

Major Psychological Perspectives

	Major theorists and their theories	Laws, Principles, Concepts	Methods, & Techniques	Strengths, Criticisms and Weaknesses
Psychodynamic Perspective 1900 – 1920s	<p>Sigmund Freud 1856-1939</p> <ul style="list-style-type: none"> Theory of Psychosexual Development – Oral, Anal, Phallic, Genital Stages in childhood; inner tensions to resolve; fixations Theory of Personality – Id, Ego, Superego and <u>unconscious determinants</u> of behavior; anxiety from tension between the <i>pleasure principle</i> and <i>reality principle</i> 	<p><u>Repression</u> and <i>Defense Mechanisms</i></p> <p><u>Conflict</u> between <i>life instinct</i> (sexual) and <i>death instinct</i> (aggression)</p> <p>Oedipus (and Electra) complex(es)</p>	<p><u>Case Studies</u> provide data from <i>projective Methods</i>, i.e. like TAT and Rorschach</p> <p><u>Psychoanalysis</u>, and <i>free association</i></p> <ul style="list-style-type: none"> resistance transference <p><i>dream analysis</i></p> <ul style="list-style-type: none"> manifest content latent content 	<p>Created awareness of the unconscious influences on behavior</p> <p>Stimulated interest and critical research, often to dispel his ideas</p> <p>-----</p> <p>Adult behavior is determined by innate (biological) <u>instincts</u> (Nature as opposed to Nurture)</p> <p>Overemphasis on sexual tension and early influences; a <i>negative view of human nature</i> based on cases of “sick” people; subjective constructs (concepts) immeasurable by objective scientific research</p>
	<p>Erik Erikson 1902-</p> <ul style="list-style-type: none"> Eight Stages of Man – the search for <i>Identity</i> throughout the lifespan; developmental or psychosocial “tasks” (issues) at each lifespan stage 	<p>Infancy (trust), Early childhood (autonomy), Preschool (initiative) School age (duty) Adolescence (identity), Young adulthood (intimacy), Adulthood (productivity), Maturity (integrity)</p>	Case Studies/Counseling	Emphasis on the lifespan for development
	<p>Carl Jung 1875-1961</p> <ul style="list-style-type: none"> Freudian views taken beyond childhood, recognizes “environmental influences” 	<p><i>Collective unconscious</i> – more than repressed thoughts and feelings</p>	Case Studies/Counseling	

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Behavioral Perspective 1920s – 1960s	Ivan B. Pavlov 1849-1936 <ul style="list-style-type: none"> Classical conditioning – associating two events, i.e. unconditioned stimuli and a conditioned stimuli to anticipate an event 	<i>Unconditioned Stimuli (UCS), Conditioned Stimuli (CS), Unconditioned Response (UCR) and Conditioned Response (CR)</i> Acquisition, Extinction, Spontaneous Recovery <i>Stimulus Generalization and Stimulus Discrimination</i>	Experimental/Laboratory research	Vast amounts of objective scientific research; an extreme view of environmental influence of behavior (Nurture as opposed to Nature); behavior is a “mechanistic” response
	John B. Watson 1878-1958 The first “Behaviorist,” favoring behavior over consciousness	(same as above)	Experimental/Laboratory research; Baby Albert experiment – classical conditioning of fear	Vast amounts of objective scientific research; an extreme view of environmental influence of behavior (Nurture as opposed to Nature); Ethical questions arose from <u>Baby Albert</u> experiments
	B.F. Skinner 1904-1990 <ul style="list-style-type: none"> Operant Conditioning – where a behavior “operates” on the environment to produce a reinforcement Elaborated Edward Thorndike’s Law of Effect – “rewarded behavior is likely to recur” 	<i>Continuous Reinforcement</i> <i>Partial reinforcement (variable interval, variable ratio, fixed interval and fixed ratio)</i> <i>Positive and negative reinforcement</i> <i>Primary and secondary reinforcement</i> Rewards and punishments	Experimental/Laboratory research; Development and use of the “Skinner Box” or <u>operant chamber</u> Classical conditioning Therapies <ul style="list-style-type: none"> Counterconditioning systematic desensitization Aversion training Operant conditioning (token economy)	People are machine-like automatons responding to reinforcements Vast amounts of objective scientific research; an extreme view of environmental influence of behavior;

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Humanistic Perspective 1950s to 1980s	Abraham Maslow 1908-1970 <ul style="list-style-type: none"> Hierarchy of Human Needs (and wants) 	Needs – physiological, safety, social, esteem and self-actualizing	<i>Correlational</i> and <i>experimental</i> studies using self-image questionnaires. Individual and group therapy sessions.	Hierarchy can be viewed as somewhat arbitrary
	Carl Rogers 1902-1987 <ul style="list-style-type: none"> Client-Centered Therapy – focused on present problems; people are naturally good and in charge of their own fate 	Growth is promoted by <i>Genuineness</i> , <i>Acceptance</i> and <i>Empathy</i> . <i>Self-Concept</i> is central and growth fosters high <i>self-esteem</i>	Client-Centered Therapy - <u>Acceptance</u> and <i>Unconditional Positive Regard</i> <ul style="list-style-type: none"> active listening 	Positive view of human nature ----- Concepts are vague and subjective; may foster self-indulgence and erosion of moral responsibility; understates human capacity for evil
	Martin Seligman <ul style="list-style-type: none"> Explanatory Style – for dealing with life's traumatic events 	<i>Learned Helplessness</i> <i>Optimism</i> – built on <i>Permanence</i> , <i>Pervasiveness</i> and <i>Personalization</i> (Locus of Control) Positive Psychology -	Clinical/Experimental research – Explanatory Style questionnaire for objective data on traits	

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Social-Cognitive (Biological) Perspective (1970s to present)	Jean Piaget 1896-1980 (Cognitive) <ul style="list-style-type: none"> Theory of Cognitive Development (Stages) Sensorimotor (birth – 2), Preoperational (2–6), Concrete Operational (about 7-11), and Formal Operational 	Schemas – where new experience is <i>assimilated</i> or <i>accommodated</i> Cognition – <u>Sensorimotor</u> – children lacking object permanence <u>Preoperational</u> – lacking conservation and exhibiting egocentrism <u>Concrete Operational</u> – comprehend math transformations and conservation <u>Formal Operational</u> – abstract thinking and “if, then” reasoning	Cases (with his own children) demonstrating key concepts ----- Visual cliff experiments – Habituation studies – Correlational and Experimental studies on the individual's “feelings of control” Biological techniques – to “see” cognitions and brain activity <ul style="list-style-type: none"> EEGs – CT scans – PET scans – MRI scans 	Piaget stimulated great interest in how the mind develops Piaget underestimated the competence of young children ----- This approach is criticized for underestimating the importance of emotions and enduring traits ----- An interactive theory that integrates research on learning, cognition and social behavior -----
	Lawrence Kohlberg 1927- (Cognitive) <ul style="list-style-type: none"> Theory of Moral Development 	Preconventional Morality – Conventional Morality Postconventional Morality	Perceptual Set - Misinformation Effect –	
	Noam Chomsky (Biological) <ul style="list-style-type: none"> Language Development 	Language acquisition device -	Confirmation Bias – Attribution Theory <ul style="list-style-type: none"> Fundamental Attribution Error 	
	Albert Bandura (Social Cognitive)	<u>Reciprocal Determinism</u> – behavior, internal personal factors and environmental influences are interlocking determinants. Locus of control -	Scapegoat Theory	

Major Psychological Perspectives

Psychological Perspectives describe the modern history of the field of psychology in terms of the research and practices from about 1900 to the present. Our understanding of human (and animal) behavior went from philosophy to science. Much of the time the scientific gains made in our understanding has been driven by improvements in technology (various scanning techniques) and scientific methods (controlled experimentation). There is enough agreement for our purposes to describe the Psychodynamic/Psychoanalytical, Behavioral, Humanistic, and Social-Cognitive perspectives below.

Most of the time it is the improvements in our understanding as we move from one perspective to another through time that the emphasis rests on different key theorists and their theories, key principles, laws and concepts, etc that let us consolidate a particular perspective. Over time this history illuminated the following:

- Sigmund Freud and his followers represented a Psychodynamic approach stressing the unconscious, instinctive sexual impulses in childhood and internal conflicts in development.
- In reaction to Freudian thought the Behaviorists discounted the importance of “mentalism” or internal unconscious forces by focusing on observable behavior. Their view was an overreaction. Behavior was a machine-like response to environmental stimuli and very objective. If you couldn’t see it, count reinforcers, responses, etc. its value was reduced.
- The Humanists, in reaction to the sterile, objective behaviorists, scorned the mechanistic responses to stimuli and reinforcers and amplified the value of the “self” and the dignity in the potential of the individual.
- At present the Social Cognitive perspective weds environmental events, individual behaviors and cognitive thought as the means to understand the individual, his behavior and the situation in which it occurs.