



SCHOOL OF THOUGHTS

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HISTORY OF PSYCHOLOGY

The earliest records of a psychological experiment go all the way back to the Egypt in the 7th Century B.C.

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<https://goo.gl/m25gce>]



HISTORY OF PSYCHOLOGY

Ancient people might have attempted to cure headaches, seizures, or psychological disorders by drilling holes in the skull. Bone growth around the hole indicates that some patients survived the procedure.



HISTORY OF PSYCHOLOGY

Greek, Father of medicine Hippocrates said all disorder were caused by natural factors such as inherited, susceptibility to disease, organic injury, and imbalance of bodily fluids.

Cures that Hippocrates recommended include:

rest, proper diet, exercise, fresh air and bath.

Hippocrates (460–370 B.C.)

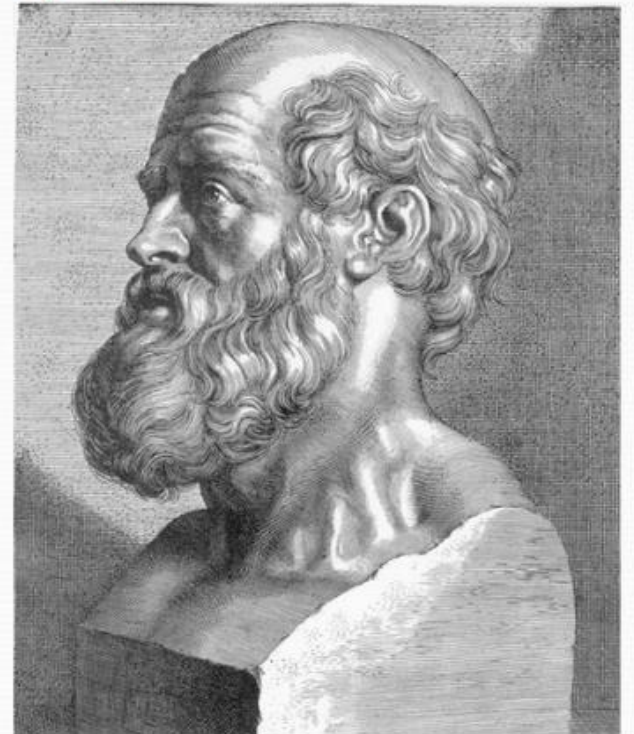
It was important because it was the first widespread natural explanation for disease and so can be seen as a turning point in the history of medicine.

It led the way for natural cures and treatments. It also led to examination of lifestyle and a healthy environment.

HISTORY OF PSYCHOLOGY

Hippocrates strongly believed that the body has the ability to heal itself and that it is the physician's job to facilitate this natural healing.

Hippocrates



HISTORY OF PSYCHOLOGY

Socrates (470-399 B.C)

Individual experience is important. He took the injunction “Know thyself.” Examination of instances of such concepts as beauty, love, justice, or truth.

- Virtue is unteachable
- No one desires evil
- No one does wrong willingly or knowingly

• lived from 469 B.C.E- 399 B.C.E



HISTORY OF PSYCHOLOGY

Plato (350 B.C.)

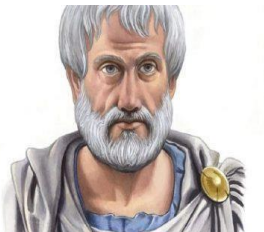
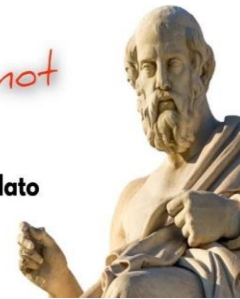
Greek philosopher that believed that who we are and what we know are innate (inborn).

Aristotle (384 – 322 B.C.)

Plato's student believed that who we are and what we know is acquired from experience.

*Courage is
knowing what not
to fear.*

— Plato



HISTORY OF PSYCHOLOGY (ISLAMIC PERSPECTIVE)

- Miraj: (Night Journey (and Ascension)
- Hazrat Sulaiman (Solomon): Wisdom and Judgment
- Hazrat Musa (Moses): Leadership
- Imam Ali ibn Abi Talib: (Wisdom and Sayings)

TRANSITION PHASE OF PSYCHOLOGY

From philosophy to science

Many psychologists when agreed on one discipline, presented a school of thought. In late 19th and 20th century, the following schools emerged:

Structuralism

Functionalism

Behaviorism

Psychoanalytic

Cognitive

Gestalt

Humanistic

Biological

Social

Evolutionary

STRUCTURALISM: WUNDT & TITCHENER

Scientific Study of Psychology: Structuralism (ca 1832's -1920)

- Wilhelm Wundt – the father of Scientific psychology
- Set up the first psychology lab in 1879 at Leipzig, Germany.
- Created the approach of structuralism
- Wanted to know what the structure of the mind
- Aim was to study ‘building blocks of the mind’
- Used introspection

“The careful, systematic self-observation of one’s own conscious experience is called introspection”

STRUCTURALISM: WUNDT & TITCHENER

Wilhelm Wundt (1832–1920), seated in this photo, is considered the first experimental psychologist.



INTERFOTO/Alamy Stock Photo

STRUCTURALISM: WUNDT & TITCHENER

Studied the basic elements (structures) of thoughts and sensations (consciousness).

Felt consciousness could be broken into 3 parts:

- physical sensations
- feelings
- images

Introspection – subject would view an object and try to reconstruct their sensations & feelings they felt while viewing it.

E.B.TITCHENER

Wundt's student, Professor at Cornell University. Analyzed the intensity, clarity and quality of the parts of consciousness:

- physical sensations,
- feelings,
- and images



STRUCTURALISM: WUNDT & TITCHENER

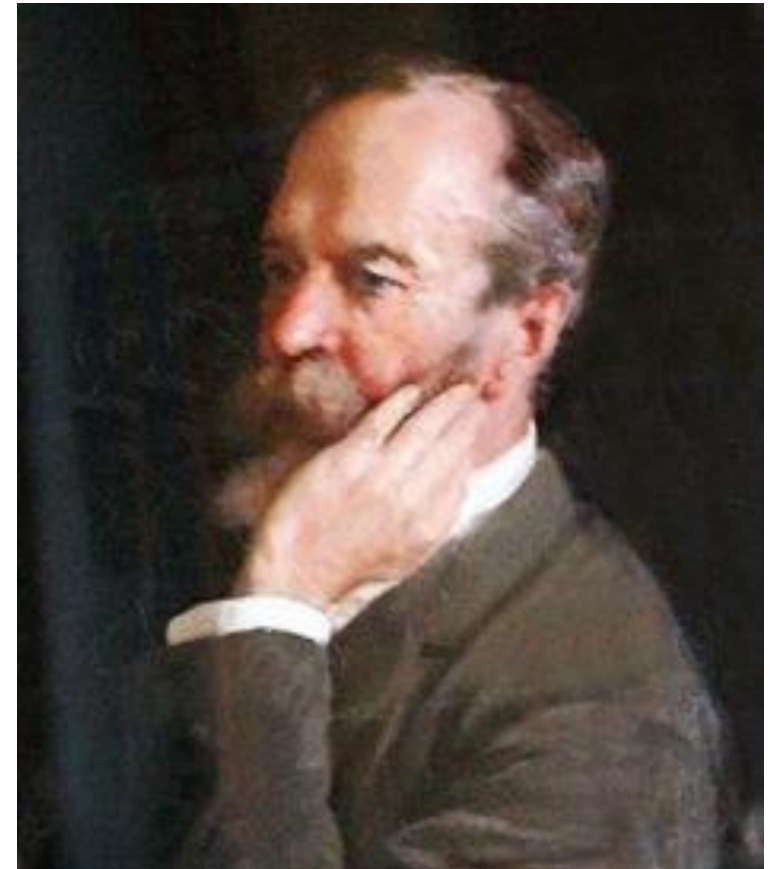
Structuralism emerged through the leadership of Edward Titchener. He typically asked his subject to analyze the stimulus rather than actually giving them any object into its separate features. For example,

“What is Blue?

Blue is a color, Blue is sky, Blue is peace, Blue is cool, Blue is restful, Blue is calm...” and so on.

FUNCTIONALISM: WILLIAM JAMES & JOHN DEWEY

- First American psychologist
- Started psychology at Harvard in 1870s
- Opposed Wundt and Titchener's approach
- Author of the first psychology textbook (Principles of Psychology - 1,400 pages!)
- Founder of Functionalism



FUNCTIONALISM: WILLIAM JAMES & JOHN DEWEY

William James was a psychologist who felt that Wundt was asking the wrong questions. James was more interested in the function or purpose of behavioral acts. James argued that consciousness cannot be broken into elements.

Functionalists Researchers focused on how we adapt to our environments (stream of consciousness).

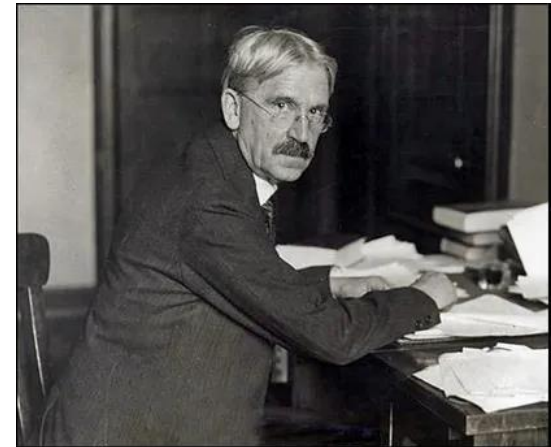
Main Goal was to explain human behavior.

FUNCTIONALISM: WILLIAM JAMES & JOHN DEWEY

John Dewey

Dewey claimed that there is a stream of behavior just as there is a stream of consciousness.

Dewey took a child touching a candle flame as an example. The analysis of such behavior in terms of reflexes claims that the child sees the flame of a candle (S) and grasps it (R). The resulting pain (S) then elicits withdrawal (R).



FUNCTIONALISM: WILLIAM JAMES & JOHN DEWEY

John Dewey

According to this analysis, nothing changes, nothing is learned. In reality, however, the experience of being burned changes the child's perception of the flame, and he or she will avoid it next time. This, according to Dewey, could happen only if the child was still observing the flame while being burned and withdrew. Thus, the so-called stimuli and responses are not separate but form an interrelated sequence of functional events.



FUNCTIONALISM: WILLIAM JAMES & JOHN DEWEY

John Dewey

Indeed, for the child, the candle flame is no longer the same stimulus; it now elicits avoidance. Dewey urged that all behavior be viewed in terms of its function — to adapt the organism to its environment.

BEHAVIORISM: WATSON, PAVLOV, SKINNER

John B. Watson

Founder of Behaviorism. Studied only observable and objectively described acts.

- This school of thought believes we are solely products of our environments
- Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select—doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors.
(1930)

BEHAVIORISM

Watson tried to make psychology an empirical science. He asserted that psychologists could study anything that people do or say but they could not study scientifically the thoughts, wishes, and feelings that might accompany these behaviors.

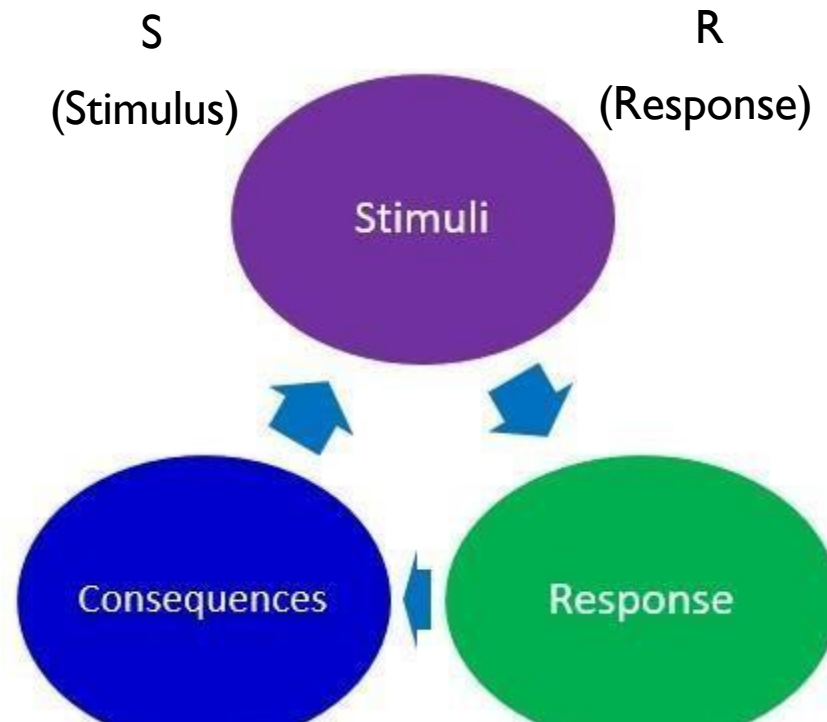


BEHAVIORISM

Watson argued that each behavior is made, not born. He discounted the importance of heredity and maintained that behavior is governed entirely by the environment. He claimed that any type of behavior can be strengthened through positive Reinforcement and negative reinforcement i.e. reward and any type of behavior can be eliminated through i.e. punishment.

BEHAVIORISM

Behavior refers to any overt (observable) response or activity by an organism.



B.F. SKINNER AND REINFORCEMENT

- Like Watson, he thought that it was pointless to try and study the inner person
- He expanded upon the behaviorist school of thought by adding the concept of reinforcement
- Focused on learning through rewards and observation.

B.F. SKINNER AND REINFORCEMENT

Reinforcement is the process in which a behavior is strengthened by the immediate consequence that reliably follows its occurrence. When a behavior is strengthened, it is more likely to occur again in the future.

A behavior that is strengthened through the process of reinforcement is called an **operant behavior**. The consequence that strengthens an operant behavior is called a **reinforcer**.

For example, a child cried at night when her parents put her to bed. The child's crying was an operant behavior. The reinforcer for her crying was the parents' attention.

Because crying at night resulted in this immediate consequence (reinforcer), the child's crying was strengthened: She was more likely to cry at night in the future.

B.F. SKINNER AND PUNISHMENT

Punishment is the process in which a behavior is weakened by the immediate consequence that reliably follows its occurrence. When a behavior is weakened, it is less likely to occur again in the future.

A **punisher** (also called an aversive stimulus) is a consequence that makes a particular behavior less likely to occur in the future.

REINFORCEMENT AND PUNISHMENT

Reinforcement = increasing behavior

Punishment = decreasing behavior

Positive and negative reinforcement both strengthen behavior

Rule of thumb:

- Positive: Increasing/Addition
- Negative: Decreasing/Subtraction

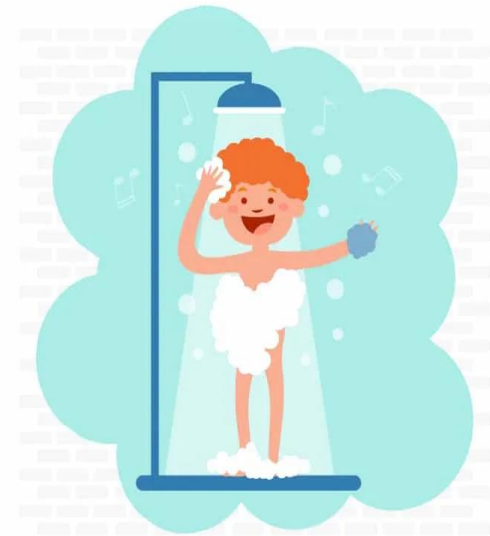
POSITIVE REINFORCEMENT

- It refers to the idea of pairing a reward or a positive stimulus with a behavior in order to increase the desired behavior.
- This reward can be in any form from verbal praise to a treat appreciated by the child.
- For example, if you tell your child he can play video game if he finishes homework by 8 pm. When he does it for the first time, the positive reinforcement would be the video game. This reward would increase the desired behavior of completing homework before 8 pm.



NEGATIVE REINFORCEMENT

- It refers to encouraging a desired behavior by removing an adverse or unpleasant stimuli.
- For example, if you are experiencing a headache and you take a medicine for that – you are subtracting the adverse stimuli of headache. Next time you experience a headache, you will most likely take the medicine again – therefore, encouragement of desired behavior occurs through negative reinforcement.
- Another example of this kind of reinforcement at school can be the teacher eliminating that day's homework if the students achieve their tasks in class.
- Taking a shower can help you get rid of the adverse stimuli of being stinky.



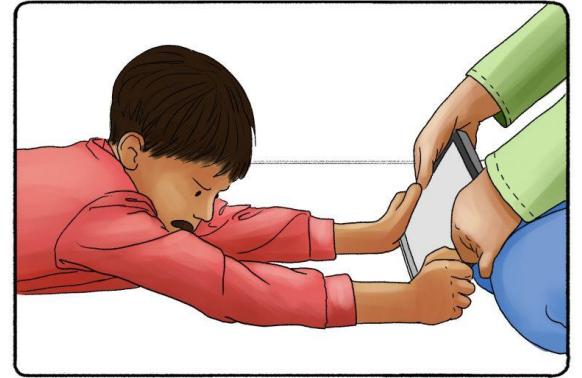
POSITIVE PUNISHMENT

- Positive means “adding.” This technique is applied to eliminate the undesired behavior by adding a consequence that will discourage the child from repeating that behavior.
- An example of this technique is giving the child extra homework if he did not complete his work on time. Addition of homework will weaken the behavior of incomplete work. Positive punishment also refers to the addition of a frown and scolding.
- Addition of ticket for over speeding to weaken unwanted behavior.



NEGATIVE PUNISHMENT

- It is a behavioral modification technique used to weaken the behavior by taking away a favorable stimulus such as a privilege or positive attention following that action.
- Negative here refers to “subtraction.”
- For example, a mother may turn off Wi-Fi at home when her child throws a tantrum. Taking away the child’s privilege, his Wi-Fi, will reduce the unwanted behavior.





Thank you!