In This Section, We Will Discuss:

● Definition of Psychology

● Origins of Psychology and the Struggle with Fundamental Issues

● Beginning and Development of Psychology

● Influence of Philosophy and Physiology on Psychology

● Early Psychologists and Early Psychological Perspectives

● Current Psychological Perspectives

● Current Subdivisions of Psychology
What comes to mind when you think of Psychology?

How would you define Psychology?
Definition of Psychology:
The **Science** of Behavior and Mental Processes.
The Origins of Psychology

How did psychology begin?

When did psychology begin?

Who founded psychology as a science?
Early Psychologists Struggled with the issue of ‘What Should be the Fundamental Issues of Psychology?’

● How should psychology be defined?

● What is the proper subject matter for psychology?

● Which areas of human experience should be studied?

● What methods should be used to investigate psychological issues?

● Should psychology include the study of nonhuman animal behavior?

● Should psychological findings be used to change enhance human behavior?
The Beginning and Development of Psychology as a Science

From Socrates to B.F. Skinner and Carl Rogers
The Beginning and Development of Psychology as a Science

Pre-Socratic Philosophers

Socrates (469BC – 399BC)  Greek Philosopher

Plato (427 – 347BC)  Greek Philosopher

Aristotle (384 – 322BC)  Greek Philosopher

Rene Descartes (1596 – 1650)  Interactive Dualism

Wilhelm Wundt (1832 – 1920)  Founder of Psychology

Edward B. Titchener (1867 – 1927)  Structuralism

William James (1842 – 1910)  Functionalism

G. Stanley Hall (1842 – 1910)  Founded APA
The Beginning and Development of Psychology as a Science

Mary W. Calkins (1863 – 1930)  First Woman Pres. APA
Margaret F. Washburn (1871 – 1939)  2nd Woman Pres. APA
Sigmund Freud (1856 – 1939)  Psychoanalysis
Ivan Pavlov (1849 - 1936)  Russian Physiologist
John B. Watson (1878 - 1958)  Father of Behaviorism
Edward L. Thorndike (1874 – 1949)  Law of Effect
B.F. Skinner (1904 – 1990)  Behaviorist
Carl Rogers (1902 - 1987)  Humanistic Psychology
Abraham Maslow (1908 – 1970)  Humanistic Psychology
The Influence of Philosophy on Psychology
The Influence of Philosophy

Pre-Socratic Philosophers

**Thales** (624BC – 546BC) “Father of Science”.
- First to postulate non-supernatural explanations for natural phenomenon like lightning.

**Pythagoras** (570BC – 495BC - Thales student)
- Founded the Pythagorean School (Pythagorean Theorem).
- First to postulate the earth is spherical in shape.

**Leucippus** (480BC – 420BC)
- Introduced atomism – theory that all matter is made up of individual, imperishable units called atoms.
The Influence of Philosophy

**Socrates** (469BC – 399BC)
Famous Greek philosopher.

Plato's teacher.

Believed reliable self-knowledge not attainable through senses (sight, sound, taste, smell, touch).

- Because he believed senses do not mirror reality.
- Believed reliable self-knowledge only attainable through processes such as ‘careful examination of one's own thoughts / emotions’.

Correctly believed people are social creatures - influence one another.
**Plato** (427 – 347BC)

Famous Greek philosopher.

Socrates' student and Aristotle's teacher.

Wrote extensively on issues related to philosophy and psychology.

Along with Aristotle, developed deductive reasoning.

Believed the soul could exist separately from the body.

- Basis for view that has come to be known as *dualism*.
The Influence of Philosophy

Aristotle (384 – 322 BC) first Greek philosopher to write extensively on topics later became part of the science of psychology, such as:

- Sleep,
- Dreams,
- The Senses,
- Memory,
- Traits and Dispositions of different animals.
- Personality
- Sensation and Perception,
- Thought,
- Intelligence,
- Needs and Motives,
- Feelings and Emotion.
The Influence of Philosophy

Peri Psyches “About the Psyche”, one of Aristotle's famous writings.

- Begins with history of psychological thought & historical perspectives on the nature of the mind and behavior.

Argued human behavior was subject to rules and laws just like the movements of the stars and the seas.

Declared that people are motivated to seek pleasure & avoid pain.

- This view remains current to this day.

Many of Aristotle's Ideas remained influential until the beginning of modern science in the 17th century.

Classified more than 540 animal species – dissected more than 50.
The Influence of Philosophy

Founded, what is considered to be, the world's first university – the Lyceum.

Explored the nature of cause and effect.

First to point out that people differ from other living organisms in their capacity for rational thought.

Outlined laws of associationism:
– Heart of learning theory for more than 2,000 years.

First to introduce the idea of empiricism.
- Universal truths can be discovered by observation and induction.

First to name and number the five senses.
The Influence of Philosophy

17\textsuperscript{th} century, \textbf{Rene Descartes} (1596 – 1650).

French philosopher proposed a doctrine called: \textit{Interactive Dualism}:

Idea that mind and body are separate entities that interact to produce
- sensations,
- emotions,
- other conscious experiences.

Psychologists still debate relationship between mental activity and the brain.

Founded analytical geometry.

Invented the Cartesian coordinate system.
Nature vs. Nurture

- Greek Philosophers laid the groundwork for the Nature - Nurture (Heredity - Environment) debate.

- Relative importance of Nature vs. Nurture (Heredity vs. Environment) still a major issue focused on in Psychology.
The advancement of the understanding of human behavior by early philosophers was limited by their methods.

The methods of early philosophers limited to

- Intuition,
- Observation,
- Logic.
Influence of Physiology on Psychology as a Science
Emergence of psychology as a science hinged on advances in other sciences, particularly physiology.

1600's – Physiologists first become interested in the human brain and its relation to behavior.

1700's (early) – Discovered that damage to one side of the brain produced loss of function to the opposite side of the body.

1800's (early) – Different brain areas related to different behavioral functions vigorously debated.
Collectively, early scientific discoveries made by physiologists established the foundation for an idea that was critical to the emergence of **psychology as a science**.

**Scientific methods could be applied to issues of human behavior and thinking.**
Early Psychologists
and
Early Psychological Perspectives
Wilhelm Wundt (1832 – 1920)
Founder (Father) of Psychology

1800's (2nd half) stage set for the emergence of psychology as a distinct, separate scientific discipline.

William Wundt- German physiologist, major proponent of this idea.

1874 Wundt published his landmark text:

“Principles of Physiological Psychology”

• Which promoted the idea that psychology should be established as a separate scientific discipline that would use experimental methods to study mental processes.
Wilhelm Wundt (1832 – 1920)
Founder (Father) of Psychology

1879 - Wundt opened first psychology research laboratory at the University of Leipzig.

Many regard this event as marking the formal beginning of psychology as an experimental science.

Wundt defined psychology as the study of consciousness.

Emphasized the use of experimental methods to study and measure consciousness.
Edward B. Titchener (1867 – 1927)
Structuralism

Born in England - Student of Wilhelm Wundt.

● 1892 - Earned doctorate in Wundt's Laboratory.

● Accepted position at Cornell University.

● Welcomed women into his graduate program

● More women earned doctorates under Titchener's direction than any other male psychologist of his generation.
Edward B. Titchener (1867 - 1927)  
Structuralism

Titchener developed own idea of the nature of psychology called “Structuralism”.

- **Structuralism**

  Believed that even the most complex conscious experiences could be broken down into basic, elementary structures of:
  
  *sensations* (sight, hearing, smell, taste and touch) &
  
  *feelings* (such as emotional responses).

- **Introspection** – Key method of “scientific” inquiry for Structuralism.
Introspection

Involved subjects viewing a simple stimulus, such as a book or a pen, and then attempting to reconstruct their sensations and feelings immediately after viewing the stimulus.

- Subjects might first report on the colors they saw, then the smells, and so on, in the attempt to create a total description of their conscious experience.
Edward B. Titchener (1867 – 1927)
Structuralism

**Structuralism** – First school of thought to appear and first to disappear from early psychology.

- Essentially ended with Titchener's death.
- As noted by Wundt and other scientists, introspection had significant limitations.
  
  **First**, unreliable method of investigation.
  
  **Second**, unable to study children or animals.
  
  **Third**, complex topics such as learning, development, mental disorders, and personality, could not be investigated.
William James (1842 – 1910)
Functionalism

1870's (early) - Became Harvard professor of physiology and anatomy.

Enthusiastic teacher prone to change subject matter of classes as own interests changed.

1870's (late) – Taught classes devoted entirely to topic of psychology.
1890 - James published his comprehensive text: “Jame's Principles of Psychology”

- Two volumes, more than 1,400 pages.
- Became leading text in psychology.

In his text, James discussed such diverse topics as:

- Brain Function
- Habit
- Memory
- Sensation
- Perception
- Emotion
William James' ideas became the basis for a new school of psychology called “Functionalism”.

- Stressed behavior functions to allow people and animals to adapt to their environments.
- Did not limit methods of inquiry to Introspection.
- Expanded psychological research to include Direct observation of Organisms in Natural Settings.
- Examined how psychology could be applied to: Education, Child Rearing, and the Work Environment.
William James (1842 - 1910)

Functionalism

Structuralists and Functionalists thought psychology should focus on the study of conscious experiences.

Functionalists had very different ideas about nature of consciousness and how it should be studied.

- Functionalists saw consciousness as an ongoing stream of mental activity that shifts and changes.
- Structuralists saw consciousness as a phenomenon that could be broken down into basic, elementary structures of sensations & feelings

Like Structuralism, Functionalism no longer exists as distinct school of thought in contemporary psychology.
G. Stanley Hall (1842 – 1910)
Founded the American Psychological Association

1878 – Received first PhD in psychology awarded in US under William James at Harvard.
Indicated the beginning of psychology as a scientific discipline in America.

Worked with Wundt at University of Leipzig.

1883 – Founded first psychology research lab in US at Johns Hopkins University.

1887 – Published first U.S. Journal devoted to psychology:
- the American Journal of Psychology.

1892 – Founded the American Psychological Association (APA) and was elected the APA's first president.

Today, American Psychological Association world's largest professional organization of psychologists - more than 150,000 members.
Mary Whiton Calkins (1863 – 1930)
First Woman President of APA

- Experimental Psychology Professor - Wellesley College.
- Studied with William James at Harvard.
- Completed all requirements for PhD in psychology.
- Harvard not coeducational institution at that time, refused to award Mary Calkins the PhD degree.

Contributions to psychology:
- Conducted research in many areas including dreams, memory, and personality,
  - 1891 – Established psychology lab at Wellesley,
  - 1900 – Wrote an “Introduction to Psychology”
  - 1905 – First woman elected president of APA.
Margaret Floy Washburn (1871 – 1939)
Second Woman President of APA

- Titchener's first doctoral student at Cornell University.
- First American woman to earn an official PhD in psychology.
- Strongly advocated the scientific study of mental processes of different animal species.
- **1908** – published influential text; “The Animal Mind”.
  Summarized research on sensation, perception, learning, and other “inner experiences”.
- **1921** - Second woman elected president of APA.
Gestalt Psychology

Gestalt psychology prominent in Germany in the 1920's.

Three founders of Gestalt psychology in Germany.
- Max Wertheimer (1880 – 1943)
- Kurt Kofka (1886 – 1941)
- Wolfgang Kohler (1887 – 1967)

In the 1930's, these three fled Europe to escape the Nazi threat. - Carried on work in the United States.

Gestalt translates into “pattern”, “organized whole”, “good form”, or “good figure”.

Gestalt psychology focuses on studying whole patterns rather than rather than small components.
Gestalt psychology - Whole is greater than the sum of the parts.

Gestalt psychologists argued we cannot understand or explain human perceptions, emotions, or thought processes in terms of basic units.

Gestalt psychologists saw perceptions as:

- wholes that give meaning to parts.

Today, Gestalt ideas are a part of the study of cognitive psychology.

Gestalt psychology has also been influential in clinical psychology, becoming the basis for a therapeutic technique called Gestalt therapy.
Sigmund Freud (1856 – 1939)
Psychoanalysis

Sigmund Freud - Austrian Physician from Vienna.
Developed Psychoanalysis (Psychoanalytic Theory).

Emphasizes unconscious causes of behavior.

- Role of Unconscious Conflicts in determining Human Behavior and Personality.

Freud's Psychoanalytic theory based largely on his work with patients (case studies) and on insights derived from self-analysis (problems with this will be discussed later when we discuss research design).
Psychoanalysis:

Human behavior motivated by unconscious conflicts, almost always
- Sexual or Aggressive in Nature.

Past experiences, particularly in childhood, thought to be critical in formation of adult personality and behavior.

Unconscious impulses revealed in everyday life in terms of: dreams, memory blocks, slips of the tongue (Freudian slips), and spontaneous humor.

Psychological disorders can result when unconscious conflicts become extreme.
Ivan Pavlov (1849 – 1936)  
Russian Physiologist

1900's (early) – Studying digestive system of dogs, found dogs began to salivate to many stimuli besides food. For example:

- Site of Food,
- Site of Experimenter,
- Sound of Experimenters footsteps,
- Bell,
- Tone.

Pavlov believed he discovered the mechanism by which all behaviors were learned and spent the rest of his life studying this phenomenon.

This Type of Learning termed “Classical Conditioning”
In Classical Conditioning

- An Involuntary Automatic Response (Reflex, Reflexive Behavior) to one stimulus *naturally*, becomes

- An Involuntary (Automatic) Response to another stimulus,

- By pairing the two stimuli together closely in time.
After discovering the basic principle of Classical Conditioning, Pavlov spent the next 30 years systematically investigating different aspects of this phenomenon.

Even though Pavlov believed he had discovered the mechanism by which all behaviors learned (including all Human Behaviors), Pavlov never investigated principles of classical conditioning in humans.

Pavlov used dogs almost exclusively as experimental subjects.

Why?
Pavlov wanted no part of newly established science of psychology.

Why?

1900's (Early) - Early founders defined psychology in terms of:

- The study of subjective states of consciousness.

- Advocated introspective self-reports to describe and explain conscious thought and perceptions.

Pavlov did not see psychology as an exact science physiology.
1913 – Challenged early founders of psychology in a landmark article he published titled “Psychology as the Behaviorist Views It”.

Watson's famous article opens with:

*Psychology as the behaviorist views it is a purely objective experimental branch of the natural sciences. Its theoretical goal is the prediction and control of behavior.* Introspection forms no essential part of its methods, nor is the scientific value of its data dependent upon the readiness with which they lend themselves to interpretation in terms of consciousness.
New School in Psychology Founded (Behaviorism)

With the publication of this article in 1913, Watson founded a new school, or approach, in psychology called *Behaviorism*.

Watson strongly advocated that psychology should be redefined as:

- *the Scientific Study of Behavior*.

1924 – Watson wrote, “Let us limit ourselves to things that can be observed, and formulate laws concerning only those things. Now what can we observe? We can observe behavior – what the organism does or says.”
After Soundly rejecting:

- The methods of introspection and
- The study of consciousness,

Watson was at a loss for a new method to replace them.

1916 – Learned of Ivan Pavlov's research on classical conditioning and the conditioned reflex.

Watson embraced this as the model he had been seeking to investigate and explain human behavior.

Watson believed that virtually all human behavior is a result of conditioning and learning – due to past experience and environmental influences.
Watson (1924) in his classic book “Behaviorism” wrote:

Behaviorism, on the contrary, holds that the subject matter of human psychology is the behavior of the human being.

Behaviorism claims that consciousness is neither a definite nor a usable concept.

The behaviorist, who has been trained always as an experimentalist, holds, further, that belief in the existence of consciousness goes back to the ancient days of superstition and magic.
Behaviorism

- Rejected emphasis on consciousness promoted by structuralism and functionalism.

- Rejected psychoanalytic notions of unconscious influence on personality and behavior.

- Psychology should focus on scientific investigations of overt behavior
  - observable behaviors that can be objectively measured & verified.
In championing behaviorism, Watson took his views to an extreme claiming that neither talent, personality, nor intelligence was inherited.

In a bold statement, Watson (1924) proclaimed:

“Give me 12 healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select – doctor, lawyer, artist, merchant chief and yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors.”
Watson's influence on psychology cannot be over-emphasized.

The School of Behaviorism dominated American psychology for over a half a century.

- During this time period, the study of conscious experiences were largely ignored as a topic in psychology.

Behaviorist theories continue to exert strong influence on the field of psychology.
John B. Watson (1878 - 1958)
Father of Behaviorism

Watson left academia in the 1920's and became a pioneer in the application of **classical conditioning** to **advertising** and became quite wealthy.

Watson's influence on advertising is still very evident today.

Companies routinely advertise products by associating them with having fun, being happy, being successful, being popular, attractive people, cuddly animals, happy families, and other stimuli that elicit positive emotional responses.
Watson told colleagues at the ad agency,

“to make your consumer react, tell him something that will tie up with fear, something that will stir up a mild rage, that will call out an affectionate or love response, or strike a deep psychological or habit need”.

Watson applied techniques of classical conditioning to ad campaigns for Johnson & Johnson Baby Power and Pebecco toothpaste in the 1920's.
First psychologist to systematically investigate animal learning and how voluntary behaviors are influenced by their consequences.

Dissertation for his Ph.D. Degree titled:

“Animal Intelligence: An Experimental Study of the Associative Processes in Animals”,

One of the most famous dissertations ever published in Psychology.

Pavlov later learned of Thorndike's studies and credited Thorndike with having started objective animal research well before his own research on classical conditioning.
Thorndike's research focused on animal use reasoning to solve problems.

Thorndike's research involved placing a cat in a specially constructed cage he called a “puzzle box” that had a simple device for unlatching the cage door such as pressing a lever or pulling a loop.

Food placed outside “puzzle box” as incentive to escape cage.

Thorndike found that when cat first placed in puzzle box it engaged in seemingly random behaviors to escape.
- For example, scratch at cage door, claw at ceiling, try to squeeze through the wooden slats.

Eventually correct response emitted to escape to eat the food.

After several trials, the cat could unlatch the cage door very quickly.
Concluded cats did not display human-like **insight** or **reasoning**.

Thorndike - cat's learning a process of **trial** and **error**
- cat gradually learned association of certain responses with successfully escaping the box and gaining food.

According to Thorndike, successful behaviors became “stamped in”
- cat more likely to repeat these behaviors in puzzle box.

Unsuccessful behaviors gradually eliminated.
Based on his observations, Thorndike formulated the “Law of Effect”.

**Law of Effect**

Responses followed by “*satisfying state of affairs*”

- “*strengthened*”, more likely to occur in same situation.

Responses followed by “*unpleasant state of affairs*”

- “*weakened*”, less likely to occur in same situation.
Thorndike's research – very important first step in understanding how active, voluntary behaviors modified by their consequences.

Never developed his ideas on learning into a formal model or system.

- B.F. Skinner later developed a formal theory involving the modification of active behaviors by their consequences.

Thorndike applied his findings to education, publishing many books on educational psychology.
B.F. Skinner (1904 – 1990)
Behaviorist

B.F. Skinner next major proponent of Behaviorism officially founded by John B. Watson in 1913.

B.F. Skinner searched for “lawful processes” that would explain order in behavior from the time he was a graduate student until his death.

Like Watson, Skinner strongly believed psychology should restrict itself to only phenomenon that could be objectively measured and verified

- Outwardly Observable Behavior and Environmental Events.
Classical Conditioning (Pavlov and Watson) explains how reflexive behaviors are conditioned to neutral stimuli.

- Classical conditioning limited to existing behaviors that are reflexively elicited.

Skinner - convinced most important form of learning involved new behaviors actively emitted by organism:

– like cat escaping a puzzle box studied by Thorndike.

Skinner coined term “Operant behaviors” to describe “active behaviors that operate upon the environment to generate consequences”. 
Operant behaviors - all except reflexive behaviors.
- Operant behaviors actively operate on environment.
- Reflexive behaviors are elicited

Examples of operant behaviors include:
- Pressing lever or turning knob to open a door
- walking
- running
- riding a bicycle
- picking up an object
- writing
- the act of sitting or standing
- speaking
Operant behaviors are the wide range of voluntary behaviors performed in daily life.

Skinner rejected mentalistic explanations, therefore, avoided term “voluntary” as it implied behavior due to conscious choice or intention.

To Skinner, all operant behaviors are determined by consequences
– reinforcement and punishment
– conscious choice or intention are not involved.

Skinner coined the term Operant Conditioning for the process by which operant behaviors are acquired.
Operant Conditioning quite complex, basically involves

**Antecedents (Stimulus Discriminants)**

Precede and “set the stage” for operant behavior to be emitted.

**Consequences**

Follow the emitted operant behavior.

- **Reinforcement** defined as any consequence that increases the rate or probability of behavior being emitted in the future.

- **Punishment** defined as any consequence that decreases the rate or probability of behavior being emitted in the future.
Carl Rogers (1902 – 1987)
Humanistic Psychology

1950's – Humanistic Psychology emerged as a new school of thought in psychology.

Sometimes referred to as “third force” in American psychology because it was distinctly different from psychoanalysis and behaviorism.

Like Freud, Rogers influenced by experiences with clients.

Emphasized conscious experiences, including each person's unique potential for psychological growth and self-direction.

Emphasized self-determination, free will and choice.
Another major proponent of Humanistic psychology.

1940's - Maslow developed human motivation model which emphasized psychological growth.

**Hierarchy of Needs**

- Centerpiece of Maslow's **Model of Motivation**.
- Human needs organized in a hierarchy
  - People motivated to satisfy lower level needs before motivated to satisfy higher level needs.
- Needs organized as
  - Basic Needs: Physiological and Safety Needs
  - Psychological Needs: Esteem and Love Needs
  - Self-fulfillment Needs: Self-Actualization
Abraham Maslow (1908 - 1970)  
Humanistic Psychology

Organization of Mazlow's Hierarchy of Needs.

**Highest Level**: Self-fulfillment Needs.  
*Self-actualization* - achieving one's full potential, including creative activities.

**Middle Level**: Psychological Needs.  
*Esteem Needs* – Prestige and feelings of accomplishment  
*Belongingness and Love Needs* – intimate relationships, friendships.

**Lowest Level**: Basic Needs.  
*Physiological Needs* – food, water, warmth, rest
Physiological

Breathing, food, water, sex, sleep, homeostasis, excretion

Safety

Security of body, of employment, of resources, of morality, of the family, of health, of property

Love/Belonging

Friendship, family, sexual intimacy

Esteem

Self-esteem, confidence, achievement, respect of others, respect by others

Self-actualization

Morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts
1970’s and 1980’s – Maslow's model of motivation generated considerable research.

- Some research supported model, some research did not.
- Today, model generally discounted.

Several problems with Maslow's model of motivation

- As with Freud and Rogers, Maslow's model based on limited samples with questionable reliability.

- Concept of Self-actualization extremely vague and impossible to operationally define in a manner that can be empirically tested.

- Both problems, and others, will be discussed in-depth later when we discuss Research Methods.
Current Psychological Perspectives
Current, Major Psychological Perspectives

- Biological Perspective
- Behavioral Perspective
- Cognitive Perspective
- Cultural (cross-cultural) Perspective
- Evolutionary Perspective
- Psychodynamic Perspective (Therapies)
- Humanistic Perspective (Therapies)
Biological Perspective

The biological perspective – important influence on beginning.

Emergence of psychology as a science hinged on advances in other sciences, particularly physiology.

1600's – Physiologists first become interested in the human brain and its relation to behavior.

1700's (early) – Discovered that damage to one side of the brain produced a loss of function to opposite side of the body.

1800's (early) – Different brain areas related to different behavioral functions vigorously debated.
Today, the biological perspective continues to have a very important influence on Psychology.

Emphasizes the physical basis of human and animal behavior, including the:

- nervous system
- endocrine system
- immune system
- genetics
Biological perspective – increasingly popular with advances in technology and medicine.

For example:

- 1950's (late) to 1960's (early) – Medication developed to help control symptoms of serious psychological disorders, such as schizophrenia and depression.
  - New questions concerning interaction among biological factors and human behavior, emotions, and thought processes sparked by the relative success of these new medications.

- Very recent advances in genetics has also increased interest in the genetic basis of issues in psychology.
Recent technological advances have also allowed psychologists and other researcher to explore the brain like never before.

The development of the
- PET scan
- MRI scan
- Functional MRI scan

has allowed scientists to study the structure and activity of the intact brain.

These and other advances have produced new insights into the biological bases of psychological issues such as memory, learning, and mental disorders,
Psychologists who take the biological perspective can be found in several subdivisions of psychology such as:

- Biological Psychology
- Learning and Behavior
- Cognitive Psychology
- Clinical Psychology
- Developmental Psychology
- Health Psychology
- Experimental Psychology
Behavioral perspective has origins in work of Ivan Pavlov.

American psychologist John B. Watson expanded work of Ivan Pavlov and is credited as being the “Father of Behaviorism”.

- Watson's pioneering work helped spark emergence of Behaviorism as a dominating school of psychology.

American psychologist B.F. Skinner further expanded work of Ivan Pavlov and John B. Watson.
Behavioral Perspective

John B. Watson and B.F. Skinner contended that all behaviors are acquired through environmental influences.

- Contended psychology should only focus on observable behaviors.
- Observable behaviors can be directly measured
- Mental processes cannot be directly measured.

Watson and Skinner further contended that even psychological phenomenon thought of as “mental processes” were actually learned through the same manner as observable behaviors.
Contemporary psychologists who take the behavioral perspective continue to study how behavior is acquired and modified by environmental causes.

Most contemporary psychologists who take the behavioral perspective are actually “Functional Behaviorists”.

- Believe in the importance of environmental influences and take the behavioral perspective as a method of studying behavior.

- However, do not hold extreme viewpoint of early behaviorists who believed that all behaviors (including mental processes) are acquired through environmental influences.
Psychologists who take the behavioral perspective, or at least the functional behavioral perspective can be found in several subdivisions of psychology such as:

- Biological Psychology
- Learning and Behavior
- Clinical Psychology
- Developmental Psychology
- Health Psychology
- Educational Psychology
- School Psychology
- Industrial/Organizational Psychology
- Experimental Psychology
1960's - psychology experienced a return to the study of how mental processes influence behavior.

Termed the *cognitive revolution* because psychology had been dominated by behaviorism for 50 years.

Cognitive psychology brought the focus, once again, to the important role of mental processes by studying how people:

- Process Information,
- Remember Information,
- Develop Language,
- Solve Problems,
- Think.
Cognitive Perspective

1950's – Development of computers contributed to the cognitive revolution that occurred later in the 1960's.

Information-Processing Model

Development of computers in 1950's helped psychologists develop a new model for the conceptualization of human mental processes such as:

- Human thinking,
- memory,
- perception.
Psychologists who take the cognitive perspective can be found in several subdivisions of psychology such as:

- Learning and Behavior
- Cognitive Psychology
- Clinical Psychology
- Social Psychology
- Developmental Psychology
- Health Psychology
- Educational Psychology
- School Psychology
- Industrial/Organizational Psychology
- Experimental Psychology
Cross-cultural perspective relatively new perspective in psychology.

**1980's (Late)** – Cross-cultural psychology emerged in full force as large numbers of psychologists began to study the diversity of human behavior in different cultural settings and countries.

In the process, psychologist discovered some well-established psychological findings were not as universal as originally believed.
**Social loafing** - phenomenon in which people exert greater effort working alone than working in a group.

*Social Loafing* was a well established finding in many studies involving America and Europe participants.

1980's - similar studies first conducted with Chinese participants. These studies found opposite results.

Chinese participants exert greater effort working in a group than working alone (Social Facilitation).
Cross-Cultural Perspective

Social Loafing versus Social Facilitation most likely due to Individualist vs. Collectivist societies.

Western cultures tend to be individualist societies.
- Self-worth tied to self-concept as individual & autonomous.

Eastern cultures tend to be collectivist societies.
- Self-worth tied to self-concept of being a part of a much larger collective society.

Being raised in an Individualist vs. a Collectivist society has important implications for many psychological phenomena like Social Loafing.
Psychologists who take the cross-cultural perspective can be found in several subdivisions of psychology such as:

- Personality Psychology
- Clinical Psychology
- Social Psychology
- Developmental Psychology
- Health Psychology
- Educational Psychology
- School Psychology
- Industrial/Organizational Psychology
Evolutionary Perspective

The evolutionary perspective is one of the newest perspectives to gain prominence in psychology.

Refers to application of the principles of evolution to explain psychological processes and phenomena.

Psychologists who take the evolutionary perspective assume that psychological processes subject to *principle of natural selection*.

The principle of natural selection states that the most adaptive characteristics are “selected” and perpetuated to the next generation.
Evolutionary Perspective

Psychologists who take the Evolutionary perspective can be found in several subdivisions of psychology such as:

- Biological Psychology
- Learning and Behavior
- Cognitive Psychology
- Personality Psychology
- Clinical Psychology
- Social Psychology
- Developmental Psychology
- Experimental Psychology
Psychodynamic Perspective

Although Freud's theories had a profound effect on psychology, and still held by some clinical psychologists and other psychologists working in mental health field, most academic/research psychologists, today discount most of Freud's theories.

Freud's theories are discounted largely due to fact Freud based most of the theories of Psychoanalysis on clients he treated.

Clients tended to be wealthy, Caucasian women, who all lived during the Victorian era and were seeking Therapy.
Psychodynamic Perspective

Psychologists who take the Psychodynamic perspective are mainly found in

- Clinical Psychology

But could also possibly be found in

- Personality Psychology
- Developmental Psychology
Humanistic Perspective

Humanistic perspective based largely on work of Rogers & Maslow.

The humanistic perspective focuses on:

- the motivation of people to grow psychologically,
- the influence of interpersonal relationships on a person's self-concept,
- the importance of choice and self-direction in striving to reach one's potential.

Behaviors and “Mental Processes” develop from within the person rather than environmental influences as held by Behavioral Theory.

Person seen as a “garden” that needs to be tended to and nurtured just as a gardener would tend to and nurture his/her garden.
Humanistic Perspective

As with the psychodynamic perspective, Psychologists who take the Humanistic perspective are mainly found in:

- Clinical Psychology

But could also possibly be found in

- Personality Psychology
- Developmental Psychology
Today, psychology is divided into a large number of sub-disciplines.

APA lists 56 subdivisions within psychology.

We will discuss the major subdivisions within psychology.
Current Subdivisions of Psychology

Major Subdivisions Include:

- Biological Psychology
- Learning and Behavior
- Cognitive Psychology
- Personality Psychology
- Quantitative Psychology
- Clinical Psychology
- Social Psychology
- Developmental Psychology
- Health Psychology
- Educational Psychology
- School Psychology
- Industrial/Organizational Psychology
- Experimental Psychology
Biological (Physiological) Psychology
Focuses on the relationship between behavior and the body's physical systems, including the brain and the rest of the nervous system, the endocrine system, the immune system and genetics.

Learning and Behavioral Psychology
Investigates theories of learning such as classical conditioning and operant conditioning. Subdivisions include human learning and animal learning.

Cognitive Psychology
Investigates mental processes, including reasoning and thinking, problem solving, memory, perception, mental imagery, and language.

Personality Psychology
Examines individual differences and characteristics that make each person unique, including how those characteristics originated and developed.
Quantitative Psychology
Alternate names include Quantitative Methods, Psychometrics, Measurement, and Mathematical Psychology.
Quantitative Psychology is interested in the mathematical modeling of behavioral and psychological issues and in the measurement of psychological phenomenon.

Experimental Psychology
Term traditionally used to describe research focused on topics as;
- sensory processes,
- principles of learning,
- emotion,
- motivation.

Note: Experiments are conducted in every area of psychology.

Developmental Psychology
Studies the physical, social, and psychological changes that occur at different ages and stages of the lifespan, from conception to old age.
Clinical Psychology
Studies causes, treatment, and prevention of different types of psychological disorders, such as;

- anxiety or depression,
- phobias,
- eating disorders,
- substance abuse,
- attention deficit hyperactive disorder (ADHD),
- coping problems.

Licensed Clinical Psychologist
MFCC
Psychoanalyst
Psychiatrist
Social Psychology

Explores how people are affected by their social environments, including how people think about and influence others. Social Psychologists study topics as varied as:

- conformity,
- obedience,
- persuasion,
- interpersonal attraction,
- helping behavior,
- prejudice
- aggression,
- social beliefs.
Health Psychology

Focuses on the role of psychological factors in the development, prevention, and treatment of illness.

Health psychology includes such areas as;

- stress and coping,
- relationship between psychological factors and physical health,
- patient-doctor relationships,
- Addictions
- ways of promoting health-enhancing behaviors.
**Educational Psychology**
Studies how people of all ages learn. Educational psychologists help develop the instructional methods and materials used to train people in both educational and work settings.

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**School Psychology**
Related to Educational Psychology. Focuses on designing programs that promote the intellectual, social, and emotional development of children, including children with special needs.
Concerned with relationship between people and work. Industrial/Organizational psychology includes such topics as:

- worker productivity,
- job satisfaction,
- personnel selection and training,
- consumer reactions to a company's products or services,
- the interaction between people and equipment.
Subdivisions of Psychology
Offered at
Selected Universities
Psychology Subdivisions Offered at Selected Universities

- University of California, Los Angeles (UCLA)
- University of California, Santa Barbara (UCSB)
- University of California, San Diego (UCSD)
- University of California, Riverside (UCR)
- University of Southern California (USC)
- California State University, Los Angeles (CSULA)
- California State University, Long Beach (CSULB)
- California State University, Northridge (CSUN)
- California State University, Fullerton (CSUF)
- California State University, Channel Islands (CSUCI)
- California State University, San Bernardino (CSUSB)
- California Lutheran University (Cal Lutheran)
University of California, Los Angeles (UCLA)
(http://www.uclagateway.edu)

**Graduate Level** (admission for PhD only)
- Behavioral Neuroscience (Biological Psychology)
- Learning and Behavior
- Cognitive Psychology
- Quantitative Psychology (Measurement & Psychometrics)
- Clinical Psychology
- Social Psychology
- Developmental Psychology
- Educational Psychology (Education Department)
- School Psychology (Education Department)

**Undergraduate Level**
Psychology (B.A.)
Psychobiology (B.S.)
Cognitive Science (B.S.)
University of California, Santa Barbara (UCSB)  
(http://www.ucsb.edu)

Graduate Level (admission for PhD only)

- Neuroscience and Behavior (Biological Psychology)
- Cognitive and Perceptual Sciences
- Social Psychology
- Developmental and Evolutionary Psychology
- Educational Psychology (Education Department)
- School Psychology (Education Department)

Undergraduate Level

Psychology (B.A.)
Psychobiology (B.S.)
University of California, San Diego (UCSD)
(http://www.ucsd.edu)

**Graduate Level** (admission for PhD only)
- Experimental Psychology
- Neuroscience and Behavior (Biological Psychology)
- Behavior Analysis
- Cognitive Psychology
- Social Psychology
- Developmental Psychology
- Sensation and Perception
- Educational Psychology (Education Department)
- School Psychology (Education Department)

**Undergraduate Level**
Psychology (B.A.)
Experimental Psychology (B.S.)
University of California, Riverside (UCR)
(http://www.ucr.edu)

**Graduate Level** (admission for PhD only)
- Neuroscience (Biological Psychology)
- Cognitive Psychology
- Quantitative Psychology
- Social Psychology/Personality
- Developmental Psychology
- Health Psychology
- Family Studies
- Educational Psychology (Education Department)
- School Psychology (Education Department)

**Undergraduate Level**
Psychology (B.A., B.S.)
University of Southern California (USC)
(http://www.usc.edu)

**Graduate Level** (admission for PhD only)
- Brain and Cognitive Sciences (Biological Psychology)
- Quantitative Psychology (Measurement & Psychometrics)
- Clinical Psychology
- Social Psychology
- Developmental Psychology
- Educational Psychology (Education Department)
- School Psychology (Education Department)

**Undergraduate Level**
Psychology (B.A.)
Linguistics and Psychobiology (B.S.)
Graduate Level (MA and MS)

- General Psychology (MA)  
  (designed for students transferring to PhD program)
- Marriage and Family Option (MS)
- Forensic Psychology Option (MS)

Undergraduate Level

Psychology (B.A.)
California State University, Long Beach (CSULB)  
(http://www.csulb.edu)

Graduate Level (MA and MS)
  ● Research (MA)  
    (designed for students transferring to PhD program)
  ● Industrial Organizational (MS)
  ● Human Factors (MS)

Undergraduate Level
Psychology (B.A.)
California State University, Northridge (CSUN) (http://www.csun.edu)

Graduate Level (MA)

- Clinical Psychology
- General Experimental Psychology
- Human Factors/Applied Experimental Psychology

Undergraduate Level

Psychology (B.A.)
California State University, Fullerton (CSUF)
(http://www.csuf.edu)

**Graduate Level (MA)**
- Biological
- Cognitive
- Developmental
- Gerontology
- Legal
- Personality
- Industrial/Organizational
- Quantitative

**Graduate Level (MS)**
- Clinical

**Undergraduate Level**
Psychology (B.A.)
California State University, San Bernardino (CSUSB) (http://www.csusb.edu)

Graduate Level (MA and MS)
- Child Development
- Clinical / Counselling
- General Experimental
- Industrial / Organizational

Undergraduate Level
Psychology (B.A.)
California Lutheran University (Cal Lutheran)
(http://www.callutheran.edu)

Graduate Level (MS)
- Clinical (Preparation for Ph.D. In Clinical Psychology)
- Counselling (Preparation for Marriage and Family Licence)

Undergraduate Level (BA and BS)
- General Psychology
  Emphasis may be added to the psychology degree in
  - Family and Child Development
  - Law and Criminal Behavior
  - Business / Organizational Applications
  - Business / Marketing
  - Psychobiology
  - Behavioral / Clinical Applications
California State University, Channel Islands (CSUCI)
(http://www.csuci.edu)

Undergraduate Level

Psychology (B.A.)
THE END