

REVIEW ON APPROACHES

Feature	Behaviourist	Cognitive	Biological	Psychodynamic	Humanistic
Main focus/Assumption	All behaviour is learnt. Animal and humans learn the same. The mind is irrelevant. (Natural Determinism)	We are like a computer. The focus is on mental processes (input-process-output) (Nature & Nurture / Free will)	Behaviour is caused by hormones, genetics, evolution and the CNS. (Natural Determinism)	Our childhood influences our behaviour unconsciously. We have innate drives and motivations. (Natural Determinism)	An individual should be seen as a whole and are driven to their full potential. Considers feelings and choices. (Nature/Free will)
What does it ignore?	Complex learning; genetics; personality; cognitive processes + structures.	Genetics; personality; motivations; long term goals.	Environmental issues and cognitive structure and processing.	Positive emotions; "normal" individuals; biological factors (neurochemistry, genetics)	Biological factors; childhood and development; bonded interest in cognitive structure
Who does it test on?	Humans + animals (Pavlov, Skinner, Bandura)	Human only	Humans + animals	Humans only (Anna O, Little Hans)	Human only
Preferred method of testing	Experiments – only observable behaviour to be measured	Experiments (Laboratory, field and natural)	Experiments + twin studies.	Case studies & therapy (free association, dream analysis, Freudian slip)	Qualitative data. Reports. Therapy.
Is it scientific?	Yes	Yes	Yes	No	No
Known for	Classical/Operant conditioning; Social Learning Theory	Twin studies and concordance rates; Brain structure; Phobias Cage.	Schemas; Barlett (1933) cognitive neuroscience; CBT	Psychosexual stages; Personality; Defense mechanisms; Counselling; Psychopath.	Maslow's Hierarchy of needs; Rogers self actualisation; Counselling; Psychopath.
Conscious or non-conscious processes?	Conscious	Both	Unconscious	Unconscious	Conscious

QUESTION GUIDE

Definition	Outline (AO1)	Evaluate (AO3)
Deviation from social norms	<ul style="list-style-type: none"> Behaviour seen as unacceptable by society Social deviancy e.g. behaviours such as public nudity and disorders such as paedophilia 	<ul style="list-style-type: none"> Cultural relativism (bias) Can't be applied universally to all cultures Due to all cultures having different social norms E.g. nudity is an acceptable behaviour in many non-western cultures (tribes) Social norms change over time E.g. homosexuality is no longer listed as a mental disorder
Failure to function adequately	<ul style="list-style-type: none"> Being able to complete normal day to day activities and fulfil basic needs e.g. Leaving the house, going to work, eating, cleaning etc. Using this definition OCD/Depression would only be seen as significant if symptoms prevented functioning 	<ul style="list-style-type: none"> Cultural relativism (bias) and can't be applied universally to all cultures due to cultural expectations of functioning varying E.g. leaving the home area is not seen as normal to functioning in all cultures However can be useful when measuring as it is relatively easy to list behaviours and objectively judge if the person has completed them
Deviation from ideal mental health	<ul style="list-style-type: none"> Assessed using a criteria for what is seen to be the characteristics of an individual with sound mental health Criteria includes: <ul style="list-style-type: none"> Accurate perception of reality High self-esteem Autonomy (independence) 	<ul style="list-style-type: none"> Cultural relativism (bias) Can't be applied universally to all cultures Criteria is based on Western expectations of mental health E.g. Collectivist cultures would not see independence as essential Who can achieve all? Difficult to define the cut off point for abnormality
Statistical infrequency	<ul style="list-style-type: none"> Defines abnormality by behaviour that is rare or unusual This is calculated by comparing an individual with the behaviour of the population Normal distribution curves allow for extreme behaviour to be identified 	<ul style="list-style-type: none"> Definition does not distinguish between desirable and undesirable behaviour E.g. high levels of IQ would be seen as a positive not abnormal attribute The cut off point is also subjectively determined and people may disagree how rare a behaviour should be to be determined abnormal

PSYCHOLOGICAL ASSUMPTIONS

SOCIAL APPROACH	<ul style="list-style-type: none"> behaviour, cognitions and emotions can be influenced by other individuals 	<ul style="list-style-type: none"> behaviour, cognitions and emotions can be influenced by groups or social contexts
BIOLOGICAL APPROACH	<ul style="list-style-type: none"> behaviour, cognition and emotions can be explained in terms of the working of the brain and the effect of hormones 	<ul style="list-style-type: none"> similarities and differences between people can be understood in terms of biological factors and their interaction with other factors
COGNITIVE APPROACH	<ul style="list-style-type: none"> behaviour and emotions can be explained in terms of the role of cognitive processes such as attention, language, thinking and memory 	<ul style="list-style-type: none"> similarities and differences between people can be understood in terms of individual patterns of cognition
LEARNING APPROACH	<ul style="list-style-type: none"> conditioning helps to explain changes in behaviour 	<ul style="list-style-type: none"> social learning helps to explain changes in behaviour.

CORE STUDIES

SOCIAL APPROACH	MILGRAM (1963) OBEDIENCE
-	PILIAVIN ET AL. SUBWAY SAMARITANS
-	YAMAMOTO ET AL. CHIMPANZEE HELPING
BIOLOGICAL APPROACH	CANLI ET AL. (2000) BRAIN SCANS AND EMOTIONS
-	DEMENT & KLEITMAN SLEEP AND DREAM
-	SCHACHTER AND SINGER (1962) TWO FACTORS IN EMOTIONS
COGNITIVE APPROACH	ANDRADE DOODLING
-	BARON-COHEN ET AL. EYES TEST (AS AND HFA)
-	LANEY ET AL. FALSE MEMORY
LEARNING APPROACH	BANDURA ET AL. AGGRESSION
-	SAAVEDRA & SILVERMAN BUTTON PHOBIA
-	PEPPERBURG PARROT LEARNING

