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| **Learning approaches**- this includes classical, operant conditioning and social learning theory but you can be asked about behaviourism and social learning theory separately as below. | | | |
| **Behaviourism-classical and operant conditioning**  **Assumptions**  **Outline and evaluate the behaviourist approach (16 marks)** | | | |
| **Classical conditioning** (explain using all key terms and by applying to an example e.g. phobia of spiders) | Outline Pavlov’s research using UCS, UCR etc  Outline Watson’s research including UCS, UCR etc | | |
| **Evaluation specific to classical conditioning** | | | |
| **Strength**  Had led to successful treatments e.g. | **Limitation**  Can’t explain how some phobias are more common than others if just acquired through learning e.g. heights, phobias, for this we need to look a biological preparedness ….. | | |
| **Operant conditioning** (explain using example e.g. attachment, dieting)  **Positive reinforcement**  **Negative reinforcement** | Outline Skinners box and how it explains operant conditioning | | |
| **Evaluation specific to operant conditioning** | | | |
| **Strength**-skinners scientific research…. | | **Limitation-**skinners research based on animals…… | |
| **Evaluation of behaviourism** | | | |
|  | | | |
| **Social learning theory- outline and evaluate the SLT (16 marks)**  **Assumptions** | | | |
| **Explain social learning theory**  using example e.g. of why someone may copy a celebrities hair style  **Role model/ modelling**  **Imitation**  **Identification**  **Mediational processes-**  **-Attention**  **-Retention**  **-motor reproduction**  **-Motivation**  **Vicarious reinforcement**  **Direct/positive reinforcement** | | | **Outline banduras research** |
| **Evaluation of social learning theory** | | | |
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| **Biological approach- Outline and evaluate the biological approach (16 marks)** | | | | | | | |
| **Assumptions** | | | | | | | |
| **Explain/define the following using an example**  Evolution e.g. why do we wear make up? Why do men want to look buff?  Geneotype e.g. personality, aggression  Phenotype-  **Use bio-psy revision notes to make sure you fully understand and can apply the following. Apply each to an example**  *Neurons and bio-chemistry (serotonin, dopamine) Apply to depression or use of SSRI’s*  *Endocrine system-Apply to sleep i.e. melatonin or menstral cycle*  *Central nervous system-apply to flight or fight* | | | | | | | |
| **Evaluation** | | | | | | | |
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| **Psychodynamic approach- Outline and evaluate the psychodynamic approach (16 marks)** | | | | | | | |
| **Assumptions** | | | | | | | |
| **Role of the unconscious (briefly explain)** | | | | | | | |
| **The structure of personality (briefly explain)**  Apply to example e.g. OCD | | | ID-  EGO-  Superego- | | | | |
| **Defense mechanism (briefly explain)**  Repression (use example)  Denial (use example)  Displacement (use example) | | | **Psychosexual stages (briefly explain)**  Oral-  Anal-  Phallic-  Latency-  Genital-  Apply to example i.e. OCD, smoking, | | | | |
| **Evaluation** | | | | | | | |
| **Blame-psychic determinism**  **Evidence- mention little Hans and issue with case studies**  **Application- can explain the unexplainable (see pack) treatments?**  **Reductionist?**  **Scientific?** | | | | | | | |
| **Cognitive approach-Outline and evaluate the cognitive approach (16 marks)** | | | | |
| Assumptions | | | | |
| Schemas (apply to e.g.) | Computer models | | | Inference |
| **Cognitive neuroscience**  What is it?  Give at least three examples of cognitive neuroscience and state how they work and are useful. | | | | |
| **Evaluation** | | | | |
| **Blame- soft determinism**  **Evidence-**There is lots of supporting but scientific evidence but lacks external validity (see pack)  **Application**  **Reductionist**-machine reductionist  **Scientific** | | | | |
| **Humanist approach- Outline and evaluate the humanist approach (16 marks)** | | | | | |
| Assumptions | | | | | |
| Freewill | | | | | |
| Maslow’s hierarchy of needs | | Self actualisation | | | |
| The self and congruence | | The role of conditions of worth | | | |
| **Evaluation** | | | | | |
| **Blame- or freewill?**  **Mention cultural bias here instead of evidence as covered in scientific**  **Application (It is not in the pack but include humanist counselling here)**  **Reductionist or holisitic?**  **Scientific?** | | | | | |