

Functionalism (first american school)

Opposed structuralism

Focus on function (help organism adapt to environment)

Psych should be practical, not pure

Broadened psych, in terms of subjects and methodology

'why' of mental processes, motivation

Interested in individual differences

William James

Anti-reductionist

Learn via self-teaching

Psych is to describe and explain consciousness

Opposed wundt, wanted to study living people as they adapt to environment

Psych is biological science, also looked at emotion

Stream of consciousness: conscious is continual

Personal, perpetually changing, continuous, selective

Methodology: introspection, used comparative method, eclectic approach

Pragmatism: meaning of ideas are found in practical consequences

James-Lang Theory of Emotion

Response before emotion

We are 'bundles of habits', gives way to behaviour; not instincts

Granville Stanley Hall

Recapitulation Theory: children repeat the evolution of human race

Interested in human/ animal development

Used questionnaires, children a lot

Hugo Munsterberg

Studied with Wundt

Clinical, forensic, industrial psych

Trying to promote pure psychology but changed to applied

Looked at crime prevention using hypnosis; detecting guilt; eye witness testimony

Looking at selecting workers who's characteristics match the job

Believed he had the power of suggestion

Psych should be useful for people

Assumed women couldn't handle career and be married -> led to creation of elite women only college

Francis Cecil Sumner

Went to Clark Uni

First AA to receive doctorate

Kenneth Clark and Marie Phipps Clark

Social policy

Paved way for civil rights

Doll Test, even AA preferred W dolls

Functionalism at U of Chicago

John Dewey

Studied with Stanley Hall

Looked at education

Stimulus/Reflex (Reflex Arc)

Any unit of behaviour ends with reflex

Perception of stimulus alters response (flame; hand over flame)

Behaviour looked at how helps organism adapt; looked at total organism

Didn't believe in elementary school education; looked at how children learn

James Rowland Angell

Influenced by James

Function of consciousness is to help adapt

How the mind assists to adapting

More holistic

Harvey A Carr

Studied with Angell

Looked at mental activity

Introspection + experimental

Bridge between struct/ behave

Functionalism at Columbia U

Robert Woodsworth

S-O-R

Looked at motivation

Criticism

Contributions

Gestalt

Dislike wundt's elementary nature / tichener

Molar approach

The whole is different than the sum

Influenced by Kant (pieces organized meaningfully), Brentano (ACT), Mach (physics), Ehrenfels (transpose melody to dif melody and still same), James (continuous stream of consciousness)

Phenomenology - Present exp. As it is occurring

Max Wertheimer

Phi phenomenon

Studied under Kolp e

Productive Thinking - present situation as a whole vs trial / error; whole problem has to dominate its parts (top-down)

Kurt Koffka

Most 'inventive'

Studied with Stumpf

What he published led to the thought that Gestalt only deals w / perception

Wolfgang Kohler

Studied with planck, stumpf

Wanted to align w / physics, extend to all sciences

believed neuronal activity = force fields

Insight Learning - spontaneous comprehension of method to solve problem, ape

Transition from no solution to solution is sudden

Perceptual consistency-perception doesn't change even though image on retina changes

Law of proximity, similarity, closure(good gestalt), continuity, inclusiveness, figure ground, simplicity

Isomorphism - correspondence between psychological mind and underlying brain activity

American psychology misinterp that gestalt is only perception

Kurt Lewin

Studied with Stumpf

Went into personality and motivation

Field theory (counter force fields)

Life space; varying degrees of development (baby vs man)

Uses mathematical model, studies individual person

Looks at +ve vs -ve valence; balance between person and environment

An imbalance leads to tension leads to action to restore balance

Zeigarnik effect - looked at how being allowed to finish task while not affected memory of task (more likely to remember when not finished)

Social psych - looked at group dynamics, groups have a *social field*

Social Action Research - view to introduce change

Sensitivity training - help reduce intergroup conflict

Critics

Contributions

Behaviourism

Edward Lee Thorndike

Interested in animals

Connectionism - learning based on connecting between S-R; behaviour has to be reduced to S-R 'Unit'

Trial Error Learning - learning is incremental and applies to animals as well

Random behaviour, finds way, learns way

Used quantitative measure (#wrong behaviours + time elapsed)

Law of Effect - likely to repeat behaviour if pleasurable outcome

Law of Exercise - more times lever is associated w/ certain response, behaviour reinforced

A pleasurable reward is efficient

Ian Petrovich Pavlov

Going from subjectivism to objectivism

Three problems, 1) nerve function in heart 2) primary digestive glands 3) conditioned reflexes

Dog salivate in sight of food (conditioned) vs salivating when food in mouth

Edwin B Twitmyer

Kneejerk reflex

Thought we were machines

Vladimir M Bekhterev

Mental disorders

Research suppressed

Associated reflex; motored conditioned reflex (muscles)

Redrawing finger form shock, e.g., shock, buzzer, finger

Animal Knights Movement

Criticism to bio/phys. Departments

John B Watson

Founder

Crystallization of ideas already present

Not into introspection

Lab studies in consumer behaviour

Study of behaviour is purely objective, exp. Natural science

Goal of psych is to predict and control behaviour

Use only observable facts rather than mental

Verbal reports; conditioned reflex (glandary secretion)

Little Albert

Adult problems caused by problems in infance

Criticisms

Omitting perceptual

McDougall -> supported free will, behaviour derives from innate tendencies

Contributions -made more objective prominent system in US

Neobehaviourism

Positivism - what is appropriate data is observations in public domain; want to minimize any theoretical speculation

Vienna - divide science into empirical / theoretical ; theory must be tied logically to empirical findings through operationalism

The core of psych is the study of learning; mechanism by which we adapt

Can use laws of conditioning

All terms must be operationally defined

Non-human animal should be used as variables can be controlled; data can be regressed to humans

Edward Chace Tolman

Purposive Behaviour - purpose to behaviour implies consciousness

All actions are goal directed; purpose to achieve goal ~ learning is means

Interested in overt response

Intervening variables - must be able to objectively observe S/R

SOR

Pattern that O learns is called *cognitive map*

Cognitive map experiment

Latent learning - learning that takes place but isn't observable at first glance

Edwin Ray Guthrie

One-Trial Learning

Rejected Pavlov / Thorndike

Learning depends on contiguity of S/R

Whenever one trial happens, one learns (trial after the other isn't needed)

Clark Leonard Hull

No mental (no purposive behaviour)

Human behaviour is automatic, objective, can be reduced

Behaviour must be framed in mathematics

Hypothetico - deductive method — establish postulates
Uses Intervening Variables - Physiological

Deprivation, hunger, --> DRIVE (arouses and activates behaviour), gives direction

What is reinforcing is the seeking of behaviour
Primary vs Secondary Drives

Law of Primary Reinforcement (reduction of primary need)

When S/R followed by reduction in need, probability increases that same S
invokes same R

Thorndike (pleasure)

Habit Strength - More reinforcements, stronger the habit; learning cannot take
place w/o reinforcement

BF Skinner

Studies of Responses

Describe behaviour rather than explain

No intervening variables

People controlled by forces in environment

Not important to have # of subjects, just as long as sufficient data

Operant Behaviour occurs w/o observable antecedents

What matters is the consequence

Law of acquisition - strength of behaviour increases w/ Reinforcement

BF. Skinner

- Skinner's behaviorism
- operant conditioning
- law of acquisition: ability to learn language not same acquisition
- reinforcement schedule: not always easy to use reinforcement to get the behaviour that you want – instinct will take over
- credited with creation of behaviorism
- goal: to learn how to use learning principles to create an optimal environment
- expected that his behavioural technology will relieve frustration

Social learning theories – modifications to extremes of behaviorism

- Comes as a reaction to broader movement in psychology – cognitive behavioral approach
- 3rd wave of behaviorism

Albert Bandura: born in Canada – PhD in uni of Iowa, joined Stanford faculty – social cognitive type of behaviorism (less extreme) reflect the spirit of the time

- Wanted to observe the b's of people in interactions
 - Emphasizes rewards and reinforcement
 - Looks at external reinforcement but also expectations and beliefs – not all external reinforcement – reactions to stimuli are initiated by the person
 - Believed that reinforcement can change behaviour but (i)'s can learn without direct reinforcement
 - Vicarious reinforcement: learning by example, capacity to appreciate and anticipate consequences of actions – Perception of consequences = cognitive eg. Bobo doll experiment
 - Self efficacy: sense of self esteem and competence in dealing with life's problems – even if there are obstacles I will be able to overcome it – low = no thought of ability to cope
 - What we believe in terms of sE affects many aspects of life – belief about coping = perception
 - Modeling: Not actual reinforcement but what we think will happen – used to change b's (works well for phobias)
 - If we learn by modeling – that may be a way of learning new behaviors to alter undesirable b's or relearn a better way to do things
 - Have to have similar characteristics – more likely to be effective – if you see the model make mistakes it will increase self efficacy
- Symptoms and disorder are the same – when we treat the symptoms we treat the disorder

- Social learning theory – study b and how its modified and transformed in social situations – how subjects interact with each other not individually = social animals

Julian Rotter: grew up in Brooklyn, father lost business in depression (rotter was 13), discovered psychoanalysis books at high school library, served in Us army in WW2, taught at uni


- Social learning theory – first to be credited with
- Emphasizes cognitive processes: we see ourselves as conscious beings – influences of external forces mediated by conscious concepts
- Locus of control:
 - Internal locus: the reinforcement we get from the enviro depends on how we behave
 - External locus: fate, luck, not within our control
- Modified behaviorism – not over throw or replace it
- Skinnerians – eventually retired, newer upcoming psychologists have more cognitive approach ∴ Behaviorism still alive but modified

Early Explanations of mental illness

- 3 ways to explain abnormal mental behavior
- always usually in existence in every culture but one will be more prominent
 - Biological: eg. Medical model – assumes that all disease (including mental illness) is caused by some biological impairment
 - Psychological:
 - Supernatural: mental or physical issues inflicted by something not human – eg. God or spirits – middle ages – exorcisms
- Important how you explain because will directly influence how you treat it

Improvement in treatment

- Psychotherapy – attempt to help person deal with their mental disturbance
- By 1600s – mental illness is beginning to be viewed as having natural causes
 - Generally people are not being treated well
 - But sometimes be logically related to cause
- Extreme forms of certain mental illness – treatment was less than humane, thought to be possessed, may have been punished or put to death, morally deficient or dangerous to society – out of mind out of sight
- Still people purposing biological causes even though supernatural most popular
- Socio-economic status determined the treatment received
- 19th century – enlightenment era – science can help to improve society – mental illness biologically based
- Phillipe Pinel:

- Removed chains, worked for better treatment in mental asylum – bedlam – had tours
- Overall program is called Moral treatment: pay attention to nutrition, hygiene and living conditions
- Also used early forms of behavioural modification
- Occurring in the context of the French revolution
- William Tuke (1732 – 1822)
 - Different background – Tea merchant in England – quaker and predisposed to providing relief in subjectated groups – helped with slavery
 - Founds north retreat – rural environment set up to look like a working farm – dedicated to treatment of mental illness
 - Program similar to pinel – reward good treatment
 - Punishment through isolation
 - Important is the religious orientation – ways of treating is known to quakers in other parts of the world – york retreat became model for hospitals in US –
 - Great influence in helping improve treatment
- Benjamin Rush: first American to bring scientific approach to mental illness treatment
 - Signer of declaration of independence
 - Surgeon general in US army
 - Father of Psychology – wrote book about diseases of the mind
 - Believed that illness were derived from blood and blood circulation problems – could be excess blood
 - Common remedy – bleeding/ blood letting
 - Mental illness due to high blood pressure
 - Blood letting – calmed violent people
 - Importance – mental illness can be treated, even though general idea is wrong
- Asylums – for affluent people – staff ratio of ~ 2:1
- Other asylums – over crowded and under funded
- Dorothea Bix: educator with concern for less fortunate, examined treatment of people in public institutions
 - Began a tour of poor houses, state houses and mental hospital – saw the devastating mistreatment of mentally ill
 - Wrote a report of treatment in mass – repeated in other states  reform of school and institutions in society
- Continual focus on curing and starting to think about PREVENTION – mental hygiene movement – launched by;

- Clifford Beers: (not in text) (1876 – 1943)
 - Different because he was a former mental patient – gives unique qualification
 - Graduate of Yale and had a job in NY in insurance company
 - Tried to commit suicide – spent time in institutions – released and wrote a book – “A mind that found itself”
 - Had introductory letter from William James
 - Mental illness was curable –
 - If this was going to come about – necessary to make improvement in diagnosis
- Emil Kraepelin:
 - Dementia praecox – schizophrenia
 - Worked with Wundt
 - Professor of psych in clinic in Heidelberg: Tried to sort patients into categories – based on symptoms and prognosis
- Lightner Witmer:
 - Created clinical psychology
 - Opened world's first psychological clinic
 - Not same as what is practiced today – school psychology
 - Taught English and history in Philly – returned to school for law, switched to psych for practical reasons – few available positions for
TA was in psych with Catell
 - Did studies of (i) reaction time
 - Catell – chose him as a successor
 - Went to Germany to study with Wundt, classmate of Titchener (contemporary)
 - Looking for opportunity to apply psychology
 - Many establishments were creating college level instruction for pedagogy and teaching
 - Psychologist asked to offer courses
 - Teacher asked about 14 year old student – spelling
 - Proposed clinical psychology as new profession – at APA conference
 - Multidisciplinary approach
 - Recognized that emotional and physical factors can have a huge impact
 - Believed that environment is very important – foresaw the need for a variety of sensory experiences early in child's life for proper development

- Created new approach – influenced spread to area we would call special education

Psychological vs Medical models of mental illness

Hypnosis as treatment

- Franz Mesmer: friends with Mozart, intrigued by electricity and magnetic fields
 - thought that mental illness was caused by misaligned magnetic fields
 - Thought he could treat mental illness by high doses of iron and then passing magnetic over – ANIMAL magnetism
 - Started noticing that it happened without magnet – thought he had magnetic powers
 - Aroused negative view by hierarchy
 - Found that he was no longer welcomed in Vienna
 - First to come up with group therapy – gathered around box filled with chemicals, patients join hands
 - Viennese commity – headed by Ben Franklin – ambassador to france – report in 1784, concluded that this form of therapy has no foundation in science – thought that success was due to patients beliefs not actually by Mesmer
 - Mesmerism kept on but mostly as entertainment
 - Transition into hypnosis: looking at suggestion to patients – frued used to get at subconscious

Freud

Video - dreams important; when talk about origin of symptom, it disappears; said sex was at root of problems; countertransfer (transfer feelings onto DR); libido; free association; Oedipus complex; freudian slips

Carl Jung

Death drive, just as important as Eros

Women = 'dark continent'

Freud said women inferior due to no penis

Psychoanalysis

Rose out of tradition + psychiatry (not academics)

Can't use introspection due to defense mechanisms

Leibniz influenced Freud (monads), Hubert (consciousness), etc

Freud believes in psychic E; cause of mental illness is a psychological strain
Says that childhood memories are fantasies

Conscious, preconscious, unconscious

Id, ego, superego

Anxiety - objective, neurotic (id), moral (guilt/supergo)

Resistance - failure to bring up memory as its high anxiety inducing

Need good relationship between therapist and patient to uncover memories

Libido: psychic E drives personality to pleasurable experiences

Confusing psychology / psychoanalysis

Use exp. Method as psychoanalysis seen as inferior

Criticisms

Case study data from patients

His clinical setting

Makes things fit with his ideas

Accuracy of recall?

Making extrapolations one shouldn't be?

Contributions

Impact on American Culture

Neo-Freudians

Anna Freud

Developed psychoanalytic theory (applied to children)

Play therapy, observations in home setting

Revised psychoanalytic theory to incl. Ego

Clarified defense mechanisms

Carl Jung

Analytic psychology

Freud thought Jung was successor

Jung went to world of unconscious through dreams

Jung refuted oedipus complex

Believed in inner-growth vs interpersonal relationship

Reduced sex to just a drive

Thought that we're shaped by our future and can change through time

Personal unconscious (happened to indiv) -> complexes (patterns of emotions among common theme)

Collective conscious (deep level, exp of others not known by indiv) -> archetypes (innate determinants of mental life) **not much appeal**

Introversion vs extroversion

Word-Association Test - read word, respond w/ first thing comes to mind
If word takes too long to come, problem w stimulus word

Jung too mystical, religion based, relied on chemical interp. Rather than controlled exp.

Social Psych Theories

Alfred Adler

Believed that interpersonal relationships and how those relationships unfold are important

Social interest - innate potential to coop w/ people to help achieve societal goals

Adler focused on conscious exp. (more future orientated, strive for good)

Unity and consistency of personality superiority (making self better)

No 'penis-envy' for women; only manifests through societal forces

Feelings of inferiority motivate us (social or mental, even if not real)

Abnormal only when develop inferiority complex

Creative Power of Self

Active creative power

Certain abilities might come by heredity but the way we use it shapes us

Birth Order

Relationship between personality and birth order

Adler offered much more satisfied view of human nature

Criticism

Too superficial

Too simple

Can't verify data

Not systematic

Can't confirm

Did not clarify procedure

Karen Horney

Disputed with Freud on biological forces

Challenged Oedipus/libido/no sexual main drive

Unconscious motivation + non rational behaviours

Said that men are jealous by womb envy

Concept of basic anxiety - feeling of loneliness is basis of neurosis

Need secure attachment to not develop neurosis

Social forces in child environment

Infants seek security (no threatening world)

Insisted personality can change over time

Focused on how child is treated rather than psychosexual 'universal' stage

Societal, cultural, environmental

10 neurotic needs

Moving towards people (compliant; approval, affection, move towards)

Moving against people (hostile; aggressive, power, prestige)

Moving away from people (detached; independence, detaching, withdraw, self sufficient)

Not best way to deal w/ anxiety as too fixed

Idealized self image - false picture of ourselves

Horney had a much more optimistic view than Freud; neurosis avoidable by proper rearing

Uses case studies to support thoughts

Criticism

Impact
Feminist movement

Humanistic Psychology

Disagreed with psychoanalyst(subc)/behaviourist(no consc)
Emphasis on conscious experience
Look at "wholeness" (gestalt); free will; all factors relevant to human nature

Antecedents (Brentano, Koolpe, James, Gestalt, Phenomenology)

Saw behaviorists are artificial as reduced humans to animals/machines
Criticized freud for not studying normal people

Abraham Maslow

Influenced by Wertheimer
Studied a small subset of exceptional people and why they differ
Hierarchy of needs (phys, safety, belonging, esteem, self-actualization)

Self-Actualization - free from neurosis, older, less than 1% of population, harriet tubman
Goal is to formulate complete description to be human being

Criticisms
Subjective criteria (pre conceived ideas)
Sample too small
Terminology vague
Preliminary work

Carl Rogers

Any improvement needs to be made by the client
Consciously change thoughts and behaviour
Suppression of any display of emotion

Self-Actualization - innate but helped/hindered by childhood; never reached, always ongoing

Unconditional positive regard: +ve; Conditional positive regard: -ve

Fully functioning: open to experience, live in present moment, lives by own opinion, creative

Rogers was interested on how to get people better
Therapy would influence to express sensitivity or honesty -> leads to conflicts

Rogers says Humanistic psych is not highly recognized; psychoanalysis/behaviour is evolving so humanistic diluted

Contributions

Consciously change lives

Study of consciousness

Best/worst of humans

Helps to expand domain of psychology

Cognitive Psychology

Times changing; computers now; refuting newtonian pov

Piaget

Interested in genetic epistemology, schemas, cognitive development, reasoning of solving

Simon asked Piaget to work on IQ test

Found that children are unlike adults when it comes to solving problems

Working with children who are able to speak; has to come up with different procedure to study non-verbal

Genetic epistemology (developmental process)

How do schemas develop in individual

Knowledge structures form "wholes"

Frederick Bartlett

Memory research (realistic situations)

Schemas

Repeated reproduction

Recall shaped by culture-bound schemas

Folk story experiment

George Miller

Founded the centre of cognitive studies

Investigated language, memory, perception

7 +/- 2; chunking

Noticed similarity between mind and computer; evolution rather than revolution;
return to mental life

Uric Neisser

Ecological validity in research

Studied under Miller/kohler

Influenced by koffka

Father of cog psych

Cognition is not all of psych but should be part

Dissatisfied that there is reasoning and becomes artificial

Donald Broadbent

Dichotic listening procedure

Selective filter model of attention

Found that gauges are too familiar in plane

Nature of cognitive psychology

Differs from behaviourism

Focuses on process of knowing vs how respond to stimuli

Mental processes mind and not behaviour

How does mind organize that info

Individual is actively managing so we can participate in knowledge
garning

Cognitive neuroscience

Combines neuroscience and cognition (how brain function gives rise to
neuroactivity)

Introspection

Attempted to quantify

Retrospective phenomenological assessment -> rate

Intensity based on subjective exp.

Do we have access?

Unconscious cognition

Not like Freud (more rational/logical)

Unconscious not appropriate term; a lot of processing occurs at non-conscious level
(introspection not entirely 100%)

Animal cognition

How animals cognitively process information

Interested to generalize to people

Spread of Cognitive Psychology

Developmental psychology (+linguistics)

Social psychology (cognitive dissonance)

Personality psychology

Abnormal psychology

Cognitive science ~ interdisciplinary field

Contributions

Consciousness

Journals

Consolidate multiple disciplines

Criticism

Behaviorists didn't like it

Too much focus on cognition (not much on emotion/motivation)

Cognitive psychology still in development

Contemporary Psych

More eclectic view

Pure vs applied

Training in clinical psych (should be proficient in app/pure)