

# Psychological Perspectives

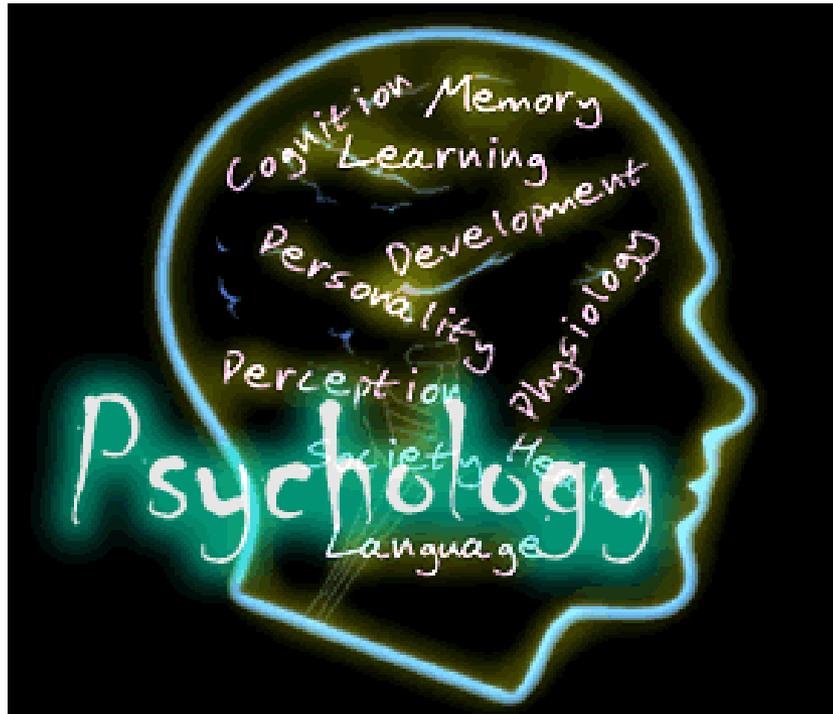
## Unit 11



What is  
Psychology?

# What is Psychology??

- Psychology is the science of the mind.



# So what are Psychological Perspectives?

Psychological perspectives are ways of investigating and understanding human behaviour.

To achieve a PASS grade, the evidence must show that you are able to:	To achieve a MERIT grade, the evidence must show that you are able to:	To achieve a DISTINCTION grade, the evidence must show that you are able to:
<p>P1: Explain the principal psychological perspectives.</p>	<p>M1: Assess different psychological approaches to study.</p>	<p>D1: Evaluate two psychological approaches to health and social care provision.</p>
<p>P2: Explain different psychological approaches to health practice.</p>	<p>M2: Compare two psychological approaches to health and social care provision.</p>	
<p>P3: Explain different psychological approaches to social care.</p>		

# The Behaviourist Approach



# What is the Behaviourist approach?

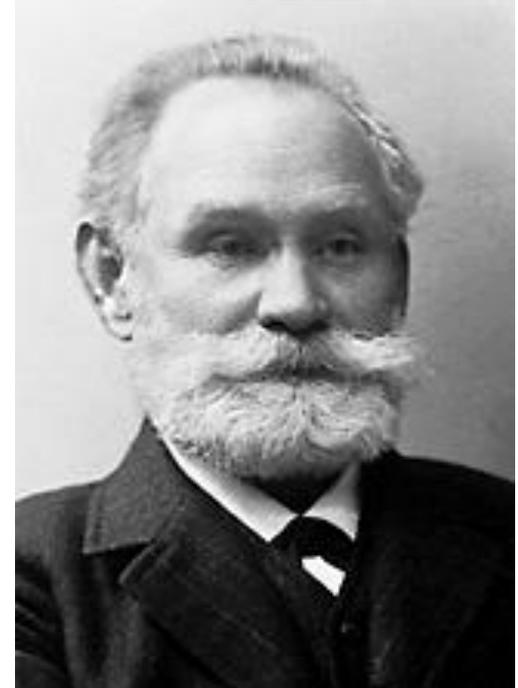
- The behaviourist approach believes we learn to behave in response to our environment, either by association, or as a result of reinforcement.
- Two main theorists.
  - Ivan **Pavlov** → Classical Conditioning
  - B.F. **Skinner** → Operant Conditioning

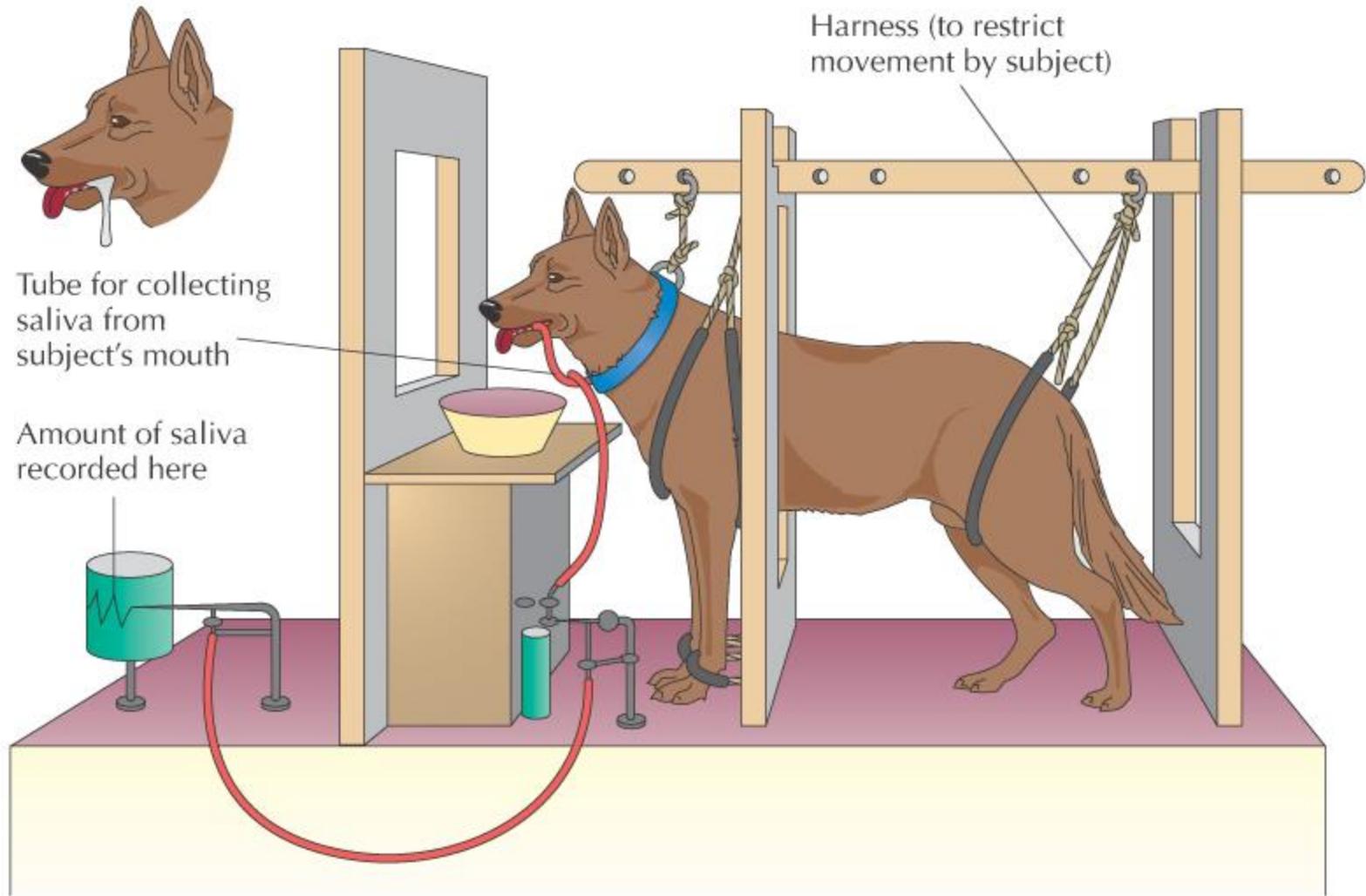
# Classical Conditioning

- Classical Conditioning is **'learning by association'**
- Because of 'evolution' we respond unconditionally to certain 'stimuli'.

# CLASSICAL CONDITIONING

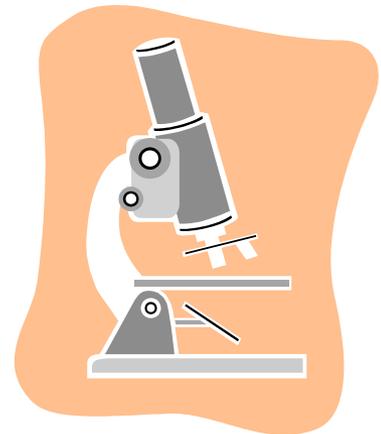
- Theory developed by a Russian Psychologist called Ivan **Pavlov** (1849-1936).
- He was working with dogs to investigate their digestive system.





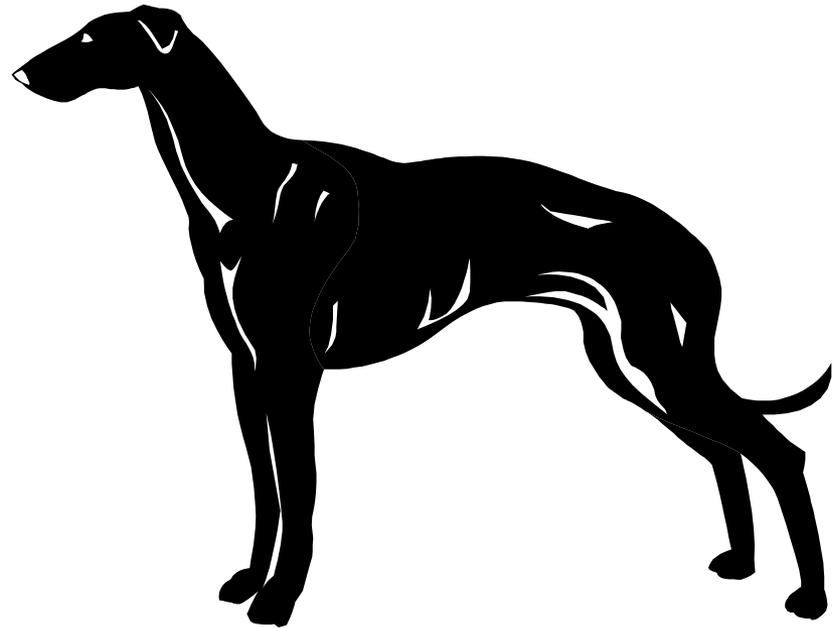
# Pavlov's Dog Experiment

Pavlov's Theory of Classical Conditioning was based on his famous experiments with dogs.



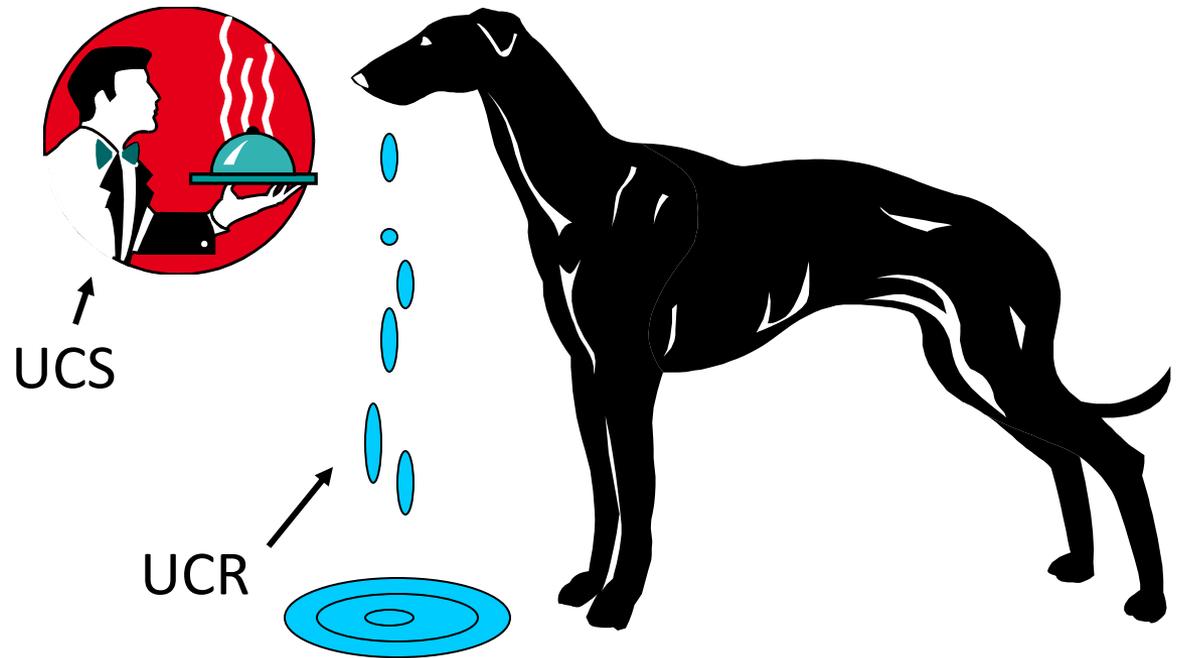
# Stage 1

At the beginning of the experiment, if a bell was rung near the dog it did not salivate. This is called the **NS** (neutral stimulus)



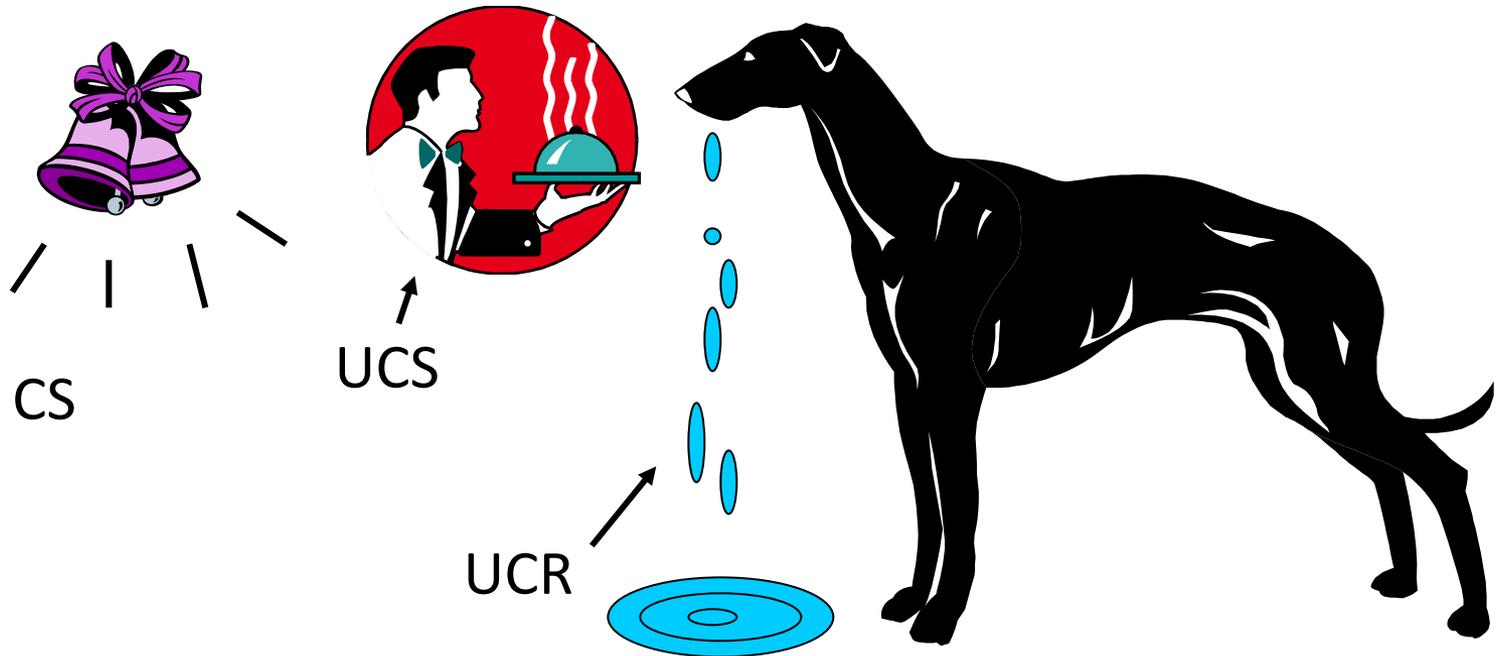
# Stage 2

However, if **food (UCS)** was presented to the dog, it would **salivate (UCR)**



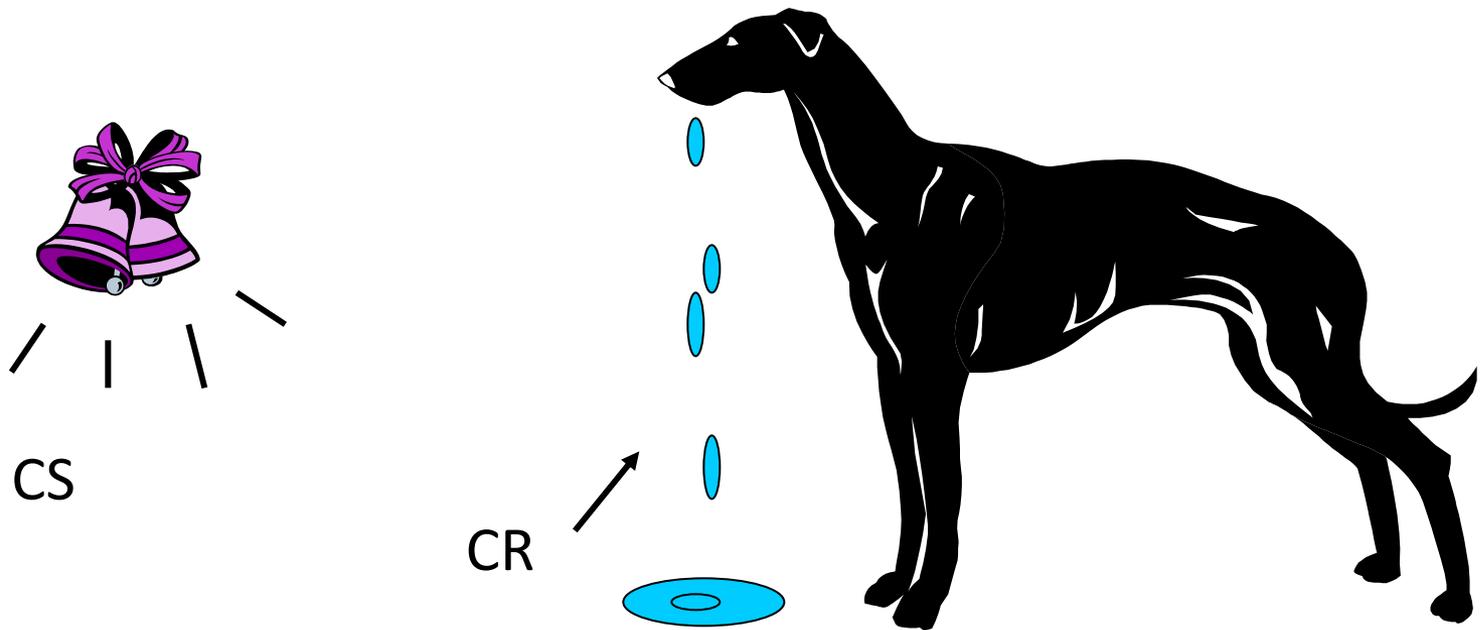
# Stage 3 - Conditioning

Over a number of trials, the bell the CS or **conditioned stimulus** is rung just before the food is delivered



# Stage 4 - Testing

After a number of conditioning trials, if the CS is presented alone, it will typically lead to a **conditioned response (CR)** ...



# Classical Conditioning...

Stage 1 before classical conditioning

Food (UCS) -----> Salivation (UCR)

Before conditioning

**FOOD  
(UCS)**

**SALIVATION  
(UCR)**



Stage 2 during classical conditioning

Bell (NS) + Food (UCS) -----> Salivation (UCR)

**BELL**

**NO RESPONSE**



During conditioning

**BELL +  
FOOD  
(UCS)**

**SALIVATION  
(UCR)**



Stage 3 after classical conditioning

Bell (**CS**) -----> Salivation (CR)

After conditioning

**BELL  
(CS)**

**SALIVATION  
(CR)**



# See if you can try it...

- Jane has been humiliated in the past for doing poorly on tests. When that has happened, she would get so upset she would shake. Now when she is told about a test, she begins to shake.
- What is the:
  - Unconditioned stimulus: \_\_\_\_\_
  - Unconditioned response: \_\_\_\_\_
  - Conditioned stimulus: \_\_\_\_\_
  - Conditioned response: \_\_\_\_\_

# Classical Conditioning...

**Stage 1 before classical conditioning**

Humiliation (UCS) -----> Shakes (UCR)

**Stage 2 during classical conditioning**

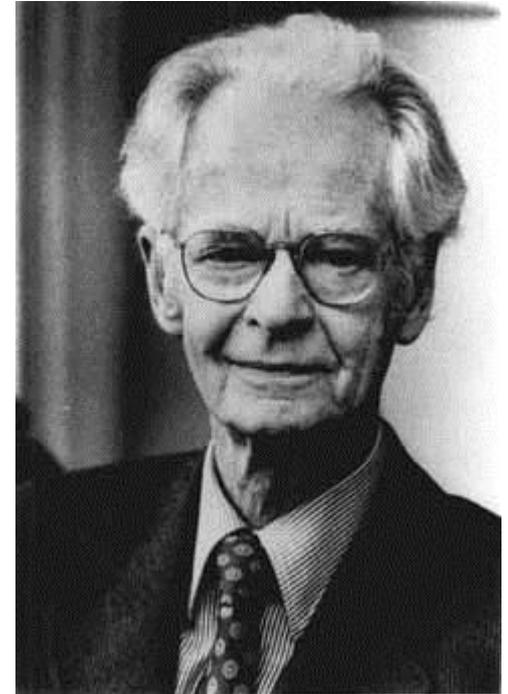
Tests (NS) + Humiliation (UCS) -----> Shakes (UCR)

**Stage 3 after classical conditioning**

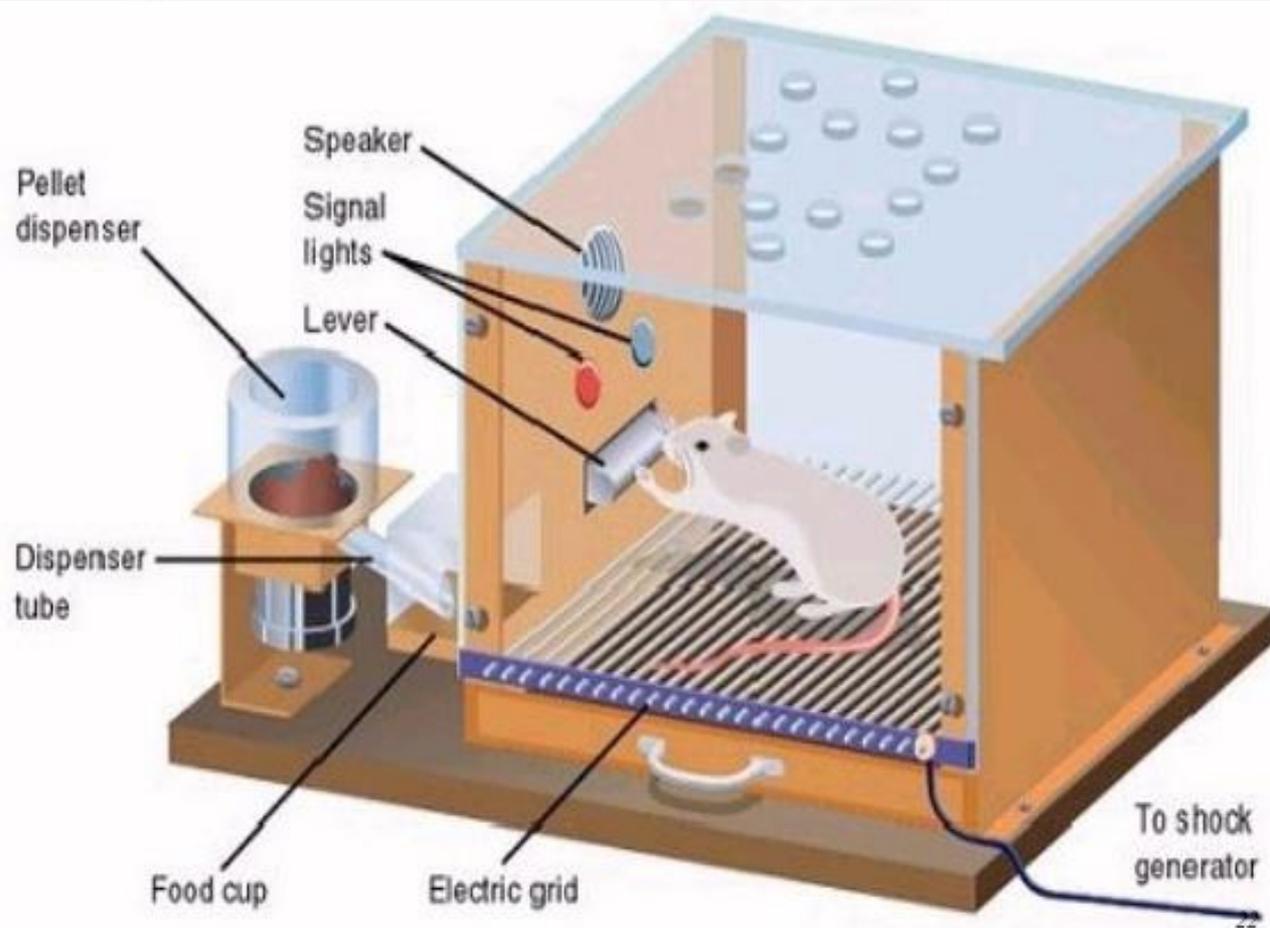
Tests (CS) -----> Shakes (CR)

# OPERANT CONDITIONING

- This type of learning is associated with **Skinner** (1904-1990).
- American psychologist who worked with rats and pigeons to discover some key principles of learning new behaviours.
- He used a famous device called a Skinner box.
- Operant conditioning starts with Operant Behaviour
- Operant behaviour “operates” to produce certain results



# B.F Skinner Box Experiment



# OPERANT CONDITIONING

- The rat learns to press the lever (behaviour) releasing a food pellet (consequence).
- The pellet is reinforcing (something the rat would like to have more of).
- This consequence increases the probability of the behaviour being repeated.

# OPERANT CONDITIONING

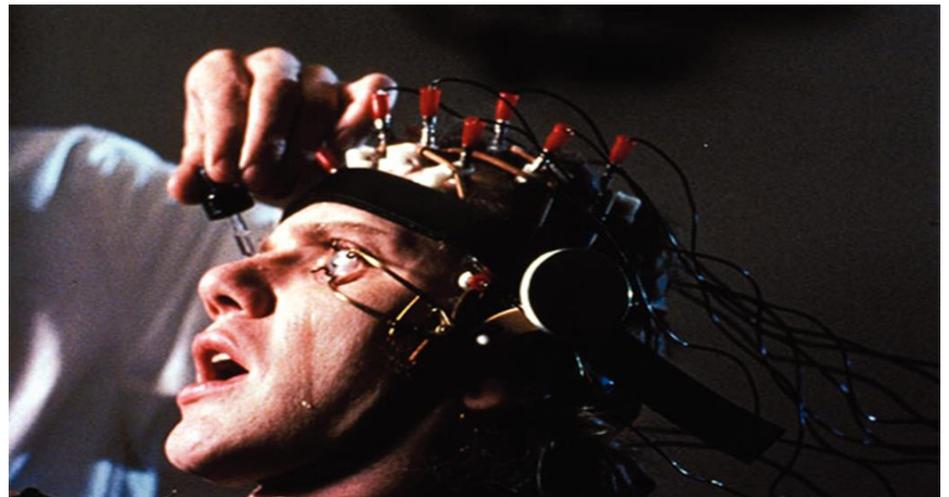
- There are two types of reinforcement: *positive reinforcement* and *negative reinforcement*
- Positive reinforcement is when the consequence following a particular behaviour is experienced as desirable (learning to press the lever for a food pellet)
- Negative reinforcement happens when the behaviour results in a consequence that removes something unpleasant (getting the rat to de-activate the electric current by pressing the lever)

# That's how learning occurs...

- Behaviour + Consequences = Learning
- So the frequency of a behaviour will increase if we are rewarded and decrease if we are punished.
- **Think: when you want a class to end early, what 'operant' behaviour do all students use to rush their teacher to finish?**

# Case Study- Negative Reinforcement

In 1965, 19 year old Peter Price was sent to a psychiatric hospital to treat his homosexuality. Doctors forced him to lie in a bed filled with his own vomit, urine and faeces for three days while they would show him images of half-naked men, inject him with drugs and play tapes telling him he was a 'dirty queer'. He was also administered electric shocks, while being shown erotic pictures of attractive men.



# Example: Negative Reinforcement

Stimulus (trigger, the cause, what motivated it)	Have had a stressful day and have a glass of wine
Response (the reaction, what the effect is)	Feel better, reduces and takes away the stress of the day
Consequence (the outcome )	Likely to have a glass of wine after another stressful day

# Positive Reinforcement...

The Big Bang Theory

Sheldon trying to shape Penny

- <http://www.youtube.com/watch?v=JA96Fba-WHk>

# Example: Positive Reinforcement

Stimulus	Eat a piece of fruit instead of a bar of chocolate
Response	Get praised for eating the fruit
Consequence	Praise is desirable – so likely to eat fruit again instead of the chocolate

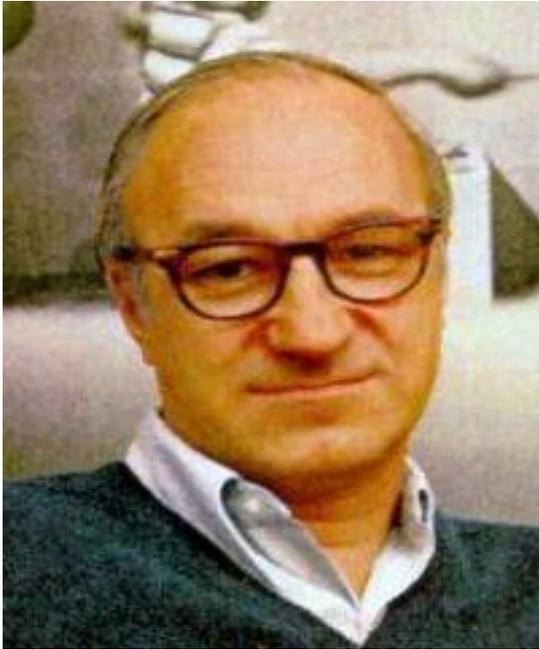
Theory Number 2....

# Social Learning Theory

Psychological Perspectives

Unit 11

# Social Learning Theory

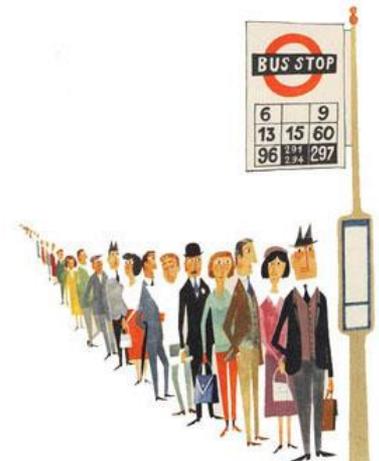


Albert Bandura felt that learning did not have to be conditioned or reinforced all the time. New behaviour could be learnt through observing others.

**Learning by observation**

# Where do we learn to be like we are?

- Why and where did you pick up the following habits?



# Observational Learning

- Observational theory refers to the learning of a new behaviour (for e.g. smoking, cooking, drugs, seat belts, etc) through watching someone else perform the behaviour.
- This behaviour can be learnt but does not have to be reproduced unless the individual is motivated to perform the new behaviour.

# OBSERVATIONAL LEARNING

- [Bandura's Bobo doll experiment](#)



# For learning to take place 5 factors must exist

- **Availability:** the behaviour must be performed where we can see it
- **Attention:** must notice the behaviour to be able to remember it
- **Retention:** must be able to remember the observed behaviour
- **Reproduction:** must be able to perform the behaviour being observed
- **Motivation:** must be an opportunity if we want to copy the behaviour

# Putting it into context...

- Michael lives in a house with his father, who is an alcoholic and frequently abusive to his wife. Michael sees this abusive behaviour around him (**availability**). He pays attention to this behaviour because the role model is his father (**attention**), he then stores this memory of the behaviour (**retention**) and has the capacity to reproduce the behaviour (**reproduction**). Michael's motivation will stem from the outcome of his father's behaviour (**motivation**). Was he punished or not?
- Whether or not the behaviour is reproduced by Michael is down to various factors. Did Michael witness his father's behaviour being positively reinforced or negatively punished? Michael may treat his own wife in the same manner.
- This is more likely to happen if Michael does not have an alternative role model.

# Did we always think this?



As girls why do we learn that being 'thin' is fashionable?

# Self Fulfilling Prophecy

- If we believe ourselves to be worthwhile, pleasant and likeable, then we will almost certainly be polite and cheerful to those we meet and create a favourable impressions.
- In response those who perceive us favourably and behave in a positive way towards us, with the result that our positive self-beliefs are confirmed.
- If we are angry, full of resentment, and believe the world is against us, then we are likely to behave in a more aggressive, confrontational or argumentative way. In this situation, that is also how we will be responded to, which will confirm our views of ourselves and the world.

# The self-fulfilling prophecy



# Role Theory

- **Role Modelling** is the process of basing our behaviour, attitude, style of dress, style of speech, even certain personality traits on someone we admire or want to be like.
- The individual we base our behaviour on is known as a model, but not in the contemporary way.
- **Why do we admire people? What would we copy about someone else?**

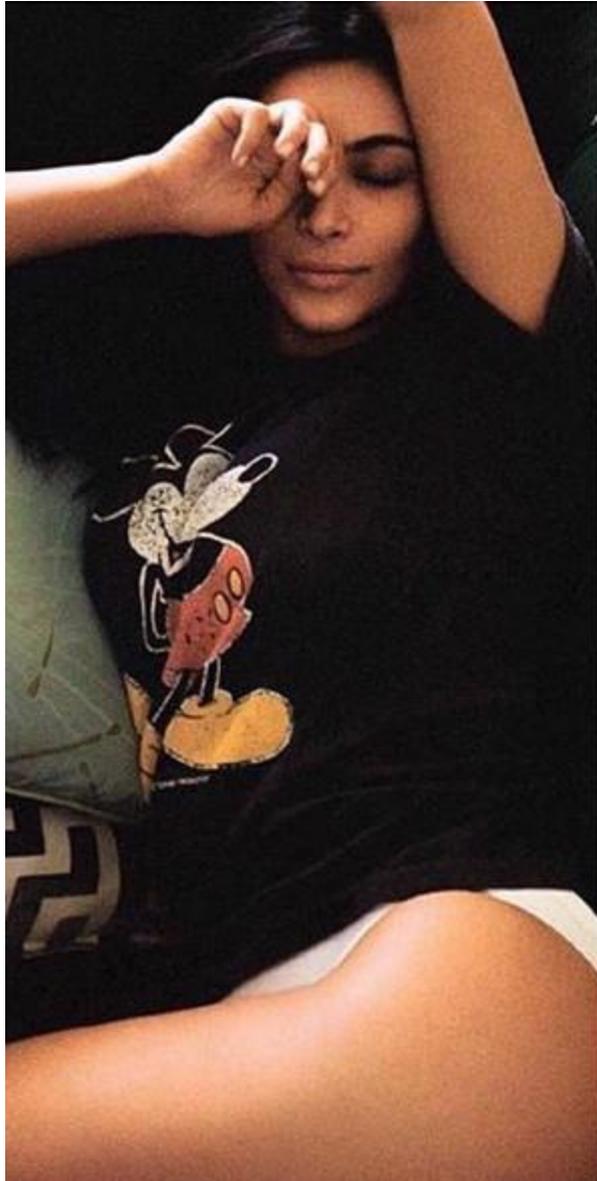
# Example of Role Models...

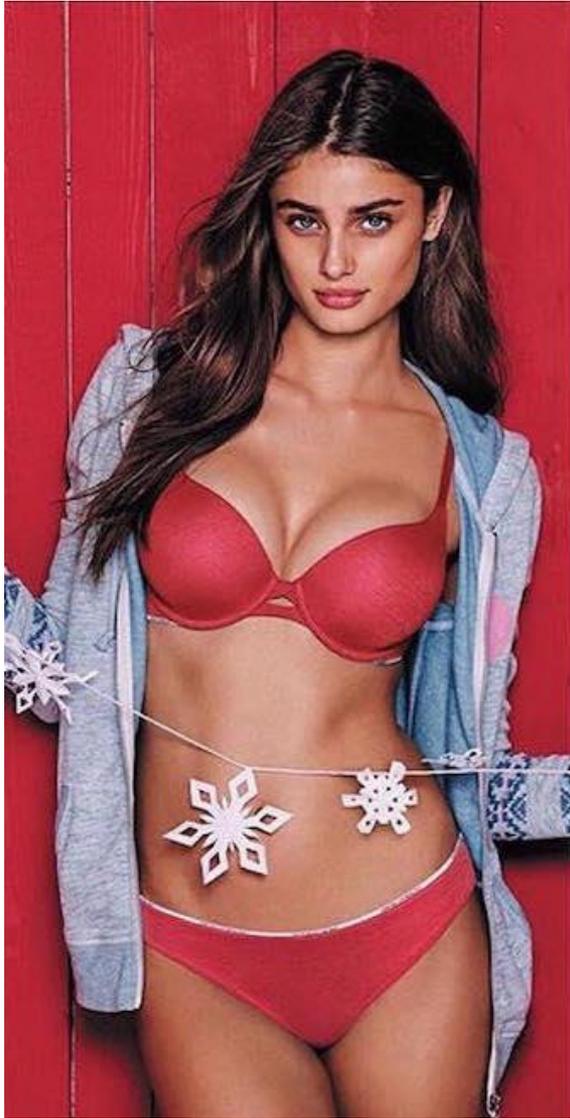


Like Jordan herself, Miss Randone has spent a small fortune on cosmetic surgery, with two breast enhancements costing a total of £8,000.

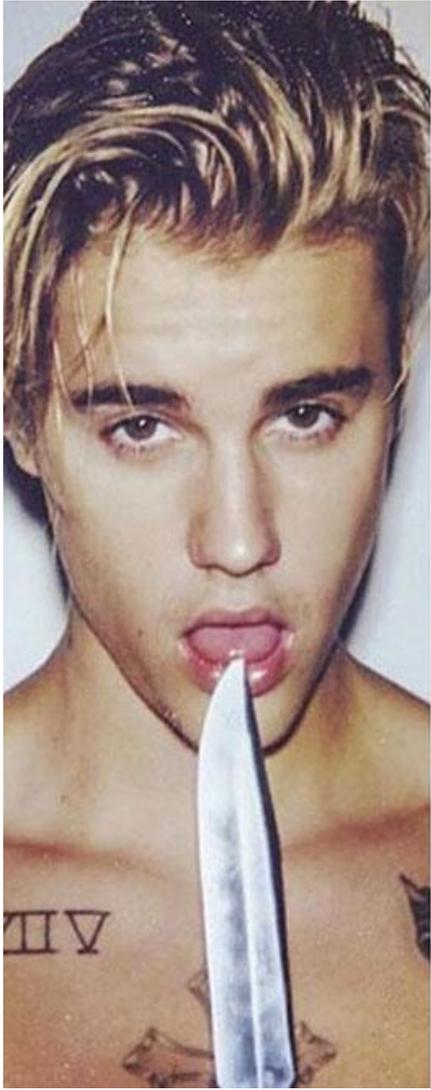
As well as boosting her chest from a 32B to a 32FF, the 24-year-old would spend thousands a year on revealing outfits, fake tan and cosmetics.









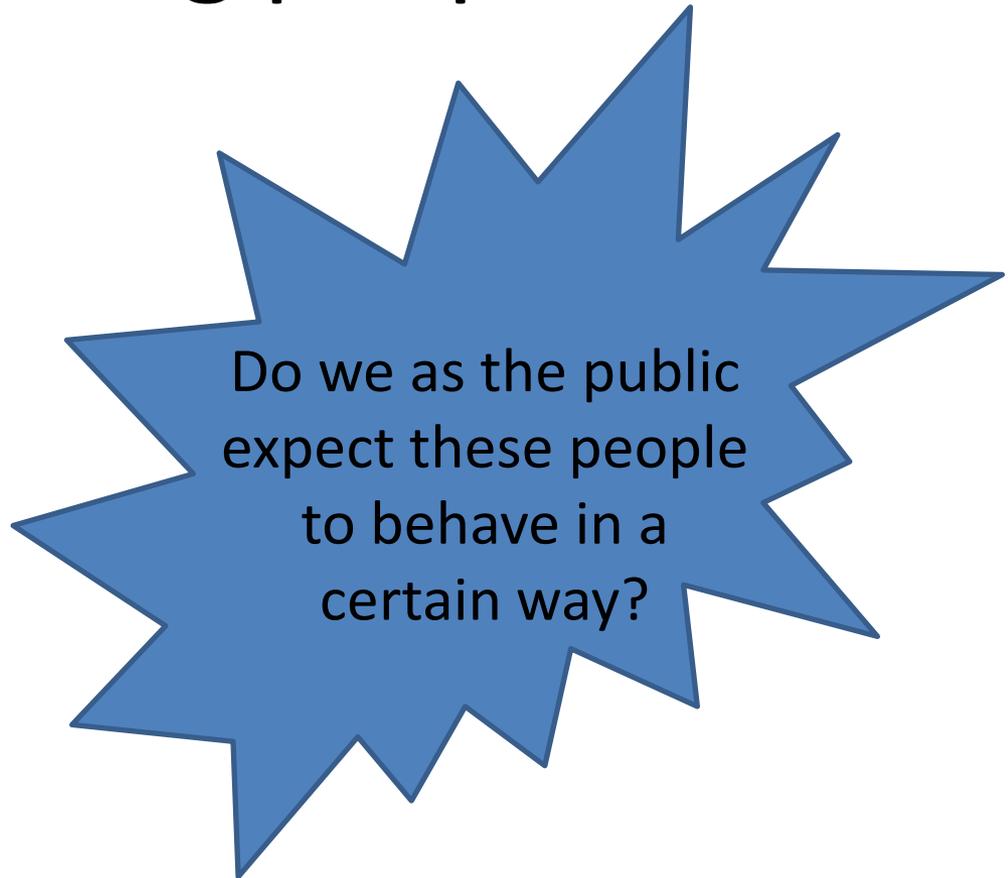


# Role Theory

- We adopt certain roles as we are expected to live up to certain expectations that go with this role.
- It also suggests we change our roles to suit our environment.
- So during the day you are a ADA student, during the evening you are a daughter, or a sibling, during the weekend you may be an employee or a friend.

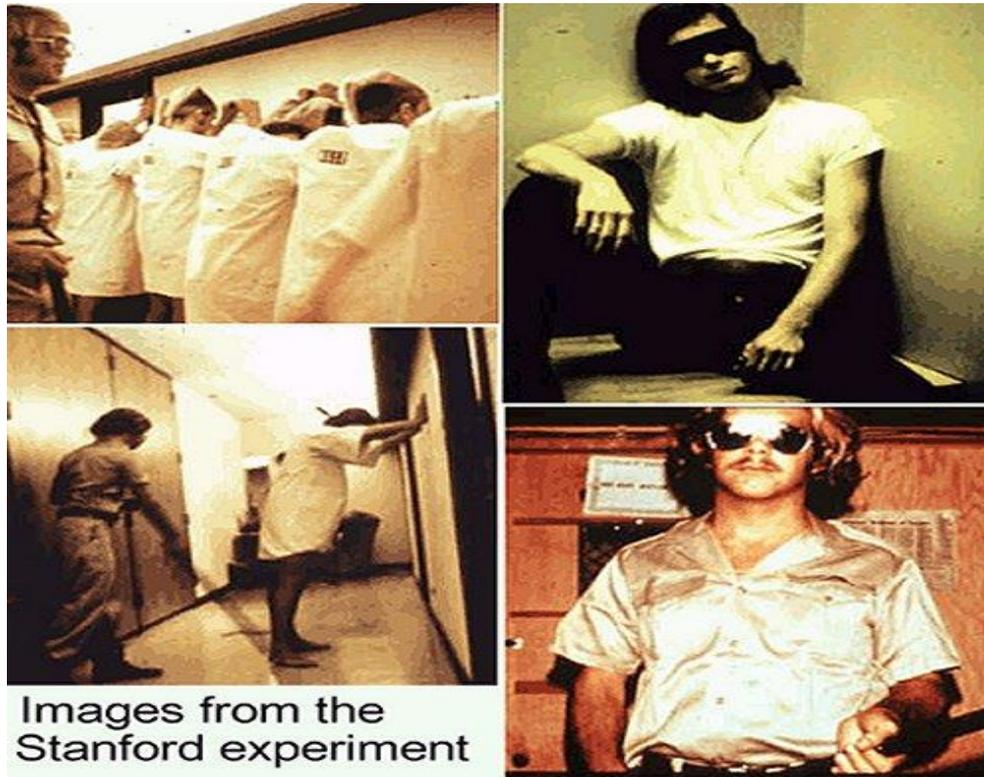
# Think of 2 words to describe the following people:

- Barack Obama
- Angelina Jolie
- The Queen
- Tiger Woods
- Madonna
- J.K. Rowling



# Stanford Prison Experiment

- <http://www.youtube.com/watch?v=rmwSC5fS40w>



Images from the  
Stanford experiment

( with thanks to Philip Zimbardo)

# Consider...

- What took place? Write down notes.
- Could you identify...
  - *Modelling*
  - *Observational Learning*
  - *Role Theory*
- Any other factors that influenced behaviour?
- What motivated the individuals to change their behaviour?

# Application of the behaviourist approach to health & social care practice

- **Understanding challenging behaviour**

- Helps you to trace a behaviour's origin using CC/OC/SLT.

- **Changing behaviour**

- Because behaviour is learned, it can be unlearned. Changing behaviour is called shaping. Using a principle of CC there is a treatment called **systematic desensitisation**. It involves creating a hierarchy of fear and relaxing at each stage.

- **Shaping behaviours**

- Using OC (reinforcement & punishment) is a powerful way to modify someone's behaviour. Target behaviours are identified and behaviour is reinforced. Once the behaviours are established more specific behaviours are reinforced until the target behaviour is achieved.



## Paired Activity:

- Imagine you are working with someone with a fear of **escalators**.
- Put together an anxiety hierarchy that might help de-sensitise them...



# Application of the SLT approach to health & social care practice

- **Promotion of anti-discrimination behaviours and practices**

- Stephen Fry (a role model) announcing he suffered with bi-polar disorder and had attempted suicide made a difference to the public perception of mental illness.

- **Use of positive role models in health education campaigns**

- Charities use role models to sell their products e.g. Angelina Jolie speaking about having a double mastectomy after her battle with breast cancer. She wanted to increase awareness of the risks.