# Unit 1: AS Psychology Past to Present Assumptions Relationships One therapy Classic Evidence Evaluate

| | |
|---|---|
| Biological | • evolutionary influences<br>• localisation of brain function<br>• neurotransmitters |
| Psychodynamic | • influence of childhood experiences<br>• the unconscious mind<br>• tripartite personality |
| Behaviourist | • blank slate<br>• behaviour learnt through conditioning<br>• humans and animals learn in similar ways |
| Cognitive | • computer analogy<br>• internal mental processes<br>• schemas |
| Positive | • acknowledgement of free will<br>• authenticity of goodness and excellence<br>• focus on 'the good life' |

## Assumptions

1. **Biological**
2. **Behaviourist**
3. **Positive**
4. **Cognitive**
5. **Psychodynamic**

## Therapies

1. Drug therapy or psychosurgery
2. Aversion Therapy
3. Mindfulness
4. REBT
5. Dream Analysis

## Classic Research

1. Raine, A et al . (1997) Brain abnormalities in murderers indicated by positron emission tomography
2. Watson, J.B. and Rayner, R. (1920) Conditioned emotional reactions.
3. Myers, D.G. and Diener, E. (1995) Who is happy?
4. Loftus, E. and Palmer, J.C. (1974) Reconstruction of automobile destruction: an example of the interaction between language and memory
5. Bowlby, J. (1944) Forty-four juvenile thieves: Their characters and home-life.

## Relationships

| | | | | |
|---|---|---|---|---|
| Biological | Evolutionary explanantions – EEA – Mate Selection (Darwin) | Neurotransmittors – Serotonin Levels (Marazziti), dopamine – pleasure seeking, reward driven | Hormones –Oxytocin – mother and child bonding | Evolutionary – kin selection – protection of gene pool |
| Psychodynamic | Bowlby – attachment theory | Freud – Oedipus complex | Cupboard love theory – satisfaction of needs | Blos – relationships with peers to replace emotional support had from parents at re-individuation |
| Behaviourist | Reinforcement Affect Model – Classical Conditioning (Byrne, 1971) | Konrad Lorenz – Conditioning | Social Learning Theory | Operant Conditioning – rewards and punishment (Foa & Foa) |
| Cognitive | Schema theory – relationship schema | Halo Effect – Dion et al (1972) | Perceptions of self and others | Matching hypothesis – self-schemas |
| Positive | Seligman's PERMA | Self-other overlap | Way of expressing signature strengths – Seligman | Good life – positive connection to others |

Written examination: 1 hr30 Monday May 11th 2020 WHS 1pm Each approach will be included at least once & the exam will cover assumptions, therapies & classic evidence at least once.

## Evaluate **DINOSAUR**

Strengths
Weaknesses
Compare to other approaches

## Command words

Define Describe Discuss Demonstrate Explain what is meant Explain how Identify Name Outline State Suggest Analyse Assess Compare Contrast Critically assess Evaluate Examine With reference to

**Unit 1: AS Psychology Past to Present**

# Biological

## Assumption 1
### Evolutionary influences

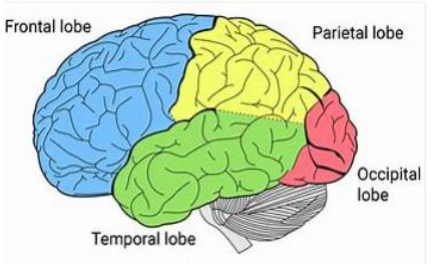
Human mind and behaviour have evolved and adapted over millions of years
Natural selection- genetics, genes, survival
e.g. Altruistic behaviour
EEA- Environment of evolutionary addictiveness
e.g. Human brain has evolved over 2 million years in response to the complex social organisation of humans.
Humans who form good relationships are more likely to succeed GENES passed o

## Relationships - LOVE

- Parental Investment theory (waist: hip, fertility, health, resources)
- Love chemicals- oxytocin, dopamine

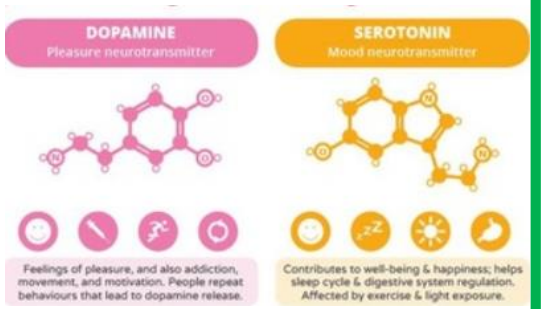
## Assumption 2
### Localisation of Brain Function

Certain areas of the brain are responsible for different functions. Cerebral cortex is responsible for higher order cognitive functions. Frontal – thinking/personality/creativity
Temporal – memory/processing
Parietal – sensory/pain/touch
Occipital – visual/eyes
**Broca**'s area language
**Wernicke**'s area – left temporal lobe. Patients could speak but couldn't understand language




## Assumption 3 Neurotransmitters

Neurons are cells that are the basis of the nervous system.
Neurons communicate at a synapse.
Important in mental health.
Chemical messengers= Neurotransmitters
Drug therapies such as Antidepressants increase serotonin levels.
Antipsychotics increase dopamine




## Classic Research Raine, A et al . (1997) Brain abnormalities in murderers

**Opportunity sample of** 41 murderers – NGRI Range of disorders e.g. Schizophrenia and drug abuse. **Control group** used
**PET scan** to scan their brains while doing a continuous task.
**Findings –** reduced activity in NGRI group in areas inked to violence (prefrontal cortex and gyrus)
**Abnormal asymmetries –** reduced left and greater right
**No differences -** in brain structure between 2 groups
**Suggests** a link between brain dysfunction and a predisposition towards violence

## Psychosurgery

**Prefrontal lobotomy** – destroying nerve fibres in the frontal lobe. Used to treat OCD and depression in 1940s and 50s.
**Deep brain stimulation** – using wires threaded through the skull to send a high frequency current. Many ethical issues. Can cause other irreversible damage. Severe cases of OCD.
**Stereotactic psychosurgery –** More precise, using MRI scans. E.g. OCD – cingulotomy interrupts activity in the thalamus.

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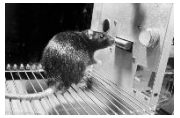
# Behavioural

## Assumption 1

Blank slate – Tabula rasa
Humans are not born with in built mental content.
Nurture over nature.
Environmental determinism – our behaviour is determined by the environment in which we grow up and experiences we have affect behaviour later on in life.

## Assumption 2

Behaviour is learned through conditioning
Classical conditioning = new behaviours are learned by association. E.g. Pavlov's dogs. Food = UCS Salivation = UCR Neutral stimulus = bell. After conditioning bell ringing produced salivation.
Operant conditioning – new behaviours are learned through positive or negative reinforcement. E.g. Skinner's box. Pigeon learned behaviour through food rewards. Negative reinforcement = punishments such as detention. Skinner's rats = electric shock on lever.



## Classic Research Watson & Raynor

Could emotions be acquired through classical conditioning? CONTROLLED OBSERVATION involved one male baby. "Little Albert". 5 sessions.

1. Establishing conditioned emotional response to a white rat and loud noise.
2. Testing - week late. Rat but no sound.
3. Generalisation – other white fluffy things
4. Changing environment – freshening up
5. Effect of time – Responded differently to block that white furry toys.

Albert showed no fear before or crying.
Suggest that phobia are acquired

## Relationship

External factors influence relationships. Operant conditioning – attention & compliments – romantic relationships developing. Classical conditioning – sharing positive experiences and events- romance.

## Assumption 3

Humans and animals learn in similar ways. We can study animal behaviour in a lab and make *generalisations* about human behaviour. E.g. Pavlov's finding used to treat phobias.

## Aversion Therapy

Classical conditioning can be used to reduce or avoid undesirable behaviour pattern. Aversive stimulus (electric shock or a drug) E.g. Alcoholic – nausea inducing drug (tryptophan metabolites) when alcohol consumed. Also, operant conditioning- as patient would avoid once pleasant stimulus in pubs and social situations. Ethical issues – treatment of homosexuality Google – "Cure me I'm gay"

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# Positive

## Assumption 1

Acknowledgement of free will. Humans are self-directing and adaptive. Contrast to biological approach, We are in control of our happiness and can choose to engage in activities that make us happy. Need to shift to focus on what makes people hapy.

## Assumption 2

Authenticity of goodness and excellence
Feelings of happiness and goodness are as natural as feelings of stress and anxiety – therefore require equal attention. Inherent traits aka "Signature strengths" such as kindness /generosity/humour can be nurtured. Focus on the positive traits rather than the worst.

## Classic Research

Myers and Diener (1995) Who is happy?
**LITERATURE REVIEW** Findings of SWB (subjective wellbeing) .
Traits of happy people: high self-esteem, sense of personal control, optimism and extraversion. **FLOW –**getting caught up /engaged in activities such as work.
**Myths –** No difference according to age or gender. Only modest correlation between happiness and wealth.

## Assumption 3

Focus on the good life **Seligman (2003)**
The pleasant life – happiness comes from pursuing positive emotions past/present/future
The good life – pursuing positive activities
The meaningful life – deep sense of fulfilment / purpose.
GOOD LIFE is combination of:

1. Positive connections to others
2. Positive individual traits
3. Life regulation qualities – independence, faith, & wisdom.

## Mindfulness

Link to authenticity of goodness and free will. Buddhism.
Gaining control of thoughts.
Meditation& mindful breathing
Informal practice in everyday life **Kabat- Zinn-** Mindfulness based stress reduction (MBSR) - stress reduction and relaxation to reduce physical signs of stress.

## Seligman–founding father.

Google- Martine Seligman
www.ted.com

## Relationships - LOVE/ Friends

**Goodness and excellence -** Positive relationships contribute to healthy wellbeing. Socially programmed to work on and build relationships**.**
**The good life** – Romance is part of the good life. People in relationships are happier than those who aren't. **Pew Research Centre** 43% married "very happy" 23% unmarried.
Friendship encourages the expression of many authentic emotions – kindness, generosity & altruism. Rewards from friendship reduce stress and depression. Friends = key ingredient to happiness.

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# Cognitive

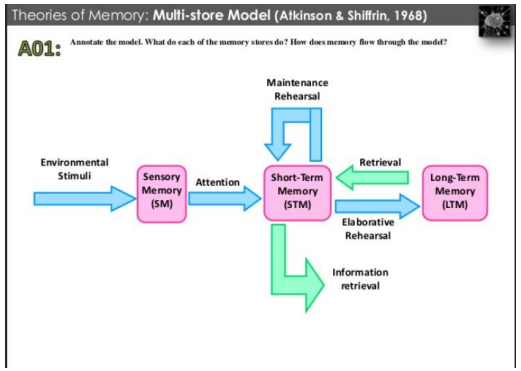
## Assumption 1

Computer Analogy

Compared the human mind to a computer. Input - Store/Process – output.

Focus on cognitive processes of perception, attention and memory. Multi store model

( Atkinson & Shiffrin)




## Classic Research

Loftus & Palmer (1974) EWT

Controlled experiment

Response bias factors

Memory of reorientation is altered- critical words

## Assumption 2

Internal mental processes

Humans are information processors. Cognitive processes such as memory and perception work together to enable us to make sense of the world. Information processes sing

## Relationships - LOVE

**Halo Effect –** Dion et al (1972) found that people believe attractive people also have attractive personalities. Good looking also means kind and funny??

**Matching hypothesis**. Self-schemas (how we perceive ourselves) include attractiveness. If our self-concept is high this would lead to people chancing their luck with attractive people.

## Assumption 3

Schemas are important in cognitive psychology. They are organised packets of information that are built up through experience and stored in a our long term memory.

E.g. 4 legs, fury, barking.

Schema come in different forms e.g. Scripts – going to a restaurant an roles – a nurse.

*REBT* Rational emotive behaviour therapy

Assumption: internal mental processes & schemas

The ABC model Ellis (1957)

**A**ctivating event

**B**elief

**C**onsequences

**D**isputing beliefs

**E**ffects of disputing beliefs

**Mustabatory thinking-** source of irrational beliefs such as "I must do well or I am worthless"

**Unconditional positive regard** – convincing a client of their worth and value.

e.g. **Depressed** people may have developed a negative self-schema . REBT would attempt to challenge their negative perception.

Effect of leading questions on estimates of speed: 2 experiments Exp 1: 45 Exp 2: 150

7 film clips followed by questionnaire

Smashed = highest Contacted = lowest

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# Psychodynamic

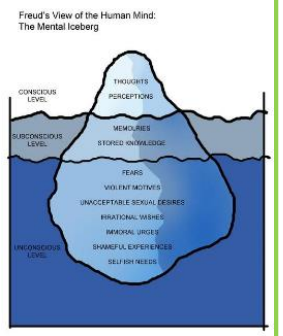
## Assumption 1

Influences of early childhood experiences
Freud – psychosexual stages & fixation of libido.
Problems in any stage can lead to fixation.
Frustration/overindulgence.

Oral- mouth/breastfeeding
Anal – anus – potty training
Phallic – genitals- Oedipus
Latency – little/no sexual
Genital – genitals/intercourse

## Assumption 2

The unconscious mind. Freud believes the unconscious mind determines much of our behaviour
Unconscious is also related to ego defence mechanisms such as Displacement/Projection/Repression




## Assumption 3

Tripartite personality – adult personality is structured into three parts – 3 symbolic processes.

1. ID – pleasure principle and impulsive/unconscious
2. Ego – conscious/rational part of the mind
3. Superego – the last part of the personality to develop. Age 4 – sense of right and wrong. Perfecting and civilising behaviour.

## Dream analysis

Psychoanalysis. Dreams = *"the royal road to a knowledge of the unconscious activities of the mind"* .
Dream work – condensation, displacement, representation, symbolism and secondary elaboration.
Symbolic nature of dreams.

## Freud "psychic determinism" – personality & behaviour are determined more than biological conditions & current life events. **Psychoanalysis** - explains behaviour as interaction between innate (inborn) & early experiences.

## Classic Research

Bowlby 44 Juvenile Thieves : their characters & home life.

Separation between child and mother. 44 children who attended a child guidance clinic compared to a control group. Opportunity sample. 14 affectionless characters – 12 had experienced frequent separations from their mother. Conclusions – children would not have become offenders if they had not experienced harmful experiences. Damage to the development of the super ego. 6 personality types in the sample. Normal/depressed/ circular/hyperthymic / affectionless/schizoid

## Parent-child relationships

**Oedipus complex –** in the phallic stage a young boy comes to desire his mother & regard his father as a rival. If not successfully resolved – according to Freud this may lead to homosexuality.

**Maternal deprivation hypothesis** – Bowlby- the ability to form meaningful social relationships in adulthood is dependent on a warm and continuous relationship with the mother/mother figure. This relationship acts as the prototype of all future relationships.

## Biological

**STRENGTHS**

**Scientific approach**
Objective, well controlled scientific studies e.g. drugs therapy, neurotransmitters, psychosurgery & PET scans.

**Determinist**
Predetermined behaviour/predictions
Potential to treat causes of schizophrenia and OCD

**Successful application -** criminal behaviour and pharmacological treatment of criminals

**WEAKNESSES**

**Reductionist –** reduced complex human behaviour

**Nature not nurture –** only focuses on biology

**Nomothetic** - looks to make generalisations. Assumes everyone's biological systems behave in the same way. E.g. Gender differences to stress - Male : fight or flight response. Women = "tend and befriend"

## Behavioural

**STRENGTHS**

**Scientific approach**
Scientific methods used by Watson, Pavlov & Skinner. Experiments & evidence based.

**Focus on here and now**
Direct approach. Aversion therapy- alcoholism.

**Successful application**
Classical conditioning – phobia treatment. Operant conditioning & positive reinforcement in classrooms.

**WEAKNESSES**

**Nurture**
Focus on environment . Genetics are ignored.

**Determinist**
Behaviour influenced by association & environment.

**Animals**
Roots in experiments on non-humans! Humans may not responds in the same way.

## Positive

**STRENGTHS**

**Shift in focus-** Focus on authentic strengths and celebrating human character. Focus on growth and move away from negative bias. Seligman (2000) building positive qualities. **Free will** Based on notion that individuals are neither pre-determined or restricted. Personal freedom to build on signature strengths. Questions validity of other approaches.

**Applications** Education, military, stress management and occupational psychology. E.g. US Army – resilience training.

**WEAKNESSES**

**Not a new idea –** humanist psychology 1950s.

**Can you measure happiness scientifically?**
Ignoring individual differences. Ethnocentric/ western ideas.

## Cognitive

**STRENGTHS**

**Scientific approach**
Objective & controlled experiments
Cognitive neuroscience useful to understand cognitive processes. Contributions - REBT & CBT to treat depression. Piaget (1970) children's thinking. EWT Lofuts & Palmer.

**Mediational processes**
Focus on processes that occur between stimulus and response. What's going on inside the black box?

**WEAKNESSSES**

**Nature & nurture –** Considers the influence of internal and external factors. Fails to consider role of genes. Social and cultural factors also often ignored. **Determinist**
Schemas through experience and social interaction. Creation of stereotypes. **Mechanistic**
Portrays human behaviour like a machine. Ignores social and emotional factors.

## Psychodynamic

**STRENGTHS**

**Nature & Nurture** are both taken into account. ID = instinctual . 5 psychosexual stages – nature/what we are born with an interaction with nurture/experiences.

**Usefulness** highlights childhood as critical stage of development. Treatment of mental disorders using psychoanalysis.

**Complexity** of human behaviour reflected in holistic approach.

**WEAKNESSES**

**Reductionist/ oversimplified**
Id, Ego and superego ignore other influences such as genetics and biology.

**Deterministic –** Freud saw human behaviour as determined by innate forces **libido**. Therefore no free will. **Cannot be proven wrong** Difficult to falsify e.g. "All men have repressed homosexual tendencies."