Psychodynamic – The Structure of Personality

ID
- Centre of Innate Forces
- Seeks to satisfy: Tension
- Acts on the: Pleasure Principle

EGO
- Seeks to satisfy: the ID and S. EGO Rationally
- Acts on the: Reality Principle
- Uses Defence Mechanisms to displace Anxiety caused by the S. EGO and ID

S. EGO - Builds Moral Framework
- Acts on the: Morality Principle:
  - Ego-Ideal (what we should do)
  - Conscious (what we should NOT do)
Psychodynamic – The Defence Mechanisms

Repression - Excluding from the Conscious

Displacement - Transfer of impulse from one object to Another

Regression - Regressing to behaviour in the Stages of Development

Identification - Internalising the Characteristics of the Threat

Rationalisation - Find Logical Reasons for Unacceptable Behaviour

Used by the EGO to relieve Stress/Anxiety.
Cognitive – Research Methods

• Uses Scientific Methods

• Controlled Laboratory Studies – E.g. investigating STM store capacity

• Brain Scans – to see what parts of the brain are active in certain tasks

• Case Studies – How the brain processes information

• Self Report – ppts are asked to report on what they’re thinking

• Clinical Studies
Biopsychology – Motor Neurones

• The Cell Body consists of:
  • Cell Membrane
  • Cytoplasm
  • A Nucleus

• A Synapse is a connection between a Dendrite and an Axon

• Sacs of Neurotransmitter travel across the gap allowing the Impulse to also traverse the gap

1. An Impulse arrives
2. Sacs of Neurotransmitter are made
3. The Sacs are Released (Membrane)
4. The Neurotransmitter Diffuses to the Opposite Side
5. The Neurotransmitter binds to the Receptors
6. The Impulse Continues
Frontal Lobe: Thinking and Decision making

Motor Area: - Controls Muscles

Parietal Lobe: Processes Sensory Information and gives us a sense of touch

Somato-Sensory Area: - Receives Touch

Occipital Lobe: Processes Visual Information

Primary Visual Area: - Receives Retina Info

Temporal Lobe: Processes Language Information

Broca’s Area: - Process Speech Production

Wernicke’s Area: - Recognises Sounds
## Biopsychology – Localisation

<table>
<thead>
<tr>
<th>Description of Method</th>
<th>Example</th>
<th>Strength</th>
<th>Limitation</th>
<th>Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Post Mortem:</strong> Study Loss of Function before and after Death</td>
<td>Paul Broca located Broca's Area using Speech Issues</td>
<td>Makes use of Brain Damage</td>
<td>Cannot Control the Damage</td>
<td>Participants must give Permission</td>
</tr>
<tr>
<td><strong>EEGs:</strong> Monitors Brain Waves with Electrodes</td>
<td>Penfield and Rosmussen managed to Stimulate parts of the Body</td>
<td>Can reduce Seizure occurrence</td>
<td>Must Remove part of the Skull and it’s Too General</td>
<td>Unknown Long-Term Effects</td>
</tr>
<tr>
<td><strong>Brain Imaging:</strong> Sensing Brain’s use of Energy</td>
<td>Carbon-11 is put in Glucose, which travels through the Blood to the Brain</td>
<td>Shows Areas with greatest Blood Flow</td>
<td>Expensive and Difficult to Interpret Results</td>
<td>Unknown Long-Term Effects</td>
</tr>
</tbody>
</table>
Changes caused by the SNS:

- **Blood Flow to Muscles** Increases
  Prepares for Action

- **Pupils** Dilate
  Increases Vision

- **Adrenaline** is Released
  Fuels the Energy Needed for the Muscles

- **Heart Rate** Increases
  Increases Blood Delivery

- **Breathing** Increases
  Supplies more Oxygen to the Cells

- **Hairs** Stand on edge
  Increases Sensitivity

- **Sweat Gland** Activity Increases
  Cools the Body

- **Blood Flow to Digestion** Decreases
  Supplies more Blood to the Muscles
Gender – Social Learning Theory (Evaluation)

- Recognises the Role of Nurture
- Uses a Nomothetic Explanation
- Studies Observable Behaviour

- Ignores Nature
- Ignores Idiographic Methods
- Ignores Private Subjective
Gender – How to Write Gender Essays

Describe and Discuss the _______ explanation of Gender (10)

• Key Theories (Try for Three)

• Evidence (Brief Outline)
  · Conclusion (What does it say about Gender?)
  · Evaluation

• Strengths and Weaknesses

• Compare to Another Explanation
Conformity – Crutchfield (Private Response)

• Aim:
  • Investigate the difference in the levels of conformity for private response

• Method:
  • Five ppts answer in booths using switches, they could see the lights that represent other ppts answers

• Results:
  • 50% of ppts gave the same wrong answer

• Conclusion:
  • Ppts conformed less due to less Normative Pressure

• Evaluation:
  • Ethical Issue of deception, ppts not told that Confederates were told to give the same wrong answer
Obedience – Milgram (Obedience Studies)

• Aim:
  • Investigate the level of Obedience when ordered to harm someone else (Destructive Obedience)

• Method:
  • Milgram acted as the Authority Figure giving orders to the teacher
  • The true ppt was the teacher and would give incremental shocks to the learner whenever they got something wrong
  • The Confederate was the learner and would deliberately get the questions wrong and then pretend to be shocked
  • The roles were decided through a rigged ballot

• Results:
  • 100% gave 300V or more, 65% gave the MAXIMUM voltage of 450V

• Conclusion:
  • The Situational Factors caused high levels of Obedience (see The Situational Factors of Obedience)
Autism – “a developmental disorder causing impairment of social interaction, communication and interests/activities”

Syndrome – set of symptoms which have same underlying cause

The Diagnostic and Statistical Manual (DSM4)

Triad of Impairment

- **Poor Social Interactions** [2 items] – poor use of eye contact, lack of relationships, lack of joint attention
- **Impairment in Verbal and Non-verbal Communication** [1 item] – no conversation, repetitive speech
- **Restricted Range of Activities** [1 item] – repetitive movements, rituals, fascination with parts of objects

Joint Attention

- At 9-15 months children begin to use eye contact, noise, pointing, etc. to get attention
- This behaviour is absent from Autistic Children

Evidence (Observational Studies)

- Autistic children tended to show much less activity (A Lack of Joint Attention)
Memory – Short Term Memory Evidence

• Capacity (STM)
  1. Reading a sequence of numbers
  2. Friend memorizes and writes it down after
  3. Sequence increases each time
     • Average remembered: 7

• Duration (STM)
  1. Create a Trigram (e.g. QZJ) and show it to a friend
  2. Hide the trigram and ask them to count backwards in 3’s (interpolated task)
  3. After a 0/3/6/9/12/15/18 seconds ask them to recall the trigram
     • 10% remembered 18 seconds

• Clinical Disabilities
  • Amnesia – loss of memory due to Brain or Psychological Damage
  • Anterograde – Can’t remember new information
  • Retrograde – Can’t remember pre-event memories

• Clinical
  • HM – surgery to treat epilepsy
    • Gained STM loss
    • STM was unable to transfer info to LTM
  • KF – motorcycle accident
    • Caused Brain Damage
    • STM capacity was 2
    • Didn’t affect LTM
    • (Doesn’t support Two Stores as LTM should have also been reduced)

• Serial Position Effect Study
  • The Primary Recency Effect
    • First Words remembered because time to process into LTM
    • Last Words remembered because still in STM
  • Experimental, IV and DV, Supports Model (Separate Stores)
  • Lacks Ecological Validity
Memory – Long Term Memory

- Episodic Memory
  - Autobiographical Information
  - Meaningful Events
  - Can be vivid or flashbulb

- Semantic Memory
  - Meanings, knowledge, facts
  - Stored in schemas (Social Information)
  - Organised to be recalled

- Procedural Memory
  - How to do things
  - E.g. Bike riding
  - Stored as muscle movements
  - Resistant to Decay

- Evidence (Tulving)
  - Injected himself with radioactive gold (for scanning)
  - Was asked questions about:
    1. History – Semantic
    2. Childhood – Episodic
  - Different areas of the Brain showed activity for each type of recollection
  - Tulving was the only one (biased and can’t generalise)

- Evidence (HM)
  - Couldn’t remember piano lessons
  - Never forgot how to play the piano (Procedural)
  - Difficult to generalise from Case Study

- Evidence (Conway)
  - 900 ppts interviewed after MT resigned
  - A third were interviewed 11 months later
  - 86% scored highly for accuracy
  - The ppts had formed a flashbulb memory of the event
  - Due to only a third, it may have been biased, media may have strengthened memory (CV)