

**Structure:**

Structure of research question:

1. Focus on the question – explaining the concept of the question – examples: “normality and abnormality”
2. Knowledge and understanding – related theory – Jean Piaget’s developmental theory
3. Research that supports the question – process of the experiment
4. Critical thinking – evaluating the research question
5. Clarify and notification – summarize the content of question

**Content**

Areas of knowledge:

1. Developmental Psychology  
Jean Piaget – 1953
2. Abnormal Psychology  
Rosenhan – 1972

**Concepts**

1. Cognitive development: is the process which human acquire, understand, organize, and learn to use information in various ways.
2. Reliability: refers to how constantly a method measures something.
3. Validity: refers to how accurate a method measures what it is supposed to measure.
4. Normality: The absence of illness and the presence of state of wellbeing called normality.
5. Abnormality: Abnormality is the significant deviation from commonly accepted patterns of behavior, emotion or thought.

**Experiments:**

1. Jean Piaget 1952

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Theory: 0-2 sensorimotor stage I

learn from movements, looking, touching, hearing, sucking, grasping, and putting things in mouth

2-7 preoperational stage II

start to learn speaking and thinking, but only think from one perspective or aspect.

7-12 concrete operational thought stage III

time to go to school, can solve simply logical questions

12+ formal operations stage IV

can use formal logic and solve problems in a systematic way.

Aim of experiment: study children’s perception of right and wrong

Participants: several groups of children among age 2~12

Procedure: refers to the mountain task, children are being displayed with a 3 dimensional mountain model. First, they were asked to choose a picture that fits their own observation, all children choose the correct one. Secondly, they replace the mountain with a doll, the researchers place the doll in various positions and asked the children to choose the picture of how the doll views them, this became difficult and took longer time for them.

Result: this experiment shows the egocentric cognition of the children, their inability to see another person’s perspective.

Evaluation: the unfamiliar object could further effect the test result, familiar object could effect, the result could be better.

2. Rosenhan – 1972

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Theory: DSM-5 full name is diagnostic and statistical Manual of mental disorders is published by the APA (American psychiatric association) DSM-5 is a standardized and complete system for diagnosis.

limitations: every index is not perfect, that is why the book is keep upgrading.

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Aim of experiment: to test the validity of psychiatrist diagnoses.

Participants: 8 normal people

Procedure: introducing the 8 participants into 12 psychiatrist hospital, they claim to have been hearing voice in their mind. The voices are all claimed in the same gender and unfamiliar. They all behave normal after they arrive at the hospital facility. They all claim they felt fine, further with no further contact with the doctor. They were all being diagnosed with Schizophrenia. After reporting feeling normal, they all experienced a 19 day observation period to leave the facility.

Result: In the hospital facility, they found that the doctors seldom contact with the patient, that could lead to misunderstanding and invalid diagnoses. Especially under the hospital environment, the patients are even more easily to be self-labeled and less motivated to appeal themselves, further leader to Confirmation bias.

Evaluation:

1. Unethical approach: deception, violated the right of the hospitals.