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| Topic | Theorist Name | Theory | Criticisms | Contributions |
| Biological Influences  -  Hormones | Kosfiled | **Oxytocin**   * 194 Males * Some received an intranasal dosage of oxytocin the rest a placebo * Those who didn’t receive the placebo were more trusting |  |  |
| Biological Influences  -  Exercise | Seligman | **Exercise and health**   * Moderate amount of exercise can halve the risk of heart attack; adding two years of life expectancy |  |  |
| Biological Influences  -  Aphasias | Broca | **Broca’s area**   * Motor speech area (Movements for speech) * Left Frontal lobe * Language Comprehension * Expressive Aphasia: Can’t produce language and get frustrated |  |  |
| Biological Influences  -  Aphasias | Wernicke | **Wernicke’s area**   * Sensory Speech area (understanding language) * Left Temporal lobe * Fluent-Aphasia: Can produce language but lacks meaning * Unaware of issue |  |  |
| Relational Influences  -  Conflict | Follett | **Kids Fighting over an orange**   * Mum splits it in half (imposed/distributive) * One kid uses only the rind while the other only the fruit * If she had talked to them there could’ve been a better outcome (integrative) |  |  |
| Relational Influences  -  Attachment theory | Harry Harlow | * Reared infant **Rhesus monkeys** in isolation with two surrogates ‘mothers’ * One had a bottle (wire) the other offered comfort (soft) * Results: 1 hour – Food 17 hours – Comfort * Contact Comfort | * Highly Unethical |  |
| Relational Influences  -  Attachment theory | Bowlby | **44 thieves**   * Compared 44 juvenile thieves and 44 controls * Over half of the thieves were removed from their mother at an early age * Maternal Deprivation Hypothesis * Monotropy: Tendency to attach to female figure | * Suggests they were suffering from privation, rather than deprivation because they never formed an attachment. |  |
| Relational Influences  -  Attachment theory | Ainsworth | **Strange Situation**: Eight steps (enter stranger, leave child alone, return to comfort etc)   * 3 types of attachment: Anxious avoidant (A), secure attachment (B) and anxious resistant (C), | * Based on a western society |  |
| Relational Influences  -  Attachment theory | Main & Solomon | **Disorganised Attachment**   * Developed prior to the strange situation |  |  |
| Relational Influences  -  Parenting Styles | Baumrind | **Parenting Styles**   * Permissive: High responsiveness – Low control * Authoritarian: Low responsiveness – High control * Authoritative: High responsiveness – High control * Neglectful: Low responsiveness – Low control | * Presumes strong control is the best form of parenting * Too much weight on consistency rather than context |  |
| Cognition  -  Classical Conditioning | Pavlov | **Dog Experiment**   * Dog is presented with food (UCS) and begins to salivate (UCR) * Bell is rung (NS) * Bell is rung (NS) when presented with food * Bell rings (CS) the dog salivates (CR) | * Tested on animals so can’t be generalised to humans | * Very scientific - Uses experimental method * Nature vs nurture |
| Cognition  -  Classical Conditioning | Watson | **Little Albert** – Scared of loud noises   * Plays with a pet rat and doesn’t fear it * Watson made a loud noise every time albert played with the rat which scared him – Repeated numerous times * He became scared of the rat and anything that shared the same characteristic such as a puppy or Santa Claus mask | * Didn’t consider/ unethical: Withdrawal, Debriefing, Parental consent   + Paid for participation | * Very scientific - Uses experimental method   Shows how Classical conditioning cause phobias |
| Cognition  -  Operant Conditioning | Skinner | * Developed the **skinner box/operant conditioning chamber** * Contains a lever that the animal can manipulate in order to receive food as a type of reinforcement | * Animal Ethics |  |
| Cognition  -  Operant Conditioning | Thorndike | **Developed the Law of Effect**   * + stated that any behaviour that is followed by pleasant consequences is likely to be repeated, and any behaviour followed by unpleasant consequences is likely to be stopped. |  |  |
| Cognition  -  Social Learning | Bandura | **Bobo Doll experiment**   * 36 girls and 36 boys – aged 3-6 years * Measured on a 5-point rating scale * Participants sampled from Stanford University Nursery * Children who observed aggressive behaviour were more aggressive in response and vice-versa * Children who observed aggression also acquired not imitative but aggressive behaviour (hand gun) | * Child and model adult are strangers which in not a ‘normal’ interaction * Cumberbatch (1990) found that children who had not played with a Bobo Doll before were five times as likely to imitate the aggressive behavior than those who were familiar with it | * Manipulates the independent variable numerous times   + Gender   + Whether exposed to aggression or not |
| Cognition  -  Memory Process | Atkinson and Shiffrin | **Multi-store model**   * Suggests that info must pass through Sensory motor, STM and LTM | * Oversimplified |  |
| Cognition  -  Memory Process | Baddley and Hitch | **Working memory**   * Sensory memory * Central Executive * Phonological Loop (store and control) * Visuospatial Sketchpad * Episodic Buffer | * Little evidence for legitimacy of central executive * Not a comprehensive model of memory. | * Explains a lot more than the multistore model. * Doesn’t over emphasize rehearsal for STM retention, in contrast to the multi-store model. |
| Cognition  -  Memory Process | George A Miller | **7** ± **2**   * Theorises that are STM has a capacity of 5-9 items. * However, this can be increased by chunking. |  |  |
| Cognition  -  Memory Process | Murdock | **Tested his theory on the serial position effect.**   * He asked participants to learn a list of words varying in length from 10 to 40 words (presented for 1 second) and free recall them. * Found that words presented at the beginning (primacy) or end (recency) of the sequence were more likely to be remembered than words in the middle of a sequence. |  |  |
| Cognition  -  Memory Process | Harold Burtt | * Read his son short passages in Greek between 15 months and 3 years * Asked his son to recall at 8 years old and couldn’t recall * Then showed him some passages to memorise and he memorised the ones learnt previously 25% faster. |  |  |
| Communication  -  Language Acquisition | Chomsky | **Language Acquisition Device**   * Prewired, innate mechanism that allows for the acquisition of language * Supports Nature   **Universal Grammar**   * Innate set of shared linguistic principals that aid in language acquisition that are found in all cultures | * Lack of empirical evidence * Doesn’t include external behavioural factors * Low neurological evidence that LAD exists | * Received support as children learn language with very little exposure |
| Communication  -  Language Acquisition | Skinner | **Nature**   * Supports Nurture in regard to Language Acquisition * Children learn language based on behaviourist reinforcement principals by associating words with meanings |  |  |
| Communication  -  Language Acquisition Support System | Bruner | **LASS**   * Older children have learning devices that interact with a child’s LAD * **Motherese** * **Joint Attention** * **Formats** * **Scaffolding** * **Referencing** | * Parents rarely comment on young children’s incorrect grammar * Not all cultures use the LASS strategies to teach language, yet children still acquire it |  |
| Communication  -  Codes | Bernstein | **Elaborative vs restricted codes**   * **Elaborative:** Spills out everything because there is no prior or shared knowledge * Complex-precise sentences with descriptive language * Meaning is clear from the sentence alone * **Restricted:** Speaker draws on prior knowledge and share understanding * Develops inclusivity * Meaning is apparent only if context is known | * Assumes all the middle-classes speak in elaborated codes and working class speak in restricted codes which isn't the case. * Little evidence to back up his theory |  |
| Communication  -  Black English Vernacular | Labov | **Black English Vernacular**   * Strongly contrasts Bernstein * Considered BEV just as complex as standard English * Should be considered different not deficient | * Although his approach was objective, the explanation of his findings were subjective |  |
| Communication  -  Gender and Communication | Tannen | **Genderlects**   |  |  | | --- | --- | | Females (Rapport) | Males (Report) | | * Talk lots | * Less talk | | * Private convo | * Public convo | | * More emotion | * Power | | * Show concern | * Straight forward | | * Largely anecdotal and cannot be said for all marital conversations, let alone mixed-gender interactions as a whole. |  |
| Communication  -  Persuasive Communication | Petty and Cacioppo | **Central Route**   * Persuaded based on content or arguments of advert   **Peripheral Route**   * Persuaded by external factors (celebs) |  |  |
| Communication  -  Persuasive Communication | Hovland | **Hovland-Yale Model of Persuasion**   1. Source of message    * Credibility theory 2. Nature of the communication 3. Characteristics of audience | * Doesn’t explain how the persuasion occurs * Assumes that understanding leads to persuasion | * Ground Breaking for further research * Heavily researched * Real World application |
| Developmental Psychology  -  Stages of Development | Piaget | 1. **Sensorimotor (0-2)** 2. **Concrete Operational (7-11)**  * Less egocentric * Understand conversion and reversibility * Think logically and can conserve * Water conservation test      1. **Formal Operational (11+)**  * Think logically and methodically * Think flexibly * Learn abstract concepts * Future outcomes and classify ideas   Pendulum Task   * Senses and motor activities * Object permeance – 8   months   * AB Task  1. **Preoperational (2-7)**  * Symbols and make-believe   play   * Animism * Egocentrism * Centration * Seriation * Conservation * Irreversibility * Three mountain experiment | * Children gain cognitive skills at other ages than specified * Cognitive development can occur inconsistently | * Has guided further research towards the learning and thinking of young children * Has supporting research |
| Developmental Psychology  -  Psychosocial Identities | Erikson | 1. **Trust vs mistrust:** Appreciation of interdependence and relatedness 2. **Autonomy vs shame:** Acceptance of life cycle 3. **Initiative vs guilt:** Humour, empathy and resilience 4. **Industry vs inferiority:** Humility 5. **Identity vs role confusion:** Sense of life’s complexity 6. **Intimacy vs isolation:** Sense of complexity in relationships 7. **Stagnation vs generativity:** Empathy and concern 8. **Integrity vs despair:** Existential identity and integrity   **Ego identity:** Continually changing sense of self that emerges during social interactions  **Ego strength**: Develops when people master each stage of development  **Conflict:** People face a conflict in each stage of development | * Vague about the causes of development * Doesn’t have a universal mechanism for crisis resolution * Too broad to be considered right or wrong | * Good face validity * Relatable * Broaden and expanded the psychoanalytical theory |
| Developmental Psychology  -  Moral development | Kohlberg | **Stage 1)** Obedience and punishment  **Pre-conventional**  orientation  **Stage 2)** Individualism and exchange.  **Stage 3)** Good intrapersonal relationships  **Conventional**  **Stage 4)** Maintaining social order  **Stage 5)** Social contract and individual  **Post- Conventional**  rights  **Stage 6)** Universal principles | * Focused solely on males to develop his theory * Highly ambiguous * Dilemmas are hypothetical * Poor research design |  |
| Developmental Psychology  -  Moral development | Gilligan | **Stage 1)** Self interest   * Needs of oneself   **Stage 2)** Self sacrifice   * Needs for others over one’s own needs   **Stage 3)** Care as a universal obligation   * Balance between the needs of the individual and others |  | * Builds on Kohlberg’s stages by including women in the research. Provides more reliable results |
| Personality  -  Trait theory | McCrae and Costa | **Five Factor Model**  **Openess** – Curiosity and a wide-range of interests  **Conscientiousness** – Acting dutifully or with orderliness  **Extroversion** – Social orientation, leadership and agency  **Agreeableness** – Compassion, warmth and sympathy  **Neuroticism** – Nervousness and negative emotional states  **Honesty** – Later inroduced(Ashton. M and Lee. K)  **Stable** and **Genetic** | * No perfectly inclusive * Doesn’t account for gender, age or maturity * Not independent of one another: one causes another * Measures on bias self-reports * Construct validity is questioned * Doesn’t account for other possible traits | * Culturally Universal |
| Personality  -  Humanistic theory | Maslow | People are **born good** with **freewill**  Hierarchy of needs | * Maslow formulated the characteristics of self-actualized individuals from undertaking a qualitative method called biographical analysis. * Small percentage of females in the study, making the results hard to generalise * Difficult to empirically test | * Used by psychologists as motivation to achieve goals |
| Personality  -  Humanistic theory | Rogers | **Client-cantered therapy**   * Genuineness * Unconditional positive regard/Acceptance * Empathy   **Ideal-self** – How we want to be  **Perceived self** – How we see ourselves  **True-self** – How we actually are  **Alignment and a well-adjusted personality:** All 3 selves are congruent. Incongruency causes anxiety and low self-esteem.  **Self-actualisation relies on**:   1. How others treat them 2. How they view themselves 3. How effectively they deal with negative conflicts | * Can’t be scientifically verified * Unrealistic to believe people are born good * Idealistic not attainable * Can’t be measured using tests or rating scales | * Unique way humans strive to find meaning in life * Places emphasis on a person’s own subjective view of reality. |
| Personality  -  Social-cognitive approach | Bandura | **Reciprocal Determinsim**  Individual – Behaviour – Environment   * Personality is developed by the way these interact   **Self-efficacy**   * Belief that one has the ability to achieve an effective outcome   **Locus of control**   * Internal: You make things happen * External: Things happen to you | * Hard to interpret associations * Assumes self-efficacy effects performance * Unclear whether his approach can account for individual differences in broad areas | * Very influential within health psychology |
| Personality  -  Social-cognitive approach | Mischel | Situation and individual context in the determination of behaviour. Personality doesn’t determine behaviour  **Competencies**   * Intellectual capability and social skills   **Cognitive strategies**   * Different perceptions of a specific event   **Expectancies**   * How the person expects the behaviour to result   **Subjective values**   * The respective values of each possible outcome   **Self-regulation**   * Group of rules that regulate behaviour   **Delayed Gratification**   * Denying oneself an initial reward for something better in the future. (Marshmallow Test)   **If-then statements:** Found a stable patter of situation-behaviour relations | * Underemphasises the emotional, irrational and motivational side of life * Doesn’t account for psychological abnormalities of someone like Hitler * Can’t be directly observed * Ignores maturation * Doesn’t explain how personality changes overtime * Not a unified theory * Not fully supported by research | * Brings memory and thought into personality construct * Readily testable through experimentation * Has been scientifically tested |
| Personality  -  MBTI | Myer and Briggs | **Myer- Briggs Type indicator**   * Extraversion vs Introversion * Sensing or Intuition * Thinking or Feeling * Judging or Perceiving | * Unscientific basis * Misuse of Jung’s original idea * Forer effect: Participant accepts the info even though it has no relevance | * Clients introduced to typology * Face value * Has no ‘wrong’ personality or response * Explains and determines |
| Personality  -  A and B | Friedman and Rosenman | **Type A**   * Hostile * Aggressive * Competitive   **Type B**   * Easy going * Relaxed * Not fazed by stress | * Only male Participants * Other non-considered types of personality   + Type C later added | * Testing on women showed similar results * Longitudinal Study * Study could control lifestyle choices (Smoking or drinking) |
| Social Psychology  -  Group Polarisation | Triplett  Pessin | Tendency to perform simple or well-learned tasks better in a group situation - Social facilitation  Made people memorise a list of words. Messed up when faced with crowd but not when alone. – Social Inhibition |  |  |
| Social Psychology  -  Group Polarisation | Zajonc | * The presence of others increases physiological arousal * Arousal enhances whatever response tendency is dominant |  |  |
| Social Psychology  -  Conformity | Asch | **Line experiment**   * Investigated the effect of social pressure * Participant joined 6 confederates * They compared vertical lines to see which matched * Confederates answered wrong on purpose; the participants then knowingly selected the wrong answers to fit with the norm | * Aren’t as clear cut as they seem * Some subjects were uncertain of their own judgements | * 18 trials which increased reliability * Participant wrote answer or had a buddy. |
| Social Psychology  -  Obedience | Milgram | **Obedience study – electric shock**   * 40 male volunteers aged 20-50 were told they are involved in a learning experiment * Participants were always teachers and confederates were students. Teacher had to administer an electric shock every time the student got the answer wrong. * 65% of participants continued to 450 V * 100% continued to 300 V | * All male sample * Cannot be seen as representative of the American population as his sample was self-selected. | * Tested and re-tested to increase reliability. Changing the IV and DV. * Deception was followed by a debriefing |
| Social Psychology  -  Deindividuation | Zimbardo | **Stanford Prison Experiment**   * 21 white male college students who were tested and diagnosed as completely psychologically stable * Randomly separated into prisoners and guards * Prisoners were arrested unknowingly * Guards given khakis, handcuffs and batons * Guards began to harass, behave in a brutal manner * Prisoners adopted prison-like behaviour.   Experiment lasted 6 days (instead of 2 weeks) because it became to unethical. | * Incredibly unethical no Informed consent or Paid work * Psychological and physical damage | * Showed that people will readily conform to expected social rules, especially if strongly stereotyped. |
| Social Psychology  -  Attribution Theory | Kelly | **Covariation Model**   * Determines whether behaviour is situational or distributional   **Consensus**   * Other’s behave same way in similar situation   **Distinctiveness**   * Individual acts same way in a similar situation   **Consistency**   * Individual behaves the same way every time the situation occurs   Low Consensus + high consistency + low distinctiveness = **Internal Attribution**  High consensus + High consistency + High distinctiveness = **External Attribution** | * Only works if people pay close attention to others behaviours * Limited to single instances of behaviour * Attributional Bias   + Focus too much on certain attributions. Not equally attended too. |  |
| Social Psychology  -  Attribution Theory | Heider | **Heider**  **External attributions**   * Behaviour is due to the situation they’re in   **Internal attributions**   * Behaviour is due to factors related to the individual   **Self-serving bias**   * Other’s behaviour in a negative way * Own in a positive way   **Fundamental attribution error**   * Other’s behaviour is internal factors   **Actor-observer bias**   * Other’s behaviour is internal factors * Own behaviour is external   **Just world hypothesis**   * People get what they deserve and deserve what they get |  |  |
| Social Psychology  -  Cognitive Dissonance | Festinger | **Festinger’s study**   * Participants made to do a boring task and then paid to lie about the task being interesting. Half participants paid $1 and other half paid $20. * Those who were paid $1 rated the enjoyment of the activity higher to justify and change their perceptions on the task to compensate for their lack of enjoyment of the task. | * Can’t physically observe cognitive dissonance, and therefore we cannot objectively measure it * Ambiguity about the term 'dissonance' * Doesn’t account for individual differences | * It has the advantage of being testable by scientific means |
| Culture and Values  -  Sense of community | McMillan and Chavis | **Membership:** Sense of belonging or relatedness  **Influence:**  Sense of mattering to your community - Bidirectional  **Integration and fulfilment of needs:** Needs are fulfilled through membership  **Shared emotional connection:** Intangible and spiritual bond between members. |  |  |