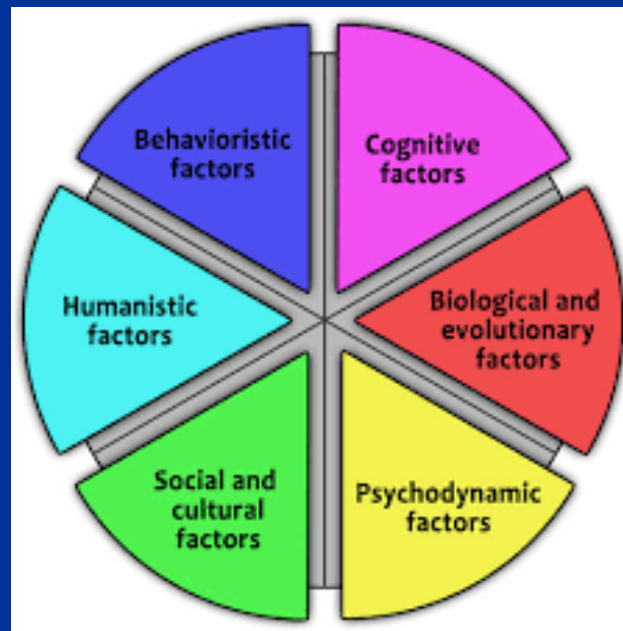


ECAP4009 Psychological Approaches and Perspectives



An overview from the beginning!



Where did psychology begin?



The inaugural event for the beginning of Psychology as a discipline is believed to arise from the work of Wilhelm Wundt and his Psychology Laboratory in Leipzig, Germany (1879).



His was the first published doctoral report on human reaction time. He later went onto focus on introspection, the process of describing inner experiences and the study of consciousness.

The rise of Psychology

- From the generation of empirical evidence, the aim of modern-day Psychology is to develop testable theories which can be used to hopefully describe, understand, predict and control human behaviour.
- This is also the goal of science and thus the purpose of psychology.

5 key approaches

- Biological (Including Evolutionary)
- Psychodynamic
- Behaviourist (Including Social Learning Theory)
- Cognitive
- Humanist (including Positive Psychology)



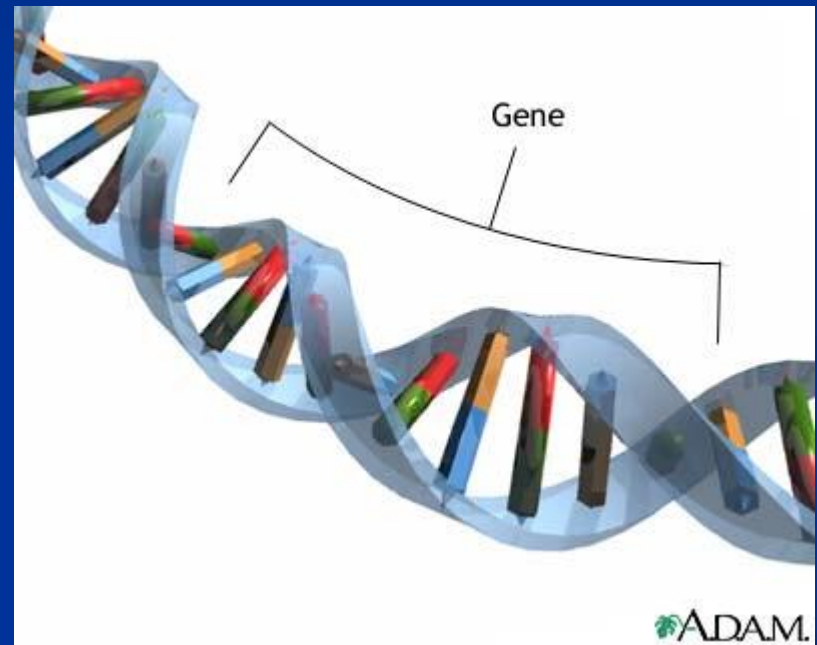
The Biological Approach

- Influence of genes
- Biological Structures
- Evolution of Behaviour



Genetics

- Genotypes
- Phenotypes
- MZ and DZ twins
- Genetic Basis of Behaviour
 - Twin Studies
 - Family Studies
 - Adoption Studies



Genotype and Phenotype

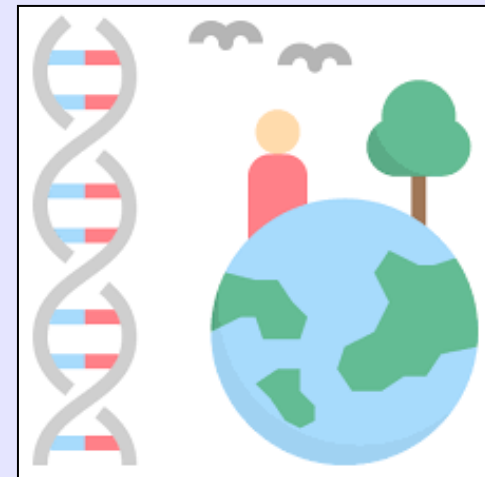
Genotype =

The genetic make up of an individual.
I.e.. Whether they are short or tall.



Phenotype =

The characteristics and traits of an individual depending on the interaction of the genotype with the environment. There are then numerous possible phenotypes for each genotype.



GENOTYPES & PHENOTYPES

- Genotype refers to an individual's genetic make-up, i.e. the particular set of genes that the individual possesses.
- Phenotype refers to the observable characteristics or traits, shown by the individual, e.g. height, weight, or personality, which can all be influenced by the environment.
- $\text{Genotype} + \text{environment} = \text{Phenotype}$

Genotype and Phenotype

Example:

- You have two plots of soil. One rich, one poor. You sow an identical set of plant and flower seeds into each plot. You keep the conditions for each plot the same i.e. light, water etc. A year later you compare the growth of plants produced from identical seeds. What are your findings likely to be?
- What would happen if the plots were the same but the conditions different?



Genotype and Phenotype

Example of naturally occurring phenomenon where genotype is identical but phenotype can be different.

Monozygotic
(identical) twins





Twins

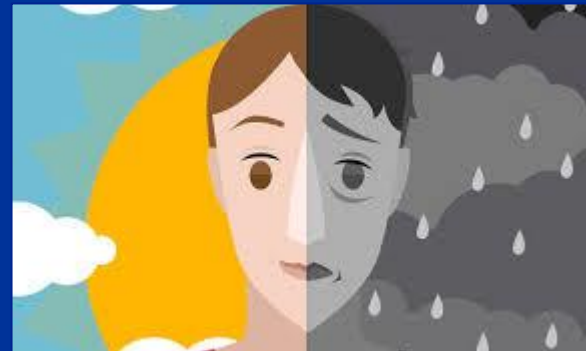
Psychologists are interested in twins in order to understand the genetic basis of behaviour



- Monozygotic (identical twins)
 - come from fertilised egg (of single sperm and egg) which divides to form two embryos. DNA is identical
- Dizygotic (non-identical twins)
 - two separate eggs fertilised by two separate sperm. Only share the in-utero environment. DNA is different and are as genetically alike as normal siblings.

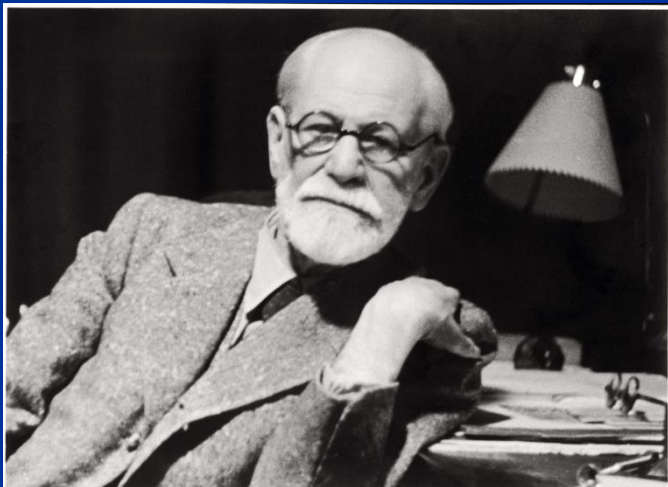
Use of Twin Studies in Psychology

- Eating disorders
- Schizophrenia
- Mood disorders
- Intelligence
- Personality



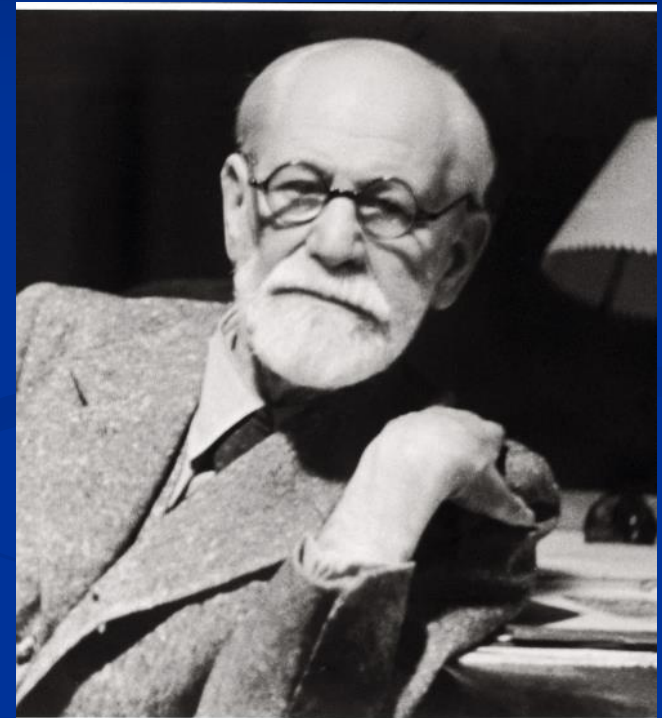
The Psychodynamic Approach

- Mostly associated with **Freud** initially, but later with other influential Psychologists e.g. Bowlby.
- **Personality Development**
- **Unconscious Mind**
- **Childhood experiences**



Sigmund Freud (1856-1939)

- Founder of psychoanalysis
- Developed the psychodynamic theory of personality development
- Expanded and developed the notion of the unconscious mind and its influence on behaviour
- Emphasis on childhood experiences

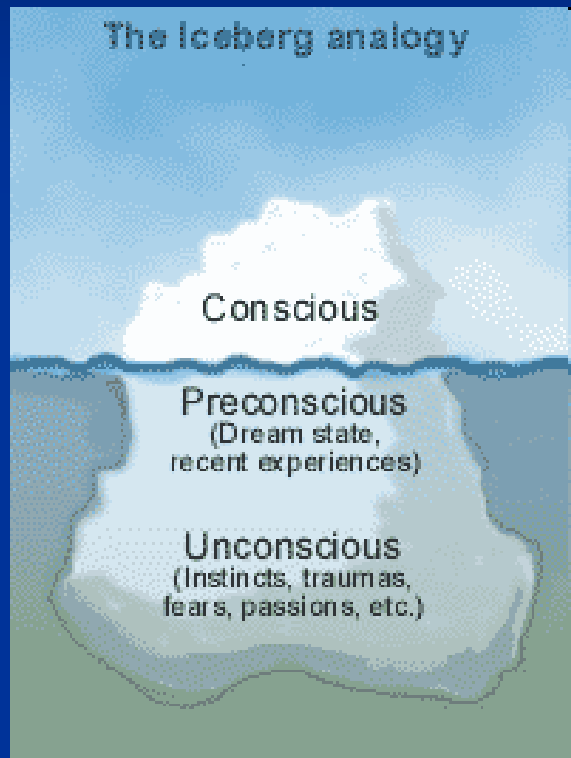


Personality Development

- Id – the human (animal) instinct. Part of the personality we are born with.
- Ego – the cognitive, thinking and manipulative part of the self. Begins developing around the age of two.
- Superego – the ideal self and the conscience. Develops as a consequence of observing role models, praise and punishment.



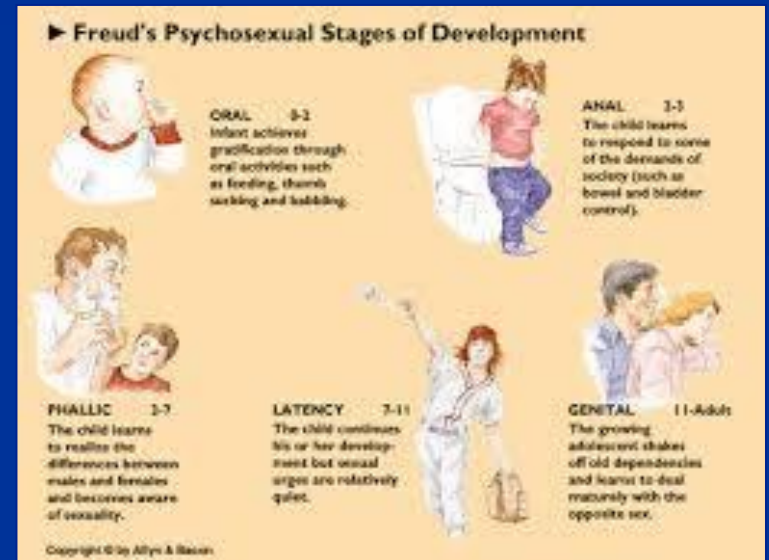
Unconscious Mind



- Our conscious thought is just the tip of the iceberg
- Many of our thoughts and feelings are unconscious – we are not aware of them
- Unconscious thoughts affect our behaviour without us knowing

Psychosexual stages

- Oral
 - Anal
 - Phallic
 - Latent
 - Genital
-
- Fixations and defence mechanisms

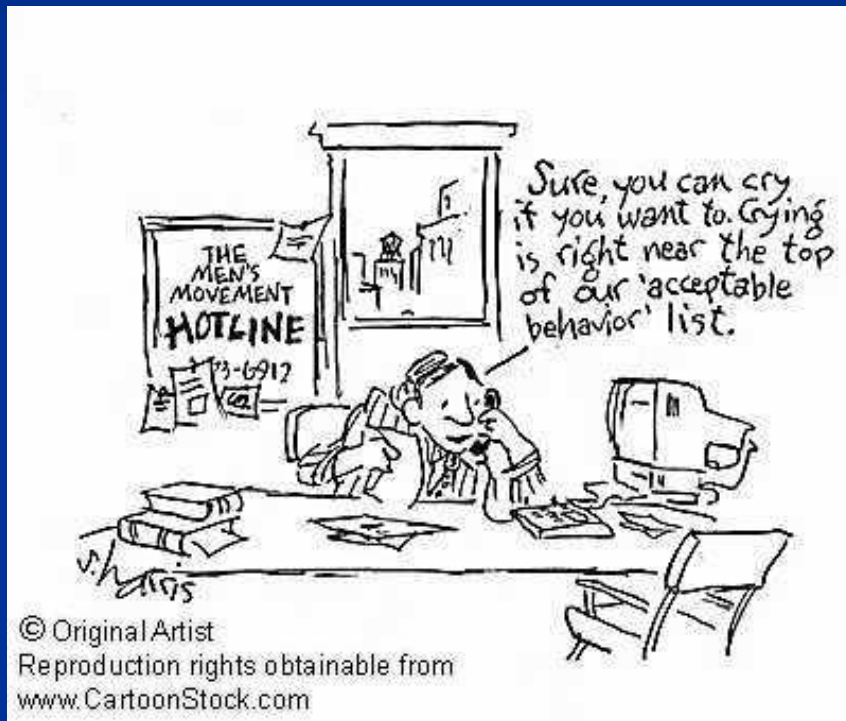


Examples of case studies

- Little Hans
- Rat man
- Wolf man
- Anna O



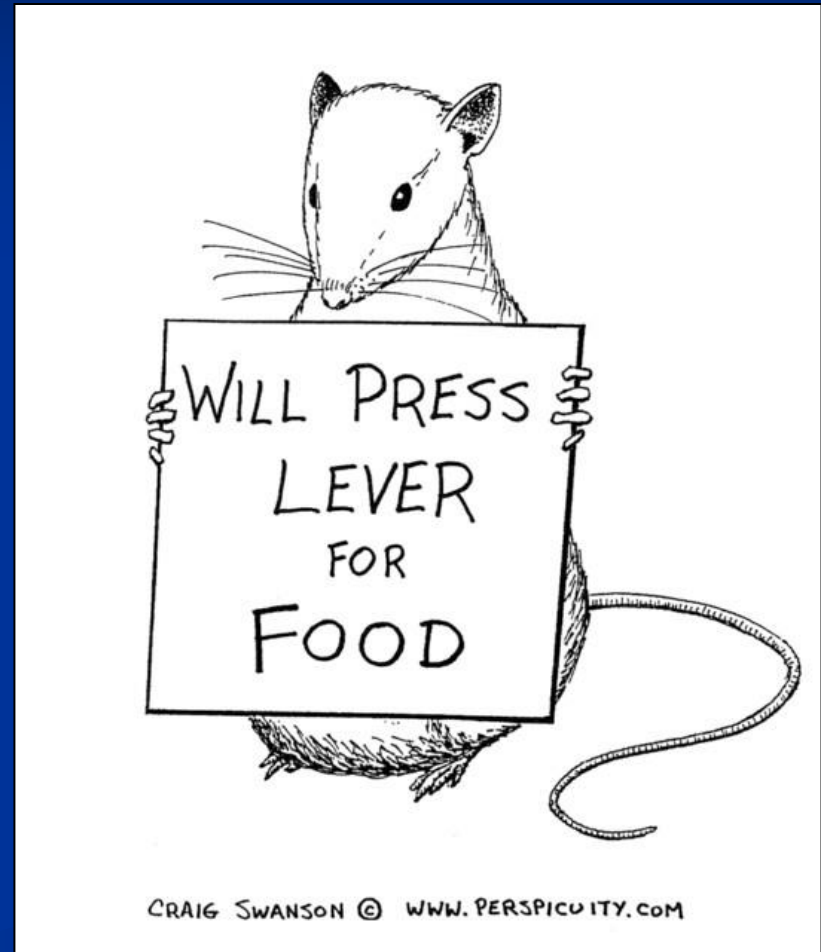
The Behaviourist Approach (Behaviourism)



- Behaviour is learned from the environment
- Only observable behaviour should be the object of study

Behaviourist Approach

- Conditioning – Classical Conditioning and Operant Conditioning
- Pavlov - Classical Conditioning
- Skinner – Operant Conditioning
- Watson and Rayner – Famous for 'Little Albert'



Ivan Pavlov

Classical Conditioning

Conditioned dogs to salivate at sound of bell

Unconditioned Stimulus – UCS

Conditioned Stimulus – CS

Unconditioned Response – UCR

Conditioned Response - CR

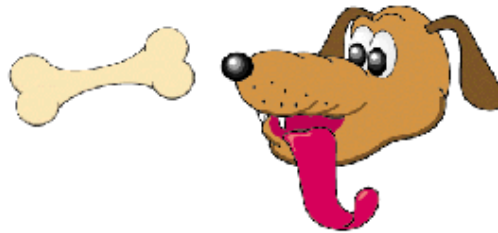


Ivan Pavlov

Before conditioning

FOOD
(UCS)

SALIVATION
(UCR)



BELL

NO RESPONSE



During conditioning

BELL +
FOOD
(UCS)

SALIVATION
(UCR)



After conditioning

BELL
(CS)

SALIVATION
(CR)



Before conditioning salivation is a **NATURAL REFLEX** of the dog when food is around.

Before conditioning the bell is meaningless to the dog.

During the conditioning process – every time food is around a bell is sounded. The dog associates the sound of the bell with food.

After conditioning, only the bell needs to be sounded for the dog to salivate because it has learned to link food with the sound of a bell.

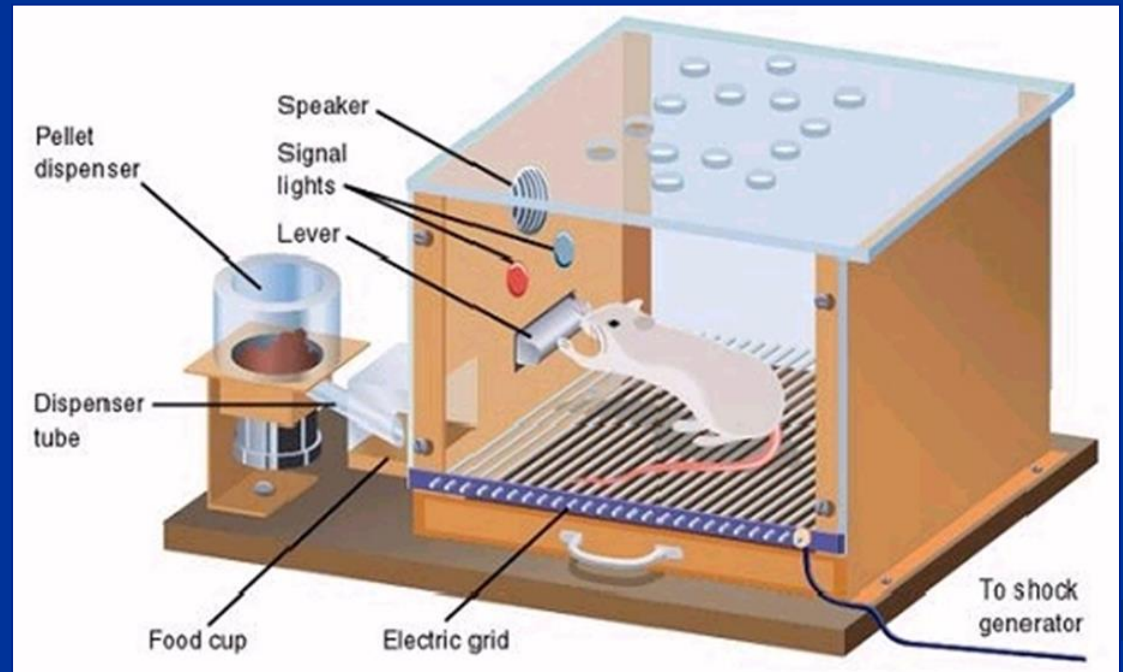
John Watson

- Classical conditioning
- Watson and Rayner – Conditioned emotional reactions – Tale of Little Albert
- Ethical issues



Frederick Skinner

- Operant conditioning
- Reinforcement – positive, negative
- Punishment
- Skinner Box
- Pigeons, Rats



Positive Reinforcement



Rewarding behaviour to increase likelihood of it reoccurring



Examples of positive reinforcement

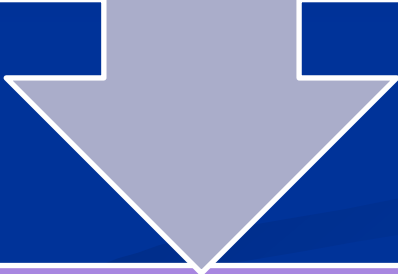
A child is praised for sharing

Dog gets a treat for following a command

Adult gets a bonus for reaching targets at work

Negative Reinforcement

An unpleasant stimulus is removed in order to increase the likelihood of a desired response



Examples of Negative Reinforcement:

Mother stops moaning when child tidies up their room

Brother stops tickling sister when she agrees to do his homework

Scientist stops electrocuting rat every time it stands on its hind legs

Punishment

Negative consequence / stimulus produced to decrease the likelihood of an undesirable behaviour



Examples of punishment

Parent sends child to naughty step every time they smack their baby brother

Motorist is fined every time they are caught speeding

Rat gets an electric shock every time it presses the wrong lever

Examples of Behaviourism

- The development of phobias
 - Through classical conditioning and operant conditioning.
 - The concept of generalisation.

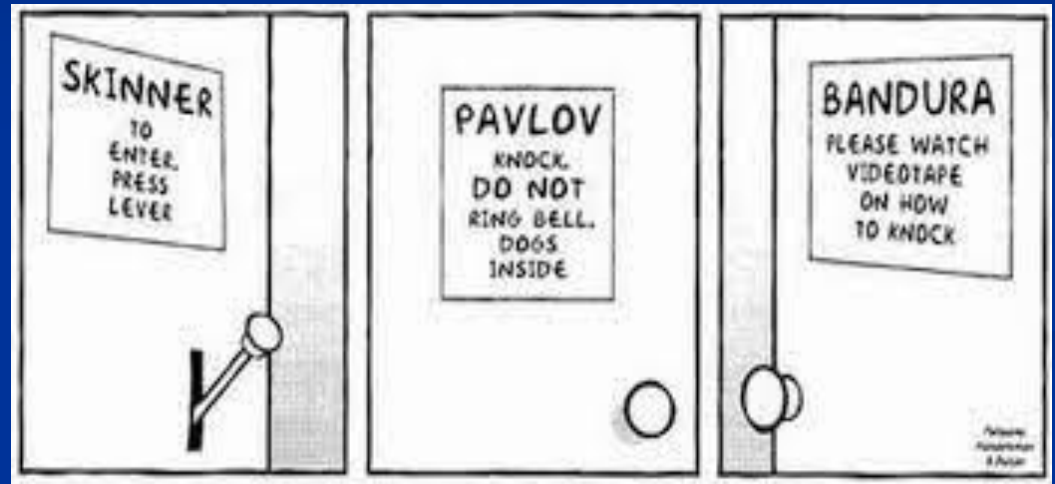
LIST OF PHOBIAS	
Phobias	Fear of...
• Achievemephobia	= The fear of success.
• Achondroplasiaphobia	= The fear of midgets.
• Acrophobia	= The fear of heights.
• Aerophobia	= The fear of flying.
• Agliophobia	= The fear of pain.
• Agoraphobia	= The fear of open or crowded spaces.

Social Learning Theory (SLT) – emerged from Behaviourism

- Mainly attributable to
Albert Bandura

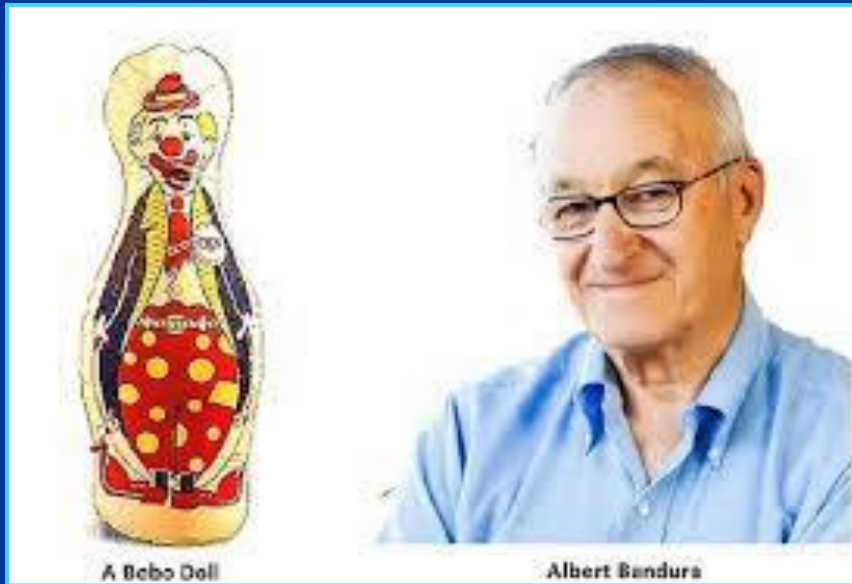
Principles of SLT -

- Imitation
- Modelling
- Vicarious Learning
- Reinforcement



Social Learning Theory

Main Assumptions



- Social Context influences behaviour
- Learning can occur by observing others
- Two conditions for social learning
 - appropriateness
 - relevance
- Vicarious reinforcement

Stages involved the process of modelling

Attention

- Noticing a behaviour produced by others and the outcomes of the behaviour

Retention

- Memory of the behaviour

Motor Reproduction

- Behaviour is reproduced by the individual

Motivation

- Individual is motivated by own rewards to reproduce behaviour

The Cognitive Approach

- Internal Mental Processes
- Information processing
- Schemas



Internal Mental Processes

- Thought is important for understanding the causes of behaviour
- The way people interpret events affects how they behave
- Internal mental processes include attention, perception and memory



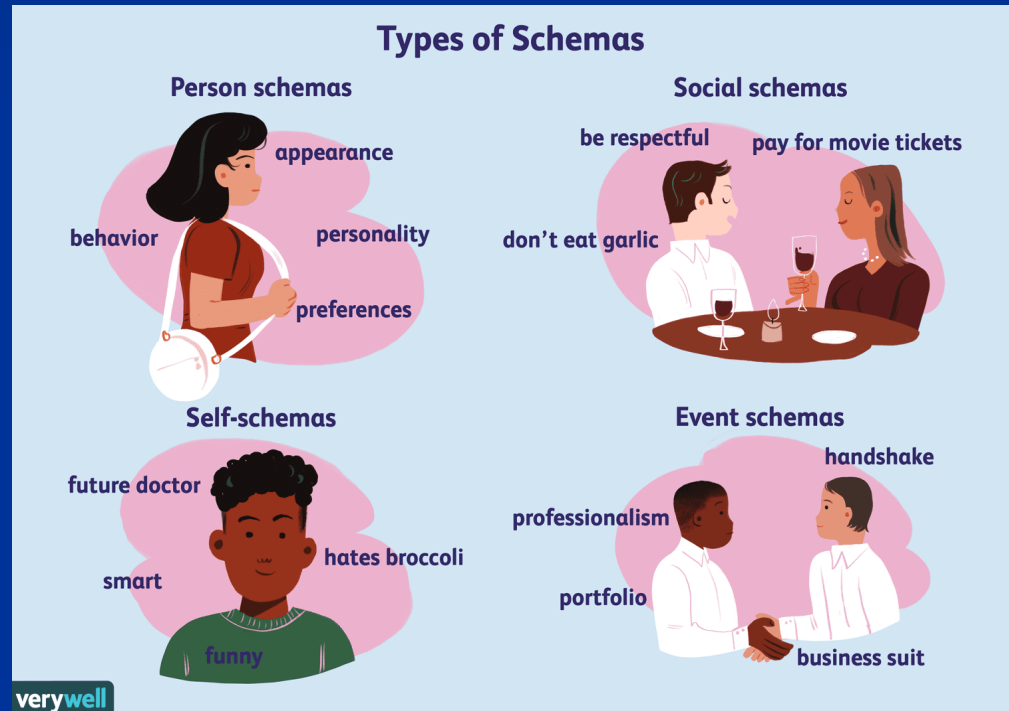
The Cognitive Approach



- Uses cognitive models to explain behaviour
- An example of a cognitive model is the computer analogy
- The human brain / mind has been likened to the computer in that both are considered to be information processors

What is a schema?

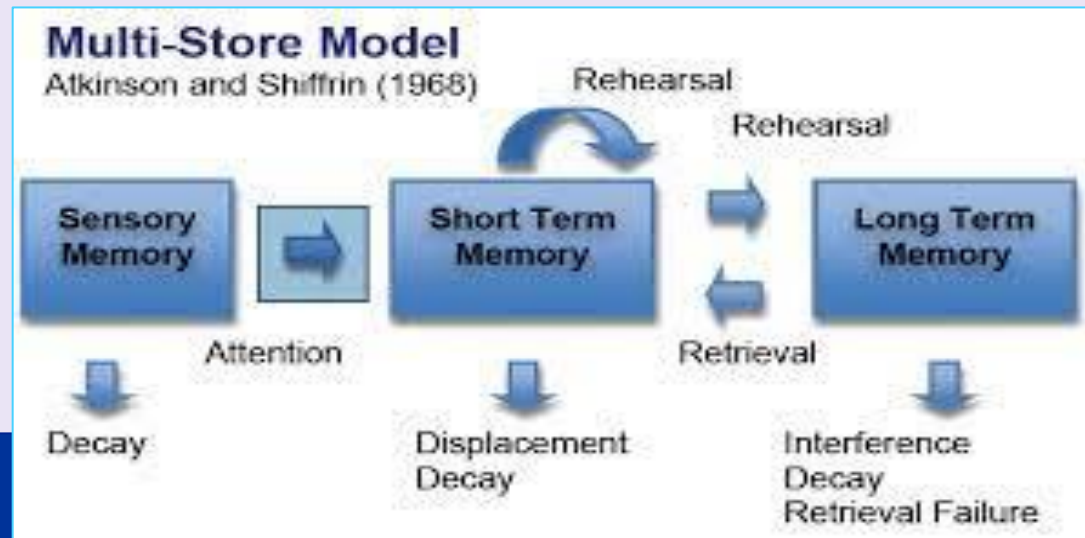
- Cognitive / Social script
- Template of expected behaviours / roles / attitudes / appearances
- All sorts of schemas
 - For people
 - For oneself
 - For different events
 - For different social situations



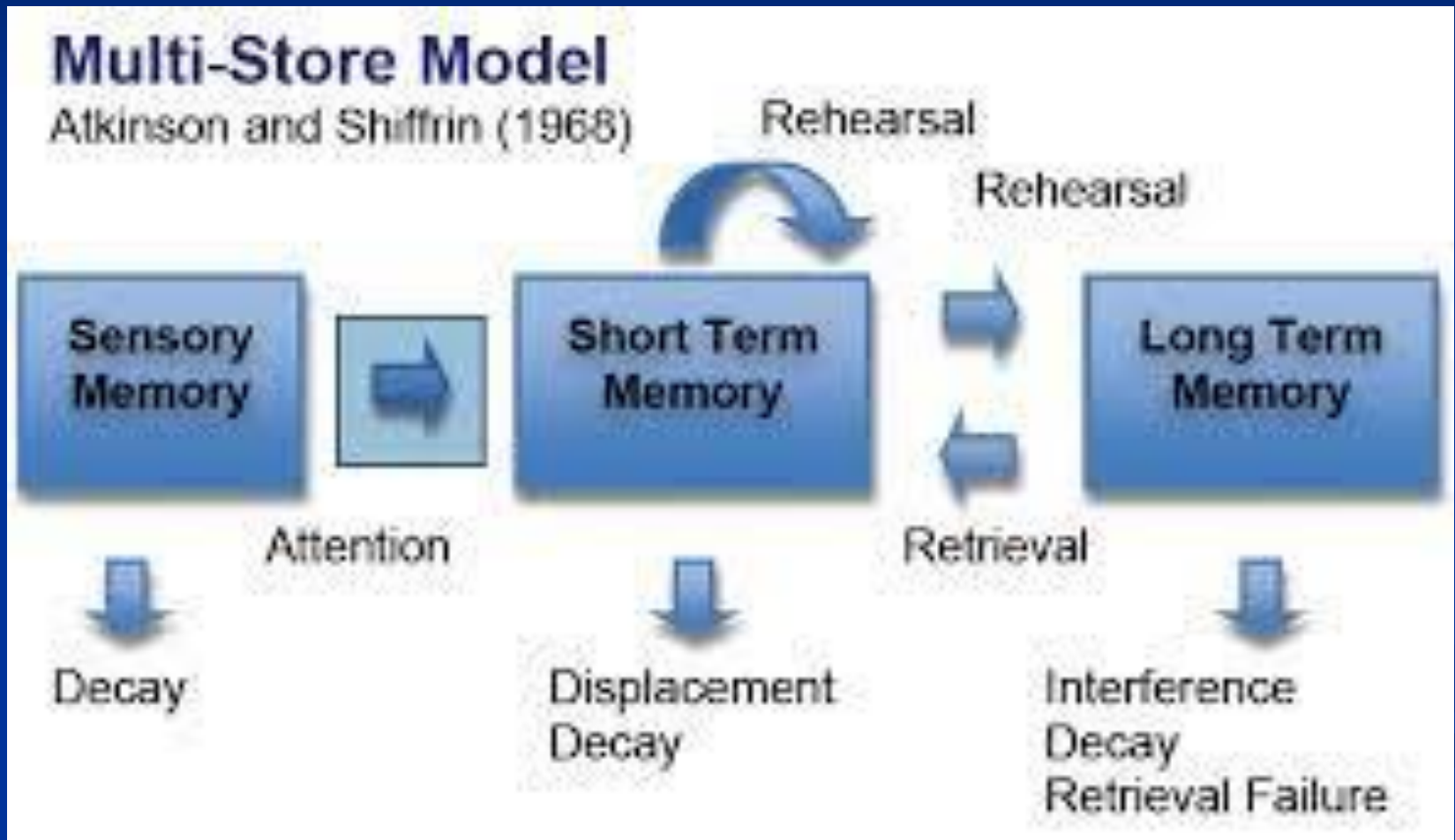
Examples from Cognitive Psychology – Models of Cognitive Processing

- Perception
- Attention
- Language
- Problem solving
- Memory

The Multistore Model of
Memory-
Atkinson & Shiffrin (1968)



An early model of how Memory works (and doesn't!)



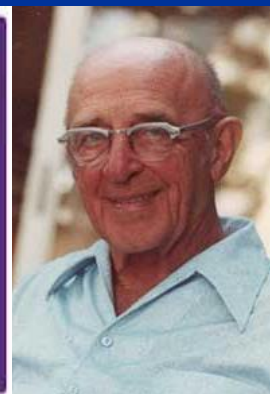
The Humanist Approach

- Considers the whole person (not just biology or environment or cognition)
- Concept of `Self` is important for understanding our behaviour
- Maslow – Hierarchy of Needs
- Carl Rogers – Unconditional Positive Regard, Congruence



Unconditional Positive Regard

Accepting people as they are, instead
as I wanted them to be!

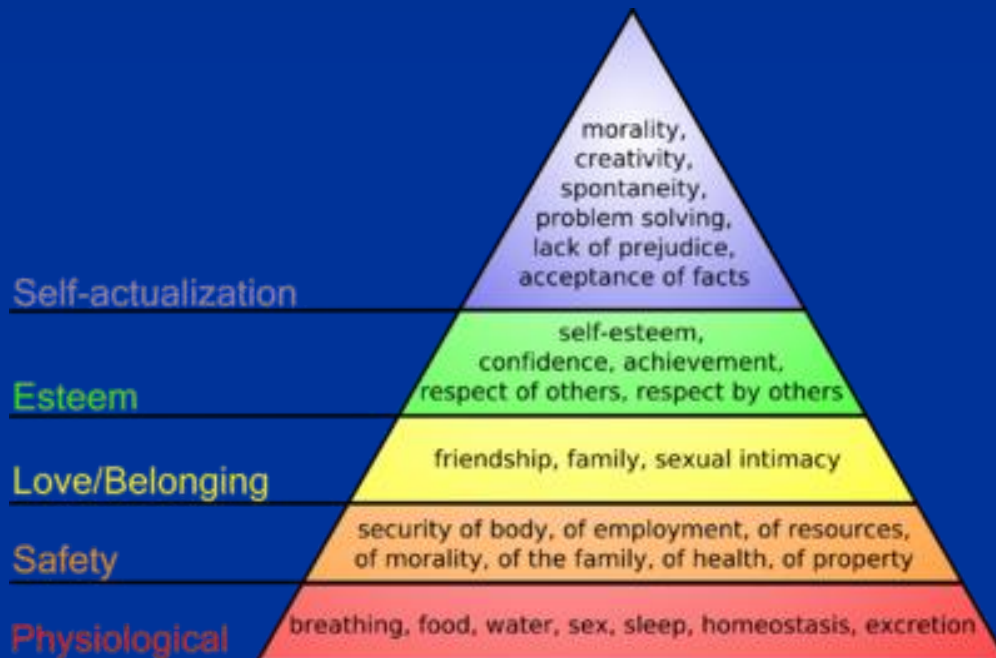


The Whole Person and Concepts of Self

- In order to understand people we have to consider the whole person which includes their experiences and how they interpret them
- The way individuals see themselves affects how they think and behave
- Our ability to reach one's potential is affected by a range of factors including the environment but also one's concept of self, such as self-image and self-worth
- Our concepts of self are influenced by the way in which we are treated by others

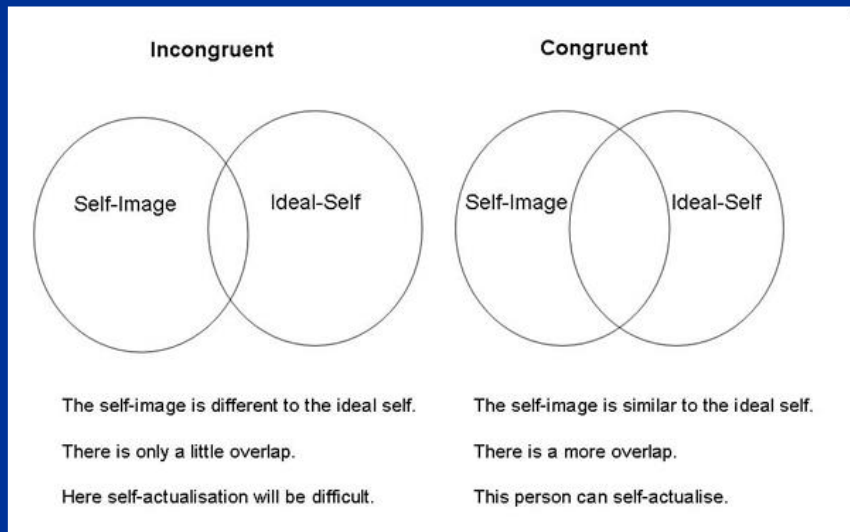


Abraham Maslow – Hierarchy of Needs



- The goal of all individuals is to reach self-actualisation
- Self-actualisation is affected by many factors, in a hierarchy of needs, all of which need to be addressed if individuals are to reach their potential

Carl Rogers



■ Conditions of Worth

- If conditions are attached to individuals' sense of self-worth they will have a positive self-image only if they fulfil those conditions

■ Unconditional Positive Regard

- For an individual to develop a positive self-image they need to be treated with respect despite what they have done and without any conditions attached

■ Congruence

- Self-image is similar to the ideal self

Positive Psychology

(developed from Humanistic Psychology but is a little different)



The study of the strengths that enable individuals and communities to thrive.



It is founded on the belief that people want to lead meaningful and fulfilling lives and cultivate what is best within themselves and enhance their experiences of work, love and play.



‘Who is happy?’

The case of Jake...



- How can Psychology help us to explain Jake's behaviour?
- What factors can you identify that may have contributed to his behaviour?
- Is he fully responsible for his actions?