

Y11 Psychology taster lesson

- The Approaches in psychology
- The Social Approach
- Obedience
- Ethics

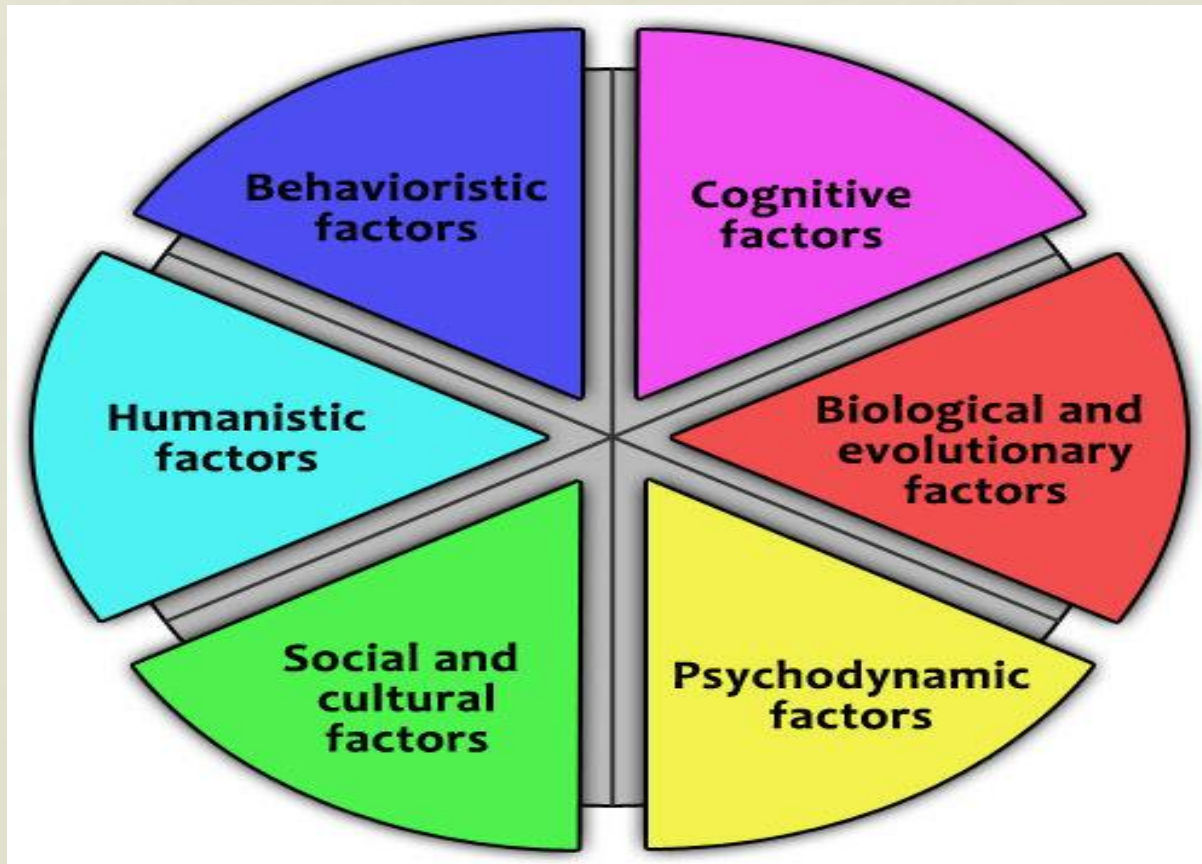


The 6 main approaches in psychology

- A level psychology requires that you learn six 'ways' of explaining human behaviour. This means that each approach has its own set of theories and experiments that we do.
 - It's a bit like trying to understand the world from different perspectives.
1. The biological approach
 2. The behaviourist approach
 3. The social learning theory
 4. The cognitive approach
 5. The psychodynamic approach
 6. The humanistic approach



Each one emphasises something different in it's explanation of behaviour.



Brief overview

- The biological approach focusses on **genetics, hormones and neural features** to explain behaviour
- The behavioural approach looks at how all behaviour **is learned through associations** which have been formed since birth.
- The cognitive approach explains behaviour through **higher mental processes** such as memory, thinking and perception
- The psychodynamic suggests much behaviour is the result of **unconscious forces in the mind** driving our conscious behaviour.
- The humanistic approach looks at the development of **self esteem, personal growth and fulfilling potential**
- The social approach focusses on how our behaviour is heavily **influenced by other people**.

A short video on the approaches

- <https://www.youtube.com/watch?v=wqzlKoleXnk>

Some research on the approaches. Using some paper copy down the table below. For each approach, do some research on the key concept and make some notes. Each section should be about 100 words long.

The Approach	Concept to be researched
Psychodynamic	The Iceberg metaphor...
Behaviourist	Ivan Pavlov ...
Cognitive	The computer analogy ...
Social Learning Theory	The Bobo Doll study...
Humanistic	Maslow's Hierarchy of needs ...
Biological	Twin studies and concordance rates...

Social psychology (the social approach)

- Within social psychology, one area we look at is '**obedience**'. This is defined as 'a form of social influence where an individual acts in response to **a direct order** from another individual, who is usually **an authority figure**'.
- A famous study on this was carried out by Milgram (1963). The following is a clip of his experiment. Make notes!



- <https://www.youtube.com/watch?v=cBDkJ-Nc3Ig>

Questions on the study. Use the following four slides to answer the questions.

- 1. How many participants took part in the study?
- 2. Mr Wallace was a confederate of the experiment. What does that mean?
- 3. Were the participants always assigned the role of teacher, or learner?
- 4. What happened every time the learner made a mistake?
- 5. How was the teacher 'tricked' into thinking the shocks were real?
- 6. At what 'voltage point' did the learner bang on the wall and ask to leave?
- 7. Until when did the experiment continue?
- 8. What were the findings of the study?

- Milgram's sample consisted of 40 male participants from a range of occupations and backgrounds. The participants were all **volunteers** who had responded to an advert in a local paper, which offered \$4.50 to take part in an experiment on 'punishment and learning'.
- The 40 participants were all invited to a laboratory at Yale University and upon arrival they met with the experimenter and another participant, Mr Wallace, who were both confederates.

- The experimenter explained that one person would be randomly assigned the role of teacher and the other, a learner. However, the real participant was always assigned the role of teacher. The experimenter explained that the teacher, the real participant, would read the learner a series of word pairs and then test their recall. The learner, who was positioned in an adjacent room, would indicate his choice using a system of lights. The teacher was instructed to administer an electric shock every time the learner made a mistake and to increase the voltage after each mistake.

- The teacher watched the learner being strapped to the electric chair and was given a sample electric shock to convince them that the procedure was real. The learner wasn't actually strapped to the chair and gave predetermined answers to the test. As the electric shocks increased the learner's screams, which were recorded, became louder and more dramatic. At 180 volts the learner complained of a weak heart. At 300 volts he banged on the wall and demanded to leave and at 315 volts he became silent, to give the illusions that was unconscious, or even dead.

- The experiment continued until the teacher refused to continue, or 450 volts was reached. If the teacher tried to stop the experiment, the experimenter would respond with a series of prods, for example: 'The experiment requires that you continue.' Following the experiment the participants were **debriefed**.
- Milgram found that all of the real participants went to at least 300 volts and 65% continued until the full 450 volts. He concluded that under the right circumstances ordinary people will obey unjust orders.

Theories to explain obedience

- <https://www.tutor2u.net/psychology/reference/explanations-for-obedience-variations-of-milgram-1963>
- Using the site linked above, make notes on the following explanations of obedience.
- Agentic state
- Proximity
- Location
- Uniform
- Legitimate authority

Ethics in psychological research

- Ethics refers to **the correct rules of conduct necessary when carrying out research**. We have a moral responsibility to protect research participants from harm.
- In Britain, ethical guidelines for research are published by the British Psychological Society. The purpose of these codes of conduct is to **protect research participants, the reputation of psychology, and psychologists themselves**.

One such guideline is:

Protection of participants

- Researchers must ensure that those taking part in research will **not be caused distress**. They must be **protected from physical and mental harm**. This means you must not embarrass, frighten, offend or harm participants.

The right to withdraw

- Participants should be able to **leave a study at any time** if they feel uncomfortable. They should also be allowed to **withdraw their data**. They should be told at the start of the study that they have the right to withdraw.
- They should not have pressure placed upon them to continue if they do not want to

Ethics and Milgram

Consider the Milgram study....

1. In what way/ways did he not observe the ethical guideline of protecting participants (in this case the 'teacher') from harm?
2. Did the participants have 'the right to withdraw'? Explain your answer.

Thank you!

- If you found this interesting you could Google ideas such as...
- Obedience research in Psychology