

SCHOOL S OF PSYCHOLOGY

Development

<u>Psychoanalytic</u>	<u>Humanistic</u>	<u>Cognitive</u>	<u>Behavioral</u>	<u>Neurobiological</u>	<u>Social</u>
<ul style="list-style-type: none"> ▪ childhood experiences especially those before age 6 shape each person's unconscious mind ▪ <u>Psychosexual stages</u> – each stage is important for development (happens during a critical period ie. Anal Stage during toddlerhood) & fixations explain personality development (<i>Oral, Anal, Phallic, Latent, Genital</i>) ▪ Development of the id, ego & superego help children learn decision making & morals 	<ul style="list-style-type: none"> ▪ Emphasizes the uniqueness of each individual and that humans have the ability because of free will to meet their needs and determine their destiny (self-actualization) ▪ <u>Maslow's Hierarchy of Needs</u> – deficiency of needs or meeting needs aids or hinders development of children (<i>physiological, safety, love/belonging, esteem, self-actualization</i>) 	<ul style="list-style-type: none"> ▪ development is due to mental processes such as perception, learning, memory, and thinking which also includes an adaptation to the world which a child accommodates to its ever changing demands ▪ <u>Piaget</u> – cognitive development is due to the assimilation & accommodation; each child develops thought by going through four stages: <ul style="list-style-type: none"> ▪ <i>Sensorimotor</i> – object permanence/object constancy ▪ <i>Preoperational</i> – develops some logic & egocentrism, can't conserve ▪ <i>Concrete Operational</i>: conservation & reversibility ▪ <i>Formal Operational</i>: logic & rational thinking w/ adolescent cognitive distortions ▪ <u>Vygotsky</u> – inner speech helps to develop thought process & morals ▪ <u>Kubler-Ross</u> – our interpretation of death & dying creates stages that we go through until we accept our death (denial, anger, bargaining, depression, & acceptance) ▪ <u>Franz Viewing Box</u> – perception & preference ▪ <u>Visual Cliff</u> – Depth perception ▪ <u>Kohlberg</u> – stage of moral development (<i>preconventional, conventional, postconventional</i>) 	<ul style="list-style-type: none"> ▪ development based on reinforcement, modeling, punishment, and shaping ▪ <u>Skinner</u>: development is based on a response to the environment due to <i>reinforcement, punishment, or shaping</i>. 	<ul style="list-style-type: none"> ▪ Focuses on heredity and biological factors such as the brain and how these affect mental processes as well as how physical mechanisms affect emotions, feelings, desires, and sensory experiences ▪ <u>Hormones/Glands</u> – <i>prolactin</i> (physical growth), <i>thyroxin</i> (metabolism), <i>adrenaline</i> (energy level), <i>melatonin</i> (sleep), & <i>testosterone & estrogen</i> (onset of adolescence) ▪ <u>Teratogens</u> – chemicals that can effect unborn child ▪ <u>Reflexes</u> – helps w/ physical development (walking) 	<ul style="list-style-type: none"> ▪ Focuses on the role of social and cultural influences on behavior ▪ <u>Erikson</u> – social development is due to progression through developmental stages where a person wants to have more healthy experiences than unhealthy experiences (<i>basic trust vs. mistrust, autonomy vs. shame and doubt, initiative vs. guilt, industry vs. inferiority, identity vs. identity (or role) confusion, intimacy vs. isolation, generativity vs. stagnation, & ego integrity vs. despair</i>) ▪ <u>Harlow</u> – attachment is important for not only survival but also the developmental of a healthy person ▪ <u>Ainsworth</u> – attachment is important to the development of a child's temperament or personality (<i>secure, insecure, avoidant, &</i>

SCHOOLS OF PSYCHOLOGY**Personality**

<u>Psychoanalytic</u>	<u>Humanistic</u>	<u>Cognitive</u>	<u>Behavioral</u>	<u>Neurobiological</u>	<u>Social</u>
<ul style="list-style-type: none"> ▪ Urges, anxiety, & unresolved conflicts and forces in the unconscious mind of which the person may not be aware effects personality & personality development ▪ <u>Freud</u> – personality development is due to structure of the mind (<i>conscious, preconscious, unconscious</i>), decision making (<i>id, ego & superego</i>), defense mechanisms (<i>repression, denial, regression, procrastination, compensation, displacement, projection, reaction formation, intellectualization, , sublimation, & rationalization</i>) psychosexual stages (<i>Oral, Anal, Phallic, Latent, Genital</i>) (fixations) ▪ <u>Jung</u> – structure of the mind (<i>conscious, ego, personal unconscious, collective unconscious, complexes, archetypes</i>) & personality types (<i>extroversion /introversion, thinking/ feeling, intuitive/sensation, judging/perceiving</i>) ▪ <u>Adler</u> - feelings of <i>inferiority</i> or strive for <i>superiority</i> directly influence the development of personality ▪ <u>Horney</u> – <i>basic anxiety & basic hostility</i> in the unconscious (along with social interaction) effects the personality 	<ul style="list-style-type: none"> ▪ Personality development based on the journey towards <i>self-actualization</i>. ▪ <u>Maslow's Hierarchy of Needs</u> – deficiency of needs or meeting needs aids or hinders development of personality (<i>physiological , safety, love/ belonging, esteem, self-actualization</i>) ▪ <u>Rogers</u> - <i>incongruence</i> between the <i>self</i> and personal experience. Healthy people have congruence between the self and the ideal self 	<ul style="list-style-type: none"> ▪ Personality development based on the thought and perception. ▪ <u>Bandura</u> – <i>modeling, reciprocal determinism, self-efficacy</i> ▪ <u>Rotter</u> – <i>Locus of control</i> – one's general expectancies about whether one's efforts can bring about desired outcomes or reinforcement. (external/internal) ▪ <u>Kelly</u> - Human beings are lay scientists who continually test hypotheses about social reality (these hypotheses are <i>personal constructs</i>). ▪ <u>Piaget</u> – cognitive development (see development) 	<ul style="list-style-type: none"> ▪ Personality development based on reinforcement, modeling, punishment, and shaping ▪ <u>Skinner</u>: personality is based on a response to the environment due to reinforcement, punishment, or shaping. 	<ul style="list-style-type: none"> ▪ Personality based on brain structure or neuronchemicals. ▪ <u>Brain structure</u> – <i>pons</i> (lack of sleep – aggressive, angry), <i>thalamus</i> (no <i>sensation</i> – aloof), <i>hypothalamus</i> (overly aggressive, indulgent (obese), overly concerned about weight (thin), <i>amygdala</i> (overly emotional or flat affect), <i>hippocampus</i> (does not care because of poor memory) , <i>frontal lobe</i> (stupid – lack of critical thinking or impulse control) ▪ <u>Hormones/Glands</u> – melatonin (aggressive, cranky), prolactin (aggressive – tall), adrenaline (extroverted) ▪ <u>Neurotransmitters</u> (GABA & aggression, acetylcholine & memory) ▪ <u>Nervous System</u> – <i>autonomic nervous system</i> (<i>sympathetic</i> – responds in an emergency – anxious, <i>parasympathetic</i> – calms the body after flight or fight – sluggish) 	<ul style="list-style-type: none"> ▪ <u>Erikson</u> – personality develops to progression through developmental stages where a person wants to have more healthy experiences than unhealthy experiences (<i>basic trust vs. mistrust, autonomy vs. shame and doubt, initiative vs. guilt, industry vs. inferiority, identity vs. identity (or role) confusion, intimacy vs. isolation, generativity vs. stagnation, & ego integrity vs. despair</i>) ▪ <u>Adler</u> - birth order theory ▪ <u>Horney</u> – social interaction lessens or increases basic <i>anxiety</i> or basic <i>hostility</i>

SCHOOLS OF PSYCHOLOGY

Learning

<u>Psychoanalytic</u>	<u>Humanistic</u>	<u>Cognitive</u>	<u>Behavioral</u>	<u>Neurobiological</u>	<u>Social</u>
<ul style="list-style-type: none"> ▪ Learning happens when motivating forces and social conflicts within the unconscious become conscious. ▪ <u>Freud</u> - decision making (<i>id, ego & superego</i>), defense mechanisms (<i>repression, denial, regression, procrastination, compensation, displacement, projection, reaction formation, intellectualization, , sublimation, & rationalization</i>) psychosexual stages (<i>Oral, Anal, Phallic, Latent, Genital</i>) (fixations) ▪ <u>Jung</u> – learning styles (<i>extroversion /introversion, thinking/ feeling, intuitive/sensation judging/perceiving</i>) 	<ul style="list-style-type: none"> ▪ Learning emphasizes the "natural desire" of everyone to learn & follows from this, they maintain, that learners need to be empowered and to have control over the learning process ▪ <u>Rogers</u> – humanistic approach to education toward self-actualization & unconditional positive regard of teachers ▪ <u>Maslow</u> - concentrated on human potential for self-actualization. 	<ul style="list-style-type: none"> ▪ a relatively permanent change in behavior acquired through experience due to thoughts, perception, or memory ▪ <u>Kohler</u> – <i>insight learning</i> ▪ <u>Tolman</u> – <i>latent learning, mental mapping</i> ▪ <u>Bandura</u> – <i>modeling, Bobo doll experiment</i> ▪ <u>Concept formation</u> – <i>schemas, prototypes</i> (Rosch), heuristics/algorithm, creativity ▪ <u>Roadblocks to learning</u> – <i>mental set, functional fixedness, availability heuristics, representative heuristics, anchoring heuristics, overconfidence, framing, belief perseverance, false consensus effect</i> ▪ <u>Information processing approach</u> ▪ <u>Forgetting</u> – <i>interference, amnesia, encoding issues, decay, Nickerson & Adams, bias, misinformation effect, confabulation, source amnesia</i> 	<ul style="list-style-type: none"> ▪ a relatively permanent change in behavior acquired through experience due to associations or reinforcement/punishment ▪ <u>Classical Conditioning</u> – (<i>UCS, UR, CS, CS</i>) ▪ <u>Pavlov</u> – <i>dogs & bells & drool</i> ▪ <u>Watson</u> – <i>little Albert</i> ▪ <u>Garcia</u> – <i>conditioned taste aversion, Garcia effect</i> ▪ <u>Operant Conditioning</u> – <i>reinforcement</i> (positive, negative <i>escape & avoidance learning</i>) & <i>punishment</i> ▪ <u>Skinner</u> – <i>shaping</i> ▪ <u>Thorndike</u> – <i>law of effect</i> ▪ <u>Prema</u> ▪ <u>ck</u> – <i>Premack principle</i> 	<ul style="list-style-type: none"> ▪ a relatively permanent change in behavior acquired through experience due to brain structure or biochemistry ▪ <u>Brain structure</u> – <i>hippocampus</i> (short term memory), <i>frontal lobe</i> (long term memory & problem solving), <i>amygdala</i> (emotional memory), <i>cerebrum</i> (higher level thinking, <i>left hemisphere dominant</i> (more logical)) ▪ <u>Neurotransmitters</u> – <i>acetylcholine</i> (memory), <i>Norepinephrine</i> (more energy, more intelligent), ▪ <u>Hormones</u> – <i>adrenaline</i> (energy) 	<ul style="list-style-type: none"> ▪ a relatively permanent change in behavior acquired through experience due to social influence ▪ <u>Attitudes</u> ▪ Attitude change: mere <i>exposure effect, foot-in-the-door tech., door-in-the-face tech., ask-and-you-shall-be-given tech., lowbaling, modeling (social learning theory), elaboration likelihood model, overjustification effect, role theory (Zimbardo), cognitive dissonance</i> ▪ <u>Attributions</u> ▪ <u>Attribution errors</u> – <i>fundamental attribution error, actor observer effect, self-serving bias, false consensus effect, just world phenomenon, self fulfilling prophecy, halo effect</i> ▪ <u>Prejudice</u> - <i>stereotypes, discrimination, social inequities, vivid cases, in-group bias</i> ▪ <u>Social influence</u> – <i>conformity (Asch), in-group-bias (Sharif), social facilitation, social loafing, group polarization, group think, diffusion of responsibility, bystander apathy (Darley & Lanane), Obedience (Milgram), altruism</i>

SCHOOL S OF PSYCHOLOGY

Abnormal & Therapy

<u>Psychoanalytic</u>	<u>Humanistic</u>	<u>Cognitive</u>	<u>Behavioral</u>	<u>Neurobiological</u>	<u>Social</u>
<ul style="list-style-type: none"> ▪ <u>Abnormal</u>: internal unconscious conflicts cause abnormal behavior ▪ <u>Aim of therapy</u>: psychoanalysis assumes that many psychological problems are fueled by childhood’s residue of supposedly repressed impulses and conflicts. Psychoanalysts try to bring the repressed feelings into conscious awareness where the patient can deal with them ▪ <u>Techniques</u>: - <i>Latent content, Manifest content, Free Association, Hypnosis, Interpretations, Resistance, Transference, Countertransference, Symptom substitution</i> 	<ul style="list-style-type: none"> ▪ <u>Abnormal</u>: failure to strive toward one’s feelings cause abnormal behavior ▪ <u>Aim of therapy</u>: to boost self-esteem by helping people grow in self-awareness and self-acceptance as well as make the client responsible for his or her own change ▪ <u>Techniques</u>: Rogers’ “Client-Centered Therapy” - <i>Unconditional positive regard, Active Listening, Essential Therapies</i> 	<ul style="list-style-type: none"> ▪ <u>Abnormal</u>: irrational, dysfunctional thoughts or ways of thinking cause abnormal behavior ▪ <u>Aim of therapy</u>: focuses on changing a client’s behavior by changing his or her thoughts and perceptions through a combination of substituting healthy thoughts for negative thoughts and beliefs and changing disruptive behaviors in favor of healthy behaviors ▪ <u>Techniques</u>: Ellis’ <i>Rational-Emotive Behavior Therapy(REBT)</i> & <i>Beck’s Approach</i> (only for depression) 	<ul style="list-style-type: none"> ▪ <u>Abnormal</u>: internal unconscious conflicts cause abnormal behavior ▪ <u>Aim of therapy</u>: applies learning principles to eliminate unwanted behaviors and acquire desirable behaviors in their place ▪ <u>Techniques</u>: <i>Contingency management, Classical conditioning - Counterconditioning, systematic desensitization, in vivo desensitization, virtual reality therapy, aversive conditioning</i> ▪ <i>Operant Conditioning – token economy, behavior modification,</i> ▪ <i>modeling</i> 	<ul style="list-style-type: none"> ▪ <u>Abnormal</u> organic problems, biochemical imbalances, genetic predispositions cause abnormal behavior ▪ <u>Aim of therapy</u>: to reduce biochemicals in the brain ▪ <u>Techniques</u>: <i>Prefrontal lobotomy, Electro convulsive Therapy (ECT), drug therapy (antianxiety, antidepressant, antimanic, antipsychotic)</i> 	<ul style="list-style-type: none"> ▪ <u>Abnormal</u>: dysfunctional society cause abnormal behavior ▪ <u>Aim of therapy</u>: can be useful models of behavior for one another and can provide mutual reinforcement and support group members ▪ <u>Techniques</u>: <i>group/family therapy</i>