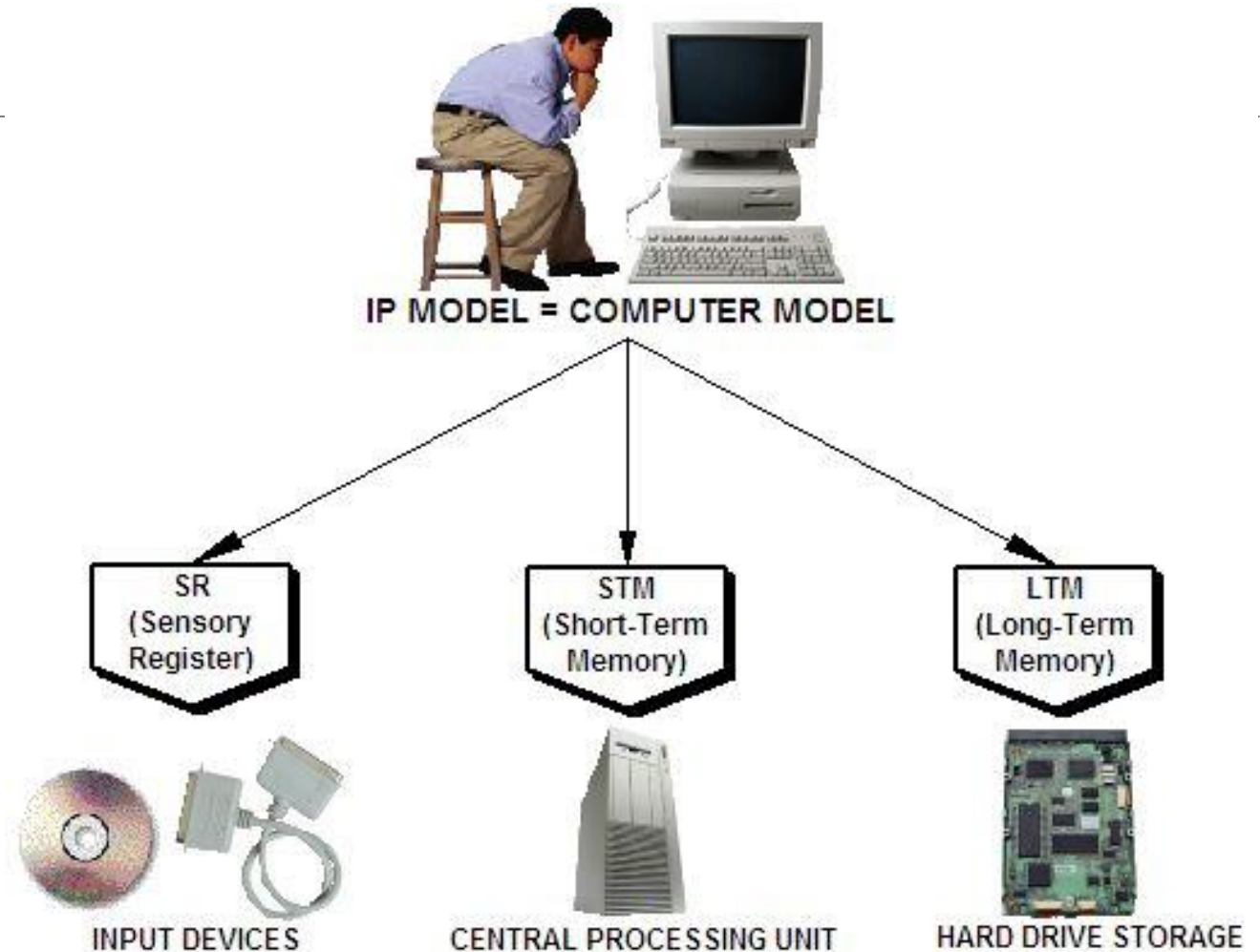MSM/WMM are simplified representations based on current research evidence.

Models are often **pictorial in nature, represented by boxes and arrows that indicate cause and effect or the stages of a particular mental process.**

The multi-store model of memory
(Atkinson & Shiffrin, 1968)

Sensory Store

Attention

Rehearsal

Short Term Store (STM)

Transfer

Long Term Store (LTM)

Retrieval

Information lost (forgetting)

Computer Models

The development of computers and **computer programming led to a focus on the way in which sensory information is 'coded' as it passes through the system.**

IP MODEL = COMPUTER MODEL

SR (Sensory Register) — INPUT DEVICES

STM (Short-Term Memory) — CENTRAL PROCESSING UNIT

LTM (Long-Term Memory) — HARD DRIVE STORAGE

Schemas

Cognitive framework that helps organise and interpret information.

Develop schemas through childhood.

Eg, schemas for specific events are based on expectations of how to behave in different situations

Useful to use because they **allow us to take shortcuts** (make presumptions about situations/settings etc), but may lead to stereotypes (assume exaggerated view about one thing/person can be generalised to similar things/people).

The Emergence of Cognitive Neuroscience

Neuroscientists are now able to **study the living brain,** giving them detailed information about the brain structures involved in different kinds of mental processing.
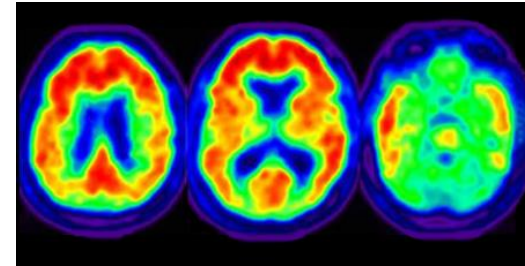
PET/fMRI scans used to study brain regions involved in cognitive processes.

Eg Burnett et al (2009) found that when people feel **guilty**, several brain areas are active, including the **medial pre-frontal cortex**, an area involved with social emotions.

Also, brain scans have also proven **useful in establishing the neurological basis of some disorders,** such as the limbic system in aggression.

The Biological Approach

Key concepts:

1. Evolution

2. Genotype

3. Phenotype

4. Biological structures

5. The nervous system

Genetic basis

Behaviour genetics study whether behavioural characteristics, such as intelligence, personality, mental disorder are inherited in the same way as physical characteristics such as height and eye colour.

Twin studies are used to determine the **likelihood that certain traits have a genetic basis** by comparing the *concordance rates* between pairs of twins; that is the *extent to which both twins share the same characteristic.*

Identical twins **(MONOZYGOTIC)** twins are found to have higher concordance rates than non-identical **(DIZYGOTIC)** twins – for musical ability, schizophrenia etc. This would suggest a genetic basis .

Genetic Basis

1) Inherit genetic characteristics/behaviour from family

2) Can be a maladaptive gene (non-beneficial)

3) Polygenic- more than 1 gene

4) Absolute/pre-dispositional

5) Key prediction- concordance rates- closer link greater risk

Genotype

The genetic code that is 'written' in the DNA of an individual's cells

Phenotype

The physical appearance that results from this inherited information.

Progress Check Question

Distinguish between 'phenotype' and 'genotype' (3 marks)

The genotype is the genetic code that is 'written' in the DNA of an individual's cells (1), for example someone may inherit a recessive gene for blue eyes off their mum and a dominant gene for brown eyes off their dad (2), whereas the phenotype is the physical appearance that results from this inherited information (3); brown eyes.

8. Ron and Don are identical twins. The twins were separated at birth and raised in very different families. Ron was given a healthy diet. Don was raised in a poor environment where his family could not afford much food. When the twins were re-united at 40 years old, Ron was tall but Don was much shorter. Distinguish between the terms *genotype* and *phenotype*. Refer to Ron and Don in your answer. (4 marks)

Biological Structures- The Brain

Cerebrum is the largest part of the brain- 85% of total brain mass.

The cerebrum is divided into two halves (hemispheres), with each hemisphere further divided into four different lobes.
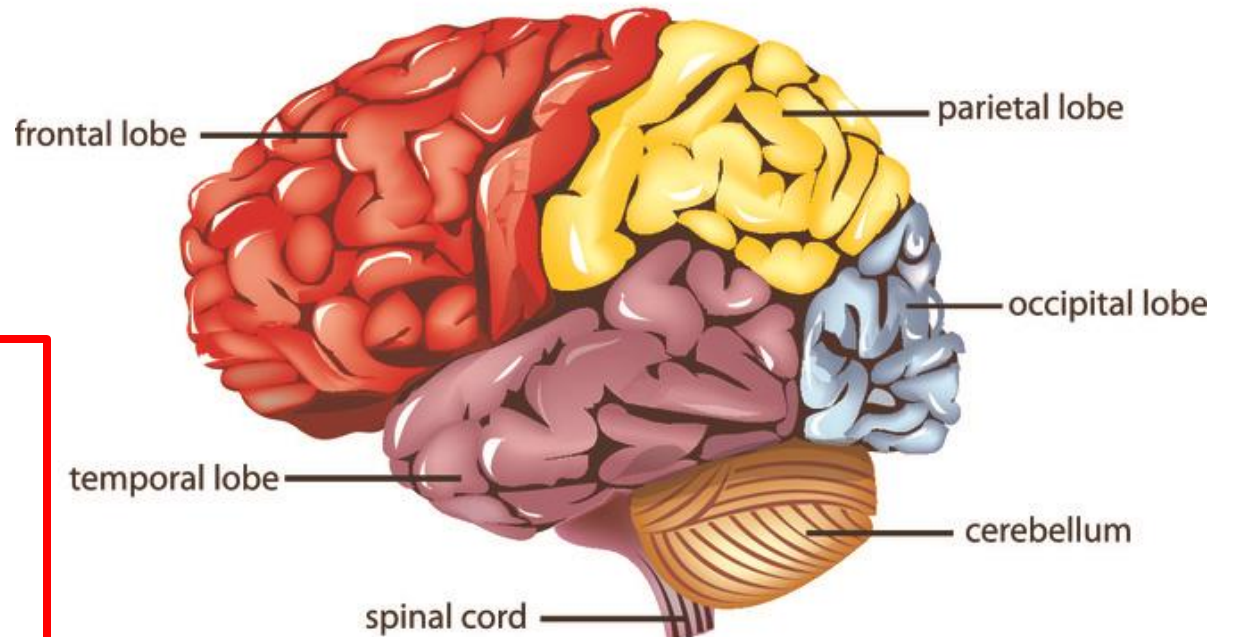
Frontal Lobes: speech, thought and learning.
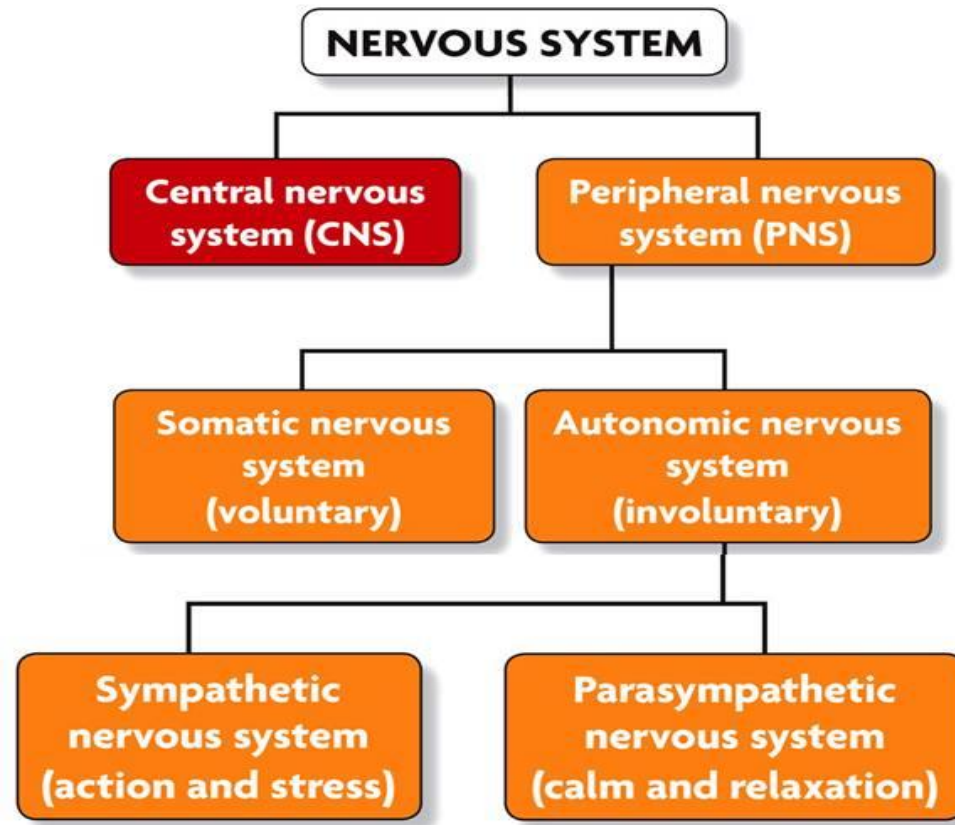
Temporal Lobes: Hearing, memory

Parietal Lobes: Process sensory information, such as touch, temperature and pain.
Occipital Lobes: Process visual information.

Parts of the Human Brain

frontal lobe

parietal lobe

occipital lobe

temporal lobe

cerebellum

spinal cord

Biological Structures- The NS

NERVOUS SYSTEM

Central nervous system (CNS)

Peripheral nervous system (PNS)

Somatic nervous system (voluntary)

Autonomic nervous system (involuntary)

Sympathetic nervous system (action and stress)

**Parasympathetic nervous system (calm and relaxation)**

Neurochemistry- Neurotransmitters

Neurotransmitters are chemical messengers that travel across synapses between neurons. They have different functions.

Excitatory neurotransmitters:

Trigger the receiving neuron to send an impulse. For example, noradrenaline maintains alertness.

Inhibitory neurotransmitters:

Stop the neuron from sending an impulse in order to calm the brain and balance mood. For example, GABA relaxes the body/brain.
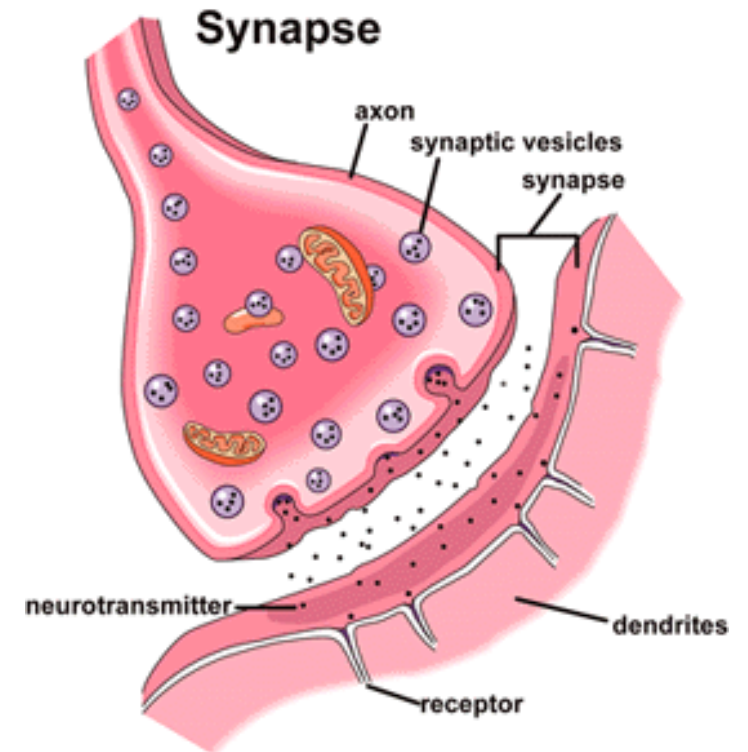
Evolution

Organisms become **adapted** to their environment over time through biological evolution.

The mechanism causing evolution is **natural selection.**

Individuals within a species differ from each other in terms of their physical characteristics and behaviour.

Because individuals must **compete for resources** (food/mates) those who survive this **competition** and go on to reproduce will probably pass on traits that most likely will lead to **better survival and reproductive success.**
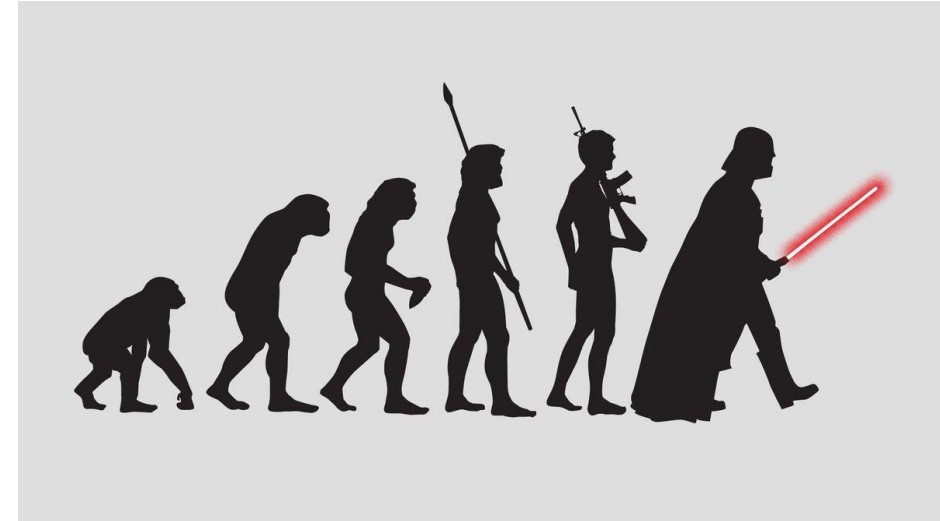

Buss

In 37 different cultures, men preferred young, attractive females and females preferred males with resources showing males and females have adapted different gender roles for survival.

The Psychodynamic Approach

The Unconscious

▪Conscious- what we are aware of.

▪Pre-conscious- thoughts we become aware of through dreams and slips of the tongue.

▪Unconscious- a vast storehouse of biological drives and instincts that influence our behaviour.
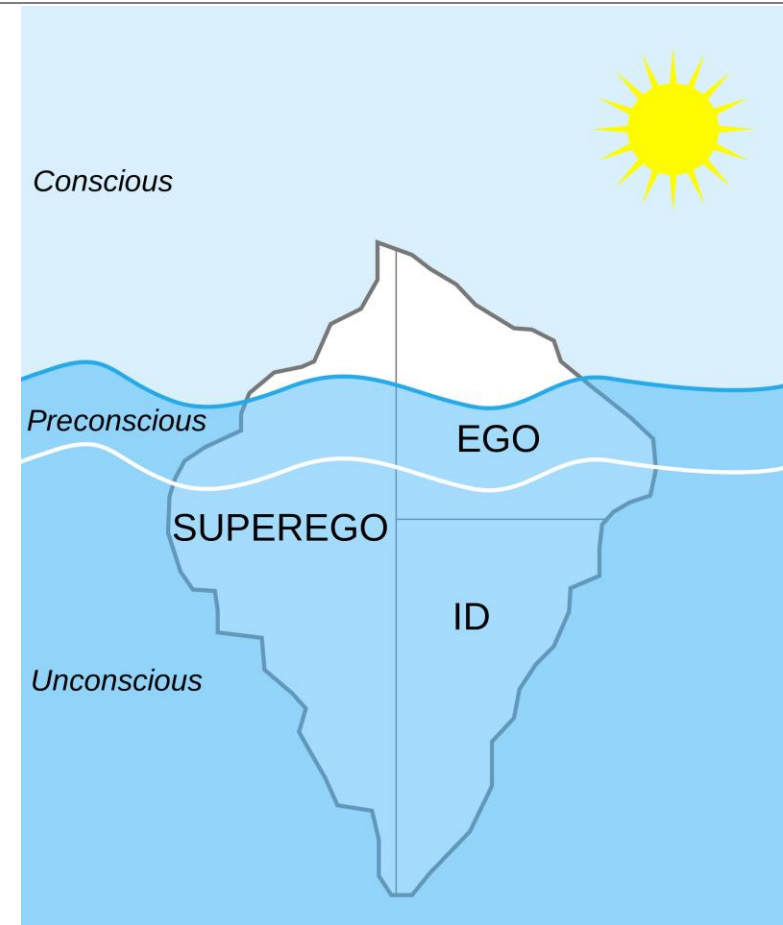
Defence Mechanisms

1) Repression

The unconscious blocking of unacceptable thoughts and impulses.

E.g. A child who is abused by their parent may have no recollection of these events, but has trouble forming new relationships.
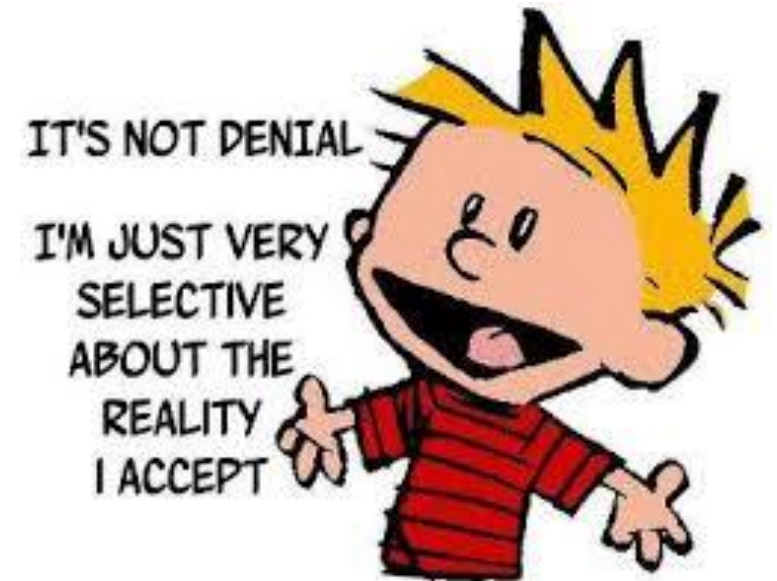
Defence Mechanisms

2) Denial

The refusal to accept reality so as to avoid having to deal with any painful feelings that might be associated with that event.

The person acts as if a traumatic event had not happened, something that those around them find to be quite abnormal.

E.g. An alcoholic will often deny they have a drinking problem after being arrested several times for being drunk and disorderly.

IT'S NOT DENIAL

I'M JUST VERY SELECTIVE ABOUT THE REALITY I ACCEPT

Defence Mechanisms

3) Displacement

The redirecting of thoughts and feelings (usually hostile) in situations where the person feels unable to express them.

E.g. Your boss yelling at you at work, but as you can't yell back at your boos as you will get fired, you go home and yell at your kids.

Apply

Jane has a new boss at work who shouts at Jane over every little thing she does wrong. Jane feels this is unfair and is getting more and more stressed at work. Jane has started going home and shouting at her husband Gary most nights because he keeps forgetting to load the dishwasher and hoover the house, which are Gary's agreed household chores every night. Gary is starting to despise his wife Jane and even at times has dreams where he leaves his wife for another woman who works in his office. Gary no longer gives Jane any affection and barely speaks to her anymore.
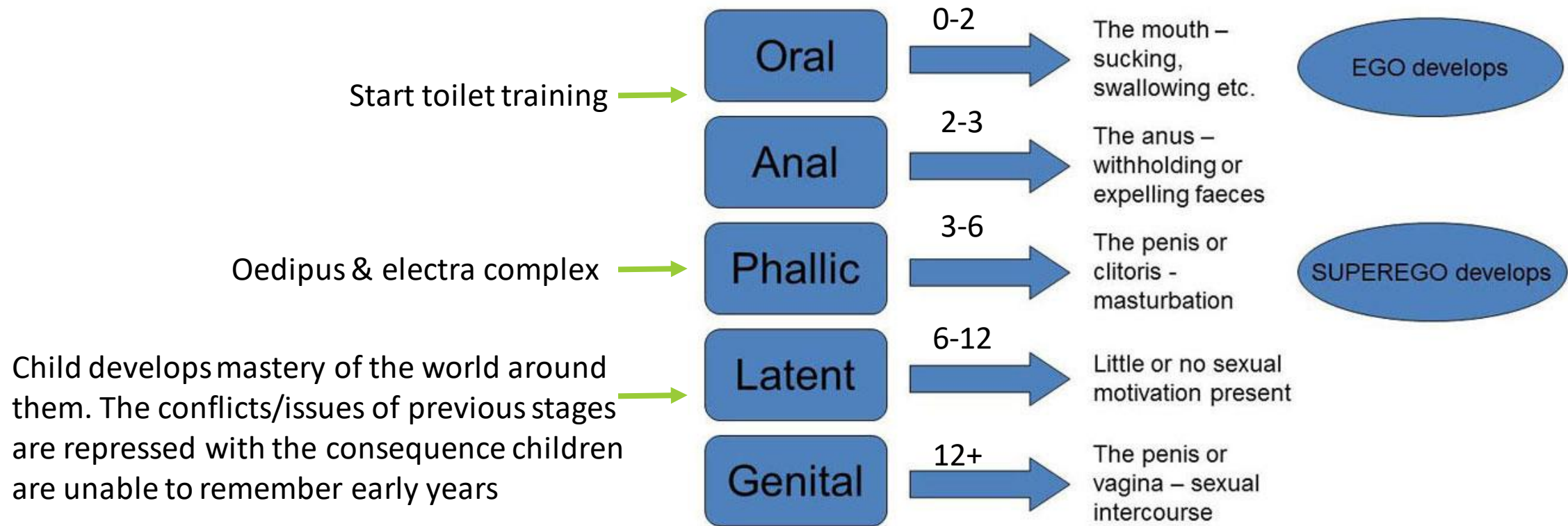
Using your knowledge of defence mechanisms explain Jane and Gary's behaviour (6 marks)

Personality

Psychosexual Stages

Start toilet training →

Oral — 0-2 → The mouth – sucking, swallowing etc. — EGO develops

Anal — 2-3 → The anus – withholding or expelling faeces

Oedipus & electra complex →

Phallic — 3-6 → The penis or clitoris - masturbation — SUPEREGO develops

Child develops mastery of the world around them. The conflicts/issues of previous stages are repressed with the consequence children are unable to remember early years →

Latent — 6-12 → Little or no sexual motivation present

Genital — 12+ → The penis or vagina – sexual intercourse

The Humanistic Approach

Humanistic Psychology

❖ Focuses on conscious experience

❖ Focuses on personal responsibility and free will

❖ Focuses on experience rather than using experimental methods to study behaviour

❖ Emphasises the importance of striving towards personal growth and fulfilment

❖ Interested in finding out what could go right with people, rather than what can go wrong

What do you need in life to be happy?

List all the things that you would like in your own life in order for you to be happy.

Now put these things in order of importance of what you think you need to be happy. This is personal so there is no right or wrong answers.
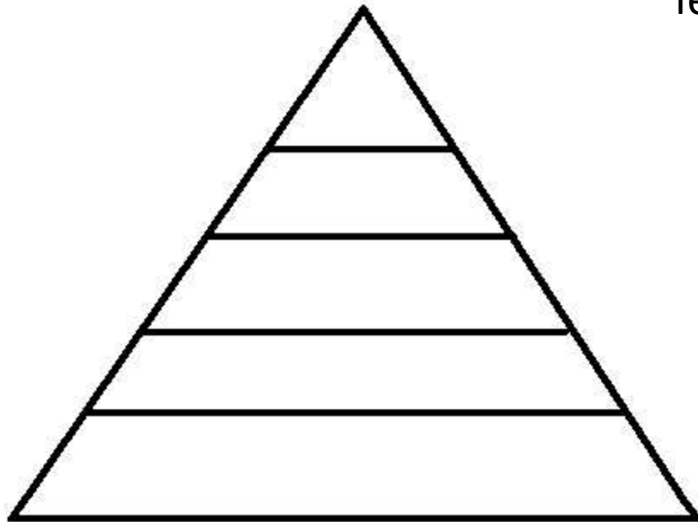
Less Important need to be happy

Most important need in order to be happy

Maslow's hierarchy of needs

Organise each of these words in a hierarchy of most important at the bottom to least important at the top. You can have more than one word in a row.

Self- actualisation
Health
Food
Respect
Friendship
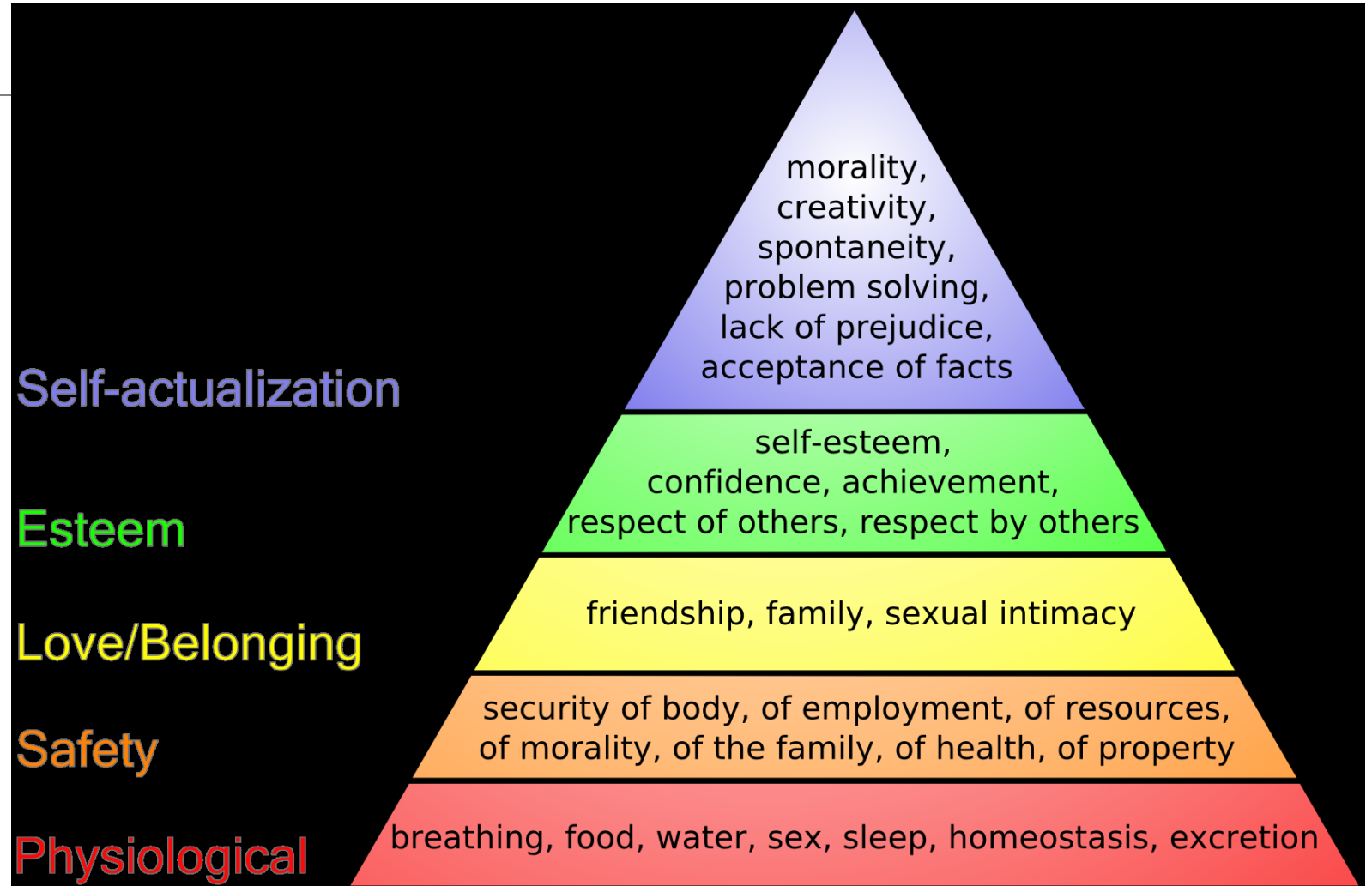Excretion
Sex
Sexual Intimacy
Sleep

Home
Resources
Self-esteem
Water
Family
Employment
Breathing

Maslow's hierarchy of needs

Maslow believed humans are motivated to reach needs. When one need is fulfilled a person seeks to fulfill the next one, and so on.

Each level must be fulfilled before a person can move up to a higher need.

Maslow believed that the more basic the need, the more noticeable it is if it is absent.

Self-actualization
morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts

Esteem
self-esteem, confidence, achievement, respect of others, respect by others

Love/Belonging
friendship, family, sexual intimacy

Safety
security of body, of employment, of resources, of morality, of the family, of health, of property

Physiological
breathing, food, water, sex, sleep, homeostasis, excretion

Self-Actualisation

➤ 1 in 100

➤ Self-actualized people are those who were fulfilled and doing all they were capable of.

➤ In self-actualization a person comes to find a meaning to life that is important to them.

➤ As each person is unique the motivation for self-actualization leads people in different directions.

➤ Measured through peak experiences.

Are you self-actualised?

https://www.explorepsychology.com/wp_quiz/self-actualization-test/

The Self

2 basic needs: positive regard from other people & a feeling of self-worth (what we think of ourselves).

Feelings of self-worth develop in childhood and are formed as a result of parent interactions.

Further interactions with significant others (spouse/friends etc) also influence the person's feelings of self worth.

The Self

Rogers believed how we think about ourselves are important in determining our psychological health.

The closer our self-concept and our ideal self the greater our self-worth.

Congruence Task

Select 10 adjectives from your list of words which you think describe the person you are NOW.

Don't worry if you pick words that may seem negative eg anxious. No one is going to look at your words- be honest with yourself.

Put your words you have chosen in an order from most significant in describing your personality to least significant.

Anxious	Lazy	Helpful	Thoughtful
Careless	organised	Honest	Supportive
Dishonest	Disorganised	Good company	Cool
Funny	Out-going	Trustworthy	Sassy
Extroverted	Sad	Untrustworthy	Sweet
Kind	Shy	Messy	Friendly
Optimistic	Strong	Tidy	Smiley
Attractive	Weak	Caring	Warm
Depressed	Introverted	Strong	Rude
Handsome	Relaxed	Stressed	Weird
Happy	Serious	Assertive	Bossy
		Confident	Sloppy
		Competitive	Unhelpful
		Outgoing	Intelligent

Congruence Task

Now select 10 terms to describe what you wish you were like

Put your words you have chosen in an order from most significant in what your ideal self should be to least significant in your imagined ideal self.

Congruence

It is rare for a complete state of congruence to exist, with most people experiencing some degree of incongruence.

Because most people prefer to see themselves in ways that are consistent with their self-image, they may use defence mechanisms in order to feel less threatened by inconsistencies between how they would like to be and how they really are.

Conditions of Worth

Other people often hinder the process of self-actualisation.

The love/acceptance given by others may be **unconditional or conditional.**

When people experience conditional positive regard they develop **conditions of worth.**

An individual may experience a sense of self-acceptance/self-worth only if they meet the expectations that others have set as conditions of acceptance.

P. BYRNES.

"Just remember, son, it doesn't matter whether you win or lose—unless you want Daddy's love."

Progress Check Questions

Explain what is meant by the term free will (2 marks)

Define free will.

Give an example.

Outline Maslow's hierarchy of needs (4 marks)

All motivated to meet needs.

Each level must be fulfilled.

Outline the hierarchy briefly (define each category and a identify a few examples from each).

Progress Check Questions

Explain what is meant by the term free will (2 marks)

Free will is the ability to choose how to behave without being influenced by external forces (1). For example, humanistic psychologists believe that if an individual has depression they have the free will to choose to, with help, get better and strive for personal growth (2).

Progress Check Questions

Outline Maslow's hierarchy of needs (4 marks)

Maslow argued that humans are motivated to meet needs in life as represented by his hierarchy of needs. He proposed that each level on the hierarchy of needs to be fulfilled before a person can move up to a higher need (1). He argued the most basic needs were physiological needs, such as food and water (2); followed by a need for safety, such as security of health and employment. The next level is needs of love and belonging such as friendship and family; followed by needs for esteem, such as respect by others (3). The final level is the need to self-actualise, which includes morality, problem solving and creativity (4).

Implications for Therapy

With counselling people would be able to solve their own problems in constructive ways and move towards becoming a fully functioning person.

- Humanistic counsellors act as guides/facilitators.

- Counsellors provide unconditional positive regard.

Comparing approaches

Nature	Nature is the idea that behaviour is due to inherited factors: the structure and functioning of human bodies, especially genes, hormones and biochemistry.
Nurture	Nurture is the idea that behaviour is due to the environment: learning, socialisation and experience.
Reductionism	The belief that human behaviour can be most effectively explained by breaking it down into constituent parts.
Determinism	All behaviour has an internal or external cause and is thus predictable.
Eclectic approach	Combines elements of other approaches.

AIMS:

- I will be able to answer this question:

- **Outline the behaviourist approach. Compare the behaviourist approach to the biological approach [16 marks]**

Views on development (i.e. the effects of childhood on behaviour)

- *Psychodynamic approach* – explains adult behaviour through the psychosexual stages which are determined by age. Once a person reaches the genital stage, little development follows.

- *Cognitive approach* – helps to explain intellectual development through the ever growing complexities and depth of their schema.

- *Biological approach* – our behaviour develops from the genes we have inherited from our parents .

- *Humanistic approach* – the development of self is ongoing and this starts from our relationships with our parents (UCR etc.)

The behaviourist approach and SLT do not provide stages of development in behaviour. They see development as an ongoing process.

NATURE vs NURTURE

➡ Nature is what we think of as pre-wiring and is influenced by genetic inheritance and other biological factors.

➡ Nurture is generally taken as the influence of external factors after conception, e.g., the product of exposure, life experiences and learning on an individual.
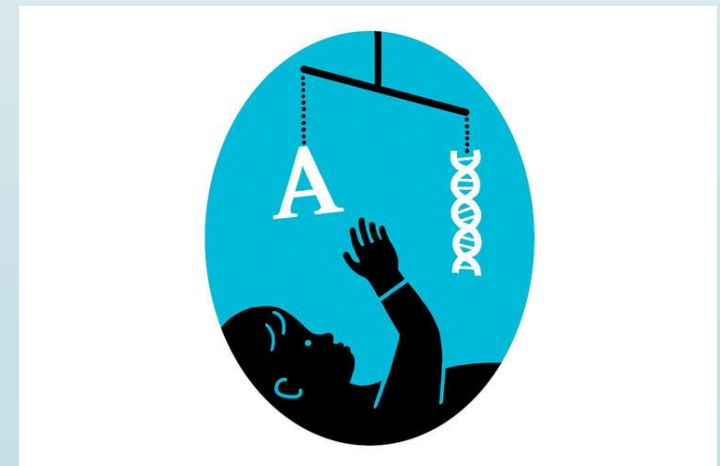
NATURE vs NURTURE

Approaches to Psychology

Nature ← → Nurture

Biological Approach

Focus on genetic, hormonal, and neuro-chemical explanations of behavior.

Psychoanalysis

Innate drives of sex and aggression (nature). Social upbringing during childhood (nurture).

Cognitive Psychology

Innate mental structures such as schemas, perception and memory and constantly changed by the environment.

Humanism

Maslow emphasized basic physical needs. Society influences a person's self concept.

Behaviorism

All behavior is learned from the environment through conditioning.

Exam practice

- *Describe two differences between the biological approach and the behaviourist approach   [6 marks]*

- *Outline the main assumptions of the approach*

- *Describe their views on development*

- *Describe where they stand on the nature vs nurture debate….*

Reductionism vs Holism

Holism: Focusing on the whole rather than the individual parts.

Reductionist: Breaking a complex phenomenon into more simple components.
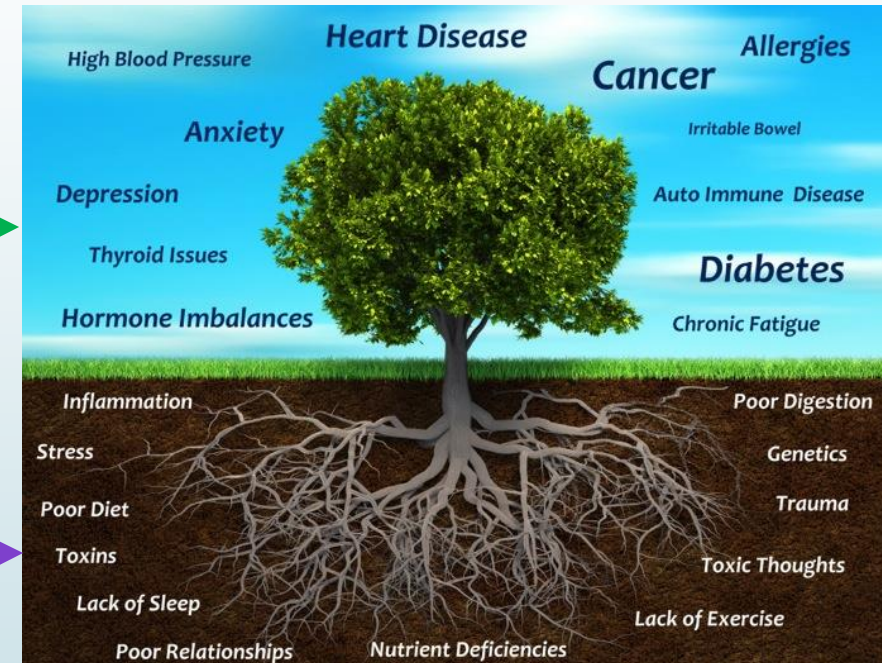
Reductionism vs Holism

VS

Holism: Focusing on the whole rather than the individual parts.

Reductionist: Breaking a complex phenomenon into more simple components.

Types of reductionism

- **Biological Reductionism** refers to the way that biological psychologists try to reduce behaviour to a physical level and explain it in terms of neurons, neurotransmitters, hormones, brain structure, etc.

- **Environmental Reductionism** is also known as **stimulus-response reductionism.** Behaviourists assume that all behaviour can be reduced to the simple building blocks of S-R (stimulus-response) associations and that complex behaviours are a series of S-R chains.

- **Psychodynamic theory** is reductionist since it seeks to explain complex human behaviour in terms of instinctive drives.

Machine reductionism

The cognitive approach uses the analogy of machine systems to describe and explain behavior e.g. computer models.
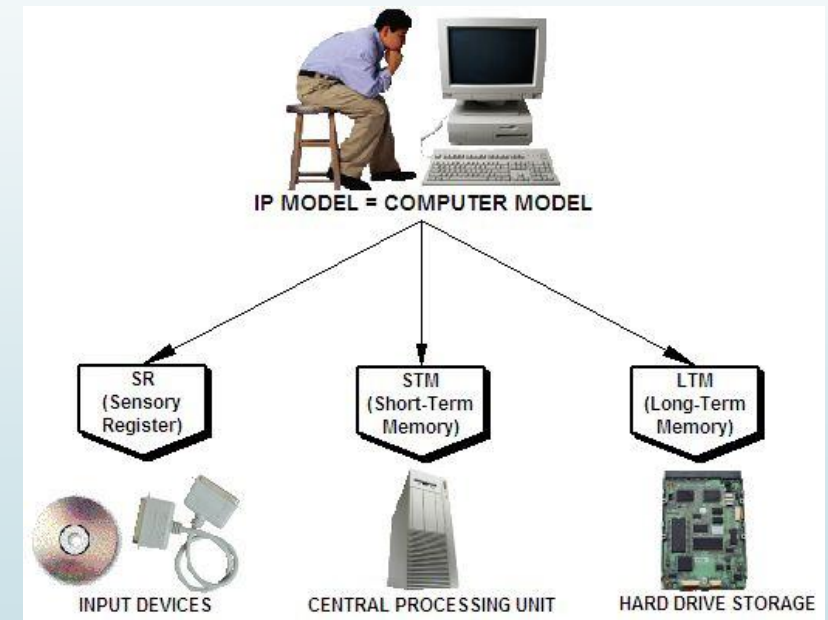
Holism

Humanistic psychologists believe that the individual reacts as an organised whole, rather than a set of stimulus-response links.
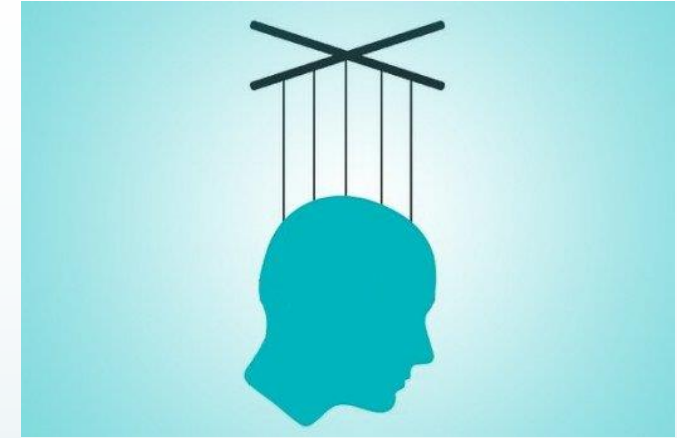
Review:

Working independently, describe the following concepts on your post-it note:

- ➡ Reductionism

- ➡ Biological, psychodynamic, environmental and machine reductionism

- ➡ Views on nature and nurture debate for every approach

Determinism vs free will

- **Determinism** is the view that free will is an illusion, and that our behaviour is governed by internal or external forces over which we have no control. Consequently, our behaviour is viewed as predictable.

- **Free will** is the idea that we can play an active role and have choice in how we behave. The assumption is that individuals are free to choose their behaviour and are self-determined. E.g. humanistic approach

Task: list the approaches the you believe are deterministic/based on free will.
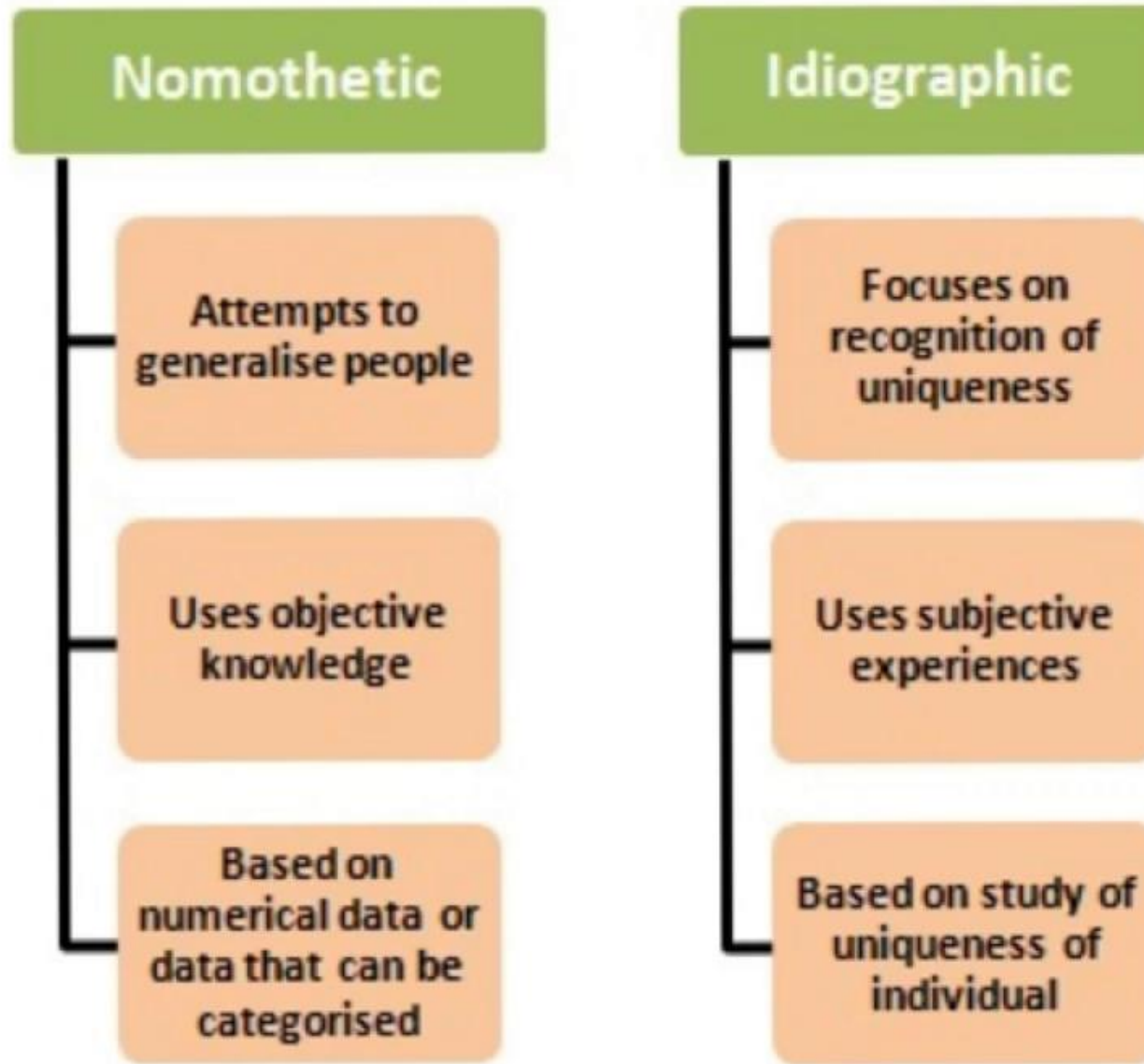
Ext. Give and explain examples as to why some approaches are deterministic. Consider their basic assumptions.

Types of Determinism

- **Hard determinism** is the view that forces outside of our control (e.g. biology or past experience) shape our behaviour (e.g. biological + environmental)

- **Soft determinism** suggests that some behaviors are more constrained than others and that there is an element of free will in all behaviour e.g. cognitive approach.

- **Biological determinism** refers to the idea that all human behaviour is innate and determined by genes.

- **Environmental determinism** is the view that behaviour is determined or caused by forces outside the individual.

- **Psychic determinism**, claims that human behaviour is the result of childhood experiences and innate drives (ID, Ego and Superego), as in Freud's model of psychological development.

Nomothetic vs idiographic

The *nomothetic approach* uses **experimental methods which means the** behaviourist, biological and cognitive are all 'nomothetic'.

Nomothetic

- Attempts to generalise people
- Uses objective knowledge
- Based on numerical data or data that can be categorised

Idiographic

- Focuses on recognition of uniqueness
- Uses subjective experiences
- Based on study of uniqueness of individual

The *idiographic approach* uses **qualitative methods** e.g. case studies, interviews and self-report measures e.g. questionnaires. **Humanistic and psychodynamic approach are examples.**

Complete the table!

Use the table below to compare the different approaches with respect to: basic assumptions, the nature-nurture debate (which is related to the basic assumptions), methods and the explanation for abnormal behaviour. Some boxes have been filled in for you.

APPROACH	ASSUMPTIONS Basic cause of behaviour Free will/determinist	NATURE/NURTURE	METHODS Scientific/non-scientific Nomothetic/idiographic	EXPLANATION for ABNORMAL BEHAVIOUR
LEARNING Behaviourism	• Behaviour learned through classical & operant conditioning •			
LEARNING Social learning theory	• • Reciprocal determinism.			Modelling of dysfunctional role models and observational learning.
COGNITIVE	• •	Nature and nurture (brain structure, etc., plus sensory input).	Scientific Experiments Nomothetic	
BIOLOGICAL	• Emphasises importance of physical processes. • Biological determinism.			
PSYCHODYNAMIC	• •			Conflict in the unconscious mind. Overuse of defence mechanisms.
HUMANISTIC	• •	Nature and nurture Parents affect self-concept		

COMPARING APROACHES

4.18

CHAPTER 4: APPROACHES IN PSYCHOLOGY
COMPARISON OF APPROACHES
(A LEVEL ONLY)
122–123

Whiteboard work… What's the key term?

- the belief that human behavior can be explained by breaking it down into simpler component parts.

Whiteboard work…
What's the key term?

➡ the view that free will is an illusion, and that our behavior is governed by internal or external forces over which we have no control.

Whiteboard work...
What's the key term?

- This approach is concerned with establishing general laws, based on the study of large groups of people, and the use of statistical (quantitative) techniques to analyse data.

Whiteboard work…
What's the key term?

➡ the idea that human behaviour should be viewed as a whole integrated experience, and not as separate parts.

Whiteboard work...
What's the key term?

- This claims that human behaviour is the result of childhood experiences and innate drives (id, ego and superego), as in Freud's model of psychological development.

Whiteboard work…
What's the key term?

➡ This focuses on the individual and emphasises the unique personal experience of human nature.

Whiteboard work…
What's the key term?

► Behaviourists assume that all behaviour can be reduced to the simple building blocks of S-R (stimulus-response) associations and that complex behaviours are a series of S-R chains.

Task:
Write an answer exam question...

➡ **Outline the behaviourist approach. Compare the behaviourist approach to the biological approach [16 marks]**

Level	Marks	Description
4	13 - 16	Knowledge of the behaviourist approach is accurate and generally well detailed. Comparison with the biological approach is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	9 - 12	Knowledge of the behaviourist approach is evident but there are occasional inaccuracies/omissions. Comparison with the biological approach is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	5 - 8	Limited knowledge of the behaviourist approach is present. Focus is mainly on description. Any comparison with the biological approach is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 - 4	Knowledge of the behaviourist approach is very limited. Comparison with the biological approach is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Pass the parcel!

If the parcel lands on you, you must answer pick up a post-it note with a question. If you guess the answer correctly, you will get a sticker!

Review:

- On a card:

- Write three questions based on the comparison of approaches

- Leave enough gaps in between questions

- You will then be swapping cards with someone else

- You will end up with a new set of questions which you will need to find answers for

- You will be given time to go around the room to ask 3 different students one question each and write their answer on the card.

- **AVOID ASKING THOSE WHO USUALLY SPEAK WITH, I WILL BE KEEPING A CLOSE EYE ON PEOPLE!**

Homework:

Write an answer to this question: - collection today!

- **Outline the behaviourist approach. Compare the behaviourist approach to the biological approach [16 marks]**

AO1:

1. Explain the main assumption of the behaviorist approach: learning behavior through classical and operant conditioning.

2. Explain classical conditioning + briefly describe the findings of Pavlov's experiment

3. Explain Operant conditioning + briefly describe the findings of Skinner's experiment

AO3:

THE COMPARISONS CAN BE SIMILARITIES AND DIFFERENCES (UNLIKE THE USUAL ESSAYS, THE COMPARISONS WILL BE YOUR EVALUATION POINTS):

1. VIEWS ON DEVELOPMENT

2. NATURE VS NURTURE DEBATE
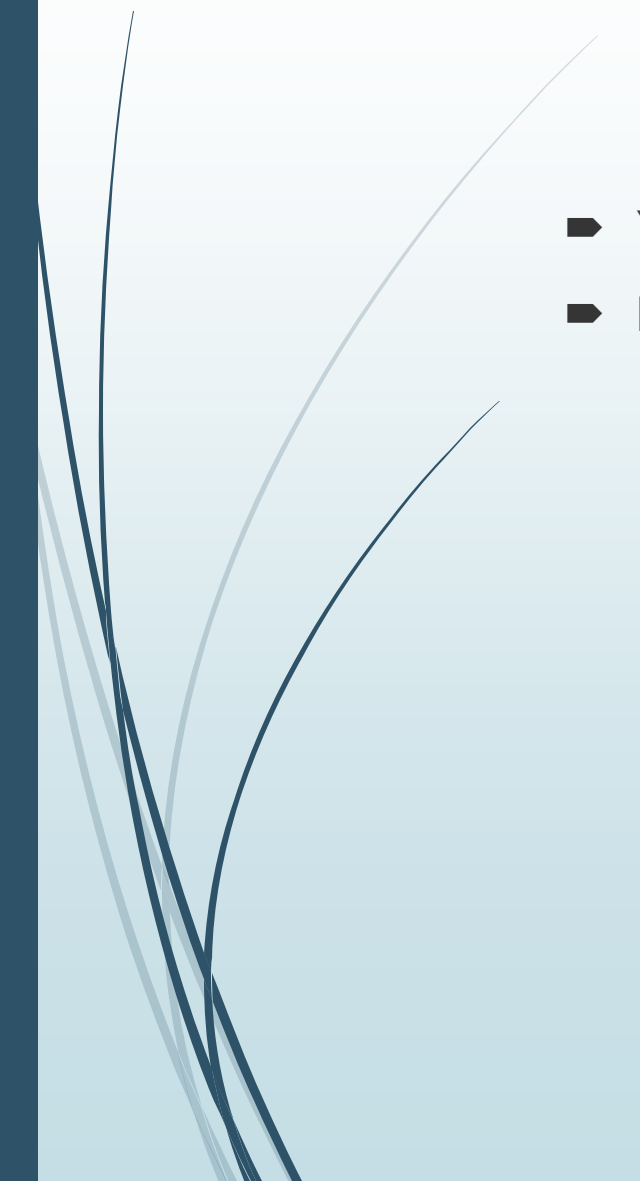
3. REDUCTIONISM

4. IDIOGRAPHIC VS NOMOTHETIC

1. Biological reductionism:
2. Environmental reductionism:
3. Reductionism:
4. Free will:
5. Holism:
6. Hard determinism:
7. Soft determinism:
8. Machine reductionism:
9. Nature:
10. Nurture:
11. Idiographic:
12. Nomothetic:
13. Biological determinism:
14. Psychic determinism :
15. Environmental determinism:

20:00

Group work!

- You will be taking it in turns to compare the approaches:
- For example....

IN GROUPS DISCUSS THE TOPIC BELOW:

APPROACHES:

COGNITIVE AND HUMANISTIC

DISCUSSION TOPIC:

IDENTIFY A DIFFERENCE BETWEEN THE TWO APPROACHES.

IN GROUPS DISCUSS THE TOPIC BELOW:

APPROACHES:

PSYCHODYNAMIC AND HUMANISTIC

DISCUSSION TOPIC:

IDENTIFY A SIMILARITY BETWEEN THE TWO APPROACHES.

IN GROUPS DISCUSS THE TOPIC BELOW:

APPROACHES:

BIOLOGICAL AND COGNITIVE

DISCUSSION TOPIC:

IDENTIFY A DIFFERENCE BETWEEN THE TWO APPROACHES.

IN GROUPS DISCUSS THE TOPIC BELOW:

APPROACHES:

BEHAVIOURIST AND SOCIAL LEARNING THEORY

DISCUSSION TOPIC:

IDENTIFY HOW THE APPROACHES MIGHT EXPLAIN WHY SOMEONE SMOKES.

IN GROUPS DISCUSS THE TOPIC BELOW:

APPROACHES:

PSYCHODYNAMIC AND BIOLOGICAL

DISCUSSION TOPIC:

IDENTIFY HOW THE APPROACHES MIGHT EXPLAIN WHY SOMEONE HAS SCHIZOPHRENIA.

EXAM PRACTICE:

Outline the psychodynamic approach in psychology. Discuss **one or more** differences between the psychodynamic approach and the humanistic approach.

[8 marks]

- AO1 – 3 MARKS + AO3 – 5 MARKS
- AO1 – OUTLINE **ONE** CONCEPT OF THE PSYCHODYNAMIC APPROACH e.g. (just defence mechanisms OR structure of personality OR psychosexual stages
- AO3 - PROVIDE **TWO** COMPARISONS BETWEEN THE HUMANISTIC AND PSYCHODYNAMIC APPROACH

Outline the psychodynamic approach in psychology. Discuss one or more differences between the psychodynamic approach and the humanistic approach.

Similarity: Which two approaches are you comparing?

Point	One similarity between the _____ approach and the _____ is ...
Example (Approach 1)	The _____ approach suggests *[Provide explanation of the similarity you are going to discuss]* ...
Explain (Approach 2)	Likewise, the _____ also suggest *[Explain how approach 2 is similar]* ...

Difference: Which two approaches are you contrasting?

Point	One difference between the _____ approach and the _____ is ...
Example (Approach 1)	The _____ approach suggests *[Provide explanation of the difference you are going to discuss]* ...
Explain (Approach 2)	However, the _____ suggests *[Explain how approach 2 is different]* ...

bingo

- Biological reductionism
- Environmental reductionism
- Reductionism
- Free will
- Holism
- Determinism
- Machine reductionism
- Nature
- Nurture
- Idiographic
- Nomothetic
- Biological determinism
- Psychic determinism
- Environmental determinism
- All approaches