

PYB100 Summary Notes

2 hr Exam (10 min perusal) = 100 multiple choice questions, all information covered: Topics include the evolution of the major perspectives in psychology, psychological research, biological psychology and learning, personality and individual differences, including intelligence and intelligence-testing, social and developmental psychology, psychological disorders and their treatment.

Week 1 – History of Psychology

Psychology is both a science and practise. Studies mental processes, behaviour and the *interactions/relationships* between them. Biology and culture are significant factors that influence us cognitively (thoughts), emotionally (feelings) and behaviourally (act).

Late 19th Century

Structuralism –

Wilhelm Wundt

- 1879 was the first psychology lab
- Influenced by philosophy
- Wundt tried to apply scientific methods you would use in other fields of science to the study of the mind -> Introspection (observations of one's own conscious experiences)
- Tried to break down and explain in words own consciousness

Edward Titchener

- Titchener and Wundt worked together, both structuralists
- Titchener was influenced by fields of science like chemistry – believed you break down consciousness into components/elements and analyse their relationships

Functionalism –

William James

- Challenged structuralist concepts – influenced by Charles Darwin – concepts of evolution
- Thought of people as animals and that psychology should be applied to **real** life situations in order to understand consciousness
- Should examine function/purpose of consciousness as opposed to its elements
- Applied to practical situations using objective methods (comparative psychology)

Early 20th Century

Behaviourism –

John B. Watson

- Watson believed to make psychology a true science, it should be an objective study of observable behaviour
- Didn't negate relevance of consciousness, however believed that **behaviour** should instead be the main focus of psychology – what you can see, observe and quantify
- Behaviour = overt response/act

Gestalt Psychology –

Max Wertheimer

- Postulates that conscious experience is more than the sum of its parts – in other words, don't examine on the basis of the elements of consciousness, but as a structured whole
- Context influences interpretation
- Experiments in perception and problem solving

Psychoanalysis –

Sigmund Freud

- Freud realised that patients' difficulties relates to more than the physical/conscious level
- Developed concept of the 'unconscious'- shapes us, unaware of it
- Unconscious – thoughts, memories and desires that are in conflict with each other but we are not aware of them at the unconscious level. These effectively influence our behaviour

Radical Behaviourism –

B.F. Skinner

- Followed ideas of Watson, took behaviourism to the next level
- Postulated that humans are entirely shaped by forces of our environment – looked at how these outside forces altered our behaviour
- Emphasis on the way pos outcomes from certain responses are often repeated, and neg outcomes from certain responses are often not repeated
- Used pigeons to demonstrate his principle of *reinforcement* – argued that in creating an environment you can dictate behaviours. Free will is an illusion.

1950's

Humanism –

Abraham Maslow & Carl Rogers

- Humanists revolted against behaviourist principles in the 1950's
- Believed more to us as humans – not animals. More potential than primal desire.
- Emphasised free will and need for fulfilment
- Recognised unique qualities of humans, including personal growth and the need to better themselves

1950'S Change

- In the 1950's, theorists rediscovered interest in consciousness – but in new form. As computers were born, theories began to develop that consciousness was like a computer – called it cognition like software.
- At the same time as the war as well, when shell shock was a great problem. This gave rise to psychology as a profession.
- Increased interest in role of social, cultural, historical and evolutionary contexts as well as the complex and dynamic nature of human experience

Psychodynamic Perspective

- The interplay of unconscious thoughts, feelings and wishes that may influence your daily and broader life choices (behaviour).
- Mental processes can be in conflict, resulting in anxiety

Behaviourist Perspective

- Examines how your behaviour has been shaped by stimuli in your environment through learning (*conditioning*), rather than thoughts or feelings
- Experimental method of understanding relations between stimuli and behaviour

Humanistic Perspective

- Looks at how your aspirations and what unique experiences or challenges might help you to fulfil your 'best self' (*self-actualisation*)
- People are innately good and will strive to realise goals and ambitions (Maslow)
- This perspective is *person-centred* (Rogers)

Cognitive Perspective

- The way you receive, process and retrieve information, such as how you remember things that have happened in your life, allows us to understand behaviour
- Application of scientific methods to study internal mental events

1980's

Evolutionary Perspective

- Human behaviours evolved because they helped our ancestors survive and reproduce
- Some behaviours are biologically determined (desire to eat)

Neuroscience Influence Emerges

1990's

Cultural Psychology

See week 8

[Week 2 – Research Methods in Psychology](#)

Principles for the psychology practitioner: Evidence Based Practise

- Practise should be based on the best available research evidence
- Can lose objectivity based on your preference to applying particular theories
- Ensure theories are possible to scientifically test – need to have strict scientific basis when approaching psychology

Dangers of Misinformed Practise

1. Hysteria

- Diagnosis existed for 2000 years – came from ancient greeks
- Intended to describe female patients experiencing only psychological disorder such as anxiety
- Assumption was that problem (disorder) came from women's reproductive system
- Observation this came from widows or young, unmarried women
- Their solution was to cause an orgasm in an attempt to release tension and solve psychological distress

2. Bettelheim's theory of autism

- Rejected that autism was biological disorder that came from birth
- 'Refrigerated mother' concept – mother fails to care for child
- Fabricated data to prove theory – not reliable theory

- Despite this however, in the 70's – 90's -> Bettelheim's theory became main model of autism
- Only way to intervene is to institutionalise them and in the process take away from mother (considered to be source of child's problems)
- Generation of children taken away from mother due to this theory

3. Frontal lobotomy

- Around 2000, it was discovered
- 20 years prior to it being discredited, it was highly believed and adopted by scientists
- Through a series of observations of war victims with brain injuries, neuro surgeons experimented with concept of 'personality' through making small incisions to frontal lobe
- Supposedly people were to become serene and placid. But in actual fact, they became vegetables.
- Turned an entire generation of psychologically effected traumatised individuals into vegetables

Psychology sprang out of philosophy (contemplation of ideas) but evolved to science – discipline was brought about by psychiatry.

Psychology Research

- Grounded in theory
 - a systematic way of organising and explaining observations that is **falsifiable**, fits **known facts** and makes **new** testable predictions.
 - provides framework for hypothesis – tentative belief/**prediction** about the way two or more variable relate/impact
 - to be scientific, needs to lend itself to a hypothesis – untrue hypothesis = disconfirmed theory
- Different research designs – different kinds of questions require different tools
 1. Naturalistic Observation:
 - researchers go out into everyday life to make observations about every day phenomena without intervening
 - Context of discovery to develop theory.
 - go into social sector with objective in mind
 - Participant observation: Researcher is also participant
 - Pos – natural setting, can provide new insights
 - Neg – difficult to remain unobtrusive: reactivity
 2. Case study:
 - systematic and in-depth observation of one person or a small group of individuals to examine phenomena not well understood or are rare.
 - Context of discovery to develop theory.
 - Uses interview, direct observation, records, psychological tests
 - Freud and others used this as main way of gathering info
 - Pos – creates compelling data to support theory
 - Neg – not representative of general population, subjectivity (see what they want to see)
 3. Survey:
 - data gathering on specific aspects of behaviour
 - Can ask more question than case study
 - Context of discovery to develop theory.
 - Questionnaires, interviews
 - Pos – data on behaviour difficult to observe, large sample
 - Neg – self-report bias, interpretations of questions can vary

4. Correlational:

- looks for relationships between variables
 - Gathers a sample of a population to form a generalised perspective
 - Can study variables unable to be manipulated – personality, age, sex, intelligence
 - Cannot determine causality, but can observe relationship/incidence
 - Correlational coefficient measures the strength of relationship between 2 variables (1) cause (2) effect
- Pos correlation: High scores on one variable and high scores on the other
 - Neg correlation: High scores on one variable and low scores on the other
 - No correlation: High score on one dimension predicts nothing about other dimension score
- Scatter plot = plot data to see relationship between cause and effect variables

5. Experiment:

- Context of justification, test theories and look for causes.
- Control environment, one independent variable = manufacture cause and effect

- Population: entire group of people researches are interested in studying
- Sample: subset of this population to be studied. Creates generalisation.
 - Random sampling = members of population equally likely to be included. Strategized sampling.
 - Representative sample = possess characteristics of population in proportion
- Variables – cause and effect. To make testable statements/hypotheses out of a concept, must have operational/measurable variable.
 - Reliability of measure: operationalised variable is reliable if the application of the same thing to participant results in consistent findings.
 - To determine reliability:
 - Test-retest reliability: Same participant takes test two or more times and gives similar values
 - Internal consistency: how strongly do participants respond consistently?
 - Inter-rater reliability: two testers rate the same person on the same variable with similar ratings
 - Validity of measure: no way of proving your measuring original, abstract concept but operationalised variable is valid if it agrees with other methods of testing same concept. Find another measure of same construct to see if original measure agrees.
- Must keep everything the same except for change in one variable
- **Experimental group:** exposed to the experimental condition of interest (independent variable)
- **Control group:** not exposed, but treated identically to the experimental group. Participants who experience a neutral condition in relation to the independent (cause) variable are members of the control group.
- **Random assignment:** participants equally likely to be in experimental or control condition
- Looking for flaws:
 - Reactivity: experimenter bias (people seeing what they want to see) and participant bias (self-report, behave in a certain way based on the attention you give them – Hawthorne effect)
 - Confounding variables rule out other explanations
 - Sampling bias
- Bias
 1. Participant: self-representation
 - Demand characteristics: respond how they think experimenter wants them to. Measures something you didn't intend.
 - Placebo effects: participant's conditions improve because they *believe* the procedures will help them. Knowing side effects vs not knowing them.
 2. Experimenter: let their expectations alter the way they treat participants. Subtle effects.

- Self-fulfilling prophecy: false definition of a situation evokes behaviour which makes the false concept true.
- Controlling bias using blind methodology.
 - Single-blind study: experimenter or participant unaware of study's purpose
 - Double-blind study: both parties blind to purpose

For more notes on below topics, please purchase ☺

Week 3 – Brain and Behaviour

Week 4 – Cognitive Development

Week 5 – Social Development

Week 6 – Learning (Behavioural Psychology)

Week 7 – Personality

Week 8 – Cultural Psychology

Week 9 – Health, Stress and Coping (Health Psychology)

Week 10 – Attitudes and Social Cognition (Social Psychology)

Week 11 – Clinical Psychology

Week 12 – Clinical Psychology