IHS - Notes

Boodin: Internal and Physiological, Observable and Measure Behaviour: Enternal and Physiological, Observable and Measure Delusion: Abnormalities of thought, fined belief Illusion: false perception of seal enternal stimulus Hallucination: sensory perception occurs in absence of enternal stimulus Bases of Psychology: electrical and chemical Brain functions: aft: complex processing and interplay flw knowledge (cope and stimulus features evaluation (bottom-up) Pight: multimodal integration of visual, sound and small to interpret and deable that eaffer is being made. Servation to - Peaception Process Stimulus — Servary — Neural — brain		Psychology: Study of Mind, Brain and Behaviour
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Stimulus -> Sensory -> Neural -> Brain		xiamed - 100 (chool lines
Stilling / William / William /		Chinalus - Consor - Neural - Brain
energy Receptors Impulses		

stages of Perception- Action

Action transduction

Perapsion transmission

Processing L

-) Parts of Brain:

Occipital lobe! Sight Cerebellum: Balance and Coordination

Brain Stem: Breathing, heart rate, temp.

Frontal late: Winking, memory, movement

Parietal lobe: Tanguage and touch

> Neural path ways!

Occipital to Pariet al =) Dorsal Visual Stream. "where is it"
Occipital to remporal =) Ventral Visual Stream. "what is it"

-) why is mind occasionally in effective 9

·) It is full for speed and efficiency traded of with accuracy.

o) Autoplot to controlled serponse and failure.
o) by: haste decision making often leads to error.

-> Croals of Psychology:
to find Description, Emplanation, Production and Control of Psychological behaviours and disorders.
-) Levels of Psychological Analysis:
·> Biological: deals the Biology associated by with pry
· Genes · Biochemistry
· Brain System · Newsological f Physiological
Primary Focus: Social land: How an individual thinks, perceives and engages in behaviour Primary Focus: Behaviour, Individual engages in behaviour Primary Focus: Primary Focus: Primary Focus: Primary Focus: Social land: How an individual thinks, perceives and engages in behaviour Primary Focus: Society's effect an mind Culture's effect an mind
-> How Psychology is different from other sciences:
-> Multiple Determination -> Cultural & Development Influence -> Interdependency -> Reciprocal Nature -> Individual Differences

•

aluays	
why we can't trust our comm	non sease!
·) hindlight bias: that he woulder	boneone believes, after booming an outcome forseen it
·) Judgemental overcontidence.	ou think your know more man you are.
·) Tendency to perceive patterns	in transform events: random things
One must know when and w	hen not to toust our common
sense. This will kelp us make to	etter real-world elections and
more informed chaices.	
) Autom Singra in ifants:	the second second
· > Unusual Visual Finations	
.) Abnormal republice behaviours	
·> Lack of age-appropriate sound	ar in
· > Delayed intentional commun	
·) Decreased Interest in Interes	
-) SEEV model describes how as	id where our attention is focu
It depends on the following 4	
D. a. tours	•
Sometimes Value	(conscious)
Events Filter	
7	
	1
Salience Effort	A Company of the Comp
<i></i>	4
(Unconscious)	

w / x2

Topic Control

Landmarks of Psychology

- > Wilhelm woudnt: one of the fathers of mordern psychology
- Throolived a systematic offervational/measurement and emperimental approach to Psychology.
- Was Introspection, yoursing an conscious enperience alongside reaction time to undestand mind.
- -) Behaviorists:
 - ·) Dismissed idea of subjective emperience, introspection.
 - ·) Propagated observable and quantifiable research.
 - confuence of an organism's allows behaviour determines whether it will be enpected or not.
 - · > B.F. Skinher: Operant conditioning Delinforcement of Aunishment
 - -> Edward Thorondike: Pat cage enperiment

Low of effect - good effect to seep.) more livery bad effect to resp.) Less likely

- exposming behaviour.
- -) Cognitivism:
 - of focused an 'interpretation' and argued that without an understanding of evaluative process, understanding behaviour is not sufficient.
 - .> Edward Tolman cognitive map 4 latent learning
 - · > Latent learning (as shown in rats) indicates that one

can llarn from Expessionce without reinforcement/punishment and barning might not be demandrated until there is mativation to do so.

S Memory Medel Mountenance Reheared Retoieval Attention Elaborative Retrieval Triesman's Attenuation model of selection Collined attended mesoge Attenerating Hierarchy of Wooking Sensory filter Momory Story Analyzers unattendo -) Denpendo on 1) Sylables message physical prop. · Woods like pitch, loudn. ·) Cerammon · Semontics All inputs get attenuated processed have message Processing Medel - 5-0-R -) Information Attention, selector Resource sharing Response Response selection gensory Enecution Perception Posistes Thought Decision Making STM LIM

-) Perception: Organization, identification and interpretation of
censory imput.
-) Rebindonic morphing: from eye-to-brain
-) Attention: enable focus on relevant information selectively V while ignoring irrelevant information. Selection to botteneck
-) Importance of attention.
i) Influences Perception.
) In attention Bhindnes: cannot perceive objects that are not focus of attention changes change Bhindnes: failure to detect visal thanges of 9
·) Binds information together: Bluds the colour, orientation, shape, metion of an object together. Acts like a glue
ii) Influences Memory:
.) memory is ability to encode, store and retrieve information,
) encoding: bang. info. into lasting mem
·) Storage · maintain. igh in mem. over time
.) letieral: reconstructing/reactivating emp. from storage
The from storage