PSYC2014 Notes

PERSONALITY AND INTELLIGENCE

LEC 1 – introduction to differential psychology
1. **Psychometrics** - measuring individual differences in psychological constructs
2. **Psychodynamic theories personality** - early foundations
3. **Other well-known theories of personality** - behavioural, humanistic, social cognitive
4. **Modern theories of personality** - trait theory, psychometric and biological approaches
5. **Intelligence** - theories, measurement, group difference and practical application

Differential psychology

Individual differences approach (ID) - understand and establish the psychological dimensions (normal and abnormal) - apply to everyone yet allow for differences between individuals
- Difference between ID (sub class) and differential psych

Assumptions
- Differential - soul existence + personality/intelligence existence
- Normal and abnormal expressions (not static)
- Innate expression (always angry) - but actually change due to situation and experience
  - Personality, intelligence, health and psychopathology

Nature of ID

1. **Structural model (individual differences)**
- Personality and intelligence based
- Based on experience etc.
- Also background values (cultural and societal)
- Physical element (CNS activation - psychophysiological/cognition)
2. **Process model (why, where and when) (dynamics model)**
- Underlying causes for differences (and effect)
- Interactions etc.
- Creation of predictive models (therapy/education etc.)

EG of 2 part ^
Theory and measurement comparisons
- Predicted belief in luck elements
- Optimism, attributions, neuroticism, irrational beliefs, self esteem
  - Psychometrics - analysing ^ data to predict beliefs in luck EG
Theory and measurement combinations
- Motivations for using the internet
- Data collected (in frequencies) - made into higher order categories
- Leisure, knowledge, therapeutic/convenience from chatting, shopping etc.
- Extraversion/introversion/neuroticism/psychoticism groups

<u>LEC 10 – dreams</u>

Theories:
- Unconscious wishes and desires to build dreams
- Can be interpreted
- Road to the unconscious - if we can interpret it, we can figure out things on life
- Can be also symptoms - connections

<mark>Hypothesises</mark>
1. Dreams as having a core wish fulfilment (act of imagination)
- Bad dreams with anxiousness = camouflage of wish
- Imagery gets changed as a result - isn't directly understandable but rather coded
- Might be offensive to moral code - killing
- Anxiety as normally present in many dreams regardless
- Consequence of suppressing a certain energy
  - Done through nervous system excitation
- Mixture of previous days' residues and varied
2. Manifest content - product of dream goes to dreamer
- Conflicted material is gathered -> disguised -> manifest content
- Latent content = hidden meaning/unconscious material which is conflicted
3. Manifest = primary cognitive processes (unconscious and weird seeming)
- Happens through symbolisation (primary) - making metaphors etc. (disguise)
  - Steps resembling sex
- Condensation - experiences as fused together
  - Steps and sex
- Displacement - energy as detached or withdrawn (not always emotional) and passing it onto a related thing
- Libido as a connection drawn onto another - identity is disguised
Tall ship eg
- Swimming alone in ocean -> sailing ship comes (reminded him of mother in a sexual relation)
  - Feelings as transferred onto the ship rather than directly
4. Can learn latent content through free association
- Speaking all of thoughts without holdbacks
  - Freud originally thought "free eruption"

<mark>**Evidence**</mark>
- Dreams as reps of conscious and unconscious pre-occupations - universal dream themes
- Not all dreams have censorship (only when anxiety-provoking)
- SOLMS 1997 Brain stimulating dreams leads to seeking system - to instigate behaviour gratifying our desires
  - Brain waves correlating to verbal reports
  - Medial forebrain bundle
- Free-association as one of several strategies (silent concentration etc.)

LEC 19: social cognitive theory (part 1) Albert Bandura
- Most widely accepted
- Social learning theory to cognitive - to make distinct
- Personality as an interaction of behaviour, personal factors and the environment (+ cognition)
- Metacognition = thinking about thoughts
- Integrated and clarified topics - psychoanalysis vs humanistic
  - Psychoanalysis (freud) - unconscious (bandura gave conscious elements) - using cognition
  - Behaviourist influence - environment and behaviour influence
    - Watch someone and learn
  - Humanistic: notion of self-efficacy

- Effects of contingent rewards and punishments are cognitive based

SKINNER	BANDURA
• Environment	• Interaction (behaviour and cognition and environment)
• Response to learn	• Observation effect
• Direct relation - reinforcement	• Vicarious - can be indirect (watched)
• Learning = reinforcement	• Reinforcement through prior cognition • Evaluating value for vicarious learning
• No concept of self	• Self as acting on cues

<mark>Assumptions</mark>
1. Vicarious learning
- Shaped through observation
  - Moreover monitoring CONSEQUENCES OF OBSERVATION and deciding whether to internalise it
- Anticipation - predict = contingency cognition paradigm
- Form beliefs - anticipate likely consequences
2. Reciprocal determinism
- Molded by interaction
- P = personal E = environment B = behaviour
Reciprocal determinism
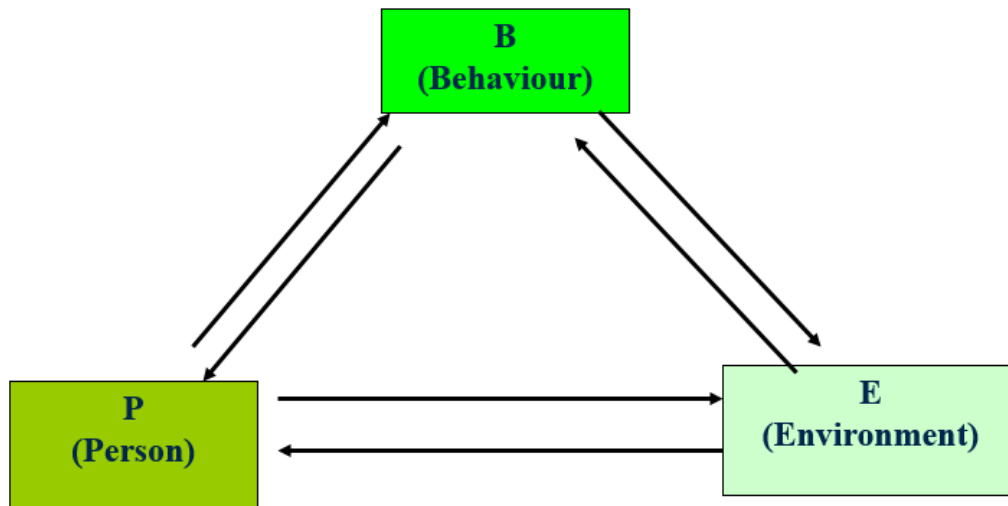
- Bandura adds person to skinner/watson theory
- Causality both ways
  - B = amount of study E = exam difficulty P = cognitive ability
    - Doesn't need to be equal strength of equal contribution