# Terminology

Wednesday, 6 September 2017 1:48 pm

Scientific- Logically stepped process

Non Scientific- Acquiring truths and knowledge about the world using techniques that don't follow the scientific method

Experimental- Alter variable
Pros- cause and effect, high level of control, replication
Cons- can create artificial situation if experiment is carried out incorrectly, more subject to human error

Non Experimental- unable to alter variable
Pros- Able to study variables which can't be controlled
Cons- cannot find cause and effect relationship

Quantitative- Numerical
Objective
Pros-
Cons -

Subjective
Pros- can be statistically analysed, easy to complete, less data to process
Cons- restricts response, social desirability, no follow up

Qualitative- Descriptive
Pros- allowed detailed response, allow researcher to ask follow up questions
Cons- difficult to summarise/score. Data analysis is time consuming

Sample- A small group chosen from the population

Population- the entire group of people belonging to a particular category

Operational Hypothesis
It is predicted that (population) + (IV) + (DV) than (Comparison to Control)

# Ethics

Monday, 18 September 2017 12:27 pm

**Role of Experimenter**

- Be objective
- Protect participants physical and psychological welfare
- Provide access to counselling or therapy if participants distressed
- Must operate in professional manner

**Participant Rights**

Privacy

- Protection from intrusion in the collection, storage and sharing of personal information
- Anonymity assist this by not disclosing names

Confidentiality

- Rights to privacy in terms of access, storage and disposal of information relating to research
- Results can't be disclosed unless written consent is obtained
- Under 18 year olds need a parent/guardians approval by written consent
- No one other than researcher has access
- No identifying info

Voluntary participation

- Must decide to participate on their own free will
- Must not be any coercion or bribery to participate or punishment if you don't
- Free to withdraw at any times without pressure or consequence

Withdrawal Rights

- Must be disclosed during the process of obtaining informed consent
- Entitled to withdraw at any time without consequence

**Informed Consent Procedure**

- Fully inform nature of the research and obtain written consent
- Parents or guardians must give it for child
- All possible risks and stress must be outlined
- Participants must not be psychologically vulnerable
- When inappropriate to get consent from participant (eg. Due to disability) they must get it from an ethics committee

**Deception**

- withholding info from the participant about a studies true nature
- Used when giving participants info will effect the results of the study
- Experimenter must reveal true purpose after study

**Professional Conduct**

- Must comply with the national statement on ethical conduct in human research and the Australian psychological society's code of ethics
- All experiments must be reviewed and approved first
- Welfare of participants must not be compromised

# Validity and Reliability

Monday, 18 September 2017 12:27 pm

**Validity**
The extent to which an assessment tool actually measures what it is meant to measure

Internal Validity
Content Validity- The instrument assesses what it is meant to assess

Construct Validity- The instrument effectively measures all aspects of what it is measuring

External Validity
External Validity- Findings can be applied to the wider population

Criterion related Validity- Findings are consistent with other research in this area

Improving
- Control the extraneous variables
- Placebo
- Control group
- Highly controlled environment

**Reliability**
The extent to which an assessment tool measure what it is meant to measure consistently each time it is used

Internal Reliability
Internal consistency- do all items in the test contribute equally to what they are measuring

Parallel forms- Do two tests developed from the same content produce the same results

Test Retest- Does the tests produce the same results if the same person took it again at a different time

External Reliability
Inter-Rater - Are the same results achieved for the same participant when applied by different researchers

Improving
- Increased sample size
- Parallel form questions
- Test retest
- Use previously tested research methods

# Scientific Method

Monday, 18 September 2017 12:28 pm

1. Identify research question
2. Formulate hypothesis
3. Design a method
4. Collect data
5. Analyse the data
6. Interpret the findings
7. Report findings

# Sampling

Monday, 18 September 2017 12:28 pm

**Convenience**
Participants are selected based on the experimenters access to them, or availability

Pros: quick, convenient, most economical methods of sampling
Cons: unrepresentative samples lead to bias

**Random**
When all members of the population have an equal chance to be chosen

Pros: Diminishes bias
Cons: Difficult to perform on a large target population

**Stratified**
Dividing the population into strata and then selecting members of these strata in the proportion that they appear in the population.

Pros: more representative of population
Cons: Time consuming

**Random Stratified**
Randomly selecting participants after being split into strata

Pros: most unbias, best representation of the population
Cons: Time consuming

# Experimental Procedure

Monday, 18 September 2017 2:20 pm

**Placebo**
Both the control group and experimental receive some sort of treatment, however the control group will receive a placebo which is a "fake" treatment

**Single Blind Procedure**
When participants don't know if they are in the group receiving the placebo or in the experimental group receiving the treatment

**Double blind Procedure**
Both participants and experimenter don't know which group is which

Experimenter effect- An experimenters desire for the treatment to work may be evident in his conscious and subconscious behaviour towards the participants so can influence the results of the study

# Experimental design

Monday, 18 September 2017 12:30 pm

**Experimental and control groups**

- The group exposed to the experimental condition is the experimental group
- The group exposed to the condition where variable under investigation is absent is the controlled group

**Independent- groups**

Allocating the participants into experimental and control group at random

Pros: No order effect, same test can be used
Cons: more people needed, characteristics vary between participants

**Repeated measure**

Using the same subjects in each condition of an experiment

Pros: No differences between groups, fewer subjects
Cons: Order effect, different tests may be needed

**Matched Participant**

Using different yet similar subjects in each condition of an experiment

Pros: Subject variable kept fairly constant, no order effect, same test
Cons: time consuming, if one participant drops out the partner has to

**Additional**

Cross sectional

- slice of the population at a developmental stage. Different participants of different ages at the same time.

Pros: Cheaper than longitudinal
Cons: difficult to keep participant factors the same

Longitudinal

- developmental experimental design that follows specific participants across an extended period of time and test them at regular intervals

Pros: get an idea of what's normal at different stages
Cons: time consuming, expensive

Longitudinal sequential

- Combines features of cross sectional and longitudinal to help overcome limitation of each
- Group of participants are still followed overtime but at each measurement point a new group is added that is the same age as the first age group at the first measurement point

Similarity:

- Both used in researching change over time
- Developmental psychology

# Variables

Monday, 18 September 2017 12:30 pm

Independent Variable
- deliberately manipulated or varied in some way by the experimenter

Dependent Variable
- The variable measured. Its value depends on the IV

Extraneous Variable
- Variables other than the IV that could cause change in the DV

Confounding Variable
- A variable that can not be controlled that has an effect on the DV

Operational Hypothesis
- Variable stated in terms of how it is measured

P value- value which determines whether the study is statistically significant or not. If the pvalue is greater than 0.05 no conclusion can be drawn and the change in the dependant variable is most likely due to chance.
- Less/more than 5% chance of the results being influenced by chance
- Results support/reject the hypothesis or conclusion can/can't be drawn
- Statistically significant eg. IV most likely causes a change in the DV

# Non Experimental Research Methods

Monday, 18 September 2017 12:30 pm

**Case Study**

- An in depth study on a single person or small group of people
- Twins provide excellent basis for case study research

Pros: Allows gain of specific information, detailed and in depth
Cons: Time consuming, difficult to generalise findings, no cause and effect, low reliability, impossible to replicate, expensive

**Self Report Method**

- Researcher collects data by directly asking participants about their thoughts, feelings or behaviours.
- It involves asking participants to respond to questions or statements posed by the researcher
- May be presented verbally, in writing or a combo of both eg. Interviews, questionnaires, surveys, likert scale

Pros: subjective data that can't be measured, provides insight on behaviour, generates large amount of data
Cons: Difficult to compare between participants, can be time consuming

**Observational Studies**

- A phenomenon studied, including data that represent that phenomenon (eg. scores)
- Collection of data by carefully watching and recording behaviour that occurs

<u>Naturalistic</u>
A naturally occurring behaviour of interest is viewed by a researcher in an inconspicuous manner so that their presence doesn't influence the results

Pros: high ecological validity, can validate findings from other studies
Cons: lacks control, replication difficult, ethical problems

<u>Controlled</u>
When researchers conceal their presence while making observations

Pros: greater control of environment, more accurate observations, easier replication
Cons: Participant reactivity could distort data, can cause demand characteristics, no cause and effect can be inferred

<u>Participant</u>
Researchers participate in the activity to be mistaken as a participant

Pros: high ecological validity, detailed and in depth, knowledge gained
Cons: Difficult to record data promptly and objectively, difficult to replicate, observers behaviour may influence subjects, element of deception present

**Correlational Studies**
Researchers rely on existing information to asses co-relationship between variables of interest. Attempts to establish whether the two variables are related at all
Pros: Allows the researcher to see clearly whether there is a relationship between variables. Can be displayed in graphical form
Cons: Correlation doesn't not equal causation

**Archival Research**

- Information that has been previously collected by others, but is in the form that allows systematic study

Pros: cheap, allows the examination of data gathered over a large period of time
Cons: time consuming, large amount of effort/knowledge/skill required to analyse such a large amount of data

# Descriptive Statistics

Monday, 18 September 2017 12:31 pm

**Measures of Central Tendency**

Mean
Average of all the scores

Pros: most sensitive measure
Cons: Can be distorted by extreme outliers

Mode
Most common score in the set

Pros: easy to obtain, not influenced by outliers
Cons: Can be unreliable in small samples, not useful if bi/tri modal

Median
The middle number in the set when they are all arranged in numerical value

Pros: not affected by outliers
Cons: Can be distorted by small samples

Range
The difference between the maximum and minimum value

Pros: Quick and easy to calculate
Cons: Directly effected by outliers, also may not represent the majority of the data

**Measures of Dispersion**

Variance
How spread the scores are from the mean

Calculation = (x-mean)^2+(y-mean)^2/ no. of scores

Standard deviation
Calculates the average amount of all scores deviate from the mean

Calculation= square root of the variance

Compare and Contrast

- Both methods measure spread from mean
- Both measures of dispersion
- SD is expressed in same units but variation is expressed in square units
- Variance is average squared difference from the mean, SD is a measure of how spread out the numbers are

Normal (bell) Curve

- Symmetrical around mean
- Denser in centre, less dense at tails
- 68% of the distribution within one SD

- 95% of the distribution is within two SD

Graph
- Title
- Axis labelled with units
- Even spacing between values
- Starts at 0,0
- Correctly labelled
- Scale fucking marker (two lines)

**Sources of Error**

Participant sources of error
Hawthorne effect- simply knowing they are part of an experiment can lead participants to change their behaviour
- Reduced by placebo and single Blind procedure

Experimenter sources of error
- Experimenter effect
- Reduced by double Blind procedure

Differences between experimental and control groups
- Reduced by sampling technique and allocation methods

**Evaluation of and ways to improve research**
- Systematic and critical evaluation of entire experiment
- Reliability and validity of experiment

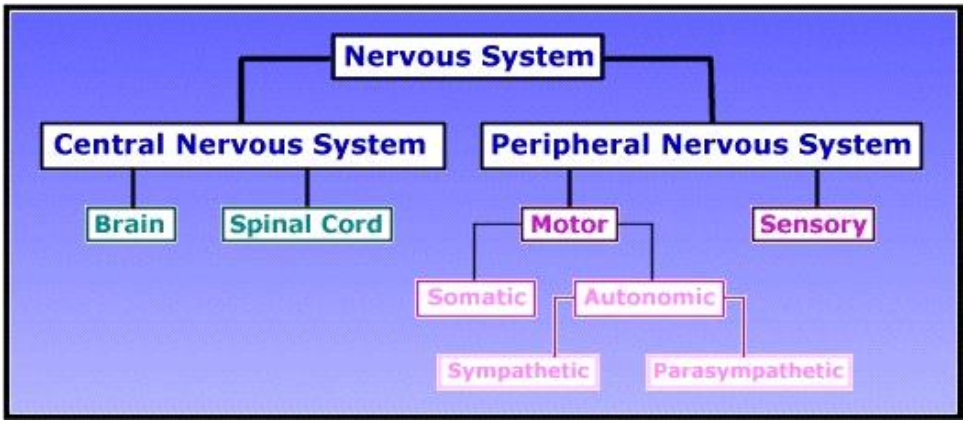
Focuses on;
- The aims and significance of work
- The research method and design
- The analysis and interpretation of design
- The discussion, implications and applications of the research

# Nervous System

Wednesday, 6 September 2017 1:50 pm

**Central Nervous System:**
Controls the brain and spinal cord. Receives, processes info and sends out messages to the organs and muscles

**Peripheral Nervous System:**
The nerves that connect the CNS with receptors, muscles and glands




**Travel Path**
Stimulus-> Sensory-> Spinal Cord-> Motor -> Muscle
-> Brain-> Motor-> Muscle

**Motor Neuron**
Nerve fibres which carry impulses away from the CNS and to the structures of the body

**Sensory Neuron**
Nerve fibres that carry impulses into the CNS from structures within the body

**Somatic Nervous System**
Passes info from the CNS to voluntary tissues I.e skeletal muscle

**Autonomic Nervous System**
Passes info from the CNS to involuntary muscles and glands in the body

**Sympathetic Division**
Activates fight or flight response

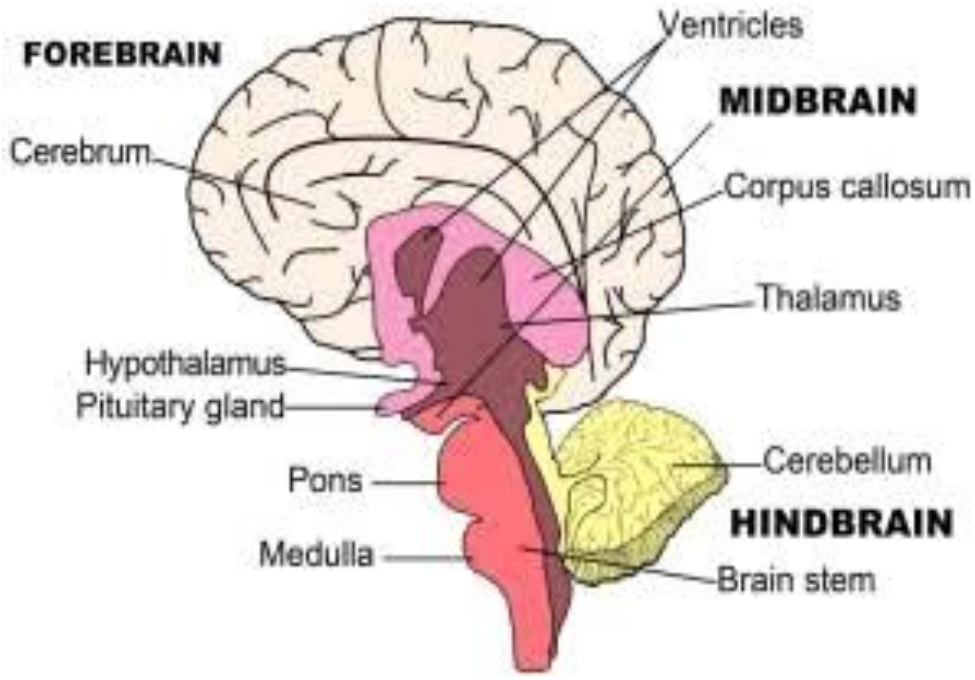
**Parasympathetic Division**
Returning your body back to normal after a stressful event (rest or digest)

| | Differences | Similarities |
|---|---|---|
| CNS | - Involves brain and spinal cord<br>- Only in vertebrae<br>- Involuntary movement | - Controls all movements of the body<br>- Uses information from the stimuli |
| PNS | - Breaks down into further Nervous systems | |

| | | |
|---|---|---|
| | - Connects CNS to other parts of the body<br>- Regulates blood pressure, body temperature and thirst | |

# Central Nervous System

Wednesday, 6 September 2017 3:00 pm




**Brain Structure:**

Cerebrum- In charge of thinking, learning, memory and intelligence

Corpus Callosum- Neural bridge connecting the two hemispheres of the brain

Hypothalamus- Controls homeostasis and integrates ANS

Pituitary Gland- Regulates hormones

Pons- Connects brain to brain and brain to spine

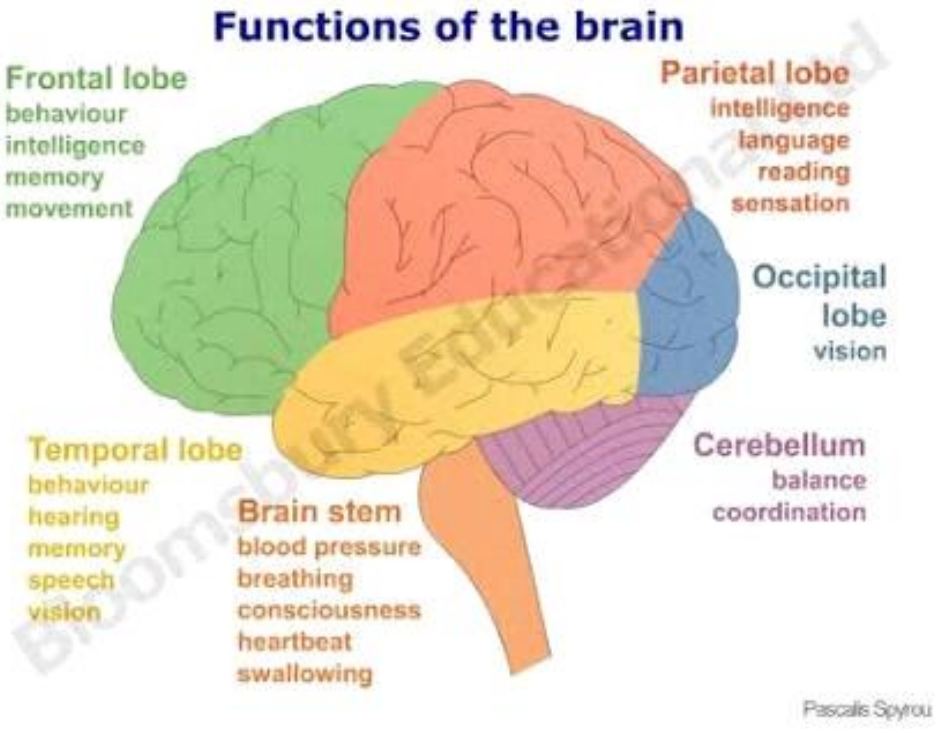
Medulla- Contains the cardiac, respiratory and vasomotor centres

Thalamus- Relay centre of sensory motor info

Midbrain- Reflex movement of eyes and head in response to visual and auditory stimuli

Cerebellum- Balance, coordination and posture

Brain Stem- Contains the pons, medulla and midbrain




**Forebrain**

- The cerebral cortex is the outer surface of the brain where most of the information processing of the cerebrum occurs
- Approx 3-4mm thick and separated into 2 hemispheres and 4 lobes

Functions: Reasoning, memory, logic, learning, intelligence, thinking, controlling voluntary muscle contractions and sense perception

**Frontal Lobe**

Primary Motor Cortex- Controls voluntary muscle movement

Brocas Area- Determines clarity of speech

**Parietal Lobe**

Primary sensory cortex- Registers body sensations on the opposite side of the body. Processes the information with other parts of the brain and coordinates a response. Monitors the body's position within space.

Sensory association area- Registers this information and others from parts of the brain and coordinates a response

**Occipital Lobe**

Primary visual cortex- Registers visual stimuli from the retina, which are then interpreted in the occipital lobe (visual perception and colour recognition)

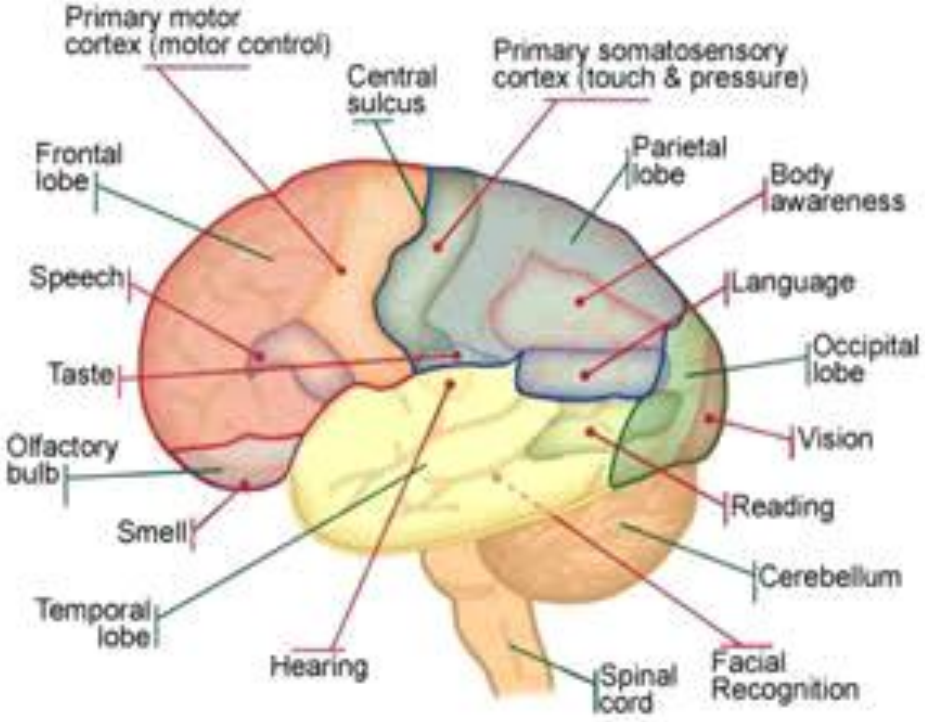
Visual association area- Receives information and sends to other parts of the brain so interpretations can be made.

**Temporal**

Primary auditory cortex- Registers auditory information from the ears

Auditory association area- Determines the nature of sound, pitch, volume and rhythm

Wernickes Area- Understanding Language and Locating words from memory



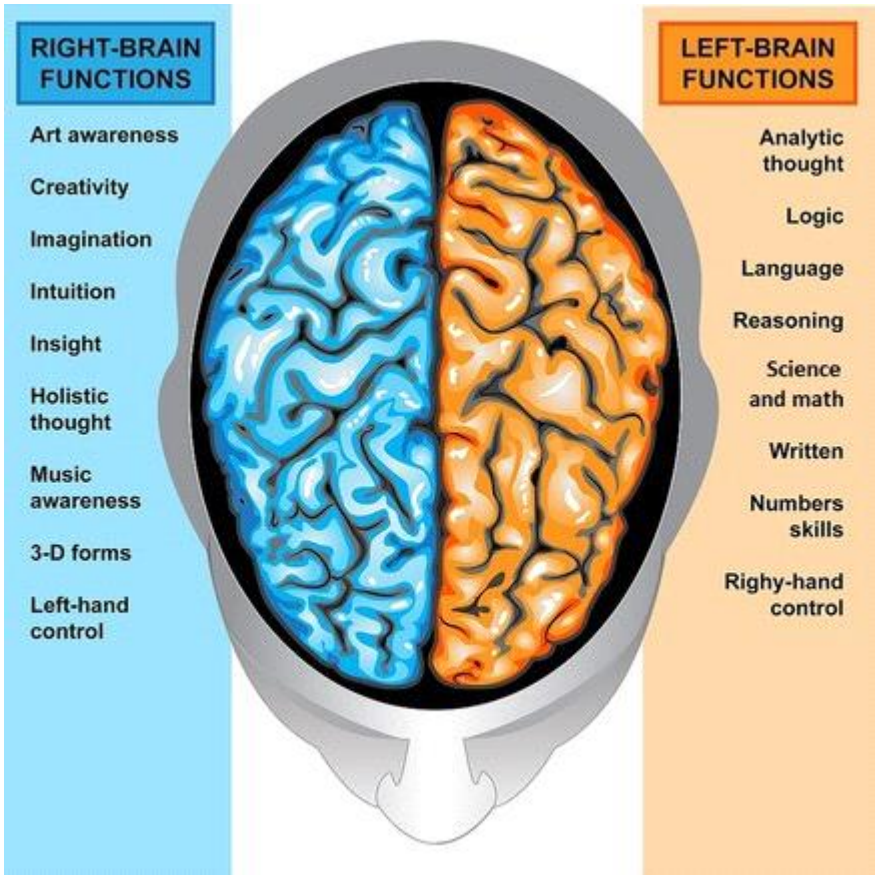

**Damage**

Broca's Area Damage

- Can understand language yet cannot properly form words or speak fluently

Wernicke's Area

- Language is fluent yet lacks meaning


RIGHT-BRAIN FUNCTIONS
Art awareness
Creativity
Imagination
Intuition
Insight
Holistic thought
Music awareness
3-D forms
Left-hand control
LEFT-BRAIN FUNCTIONS
Analytic thought
Logic
Language
Reasoning
Science and math
Written
Numbers skills
Righy-hand control

# Peripheral Nervous System

Monday, 11 September 2017 3:59 pm

**Peripheral Nervous System**

1. Sensory neurons (afferent) take nerve impulses from receptors to the CNS
2. Motor neurons (efferent) take nerve impulses away from the CNS to the structures of the body

**Somatic Nervous System**

1. Transmits sensory information from voluntary tissue towards spinal cord
2. Transmits motor messages from the spinal cord to voluntary tissue
3. Controls voluntary movement via its control of skeletal muscles

**Autonomic Nervous System**

1. Regulates internal bodily functions
2. Controls involuntary actions of muscles, organs and glands

**Sympathetic Nervous System**

- Automatically energises and arouses the body during times of stress or need for increased physical activity
- Activation triggers fight/flight response

**Parasympathetic Nervous System**

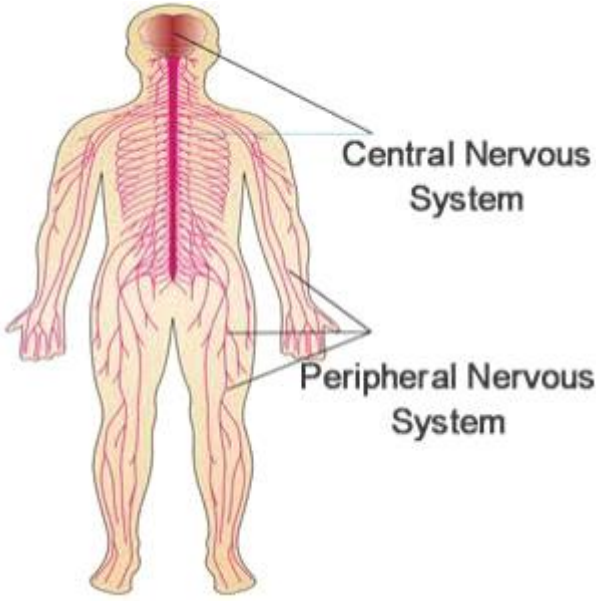
- Calms the body and returns internal systems to normal levels of activity when the stress or need for increased physical activity disappears
- Rest or digest

**Comparisons**

| | ANS | SNS |
|---|---|---|
| Effector | Cardiac Muscle<br>Smooth Muscle | Skeletal Muscle |
| General functions | Regulates internal bodily functions | Responds to external environment |
| Neurotransmitter | Noradrenaline<br>Acetylcholine | Acetylcholine |
| Control | Involuntary | Voluntary |
| Effect on target organ | Excitation or inhibition | Always excitation |

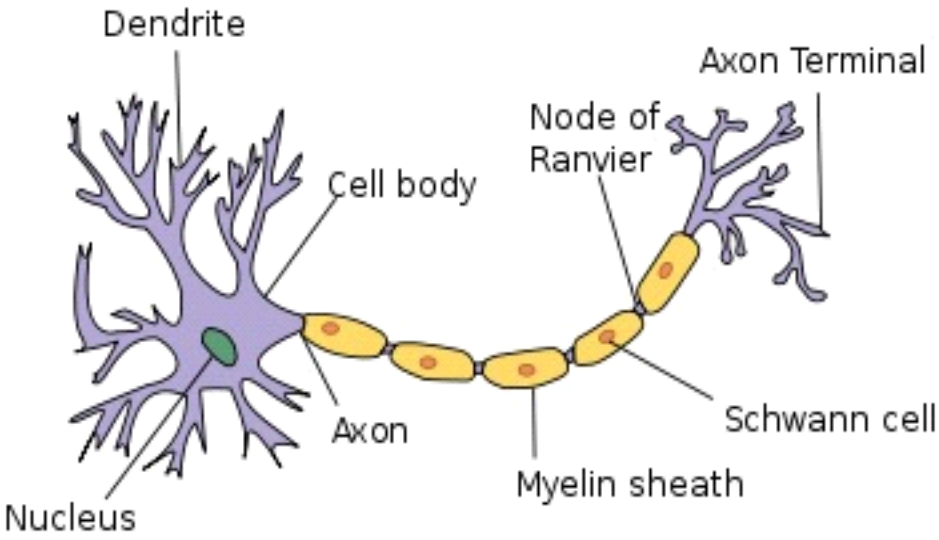
| Parasympathetic NS | | Sympathetic NS |
|---|---|---|
| Constrict pupil | Eyes | Dilate pupil |
| Stimulates salivation | Salivary glands | Inhibits salivation |
| Slows | Heart | Increase |
| Constrict bronchi | Lungs | Dilate bronchi |
| Stimulates digestion | Stomach | Inhibits digestion |
| Stimulates Bile Release | Liver | Stimulates glucose release |

| | | |
|---|---|---|
| Contracts Bladder | Bladder | Relaxes bladder |



# Neurons

Monday, 11 September 2017 3:59 pm




**Structure**

Dendrites- Receives electrical impulses from neighbouring neurons and carries it towards the cell body

Receptor- a molecule on the dendrites of a Neuron that responds to a particular neurotransmitter, hormone or other substance

Nucleus- Contains DNA and directs cell action

Cell body- Contains nucleus and other organelles

Axon- Carries electrical impulses away from the cell body

Node of Ranvier- unmyelinated segments of the neuron which allows waste and nutrients to enter or leave the neuron

Schwann Cell- The cells that lay down the protective myelin sheath around the axon. Each Schwann cell protects one length of axon, around which it twists and grows

Myelin Sheath- Covers the axon and works like insulation and allows the impulse to travel quicker

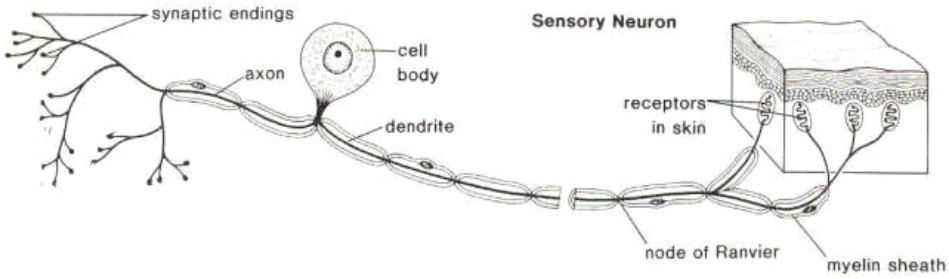
Axon Terminal- A computer terminal formation which the axon establishes synaptic contact with the next neuron

Synapse- The gap between neurons

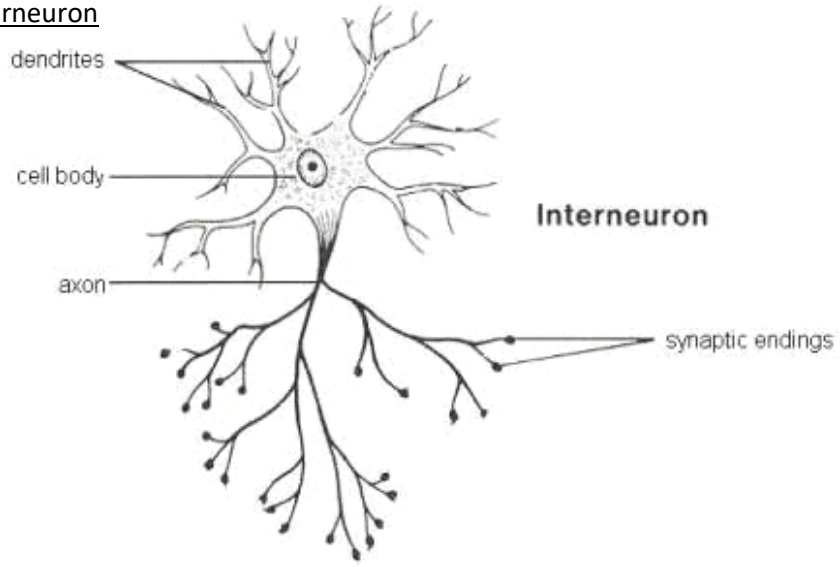
**Types of Neurons**

Sensory Neuron

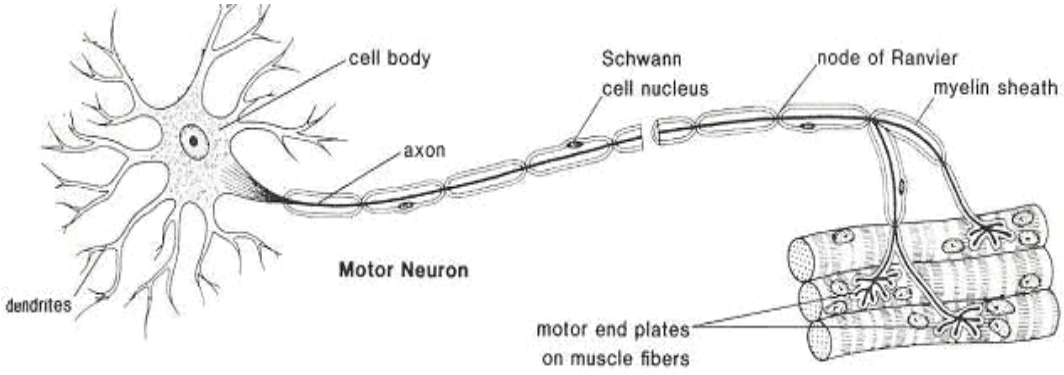
Sensory Neuron




Interneuron

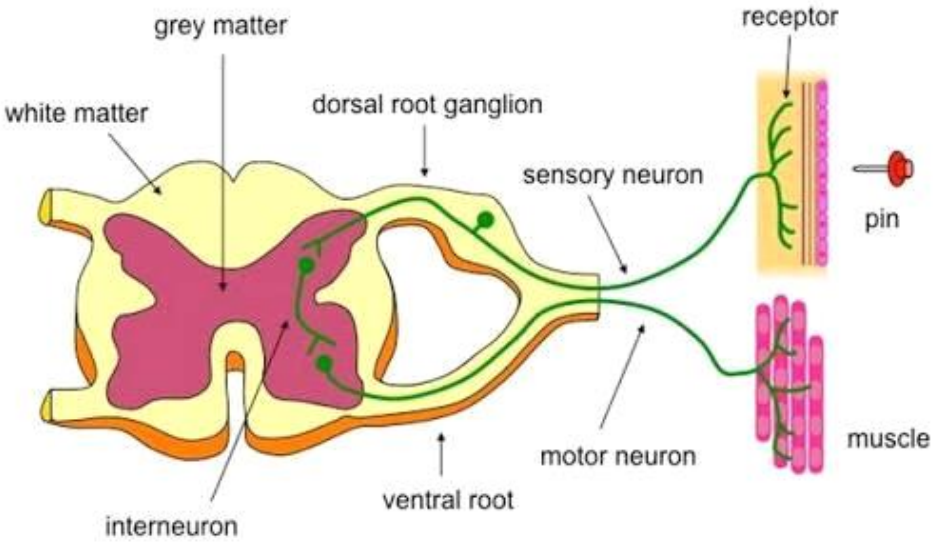



Motor Neuron



# The Reflex Arc

Monday, 11 September 2017 4:00 pm



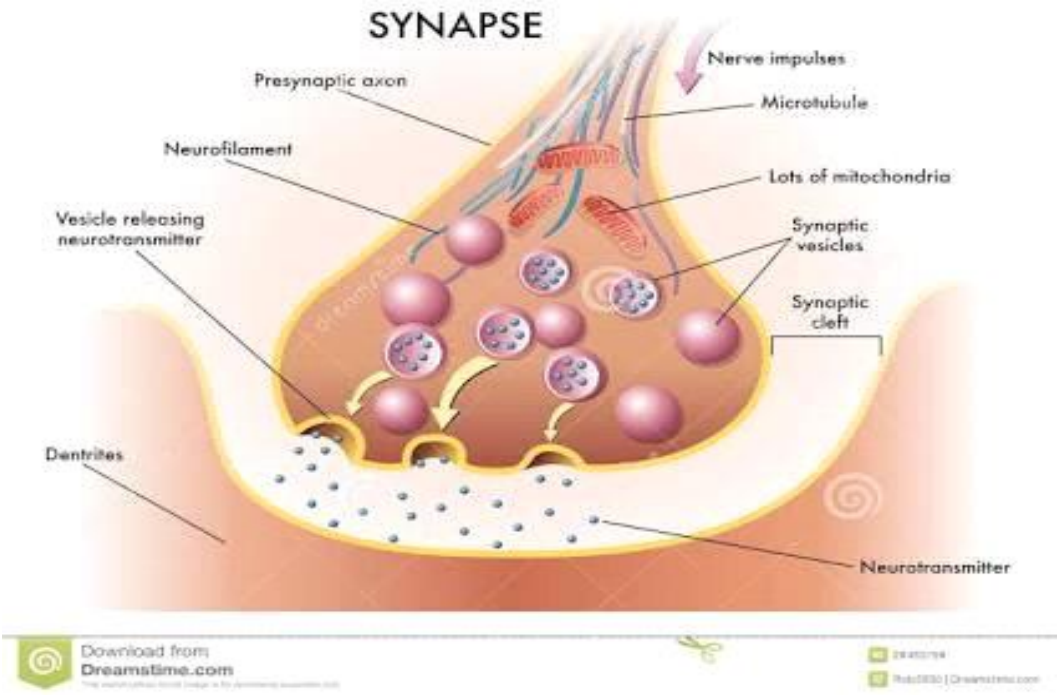

**Steps**

1. Pain receptors detects pain and stimulates a response/impulse
2. The impulse travels along the sensory Neuron into the spinal cord
3. The impulse passes through the synapse to an interneuron or directly to the motor neuron
4. The motor neuron leaves the spinal cord and travels to the effector
5. The skeletal muscles will contract and create a reflex

| **Reflex** | **Voluntary Movement** |
|---|---|
| Unconscious | Conscious |
| Same Response | Various Responses |
| Quick | Slower Responses |
| Brain not involved | Brain involved |

# Communication between Neurons

Monday, 11 September 2017 4:00 pm




**Process of Travelling Impulse**

1. As the neurotransmitter comes down the axon to the axon terminal, it causes the vesicles to rise to the surface and fuse with the cell membrane in the axon terminal
2. Once the neurotransmitter fuses with the cell membrane it is released into the synapse
3. The released neurotransmitter makes contact with the receptors in the surface of the cell membrane of the dendrites

| Neurotransmitter | Effects | Variation |
|---|---|---|
| Dopamine | Motor control<br>Arousal<br>Motivation<br>Pleasure<br>Attention | Low levels: ADHD, Parkinsons<br><br>High levels: Schizophrenia |
| Serotonin | Mood<br>Appetite<br>Sleep<br>Impulsive/ aggression | Low levels: Depression, anxiety |
| Acetylcholine | Attention<br>Learning<br>Memory<br>Muscle Stimulation | Low levels: Alzheimers |
| Noradrenaline | Fight/flight<br>Increased: heart rate, glucose in blood, oxygen to muscles | Low levels: depression<br><br>High levels: Schizophrenia |
| Endorphins | Involved in pain relief and feelings of pleasure and contentedness | |

# Genetics

Monday, 11 September 2017 4:01 pm

Hereditary: The passing of physical or mental characteristics generally from one generation to another

**General**

- Nucleus consists of chromosomes (46 or 23)
- Chromosomes are made up of coiled strands of DNA
- Carries the genetic code that determines characteristics of a living thing
- Gene: a short section of DNA. Each gene codes for a specific protein

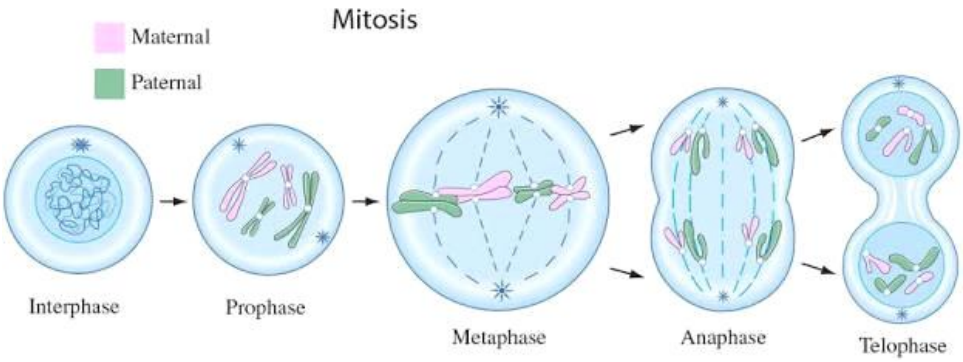
**Fertilisation**

- Somatic Cells (46)
- Gamete (23)
- Male= XY
- Female=XX

**Mitosis + Meiosis**

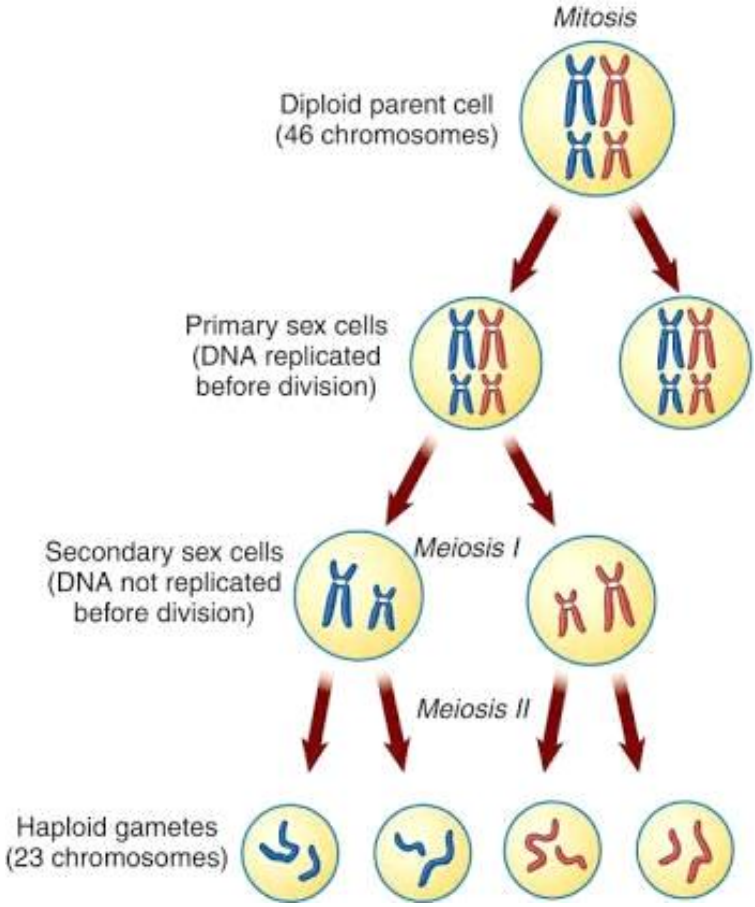
<u>Mitosis</u>

The process of a single cell changing into a full sized human being. Cell divides to make two identical copies



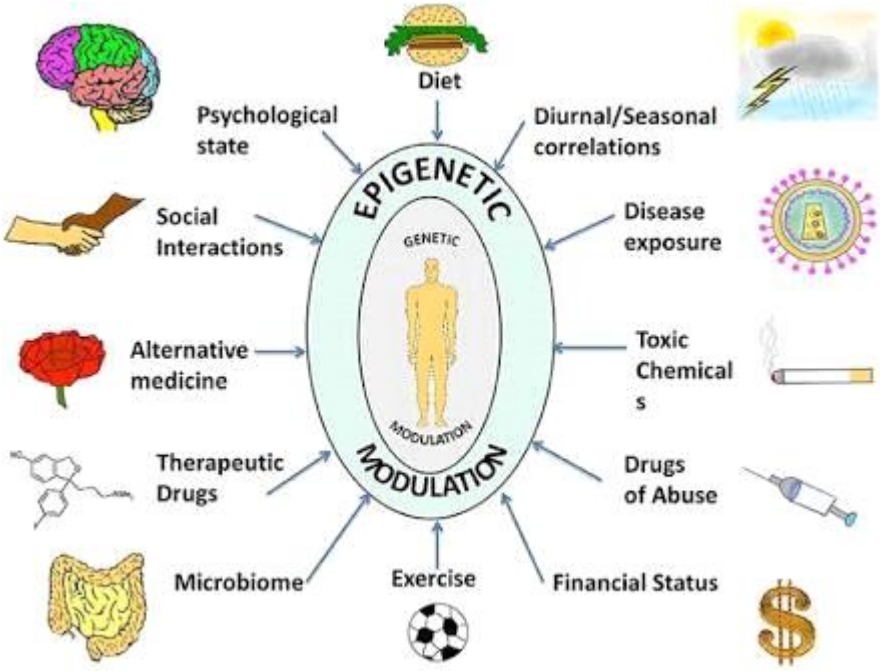

<u>Meiosis</u>

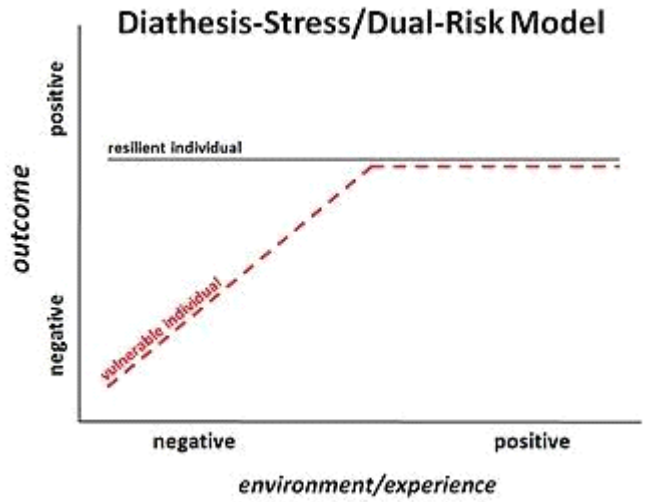
Parent cells DNA replicating then each dividing into two more




<u>Epigenetics</u>

The relationship between your genes and the environment. A change in phenotype without a change in genotype.




Diathesis-Stress/Dual-Risk Model
outcome
positive
negative
resilient individual
vulnerable individual
negative
positive
environment/experience

# The Endocrine System

Monday, 11 September 2017 4:01 pm

**Hormones**

- A chemical messenger that causes a response in a target cell or organ

Target Cell- Cell that hormones are specifically directed towards. Contains a specific receptor for the correct hormone to bind with.

| | Description | Target Cell |
|---|---|---|
| Adrenaline | Prepares body for fight or flight response | Adrenal glands |
| Noradrenaline | Same shit | Nerve endings of sympathetic division |

# Psychoactive Drugs

Monday, 11 September 2017 4:01 pm

**Description**
A chemical substance that acts primarily upon the CNS where it alters brain functions, resulting in temporary change in perception, mood, consciousness and behaviour.

**Hallucinogen**
Changes our perceptions and gives us sensory images without input from the senses
Eg. LSD, Magic Mushrooms

| Physiological | Psychological |
|---|---|
| - Increased heart rate<br>- Increased blood pressure<br>- Increased core temp<br>- Dilated pupils | - Hallucinations<br>- Mood swings<br>- Depersonalisation<br>- Metacognition |

**Depressant**
Calms the activities of the CNS and slows down functions
Eg. Alcohol, Xanax

| Physiological | Psychological |
|---|---|
| - Reduced activity in the CNS<br>- Slower breathing<br>- Decreased heart rate | - Feel less stress<br>- Anxiety relief |

**Stimulant**
Excites the NS and arouses bodily functions
Eg. Caffeine, Ecstacy, Cocaine

| Physiological | Psychological |
|---|---|
| - Speeds up activity in the CNS<br>- Increased heart rate<br>- Increased ventilation | - Excitement<br>- High energy levels<br>- Increase confidence |

# Learning

Wednesday, 6 September 2017 1:50 pm

**Learning**
A relatively permanent change, often in behaviour that occurs as a result of experience.

**Associative Learning**
When a subject links certain events, behaviours or stimuli together in the process of Conditioning

**Non-Associative Learning**
Subject change their response to a stimuli without association, with a positive/negative reinforcement.

**Classical Conditioning**
Learning by the pairing or association of two stimuli and anticipate event

- Researchers believe that people are more prepared to learn some associations quickly because it's either important for survival or the response is intense/dramatic

Acquisition- Gaining knowledge or a new skill

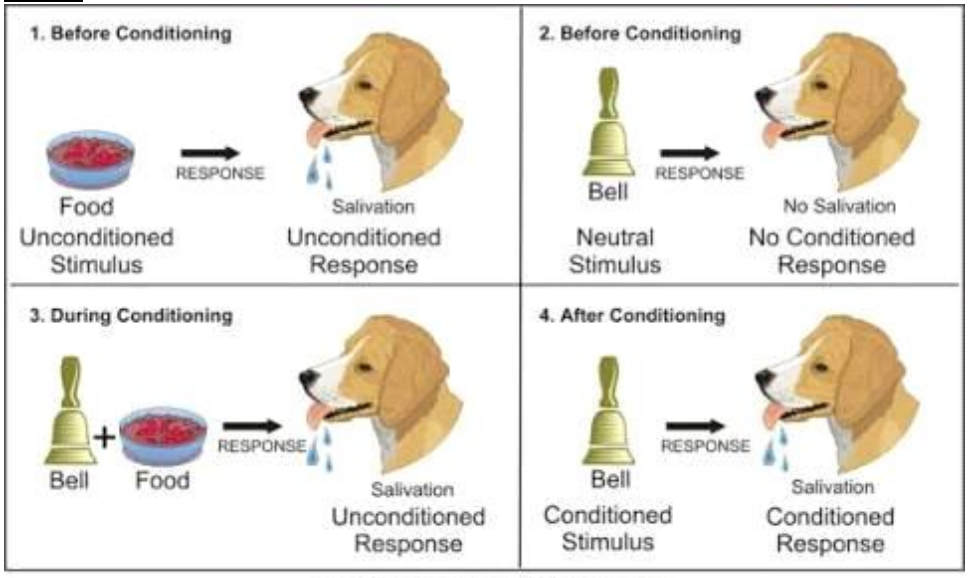
Extinction- Decrease in strength of a conditioned response

Spontaneous Recovery- Response reappearing after apparent extinction

Stimulus Generalisation- Stimuli similar to the conditioned stimuli produces the conditioned response

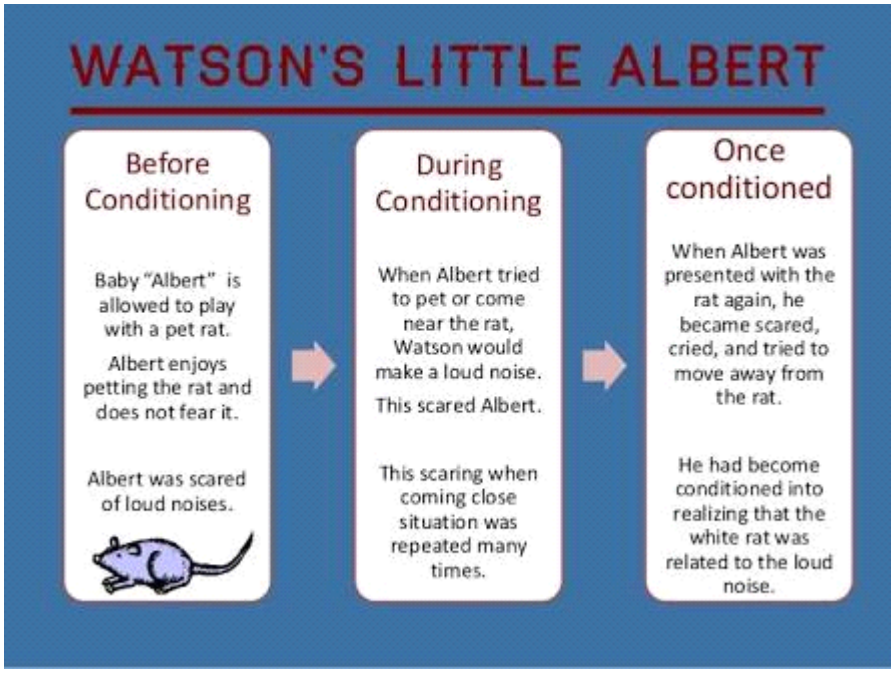
Stimulus Discrimination- When only the conditioned stimuli triggers the conditioned response

Pavlov




**Classical Conditioning**

Watson




Pros

- very high success rate.
- Easily applied

Cons

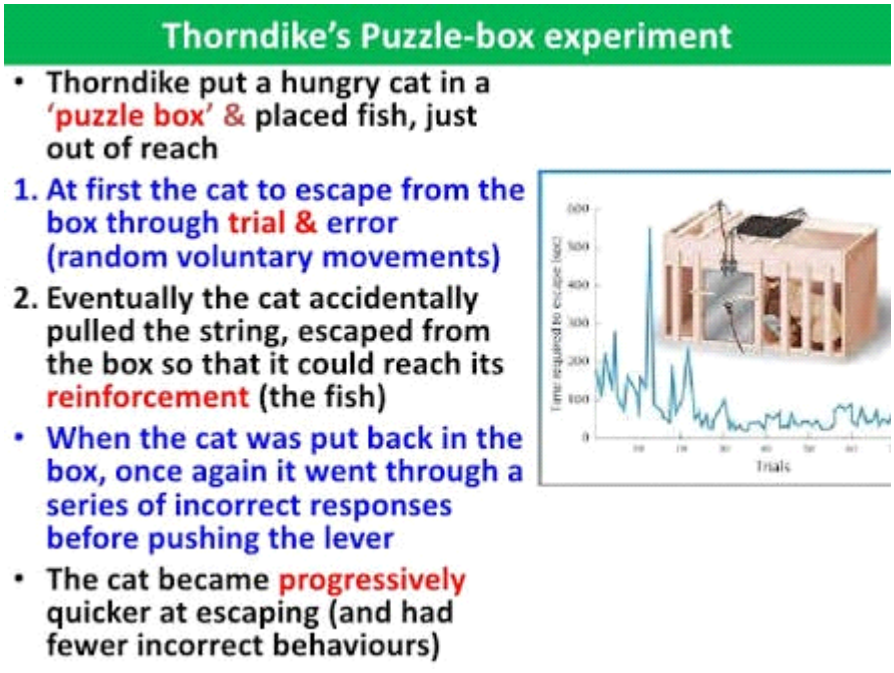
- Cannot learn new behaviours through this methods
- Difficult to understand (so if it doesn't work can't understand why)

**Operant Conditioning**

A type of learning where behaviour is strengthened if followed by a reinforcer or diminished by punishment

Thorndike

Law of effect- animals learnt through experiencing consequences

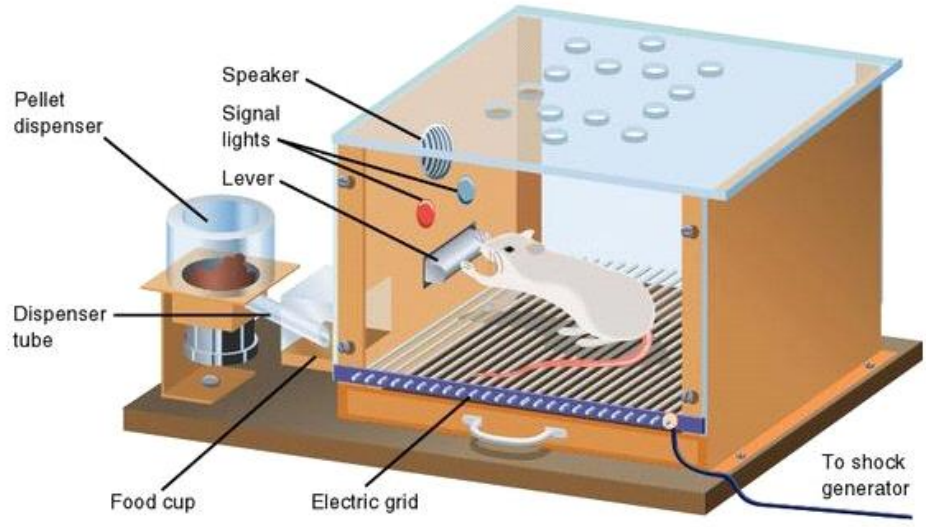



Skinner

He introduced a new term into the Law of Effect- Reinforcement.

- Behaviour which is rewarded is strengthened

- Behaviour which is not reinforced tends to die out




Pros
- Increases chance of behaviour being repeated or avoided

Cons
- If behaviour isn't reheated it is possible to lose the learning

**Comparison**

| | **Classical** | **Operant** |
|---|---|---|
| **Nature of Learning** | Association | Consequences |
| **Role of Learner** | Passive | Active |
| **Timing of Stimulus** | Before Response | After Response |
| **Nature of Response** | Involuntary | Voluntary |

**Observational learning**
- Watching behaviour
- Noting consequences
- Deciding whether to imitate or not

Bandura
- Live model
- Filmed model

Bobo doll experiment
Method:
- Watched on film adult hitting bobo doll. Adult was either rewarded, punished or no consequences was given

Results
- Found that children who watched the model receiving punishment was less likely to imitate the adult
- Most children tended to behave aggressively if given reinforcement to do so regardless of

consequence witnessed
- In general boys were more aggressive than girls

Conclusions
- Children had learned the behaviour even if they didn't display it until offered a reward
- Children do not blindly imitate. They decide imitate depending on the consequence.

Formulated his findings into 4 main steps
- Attention
- Retention
- Reproduction
- Motivation

Pros
- If the organism is watching someone else being reinforced they'll most likely replicate that behaviour

Cons
- isn't visible whether organism has learnt the behaviour or not

# Behaviour Modification

Saturday, 16 September 2017 4:22 pm

**Token Economics**

- Desirable behaviours are rewarded with symbolic reinforces (eg. gold stars)
- These reinforcements can be exchanged for something more tangible

Primary reinforcer: Biological needs
Secondary reinforcer- The tokens
Pros- Good for long term, easily produced
Cons- Requires consistency, can create obsession with reward rather than learning, becomes

**Systematic Desensitisation**

1. Patient is taught deep muscle relaxation and breathing techniques
2. Patient creates hierarchy of fears
3. Gradual exposure

Pros- High effectiveness
Cons- Takes a long time, if not done correctly can cause the opposite effect

**Cognitive Behavioural Therapy**

CT- Aim is to change the way a person thinks about the issue that's causing concern

- Helps clients discriminate negative thoughts
- Challenges the maladaptive thought process
- Can be done by explanation

BT- The aim is to help change potentially self destructive or unhealthy behaviour

- Homework is set for the client to complete
- Homework= activities to do while in the negative experience eg. During thunder do breathing exercises or clench fists

<u>Strengths</u>

- Focuses on human thoughts
- Effective in treating depression

<u>Weaknesses</u>

- Narrow in scope
- Can cause ethical issues

**Positive and Negative Reinforcement and Punishment**

| | | | |
|---|---|---|---|
| **Reinforcement** | Positive | Giving an organism something they like | Strengthens Behaviour |
| | Negative | Taking away something the organism doesn't like | Strengthens Behaviour |
| **Punishment** | Positive | Giving the organism something they don't like | Diminishes Behaviour |
| | Negative | Taking away something that the organism does like | Diminishes Behaviour |

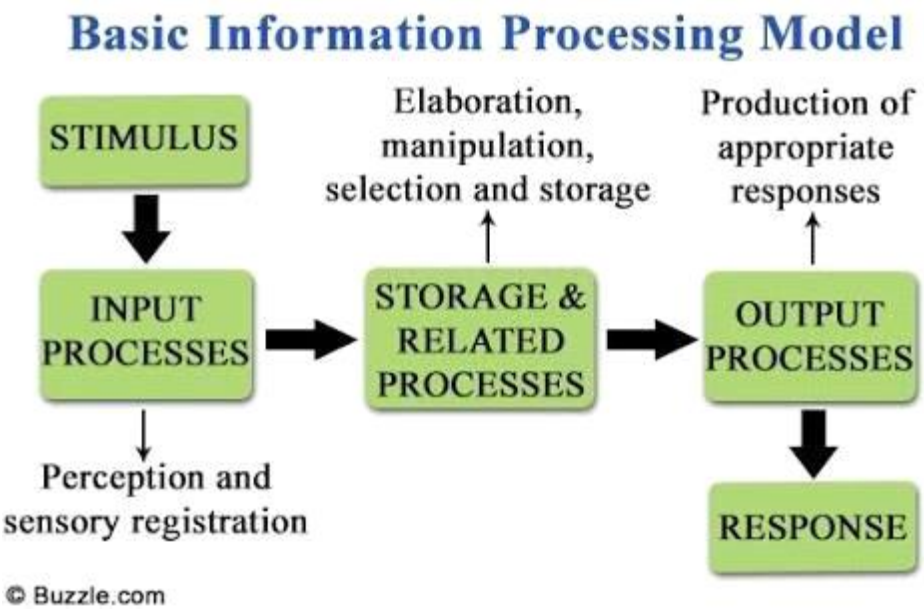
# Info Processing Model

Saturday, 16 September 2017 5:05 pm

**Description**
Sees the individual as a processor of information (similar to a computer).

A computer code processes info, stores info, uses info and produces an output

I.e eyes receive visual info, send it to the brain where it is stored and 'coded.' An output/ behaviour follows




Assumptions

- Info is processed by a series of processing systems
- These systems alter/ transform info
- Info processing in humans resembles that in a computer

# Multi Modal Store of Memory

Saturday, 16 September 2017 5:10 pm

**Memory**
An active info processing system that receives, stores (and organises) and recovers info
- Atkinson and Shiffrin

**Sensory Memory**
- Info held in its raw form
- If ignored fades quickly

| | **What** | **Capacity** | **Duration** |
|---|---|---|---|
| **Iconic** | Visual | Unlimited | 1/3->1/2 of a second |
| **Echoic** | Auditory | Unlimited | 3-4 seconds |

**STM**
- Holds all info you are currently aware of

| | |
|---|---|
| Capacity | 7(+-) items |
| Duration | 18-20 seconds if not rehearsed |

Chunking
If groups of separate items are joined we can increase STM capacity

Maintenance
Repeating info over and over again in order to rehearse

| | |
|---|---|
| Pros | - Helps store meaningless info |
| Cons | - Easily interrupted<br>- Restricts new info |

Elaborative
Linking new info with already stored info eg. Turning info into an acronym

| | |
|---|---|
| Pros | - Increased understanding<br>- Adds detail |
| Cons | - Time consuming<br>- More effort required |

Serial Position Effect
Pattern of recall for a list of items at the beginning or end of a list rather than the middle
Primacy: The tendency to recall items at the start of the list
Recency: The tendency to recall items at the end of the list

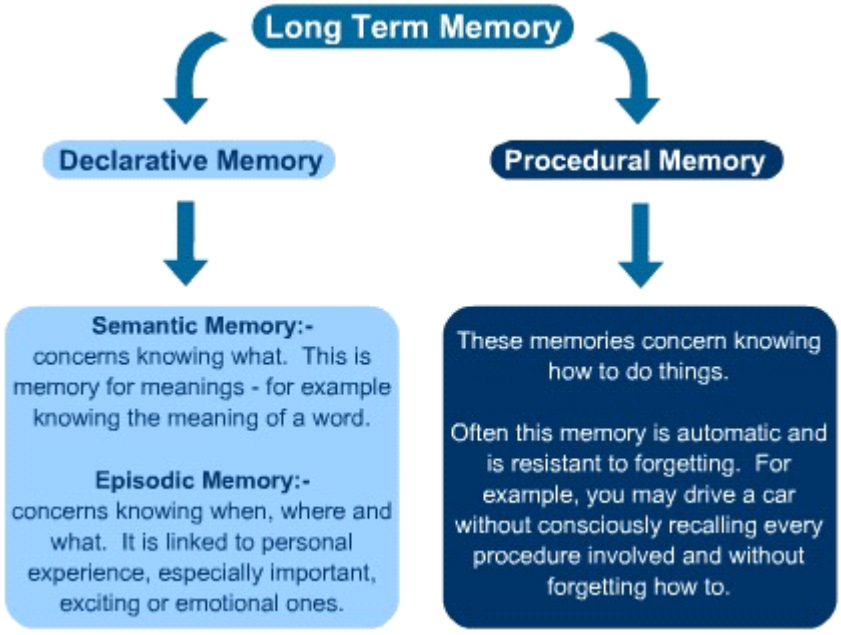
**LTM**
Info which is stored and organised

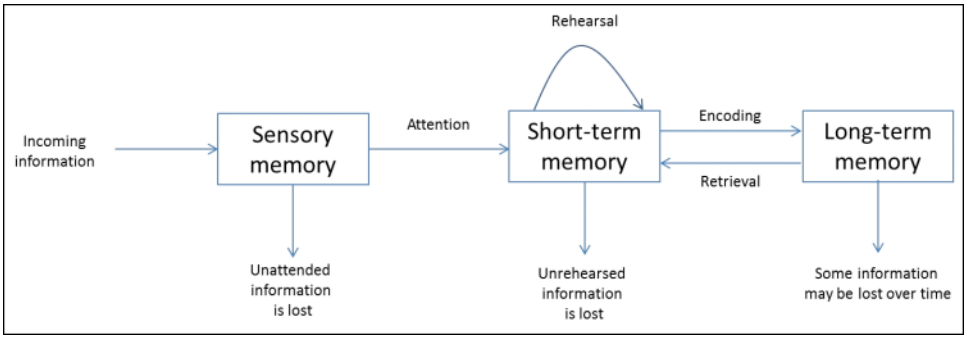
Procedural- Learnt actions and skills

Declarative- Learnt facts and rules eg. Names, faces, words

Semantic- Ideas and concepts not drawn from personal experience

Episodic- Time and Place (significant events/episodes)



# Working Memory Model

Saturday, 16 September 2017 5:32 pm

**Baddeley and Hitch**
Believed that STM was not one store but multiple ones.
- People process visual and auditory info at the same time
- Manipulates a limited amount of info needed for cognitive tasks

**Central Executive**
Directs attention, monitors, coordinates and integrates info received from the three slave systems
- Capacity: 18-20 seconds

**Phonlogical Loop**
Stores a limited amount of sounds received from echoic memory or LTM

Phonological Store
- Speech perception
- Holds info for 1.5-2 seconds

Articulatory Loop
- Speech production
- Verbal info from Phonological Store

**Visuospatial Sketchpad**
- Deals with what info looks like and how it is laid out in space (size, colour, location)
- Stores info received from the iconic memory or LTM

**Episodic Buffer**
- Integrates info from the other two slave systems into a single multidimensional representation

# Measuring what people remember

Saturday, 16 September 2017 5:41 pm

**Recall**
Supply or reproduce facts or information that is stored in the LTM

Free- Reproducing info with no cues or assistance

Serial- Reproducing info in the order in was learnt

Cued- Recalling info from memory with cues or hints for assistance

**Recognition**
Identifying previously learnt info from a group or list of alternatives

- Superior measure of memory as there is no need to locate info as it is presented to you

Faults

- If a distractor is similar to a correct item then recognition is unreliable
- If a distractor looks more correct than the rest it could cause a 'false positive'

**Relearning**
Involved learning info previously stored in the LTM.

- If a participant returns material faster, it is assumed some info has been attained

Saving Scores- Calculates % of info retained

Original learning time - relearning time/ original learning time

# Theories of Forgetting

Saturday, 16 September 2017 5:50 pm

**Forgetting**
Failure to retrieve what has been previously stored

**Retrieval Failure**
Many memories are inaccessible due to cues present at the time learnt are currently unavailable

- Info not lost

**Interference**
Tendency of memories (new or old) impairing the retrieval of a required memory

- Similar or related info gets mixed up and blocks retrieval

Retroactive- New info obstructing old information

Proactive- Old info obstructing new information

**Motivated Forgetting**
Forgetting long term memories due to unconscious/conscious desire to block out painful/traumatic memories from entering STM

Repression- Unconsciously blocking memories

Suppression- Consciously blocking painful memories

**Decay Theory**
Fading of memory due to its disuse

Limitations- Doesn't account for recall of info lost for a long period of time. Elderly people remember memories of specific events yet they are still forgetful

# Conflict and Solutions

Wednesday, 6 September 2017 1:51 pm

**Conflict**
Disagreement that occurs when there is a perception that two parties have incompatible goals, ideas or behaviours

**Types of Solutions**

Imposed
- Dictated Solutions, either by a stronger side or third party
- One winner one loser
- Underlying conflict is unresolved

Distributive
- Compromise/ mutual concessions
- Locating a mid point between two parties
- More appropriate when resources are fixed and the parties interests are directly opposed

Integrative
- Win/win solution
- Both sides benefit from the decision made
- This solution tries to ensure that the motives of both parties are addressed, rather than focusing on the explicit demands
- Possible when both parties share concern for each other's positive outcome

Follet
Two girls want an orange for their personal reasons but there is only one left.
Distributive: cut the orange in half
Integrative: give the peel to one and the insides to the other

**Techniques for Resolving Conflict**

| | **Definition** | **Example** | **Pros** | **Cons** |
|---|---|---|---|---|
| **Counselling (Integrative)** | One/both parties of the conflict may work with a counsellor to deal with the issue | Marriage Counselling | Helps improve listening skills<br>Avoid Court<br>Win/win<br>Relationship focused | Costs<br>Both needs to be engaged<br>Long process) |
| **Negotiation (Distributive or integrative)** | Parties have shared and conflicting views so they attempt to resolve their conflict by talking it out | Peace Treaty | Free<br>Avoid court<br>Kept Private<br>Good Solution | Failure to understand causes the negotiation to break down<br>Can provoke aggression |
| **Mediation (Distributive and Integrative)** | Helps parties in a dispute to focus on the issues and guide them to reach a solution | Teacher helping kids to resolve conflict | Mediator doesn't take sides<br>No solution imposed<br>Possibly | Expensive<br>Not legally binding<br>Both people need to be involved |

| | | | | |
|---|---|---|---|---|
| | | | speeds up settlement | |
| **Arbitration (Imposed)** | Third party reviews conflict then imposes a solution | Court order | Often done by a professional<br>Strength in experience<br>Legally binding | Negative feelings linger<br>Costs<br>Legally binding |

**Differentiation**
Counselling- Maintain relationship
Negotiation- Deciding
Mediation- Resolving
Arbitration- Legal basis

# Attachment

Saturday, 16 September 2017 6:40 pm

**Socialisation**
The process of acquiring beliefs, values and behaviours that are thought to be important and appropriate to function effectively as a member of society

**Major Agents of Socialisation**

| Stages of Lifespan | Major Agents of Socialisation |
|---|---|
| **PreSchool** | Parents, Siblings |
| **Primary School** | Friends, teachers, parents |
| **High School** | Friends, social media |
| **Adulthood** | Colleagues, friends, religion |
| **Old age** | Other old people, new generation family, caretakers |

**Attachment theory**

Attachment- An emotional bond with a specific person that is enduring across time and space.
- Very important for social and emotional development
- Forms within the first six months of infant life
- Can be observed in second six months through behaviour

**Harlow**

Experiment 1
Investigated the effect of infant monkeys separated immediately after birth then raised in isolation
- Observed monkeys engaged in strange behaviour
- Clutching bodies, rocking back and fourth, self harm
- When put with other monkeys, they were unable to socialise/ were aggressive and self mutilated

Privation= Permanently Damaged

Experiment 2
Investigated whether food or comfort is more important in the formation of infant-mother attachment

IV- Cloth or Wire mother
DV- how much time spent with each

Method
- Got 8 newborn monkeys which were taken away at birth
- Half the monkeys placed in a cage where the cloth surrogate mother provided food and the other half the wife mother provided food
- Both cages had both mothers
- Found that regardless to who had food the monkeys spent more time with the cloth surrogate
- When frightened monkeys would go to the cloth surrogate
- Monkeys raised in privation still more timed, lacked social skills and had difficulty mating
- Observed behaviour

Conclusion- Contact comfort is more important than feeding in the formation of the infant-mother attachment in rhesus monkeys

Generalisation- It is more important to have comfort than food to be able to develop socially and emotionally sound

**Bowlby**

- Children come into the work biologically preprogrammed to form attachments with others, because this will help them survive
- Reciprocal bond needed
- If bond broke in critical period it can have detrimental effect later on. He termed this maternal deprivation

Maternal deprivation:

- A child should receive continuous care of this single most important attachment figure for approx the first 2 years of life
- Discontinuous relationship becomes unstable and less predictable. Continual disruption can cause long term cognitive, social and emotional difficulties for the infant

Long term consequences:

- Delinquency
- reduced intelligence
- increased aggression
- Depression
- affectionless psychopathy

Internal working model

- Internal working model= mental representations for understanding the world, self and others

1. A model of others as being trustworthy
2. A model of the self as valuable
3. A model of the self as effective when interacting with others

These elements guide future social and emotional behaviour

Criticisms

- Multiple attachments can exist, not just between mother and child
- No distinguishing between privation and deprivation
- Other theorists stress the quality of attachment is most important, rather than deprivation in critical periods

**Ainsworth**

- Expanded on bowlby
- Looked at quality of attachment
- Used experiments instead of observation

Strange Situation

Ep. 1- researcher directs mother and child into a room where there are toys and leaves them there

Ep.2- Mother sits while the baby explores and plays freely

Ep.3- Stranger enters the room and sits silently for a minute. Then stranger plays with the baby for the final minute

Ep.4- First separation: Mother leaves discreetly then stranger tends to babies needs

Ep.5- First Reunion: mother enters as stranger leaves and comforts the child

Ep.6- Second separation: mother leaves the room

Ep.7- Stranger returns

Ep.8- Second reunion: Mother returns, greets baby and picks it up. The stranger leaves the room discreetly

| **Category** | **Description** | **% of 1yo in pop** |
|---|---|---|
| **Type A- Insecure Avoidant Attachment** | - Rarely gets upset when stranger enters<br>- Does not cling unto caregiver<br>- No distress when caregiver leaves or returns<br>- Becomes distressed when alone<br>- Can be comforted by either | 20-25 |
| **Type B- Secure Attachment** | - Enjoys playing with caregiver<br>- Very attached to caregiver and becomes distressed when they leave<br>- Stranger can comfort infant but is treated differently<br>- When caregiver returns the infant seeks immediate contact and is delighted | 65 |
| **Type C- Insecure Resistant Attachment** | - More clingy, cry more and don't play/explore as much<br>- Extremely distressed when their caregiver leaves and resists comfort from stranger<br>- Seeks contact when caregiver returns but will not display joy<br>- Infant appear to be anxious and negative | 10 |

<u>Cultural Difference</u>

- Countries that were collective had higher rates of children showing insecure attachment than individualist societies
- The attachment type in different cultures vary slightly based on the parenting styles of that society

# Parenting Styles

Monday, 18 September 2017 10:10 am

**Baumrind**

Permissive
- No clear boundaries
- Sets no limits
- Inconsistent expectations
- Wants to be friend to the child
- Little structure

Authoritarian
- Low in warmth
- Low in responsiveness
- Demands complete obedience
- No explanation for rules provided
- Child's viewpoint not considered
- Harsh and inflexible

Authoritative
- High in warmth
- High in responsiveness
- Makes reasonable demands
- Provides explanation for rules/decisions
- Takes child's viewpoint into consideration
- Affectionate and nurturing

**Effects of Parenting Styles**

Permissive
- Poor emotional regulation
- Rebellious and defiant when desires are challenged
- Low persistence to challenging tasks
- Anti social behaviour

Authoritarian
- Anxious, withdrawn and unhappy disposition
- Poor reaction to frustration
- Does well in school
- Not likely to engage in antisocial activities

Authoritative
- Lively and happy disposition
- Self confident about ability to master tasks
- Well developed emotion regulation
- Developed social skills
- Less rigid about gender typed traits

# Communication

Wednesday, 6 September 2017 1:51 pm

**Description**
Communication- The transmission of a message from one person to another

Communication style- Refers to the social and cultural aspects of language

Factors that shape Style- Nationality, class, intelligence

**Bernstein**
Found that there was a difference between the working class and the middle class

Distinguished different language styles through codes
Restricted Code

- Speakers draw on background knowledge and shared understanding
- Creates a sense of inclusiveness, a feeling of belonging to a certain group
- Can be found among friends and family

Elaborated Code

- Spells everything out, so that everyone can understand it because the circumstances do not allow speaker to condense
- Used in situations where there is no prior or shared understanding and knowledge, where more thorough explanation is required

| **Restricted Code** | **Elaborated Code** |
|---|---|
| - Short and simple sentences are used, with much info conveyed non verbally<br>- Much of meaning based on context<br>- Few descriptive words are used<br>- Commands are frequently used to gain compliance<br>- The 'here and now' is stressed<br>- Abstract ideas rarely expressed | - Complex, precise sentences used<br>- The meaning is clear from the sentence alone<br>- More use is made of descriptive words<br>- Explanations are used to maintain compliance<br>- Events in the past and future are referred to<br>- Abstract ideas are expressed often |

Difference

- More formally correct syntax in elaborated as well as fewer unfinished sentences
- More logical connectives whereas the restricted code uses more words of simple coordination
- Higher number of references in elaborated code
- Elaborated code used to convey facts and abstract ideas

How different classes effect the educational outcome

- Children in working class families had a language deficit
- Could only use inferior restricted code
- Limited their ability to benefit from education

Limitations

- Assumed all middle class speak in elaborated code
- Provided little evidence
- Was challenged by other theorists eg. Labov
- His experiment was conducted in elaborated code

**Labov**

- Studied black children in NYC who spoke black English vernacular
- Believed BEV was just as complex and rule governed as English
- Believed it should be viewed different not deficit

**Comparison**

Similarity

- both forms of language identified in working class people

Differences

- Bernstein considered restricted code an inferior form of language
- Labov considered BEV to be different

# Gender

Monday, 18 September 2017 11:06 am

**Girls vs Boys Speech**

- Girls very elaborate
- Direct vs indirect
- Descriptive vs simple
- Detailed bs not
- Rapport vs report

**Tannen**

Believes the reason between friction in relationships is due to the lack of understanding of each other's communication methods. To resolve this they need to understand their different methods

Six Contrasts

| Contrast | Description |
|---|---|
| Status vs Support | - Men seek to achieve the upperhand to prevent others from dominating them<br>- Women believe talking is often the way to gain conformation and support for their ideas |
| Independence vs Intimacy | - Men concerned with status tend to focus more on independence<br>- Women think in terms of closeness and support |
| Advice vs Understanding | - Men find solutions<br>- Women want sympathy and understanding + someone to listen |
| Information vs Feeling | - Men are direct and specific<br>- Women care about feelings and emotions |
| Orders vs Proposals | - Men prefer direct imperative<br>- Women give suggestions as they don't want to directly tell other people what to do |
| Conflict vs Compromise | - Men openly engage in conflict<br>- Women don't want to openly disagree with others |

# Persuasion

Monday, 18 September 2017 11:20 am

The process in which a message induces a change in belief, feeling, attitude or behaviour

**Routes in persuasion**

Central Route
Consists of thoughtful consideration of the content of the message by the receiver as an active participant in the process of persuasion. This can only happen when the receiver has both the motivation and ability to think about the message and it's content
Eg. The content is valid

Peripheral Route
Occurs when the listener decides whether to agree with a message based on cues other than the content of the message
Eg. The expert is attractive

Attitudes changed through central route lead to greater temporal persistence, greater prediction of behaviour and greater resistance to change.

**Elements of Persuasion**

Source of message
- Who said it
- Likely to accept the words of people who are experts in the area, without assessing the validity of the claim
- Similarly, those who appear trustworthy eg. Famous people, good eye contact, talks fast

Nature of communication
- What and how
- Understanding a message and responding positively you are more likely to be persuaded
- Reason vs Emotion
- More fear = Greater persuasion
- Pay attention

Characteristics of the audience
- Average self esteem most easily persuaded
- Younger people open to change
- Their relationship to us, level education, culture
- Less intellectual people swayed by expertise

Yunxia
- Letters
- Logic vs emotion

Kim
- Collectivist (hints)
- Individualistic (direct statements)

# Language Acquisition

Monday, 18 September 2017 11:45 am

**Skinner**

- Believe language was another form of learned behaviour
- Children learnt through positive and negative reinforcement, imitating the language structures they hear
- Called children's brains 'blank slates' ready for them to learn language through interaction

Evidence

- Adults explicitly modelling or teaching language, and children responding
- Children imitating/repeating adults speech
- Children learning and repairing mistakes after correction from adult

Criticism

- Difference between the child's language being true or grammatically correct
- We are more interested in what they're saying rather to be true rather than grammatically correct
- Children go through stages where they start apply grammar and learn naturally - now discredited

**Chomsky**

- Argued that there is a part of the brain used for language
- Language is to complex for a child to acquire naturally so some aspects must be innately specified
- Proposed that children come equipped with an innate mental structure (LAD) that was hard wired for language

Input- Native language around the child
Output- Sentences in the same language

Assumed universal rule to distinguish grammatical sentences

<u>Universal Language</u>
Rules that cover grammatical sentences applied to all languages
It has;
Surface structure rules- Grammatical structure of spoken language
Deep structure rules- Enables the generation of grammatical sentences

<u>Universals</u>

1. Baby already knows the linguistic universals
2. Baby's tears example of language in the native form
3. The linguistic universal help the baby make hypotheses about the incoming language
4. From these hypotheses, the baby works out grammar, a set of rules
5. As more and more language is heard, the grammar becomes more and more like the adults

<u>Support</u>

- All children around the world go through similar phases
- Medical research shows specific areas of brain for language
- Children do more than simply imitate adults speech
- Children resist/ ignore corrections from adults

<u>Criticism</u>

- Paid little attention to the social environment
- Lead other researchers to propose substantial role of social environment
- Didn't take into account child development

- He accepted interaction had an important role to play
- No practical experiment

**Bruner**

- Put forward idea the idea that the interactions between child and carer are crucial t language development, and help children develop important abilities such as turn taking
- Put language firmly into a social context

LASS

- Language acquisition support system
- Language can only be develop through the interactions with others
- Child and adult component
- Adults must provide necessary social and instructional frameworks

Collection of strategies that parents employ to facilitate their children's acquisition of language

| Scaffolding | Referencing | Joint attention |
|---|---|---|
| - Suitable framework provided by LASS<br>- Deliberate use of language at a level slightly beyond that's of the child's<br>- Leads the children to acquire complex language quicker than if they were to on their own | - Gestures together with words<br>- Develop out of non-linguistic methods<br>- Pointing or turning head<br>- Attaching words to an object | - First established through eye contact<br>- Primitive turn talking occurs<br>- Used to direct attention |

# Trait Theory

Wednesday, 6 September 2017 1:50 pm

**Trait**
Stable norms of behaviour that people display in any and every situation

**Personality**
Individual differences in characteristic patterns of thinking, feeling and behaving

**Allport (not in syllabus)**
Believed every person has a small number of specific traits predominate in his or her personality

Cardinal- trait which dominates an individual's whole life, often to the point that the person becomes known specifically for that trait

Central- These are the general characteristics that form the basic foundations of personality. These are the major characteristics you might use to describe another person

Secondary- These are the traits that only appear in a person under certain situations

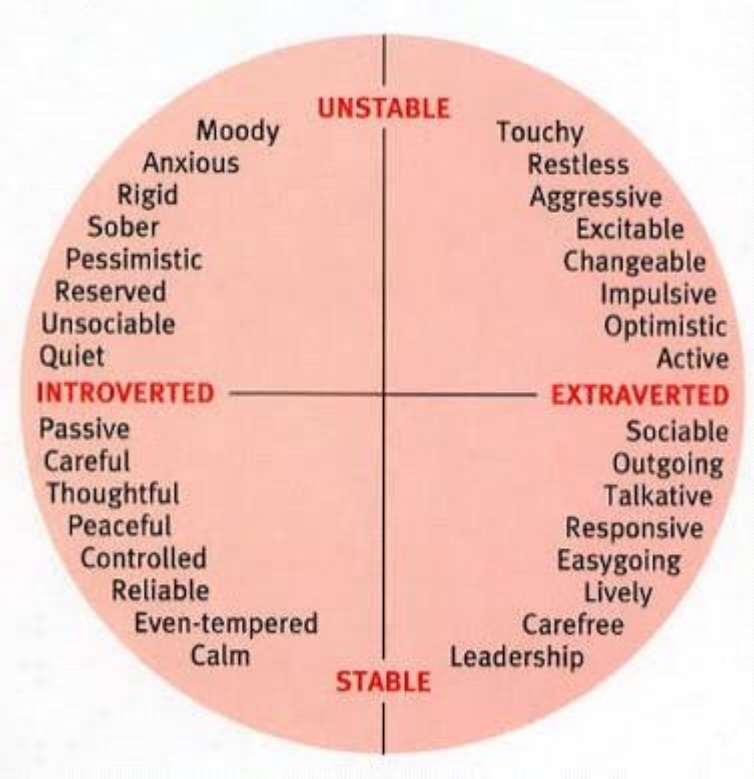
Environment + Experience shapes personality

| Cardinal | | Central |
|---|---|---|
| - Dominate the individual's life<br>- People known for this trait<br>- Most obvious to others | - Both traits<br>- Influenced by the environment | - Basis of personality |

Limitations

- Emphasis on uniqueness of each individual's personality makes it difficult to draw conclusions about the structure of human personality

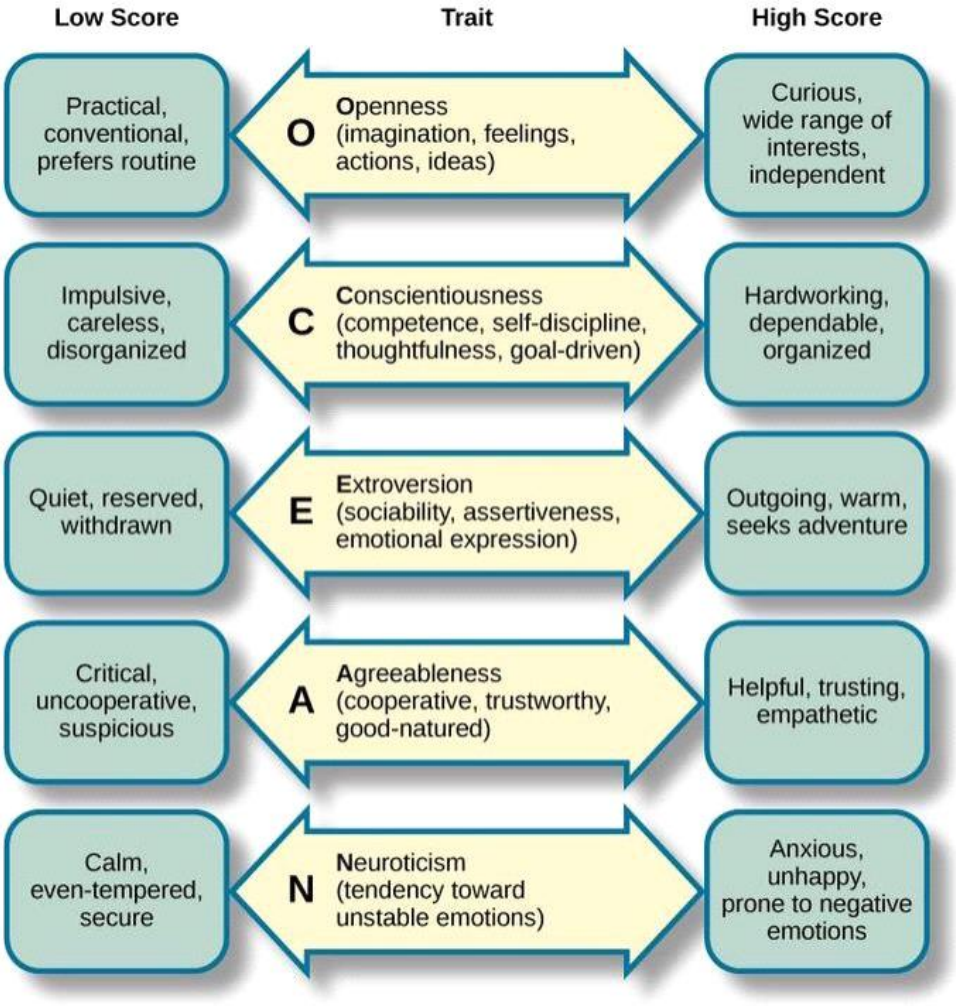
**Eysenck (not in syllabus)**
Uses a four factor analysis to study the structure of personality




Limitations

- Focused on how they act and not why
- Fixed/superficial descriptions
- Situations can effect behaviour

**McCrae and Costa**




Pros: Objectivity, ease of use and understanding, reliable

Cons: poor predictor of future behaviour, doesn't address development, no means of change

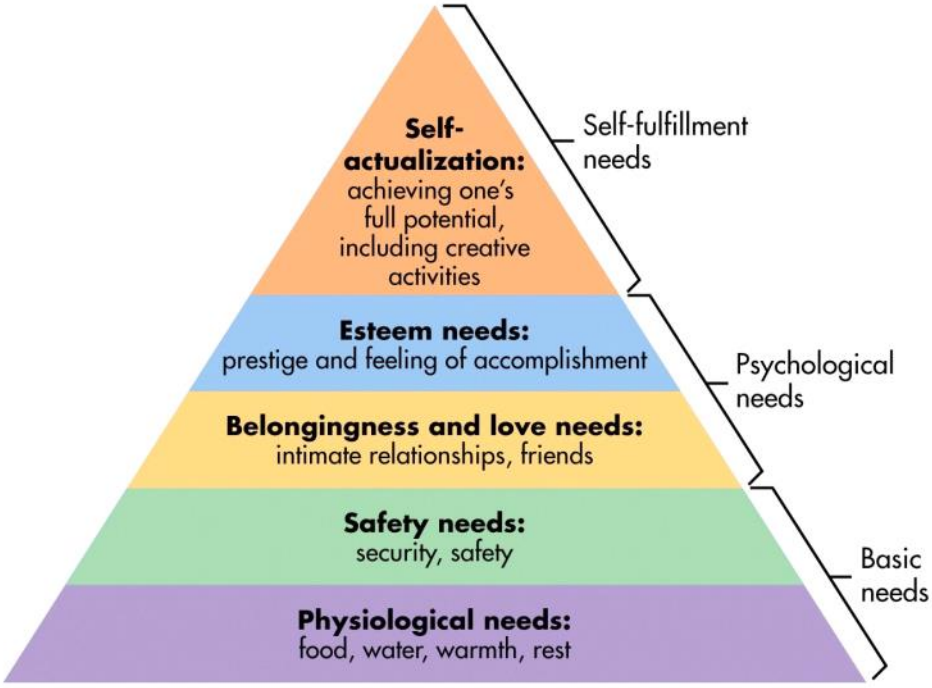
# Humanistic Theory

Monday, 18 September 2017 12:32 pm

**Assumptions**

- People have free will
- People are born good and have an innate need to make themselves/ the world better
- Each person is striving for 'self actualisation'

**Maslow**




Self actualisation

- Everyone is capable of moving up the hierarchy towards self actualisation
- Progress is halted with failure to meet lower level needs
- Life experiences may cause an individual to fluctuate between levels of the hierarchy
- Maslow noted only 1/100 people become fully self actualised

**Rogers**

- Believed humans have one basic motive, the tendency to self actualise
- They become destructive when poor self concept or constraints override the valuing proves
- Self actualisation=state of congruency

Ideal Self- Person who we want to be

Self worth- how we see ourselves, this has an effect on how a person thinks, feels and behaves in the world

Positive Regard- Rogers believed we needed to be regarded positively by others. Refers to how others evaluate and judge us in social interaction

Self Image- who we think we are

True Self- who we really are

The greater the gap between our ideal self and self image the more likely we are to be anxious and stressed

Q-sort test

A test which uses your ideal self and self image to identify how close you are to being your ideal self.

- Select 10 qualities that your ideal self would have and rank them
- Select 10 qualities that you have and rank them
- Whichever qualities you don't share with your ideal self remove from the list

Calculate= (sum of list 1) + (sum of list 2)/ 1.1

**Self Actualisation Comparison**

Similarities- strive to be good, born to be good, ability to self actualise

Differences- Rogers believed giving into conditions of worth was bad

# Social Cognitive

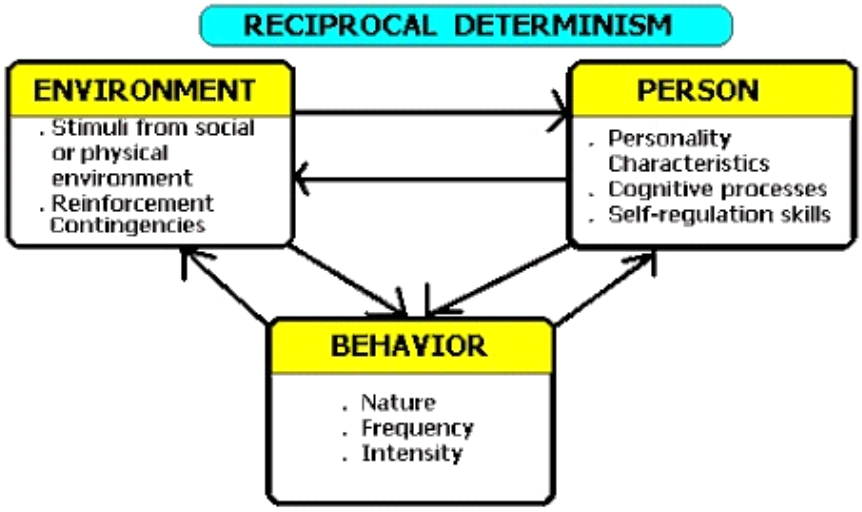
Monday, 18 September 2017 12:32 pm

**Bandura**

Reciprocal Determinism

A persons behaviours influence and are influenced by a personal factor and the environment

- Believed people regulate their behaviour by watching the actions of others, watching consequences of those actions and deciding whether to do it or not




Self efficacy- learned expectation of success. We can acquire a strong sense of self efficacy by mastering new skill and meeting challenges in specific situations

- Self doubt can prevent success

**Mischel**

Claimed that people's behaviour from Situation to Situation was variable and dependent on the situational circumstances and the persons interpretation of the situation and its consequences.

Situation view- behaviour dependent on the situational circumstance

Personality view- behaviour dependent on personality of the person

Predicting behaviour

Competencies (capabilities of individual)
Cognitive Strategies (Perception of event)
Expectancies (what you expect to get out of it)
Subjective Values (values of individual)
Self regulatory system (whether you will follow through/be bothered)

Criticisms of Trait Theory

- Personality is a strong predictor of behaviour across situations but not a strong predictor of an individual's behaviour at a specific time in a specific situation
- People choose situations
- No other trait that predicts behaviour stronger than personality
- Not dependent on a trait but the situation they're in

Method

- Reviewed English lit and found a correlation between personality and behaviour was 0.3 which is small

- Argued that due to the low correlation that the role of personality wasn't that important and the variability of behaviour must be due to situational demands

**Pros**

- lots of specific research
- comprehensive theory that takes into account behaviour, cognition and environment
- addresses how a reward/punishment system effects behaviour

**Cons**

- Not a unified theory
- Different aspects don't tie together to present a cohesive argument
- Unconscious influences on behaviour
- Doesn't address development

# Piaget

Wednesday, 6 September 2017 1:50 pm

**Description**

- Believed that children experience a series of developmental stages
- Build an understanding of the world and develop thinking skills through active interaction with the environment
- Throughout become able to reason in a quantitative, different and more advanced way

Schema- and idea about something and how to deal with it

He believed we build an understanding of our world and develop our thinking skills through active interaction with our environment

**Mental Adaption**

Assimilation- The application of existing mental patterns to new situations

Accomodation- The modification of existing mental patterns to fit new demands

| Stage | Age | Description |
|---|---|---|
| **Sensorimotor** | 0-2 | - Mostly non verbal<br>- Mainly concerned with learning to coordinate purposeful movements with information from the senses by looking at, touching, mouthing objects in their immediate environment<br><br>Object Permanence: If an objects out of sight you know it's still there |
| **Pre-operational** | 2-7 | - Children begin to think symbolically and use language<br>- The child's still very intuitive<br>- Language is not sophisticated<br>- Child is egocentric |
| **Concrete operational** | 7-11 | - Begin to understand conservation<br>- Begins to use concepts such as time, space and numbers<br>- Child can think logically about concrete objects or situations<br><br>Conservation- weight, mass and volume of matter remains unchanged even when the shape/appearance of object changes<br>Reverse thought- being able to understand the thoughts of others |
| **Formal operational** | 11+ | - Thoughts based more on abstract principles<br>- Less egocentric<br>- Hypothetical situations<br>- Comprehend more advanced abstract systems<br><br>Deductive reasoning- Premises directly infer the conclusion<br>Inductive Reasoning- You have to infer the conclusion |

Practical implications

- To most effectively guide intellectual development children should be provided experience only slightly challenging
- Adults should use a step by step strategy

- Importance of relating to a child on the right level

Strengths

- Theory has received longitudinal, cross sectional and cross cultural support. The fundamental aspects are still valid contributions today
- Generated a huge amount of critical research to increase our understanding of cognitive development
- Theory can be applied to education
- Contributed to our understanding including

Children's cognitive development progresses through a series of ordered stages
Children develop from concrete to abstract thinking and reasoning
Children construct their understanding of the world through their interaction with the environment
Children construct their understanding of the world through the internal cognitive processes of assimilation and accomodation
As children develop, they become less egocentric
As children develop they are more able to think symbolically and reason abstractly

Criticisms

- Key cognitive developments described by Piaget could be completed by children much younger than given age
- Overestimated people's formal operational abilities
- Theory is more descriptive of the process rather than explaining
- Neglects cognitive factors that could have accounted for the individual differences in development that children show
- Overall underestimates the effect of social factors
- Unscientific methods - lacks control, small samples

Criticisms of the TASKS used to gain results

- Tasks are not familiar to children so they aren't assessment what they are meant to be assessing therefore not valid
- Tasks that involve an adult repeatedly asking the same question might put pressure on children to change their answer
- Doesn't take into account social interaction
- Tasks rely on verbal expression

# Kohlberg

Monday, 18 September 2017 12:33 pm

**Description**

- Believed there was a universal sequence to the development of morality
- Model based off children's responses to various moral dilemmas

**Level 1- Pre Conventional Morality**

Moral thinking based on the consequences of ones choices or actions

Stage 1

Punishment and Obedience: Right and wrong defined by what they get punished for. If you get told off for stealing then it is wrong

Stage 2

Individual interest: Similar, but right and wrong is now determined by what you are rewarded for, and by doing what others want. Any concern is motivated by selfishness

**Level 2- Conventional Morality**

Moral thinking based on a desire to please others or to follow accepted rules and values

Stage 3

Interpersonal- Adopting a conformist attitude towards morality. Morales are determined by the majority

Stage 4

Authority- Being good means doing your duty to society. To this end we obey laws without question and show respect to authority. Most adults don't progress past this stage

**Level 3- Post Conventional Morality**

Moral thinking based on carefully examined and self chosen moral principles (only round 20% of adults achieve this)

Stage 5

Social Contract- Morales determined by personal values although can be overridden by democratically agreed laws. When laws infringe our own sense of justice we can choose to ignore them

Stage 6

Universal Ethics- Doing what is right based on your inner conscious which has taken into account the principles of justice, equality and sacredness of life

**Strengths and Weaknesses**

Strengths

- other studies have found a strong correlation between age and moral reasoning

Weaknesses

- Narrow sample
- Cultural bias: doesn't take into account the reasoning of a man with a sophisticated understanding of his own culture (schwedder)
- Gender bias: Different socialisation and values eg. Men are socialised in being independent whereas women are brought up to be more socially responsible and nurturing
- Dilemmas are artificial

- Cross sectional rather than longitudinal
- Assumes Reasoning correlates with behaviour

# Erikson

Monday, 18 September 2017 12:33 pm

**Believed**
People develop by overcoming/resolving different crisis' in their life

| Age | | Title | Description |
|---|---|---|---|
| **0-1** | Infant | Trust vs Mistrust | - Adequate warmth<br>- Touching<br>- Love<br>- physical care |
| **1-2** | Toddler | Autonomy vs Shame and Doubt | Leads to self confidence and self control |
| **3-6** | Early childhood | Initiative vs Guilt | Ability to do more than expected |
| **6-12** | Middle childhood | Industry vs Inferiority | Progression or feelings of inferiority |
| **12-18** | Adolescence | Identity vs Role confusion | Discovering 'who am I' |
| **18-40** | Early adulthood | Intimacy vs Isolation | Share deep meaningful love vs feeling alone |
| **40-65** | Middle adulthood | Generativity vs Stagnation | Maintenance of family and wanting to help society vs feelings of being trapped and bitter |
| **65+** | Late adulthood | Integrity vs Despair | Die happy and accomplished vs fear of death |

<u>Contribution</u>
Good face validity

<u>Criticisms</u>
- Vague on causes of development, no clear mechanism for crisis resolution
- No attention to cognitive development
- Not scientific

# Bandura

Monday, 18 September 2017 12:33 pm

**Social learning theory**

- People learn from one another
- Observation, imitation and modelling
- Children watch the behaviours of roles models
- Children must be provided with a positive role models and rewarded for doing things that are socially acceptable

**Bobo doll**

- Child watches caretaker hit doll and leave room
- Child would then act aggressively towards the doll

# Group behaviour

Wednesday, 6 September 2017 1:51 pm

**Group**
2 or more people who interact and influence each other for more than a few moments

Involves
- Interaction
- Influence
- Common goal
- Sense of belonging

**Presence of others**

Social Facilitation
Presence of others leads to a boost in performance
- Triplett

Social inhibition
Presence of others leads to a worse performance
- Yerk and Dodson

Diffusion of responsibility
- More people in an emergency the less likely that each person will try to help
- If several people are present they'll each assume someone else will help

Latane and Darly x2, Kitty Genovese

**Social influence**
Happens when we change our behaviour in response to other people.
- studies show we are more influenced if we identify with the group

Peers
Have a large influence because they are people that interact with us on fairly equal terms
- Fringe members less likely influenced

Peer Pressure
Pressure from the group for individuals in the group to think, feel or behave in a certain way (not always negative)

# Group polarisation

Monday, 18 September 2017 12:35 pm

When having group conversations with people with similar attitudes, your opinion will be strengthened

**Myers and Bishop**

- Got students with similar attitudes to discuss racial issues
- Students with low prejudice became more accepting
- Students with high prejudice became even more prejudice

# Conformity

Monday, 18 September 2017 12:35 pm

Bringing ones behaviour into agreement with norms or with behaviour of others in the group

Normative- Conforming to be more part of a group and be accepted by the group

Informational- conforming when we are in strange situations with people we don't know very well

**Asch**

- 8-10 participants seated around a table were shown two cards
- One card had a single line and the other had three of different lengths
- One by one each participant would select which line they thought was the same length to the line on the first card
- Showed that 75% of participants went along with the group and agreed to the incorrect answer at least on one occasion

**Factors**

- Group size
- Unanimity
- Status
- Age

# Obedience

Monday, 18 September 2017 12:35 pm

When people change their behaviour in response to direct commands from authority figures

**Milgram**
Had participant assigned to a learner (actor) and was asked to shock them every time they got a word from a set list wrong, with each shock having a higher intensity

Found that;
- 65% of participants administered the XXX shock
- Although the participant found the administration of shock wrong, they didn't want to disobey the authority figure

**Factors**
- Proximity to authority figure
- Prestige of experimenter
- Expertise

# Attribution theory

Monday, 18 September 2017 12:34 pm

**Heidar**

- Developed a theory to explain how people infer the reasons behind the behaviours of others

Dispositional
Inferring something about the person

Situational
Concluding something due to the external circumstances

Attribution bias
Systematic errors made when people evaluate or try to find reasons for their own or others behaviour

Fundamental attribution error- When we infer something at face value without sufficiently taking into account the behaviours of others

Self serving bias- making attributions about the behaviour of yourself or others in order to maintain self esteem

**Kelley**

Covariation model

| **Consistency** | **Distinctiveness** | **Consensus** |
|---|---|---|
| The extent to which a person usually behaves this way | The extent to which actors behaviours differs in one situation to another | The extent to which other people usually behave this way |

Dispositional= low consensus, high consistency, low distinctiveness
Situational= high, high, high

# Cognitive dissonance

Monday, 18 September 2017 12:35 pm

**Description**

- Refers to the situation where there are conflicting attitudes, beliefs or behaviours
- Produces a feeling of discomfort
- Leads to an alteration in on of the attitudes, beliefs or behaviours to reduce discomfort

**Festinger**

Suggested we had an inner drive to hold all attitudes, values and beliefs in harmony and avoid disharmony

- Participants participated in extremely boring tasks
- Got either 1 or 20 dollars to tell waiting participant (confederate) about how interesting it was
- Found that those that received a dollar had cognitive dissonance so they altered their beliefs in order to avoid discomfort

# Stress

Wednesday, 6 September 2017 1:51 pm

**World Event**
Large scale event that affects more than an individual, however they are often sources of stress for an individual. This is true whether positive or negative

**Factors**

Predictability- more unpredictable = more stressful and longer lasting impact

Controllability- Having less control = more stressful

Experience threat or loss- more stressful

# Kobasa

Monday, 18 September 2017 12:36 pm

- Carried out a study which 600 managers and executives were asked to complete two questionnaires
- One measured personality, the other measured the stressful events and illnesses they've experienced over the past 3 years
- She split the group into two: above average illness rate and below average

Found that the low illness group
- Saw change as a challenge
- Felt more control over their lives
- Had a sense of direction in both their work and personal lives

Criticism
- It was possible that illness was the cause, not the result of the personality characteristics

Later carried out a longitudinal study in which she followed a group of executives over a two year period and found that those identified as having a "hardy personality"

**Resilience**
The ability to bounce back from adversity

Resilient characteristics
- Makes the most from small windows of opportunity
- Deeply rooted faith in a system of meaning
- Healthy social support network
- Having a wide comfort zone

# Post Traumatic Growth

Monday, 18 September 2017 12:36 pm

- Positive change experienced as a result of the struggle with a major life crisis or a traumatic event.
- Not about returning to the same life
- Undergoing positive psychological shifts in thinking and relating to the world, that contribute to a personal process of change, that is deeply meaningful
- Often characterised by decreased reactivity and faster recovery

# PTSD

Monday, 18 September 2017 12:36 pm

**Symptoms**

Cognitive
Poor concentration, disturbances to attention and memory, flashback, intrusive thoughts, disorientation

Physical
Disturbed sleep, nightmares, exhaustion, restlessness, headaches

Emotional
Fear, avoidance, anxiety and panic, depression, guilt, withdrawal and fearfulness

**Diagnostic Statistical Manual**

A. Stressor- must've experienced a stressful event
B. Intrusive Symptoms- nightmares, replays, intrusive memories
C. Avoidance- of distressing trauma related to stimuli
D. Negative Alteration in Cognition/mood- decreased memory of event, negative beliefs of the world, blaming others, decreased interest, feeling alienated
E. Alterations in arousal/ activity- aggressive/irritable, problems concentrating, sleep disturbances, self destructive behaviour

# McMillan and Chavis Model

Monday, 18 September 2017 12:37 pm

**Sense of community**

- A feeling that members have of belonging
- A feeling that members matter to one another and to the group
- Shared faith that members needs will be met through their commitment to be together

**Elements**

- Membership
- Influence
- Integration and fulfilment of needs
- Shared emotional needs

**Membership**

Feeling of belonging to the group

- Boundaries
- Emotional safety
- A sense of belonging and identification
- Personal investment
- A common symbol system

**Influence**

Members of a group must feel empowered to have influence over what the group does

- Group cohesiveness depends on the group having some influence over group members
- People who have the most influence in the group acknowledge that others values and opinions matter

**Integration and fulfilment of needs**

Needs not just survival needs such as food and water, but also what is desired and valued

- Members of groups are rewarded for their participation
- An acknowledged interdependence with others and a willingness to maintain this interdependence by going along with or doing things for the group which foster it

**Shared emotional needs**

Feeling of being connected to others

- Contact
- Quality of interaction
- Closure to events
- Importance of shared events
- Investment
- Honour or humiliation
- Spiritual bond