FREE WILL –
THE NOTION THAT HUMANS CAN MAKE CHOICES AND ARE NOT INFLUENCED BY INTERNAL OR EXTERNAL FORCES.
THE HUMANISTIC APPROACH CLAIMS WE ARE ACTIVE AGENTS - SELF DETERMINED.

SELF ACTUALISATION –
THE DESIRE TO GROW PSYCHOLOGICALLY AND FULLFIL ONES FULL POTENTIAL. HUMANISTIC PSYCHOLOGISTS REGARD PERSONAL GROWTH AS AN ESSENTIAL PART OF BEING HUMAN.

SELF, CONGRUENCE AND WORTH –
ROGERS ARGUES THAT FOR SELF GROWTH TO BE ACHIEVED THE WAY THE INDIVIDUAL SEES THEMSELVES OR HAVE CONGRUANCE (BALANCE) WITH THEIR IDEAL SELF.
ROGERS DEVELOPED THE CLIENT CENTRED THERAPY TO HELP PEOPLE COPE WITH THE PROBLEMS OF EVERYDAY LIVING.

CLIENT CENTRED THERAPY –
ROGERS BELIEVED THAT MANY OF THE ISSUES WE EXPERIENCE AS ADULTS (WORTHLESSNESS AND LOW SELF ESTEEM) HAVE ROOTED IN OUR CHILDHOOD AND CAN BE EXPLAINED BY A LACK OF LOVE FROM OUR PARENTS.

ASSOCIATED MORE WITH INDIVIDUALIST CULTURES RATHER THAN COLLECTIVIST, POSSIBLE IT MAY NOT APPLY.

HUMANISTIC APPROACH
OFFERS A REFRESHING AND OPTIMISTIC ALTERNATIVE.
CARL ROGERS AND ABRAHAM MASLOW

HUMANISTIC PSYCHOLOGISTS ADVOCATE HOLISM – THE IDEA THAT SUBJECTIVE EXPERIENCE CAN ONLY BE UNDERSTOOD BY CONSIDERING THE WHOLE PERSON. TAKING INTO ACCOUNT THE WHOLE PERSON WITH MENTAL AND SOCIAL FACTORS, RATHER THAN JUST THE SYMPTOMS OF A DISEASE/DISORDER.

HUMANISTIC PSYCHOLOGISTS HAVE BEEN PRAISED FOR ‘BRINGING THE PERSON BACK INTO PSYCHOLOGY’ AND PROMOTING THE POSTIVE IMAGE OF THE HUMAN CONDITION.

THIS APPROACH MAY HAVE MORE VALIDITY THAN ITS ALTERNATIVES BY CONSIDERING MEANINGFUL HUMAN BEHAVIOUR WITHIN REAL LIFE CONTEXT.
SOCIAL LEARNING THEORY

MEDIATIONAL PROCESS
COGNITIVE FACTORS WHICH INFLUENCE LEARNING:

1. ATTENTION – THE EXTENT TO WHICH WE NOTICE CERTAIN BEHAVIOURS.
2. RETENTION – HOW WELL THE BEHAVIOUR IS REMEMBERED.
3. MOTOR REPRODUCTION – ABILITY TO PERFORM THE BEHAVIOUR.
4. MOTIVATION – THE WILL TO PERFORM THE BEHAVIOUR, OFTEN DETERMINED BY REWARD OR PUNISHMENT.

PROVIDES A MORE COMPREHENSIVE EXPLANATION OF HUMAN LEARNING BY RECOGNISING THE MEDIATIONAL PROCESS.

VICARIOUS REINFORCEMENT – OCCURS THROUGH OBSERVING SOMEONE ELSE BEING REINFORCED FOR A BEHAVIOUR. KEY FACTOR IN IMITATION.

IDENTIFICATION – WHEN AN OBSERVER ASSOCIATES THEMSELVES WITH A ROLE MODEL.

UNDERESTIMATES BIOLOGICAL FACTORS – ONE FINDING OF THE BOBO DOLL EXPERIMENT WAS THAT BOYS WERE MORE AGGRESSIVE THAN GIRLS – THIS MAY BE EXPLAINED BY DIFFERENCES IN TESTOSTERONE LEVELS. THIS MEANS THERE IS AN IMPORTANT INFLUENCE ON BEHAVIOUR VIA BIOLOGICAL FACTORS NOT JUST SLT.

THERE IS FREE WILL IN THE WAY WE BEHAVE.

BANDURA (1961) – LAB STUDIES ARE OFTEN CRITICISED FOR PARTICIPANTS PERFORMING DEMAND CHARECTERITICS. RESEARCH MAY TELL US LITTLE ABOUT HOW CHILDREN ACTUALLY LEARN AGGRESSION.
**COGNITIVE APPROACH**

**INTERNAL MENTAL PROCESS** –
PRIVATE OPERATIONS OF THE MIND, SUCH AS PERCEPTION AND ATTENTION THAT MEDIATE BETWEEN STIMULUS AND RESPONSE.

**SCHEMA** –
MENTAL FRAMEWORK OF BELIEFS AND EXPECTATIONS THAT INFLUENCE OUR COGNITIVE PROCESSING, DEVELOPED BY EXPERIENCE. THEY CAN ALSO BE INNATE OR LEARNED.

**THE MIND IS LIKENED TO A COMPUTER** AND APPLIED TO ARTIFICIAL INTELLIGENCE / THINKING MACHINES.

**COGNITIVE NEUROSCIENCE** –
BIOLOGICAL STRUCTURES LINK TO MENTAL STATES (BROCA 1860). BRAIN IMAGING (FRMI) USED TO READ THE BRAIN.

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**MACHINE REDUCTIONISM** –
IGNORES THE INFLUENCE OF HUMAN EMOTION AND MOTIVATION AND HOW THIS AFFECTS OUR COGNITIVE ABILITY TO PROCESS INFORMATION.

**LESS DETERMINIST** THAN OTHER APPROACHES – MORE REASONABLE.

**EXPERIMENTAL STUDIES OF MENTAL PROCESSES** ARE OFTEN CARRIED OUT USING ARTIFICIAL STIMULI – **LACKING EXTERNAL VALIDITY.**

**LAB EXPERIMENTS ARE USED TO PRODUCE RELIABLE AND OBJECTIVE DATA** – THE STUDY OF THE MIND HAS ESTABLISHED A CREDIBLE SCIENTIFIC BASIS.
CONFORMITY

COMPLIANCE –
SUPERFICIAL AND TEMPORARY TYPE OF CONFORMITY. OUTWARDLY GOING ALONG WITH THE MAJORITY VIEW, HOWEVER PRIVATELY DISAGREEING.

IDENTIFICATION –
WANTING TO BE PART OF A GROUP. PUBLICLY CHANGING OUR BEHAVIOURS, WE MAY PRIVATELY DISAGREE, ALSO TEMPORARY.

INTERNALISATION –
DEEPEST TYPE OF CONFORMITY, TAKING ON THE MAJORITY VIEW, ACCEPTING IT TO BE CORRECT, PERMENANT CHANGE IN BEHAVIOUR.

LUCAS (2006) FOUND THAT PEOPLE CONFORM IN SITUATIONS IN WHICH THEY FEEL THAT THEY DON’T KNOW THE ANSWER – THE OUTCOME PREDICTED BY ISI

IT IS NOT ALWAYS POSSIBLE TOBE SURE WHETHER ISI OR NSI IS AT WORK, BOTH INSIDE THE LAB AND IN THE REAL WORLD. THIS CASTS SERIOUS DOUBT OVER THE VIEW THAT THEY ARE TWO DIFFERENT THINGS.

MCGHEE AND TEEVAN (1967) – FOUND THAT HIGH SCHOOL STUDENTS IN NEED OF AFFILIATION WERE MORE LIKELY TO CONFORM.

ASCH (1951) – FOUND THAT PARTICIPANTS WENT ALONG WITH AN OBVIOUS WRONG ANSWER WHEN OTHERS DID ALSO.

THE DESIRE TO BE LIKED UNDERLIES CONFORMITY FOR SOME MORE THAN OTHERS. THEREFORE THERE ARE INDIVIDUAL DIFFERENCES IN THE WAY PEOPLE RESPOND.

INFOMATIONAL SOCIAL INFLUENCE –
AGREEING WITH THE MAJORITY, THE DESIRE TO BE CORRECT IN ORDER TO FIT IN WITH A GROUP.

NORMATIVE SOCIAL INFLUENCE –
AGREEING WITH THE MAJORITY IN ORDER TO BE ACCEPTED, SOCIAL APPROVAL AND LIKABILITY.
INTERFERENCE THEORY

TYPES OF INTERFERENCE –
PROACTIVE – OLDER MEMORIES INTERFERE WITH A NEW ONE
RETROACTIVE – NEWER MEMORIES INTERFERE WITH AN OLDER ONE.

EFFECTS OF SIMILARITY –
MCGEOGH AND MCDONALD (1931) STUDIED RETROACTIVE INTERFERENCE. PARTICIPANTS LEARNT A LIST OF 10 WORDS UNTIL THEY COULD REMEMBER THEM WITH 100% ACCURACY.

1. SYNONYMS
2. ANTONYMS
3. UNRELATED
4. NONSENSE SYLLABLES
5. THREE-DIGIT NUMBERS
6. PARTICIPANTS JUST RESTED

THEY FOUND THAT INTERFERENCE IS STRONGEST WHEN MEMORIES ARE SIMILAR.

REAL LIFE STUDIES –
BADDELEY AND HITCH (1977) ASKED RUGBY PLAYERS TO TRY AND REMEMBER THE NAMES OF TEAMS THEY HAD PLAYED SO FAR IN THAT SEASON. RESULTS SHOWED THAT RECALL WAS BETTER WHEN NO INFORMATION INTERFERED.

TIME BETWEEN LEARNING, INTERFERENCE EFFECTS MAY BE AVOIDED WHEN USING CUES.

ARTIFICIAL MATERIALS –
LISTS OF WORDS ARE NOT LIKE EVERYDAY MEMORY, THIS MAY OVER EMPHASISE INTERFERENCE AS AN EXPLANATION.

EVIDENCE FROM LAB STUDIES –
WELL CONTROLLED STUDIES SHOW INTERFERENCE EFFECTS.
INFLUENCE OF ATTACHMENT

INFLUENCE ON CHILDHOOD RELATIONSHIPS –
ACCORDING TO ATTACHMENT THEORY, THE CHILD WHO HAS A SECURE ATTACHMENT SHOULD BE MORE CONFIDENT IN INTERACTIONS WITH FRIENDS. HARTUP (1993) ARGUES THAT CHILDREN WITH SUCH ATTACHMENT STYLES ARE MORE POPULAR AT NURSERY AND ENGAGE MORE WITH OTHER CHILDREN. INSECURELY ATTACHED CHILDREN TEND TO BE MORE RELIANT ON TEACHERS FOR INTERACTION AND EMOTIONAL SUPPORT.


MOORE (1997) FOUND THAT SECURE TEENS WERE LESS LIKELY TO ENGAGE IN RISKY SEXUAL ACTIVITIES (UNSAFE SEX) THAN THOSE OF INSECURE ATTACHMENT TYPES.

INFLUENCE ON ADULT RELATIONSHIPS –
• HAZAN AND SHAVER’S (1987) RESEARCH INVOLVED A “LOVE QUIZ” IN THE LOCAL PAPER IN WHICH PEOPLE WERE ASKED TO WRITE INTO THE PAPER REPORTING THEIR EXPERIENCES OF THEIR CHILDHOOD RELATIONSHIP WITH THEIR PARENTS.
  › “SECURE” TYPES EXPRESSED A BELIEF IN LASTING LOVE, WERE CONFIDENT THAT THEY WERE LOVABLE, FOUND OTHERS TO BE TRUSTWORTHY.
  › “INSECURE-AVOIDANT” TYPES WERE MORE DOUBTFUL OF THE EXISTANCE OF LOVE, BELIEVING IT IS NOT REAL.
  › “INSECURE-RESISTANT” TYPES FELL IN LOVE EASILY AND OFTEN BUT RARELY FOUND TRUE LOVE. THEY WERE INSECURE AND EXPERIENCED SELF DOUBT IN LOVE.

• ZIMMERMAN (2000) LONGITUDINAL STUDY IN WHICH HE ASSESSED ATTACHMENT TYPE ON HOW CHILD RESPONDED TO STRANGERS. WHEN RE-ASSESSED AT 16 HE FOUND THAT CHILDHOOD ATTACHMENT TYPE WAS NOT A GOOD PREDICTOR OF ATTACHMENTS IN ADOLESCENCE AND THAT LIFE EVENTS CAN OFTEN CHANGE SECURE INTO INSECURE.

BOWLBY ARGUED THAT THE RELATIONSHIP BETWEEN AN INFANT AND THEIR MOTHER FIGURE PROVIDED A BASIS FOR LATER ADULT RELATIONSHIPS. THIS YOUNG CHILD DEVELOPS AN INTERNAL WORKING MODEL (IWM) FROM THEIR FIRST RELATIONSHIP, CREATING A VIEW OF THEMSELVES AS LOVEABLE OR OTHERWISE AND OF OTHER PEOPLE AS TRUSTWORTHY OR OTHERWISE. THEY ALSO DEVELOP CHARACTERISTIC ATTACHMENT STYLES (INSECURE-AVOIDANT, SECURE, INSECURE-RESISTANT – AINSWORTH 1969).

SELF-REPORT MEASURES WERE USED TO ASSESS ATTACHMENT STYLES AND ADULTS ARE LIKELY TO PRODUCE ANSWERS TO PORTRAY THEM IN A FAVOURABLE LIGHT – SOCIAL DESIRABILITY BIAS.

CONCLUSION –
SECURE ATTACHMENTS IN INFANCY ARE ASSOCIATED WITH POSITIVE PEER RELATIONSHIPS IN CHILDHOOD, GREATER EMOTIONAL COMPETENCE IN ADOLESCENCE AND LONGER-LASTING RELATIONSHIPS IN ADULTHOOD. THERE IS STRONG SUPPORT FOR CONTINUITY OF ATTACHMENT, HOWEVER THERE IS ALSO EVIDENCE THAT POSITIVE OR NEGATIVE ENVIRONMENTAL CHANGES CAN IMPROVE OR COMPROMISE AN ATTACHMENT SECURITY RESPECTIVELY.
RELATIONSHIP BEHAVIOUR IS BEST PREDICTED BY ATTACHMENT MEASURES THAT ARE COMBINED FROM MULTIPLE POINTS IN TIME DURING CHILDHOOD.
BECK’S NEGATIVE TRIAD

BECK (1967) SUGGESTED A COGNITIVE APPROACH TO EXPLAINING WHY SOME PEOPLE ARE MORE VULNERABLE TO DEPRESSION THAN OTHERS. IN PARTICULAR, IT IS A PERSON’S COGNITIONS THAT CREATE THIS VULNERABILITY – THE WAY THEY THINK – BECK SUGGESTED THREE PARTS TO THIS COGNITIVE VULNERABILITY:

FAULTY INFORMATION PROCESSING – WHEN DEPRESSED WE ATTEND TO THE NEGATIVE ASPECTS OF A SITUATION AND IGNORE THE POSITIVES. WE ALSO TEND TO BLOW SMALL PROBLEMS OUT OF PROPORTIONS AND THINK IN “BLACK AND WHITE” TERMS.

NEGATIVE SELF-SCHEMAS – A SCHEMA IS A PACKAGE OF IDEAS AND INFORMATION DEVELOPED THROUGH EXPERIENCED. THEY ACT AS A MENTAL FRAMEWORK FOR THE INTERPRETATION OF SENSORY INFORMATION. A SELF-SCHEMA IS THE PACKAGE OF INFORMATION WE HAVE ABOUT OURSELVES. WE USE SCHEMAS TO INTERPRET THE WORLD, SO IF WE HAVE A NEGATIVE SELF-SCHEMA WE INTERPRET ALL INFORMATION ABOUT OURSELVES IN A NEGATIVE WAY.

NEGATIVE VIEWS ABOUT THE FUTURE: FOR EXAMPLE, THE BELIEF THAT THE ECONOMY IS NOT GOING TO GET BETTER. SUCH THOUGHTS REDUCE ANY HOPEFULNESS AND ENHANCE DEPRESSION.

NEGATIVE VIEWS ABOUT THE WORLD: FOR EXAMPLE, THE BELIEF THAT THE WORLD IS A HORRIBLE PLACE. THIS CREATES THE IMPRESSION THAT THERE IS NO HOPE ANYWHERE.

NEGATIVE VIEWS ABOUT ONE’S SELF: FOR EXAMPLE, FEELING LIKE A FAILURE. SUCH THOUGHTS ENHANCE ANY EXISTING DEPRESSIVE FEELINGS BECAUSE THEY CONFIRM THE EXISTING EMOTIONS OF LOW SELF-ESTEEM.

BECK’S COGNITIVE EXPLANATION IS THAT IT FORMS THE BASIS FOR COGNITIVE BEHAVIOURAL THERAPY (CBT). ALL COGNITIVE ASPECTS OF DEPRESSION CAN BE IDENTIFIED AND CHALLENGED USING CBT. THESE INCLUDE THE COMPONENTS OF THE NEGATIVE TRIAD THAT ARE EASILY IDENTIFIABLE: THIS MEANS THAT THE THERAPIST CAN CHALLENGE THEM AND ENCOURAGE THE PATIENT TO TEST WHETHER THEY ARE TRUE. THIS IS A STRENGTH OF THE EXPLANATION AS IT TRANSLATES WELL INTO A SUCCESSFUL THERAPY.

BECK’S THEORY EXPLAINS THE BASIC SYMPTOMS OF DEPRESSION, A MUCH MORE COMPLEX DISORDER. SOME DEPRESSED PATIENTS ARE DEEPLY ANGRY WHICH THE NEGATIVE TRIAD DOES NOT ACCOUNT FOR/EXPLAIN.

A RANGE OF EVIDENCE SUPPORTS THE IDEA THAT DEPRESSION IS ASSOCIATED WITH FAULTY INFORMATION PROCESSING, NEGATIVE SCHEMAS AND THE COGNITIVE TRIAD OF NEGATIVE AUTOMATIC THINKING. CLARK AND BECK (1999) REVIEWED RESEARCH ON THIS TOPIC AND CONCLUDED THAT THERE WAS SOLID SUPPORT FOR ALL THESE COGNITIVE VULNERABILITY FACTORS. CRITICALLY, THESE COGNITIONS CAN BE SEEN BEFORE DEPRESSION DEVELOPS, SUGGESTING THAT BECK MAY BE RIGHT ABOUT COGNITION CAUSING DEPRESSION, AT LEAST IN SOME CASES.