

Visualizing psychology – 2nd edition



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Psychology derives from the root psyche meaning "mind" and logos meaning "word". Modern Psychology is a scientific study of behavior and mental processes.

ON VISUALIZING PSYCHOLOGY - 2ND EDITION SPECIFICALLY FOR YOU FOR

ONLY \$13.90/PAGE Order Now Biopsychology: a unifying theme of modern psychology that considers biological, psychological, and social processes.

Clinical Psychology: studies and treats mental illness and mental

retardation. Counseling Psychology: coping with everyday living and

development. Comparative Psychology: study and comparison of the behaviors of diverse animal species, often under controlled laboratory experiments, in

order to discover general principles of behavior. Cross Cultural

Psychology: how cultural factors influence human behavior. Increasing

numbers of psychologists investigate how behavior differs among various

cultures throughout the world. Developmental Psychology: studies change in

human behavior from early life to death. Cognitive/Learning

Psychology: studying the mental processes involved in perceptions, learning,

memory, and reasoning. Educational/School Psychology: concerned with the

learning processes and psychological issues associated with the teaching

and training of students. Gender Psychology: gender encompasses a variety of

domains including personality traits (consistent ways of being in the world),

gender role (attitudes, behaviors, and self-presentation), and self-concept

(identities and beliefs); and is determined by a complex blend of nature and

nuture influence. Health Psychology: study of psychological and behavioral

processes in health, illness, and healthcare. Social Psychology: study of social

behavior, especially of the reciprocal influence of the individual and the

group with which the individual interacts. Neuropsychology: effects of brain

damage on behavior and the mind. Evolutionary Psychology: studies the

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mental adaptations of humans to a changing environment, especially differences in behavior, cognition, and brain structure

Wilhelm Wundt- "Father of Experimental Psychology"

- established the first psychology laboratory in 1879 in Germany

- helped train the first scientific psychologist

- wrote "Principles of Physiological Psychology"

- primarily interested in how we form sensations, images, and

feelings

Edward Titchener- brought Wundt's ideas to the U. S.

- STRUCTURALISM was his approach

- sought to identify the basic building blocks, or structures, of mental life

though INTROSPECTION could not be used to study animals, children, or

more complex mental disorders

- structuralism established a model for studying mental processes

scientifically

William James- broadened psychology to include animal

behavior, biological processes, and behaviors

- wrote "Principles of Psychology" (1890) became the leading psychology text

- was the leading force in the FUNCTIONALIST school

Functionalism how the mind functions to adapt humans and other animals to their

environment

Introspection observation or examination of one's own mental

and emotional state, mental processes, etc.; the act of looking within

oneself

Behaviorist the theory or doctrine that human or animal psychology

can be accurately studied only through the examination and analysis of

objectively observable and quantifiable behavioral events, in contrast with

subjective mental states. Observable behaviors and the

environment emphasizes objective, observable environmental influences on

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overt behavior John Watson

Environmental Influences adopted Ivan Pavlov's concept of conditioning to explain behavior as a result of observable stimuli (in the environment) and observable responses (behavioral actions) Ivan Pavlov

Conditioned Response- Russian Physiologist

- concept of conditioning to explain behavior as a result of observable stimuli (in the environment) and observable responses (behavioral actions)

- non human animals were ideal subjects for this research B. F. Skinner

Behavior shaped by consequences- one of the most influential psychologists of the twentieth century.

- believed that by using basic learning principles to shape human behavior, we could change what he perceived as the negative course of humankind.

- therapeutic techniques rooted in the behavioral problems such as phobias and alcoholism. Gestalt perceptual pattern or structure possessing qualities as a whole that cannot be described merely as a sum of its parts.

- "Whole greater than the sum of its parts" Psychodynamic clinical approach to personality, as Freud's that sees personality as the result of a dynamic interplay of conscious and unconscious factors. Unconscious without an awareness, sensation, or cognition Sigmund Freud- believed that many psychological problems are caused by conflicts between "acceptable" and "unacceptable" unconscious sexual or aggressive motives.

- theory provided a basis for a system of therapy known as psychoanalysis

- founded the psychoanalytic school in Europe

- his non-scientific approach and emphasis on sexual and aggressive impulses have long been controversial, and today there are few strictly Freudian psychoanalysts left.

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- theory affected psychotherapy, psychiatry, and modern psychodynamic psychologist, who focused on the importance of unconscious process and unresolved past conflicts Humanistic-person having strong interest in or concern for human welfare values, and dignity.
- person devoted or versed in the humanities. Free Will free and independent choice; voluntary decision: You took on the responsibility of your own free will.
- doctrine that the conduct of human beings expresses personal choice and is not simply determined by physical or divine forces. Cognitive pertaining to the mental processes of perception, memory, judgement, and reasoning
- Thought, problem solving, reasoning, memory, learning Jean Piaget- Swiss developmental psychologist and philosopher
- known for his epistemological studies with children
- his theory cognitive development and epistemological view are together called " genetic epistemology"
- placed great importance on education of children
- Dir of International Bureau of Education
- created International Center for Genetic Epistemology in Geneva.

Epistemology branch of philosophy concerned with the nature and scope of knowledge

- questions what knowledge is, how it is acquired, and the possible extent a given subject or entity can be known. Biological scientific study of the biological bases of behavior and mental states. (since behavior is controlled by the nervous system it is important to study how the brain functions in order to understand behavior) Psychodynamic any clinical approach to personality, as Freud's that sees personality as the result of a dynamic

interplay of conscious and unconscious factors Cognitive pertaining to the mental processes of perception, memory, judgement, and reasoning, as contrasted with emotional and volitional processes Nature vs. Nurture- debate is one of the oldest issues in psychology.

- centers on the relative contributions of genetic inheritance and environmental factors to human development
- some philosophers such as Plato and Descartes suggested that certain things are inborn, or that they simply occur naturally regardless of environmental influences.
- other well known thinkers such as John Locke believed in what is known as tabula rasa (the mind begins as a blank slate) meaning everything we are and all of our knowledge is determined by our experience. Nature

Nurture

the material world, especially as surrounding humankind and existing independently of human activities.

to bring up; train; educate.

Conscious- consists of everything inside of our awareness.

- aspect of our mental processing that we can think and talk about in a rational way.
- includes sensations, perceptions, memories, feeling and fantasies inside of our current awareness.
- closely allied with the conscious mind is preconscious, which includes the things that we are not thinking of at the moment but which we can easily draw into conscious awareness. Unconscious mind is a reservoir of feelings,

thoughts, urges, and memories that are outside of our conscious awareness.

- mostly unacceptable and unpleasant, such as feelings of pain, anxiety, or conflict

- Freud said unconscious continues to influence our behavior and experience, even though we are unaware of these underlying influences

Observable Behavior can be noted through one of the senses (seen, heard, tasted, smelled, or felt)

- described by action words such as touching, walking, saying or writing.

*do not include feelings or intentions which are inferred from other

behaviors*Internal Mental Processes- associated with the brain.

- can include thoughts, memory, problem solving skills and language

Free Will vs. Determinism how much of our behavior is a matter of free will, and how

much is subject to determinism

Free Will choices made freely by an individual

Determinism notion that behavior is largely produced by factors beyond people's willful control

7 major perspectives in modern psychology

1. Psychoanalytic/Psychodynamic (unconscious processes and unresolved past conflicts)*person dreaming*

2. Behavioral (objective, observable environmental influences on overt behavior) *rat in box*

3. Humanistic (free-will, self-actualization, and human nature as naturally positive and growth-seeking)*looking in mirror*

4. Cognitive (thinking, perceiving, problem solving, memory, language, and information processing)*man thinking*

5. Neuroscientific/Biopsychological (genetics and biological processes in the brain and other parts of the nervous system)*brain*

6. Evolutionary (natural selection, adaptation, and evolution of behavior and

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mental processes)*man/monkey*

7. Sociocultural (social interaction and the cultural determinants of behavior and mental process)*globe*Socioculturalpertaining to, or signifying the combination or interaction of social and cultural elements. Volitional Processes the act of willing, choosing, or resolving