

	NATURE VS. NURTURE	FREE WILL VS. DETERMINISM	HOLISM VS. REDUCTIONISM	IDIOPHIC VS. NOMOTHETIC
<b>BEHAVIOURISM</b>	<b>Nurture:</b> humans are blank slates (tabula rasa), behaviour is learned through classical and operant conditioning.	<b>Environmental Determinism:</b> behaviour caused by external, environmental forces outside of our control.	<b>Environmental Reductionism:</b> breaks human behaviour down to stimulus and response associations.	<b>Nomothetic:</b> aim to produce general laws of behaviour based on conditioning (S-R. Look for similarities between people. Behaviour investigated via lab experiments (quantitative data). Generalisations are made.
<b>BIOLOGICAL</b>	<b>Nature:</b> behaviour is result of inborn (innate) factors, such as genetics, and brain structures.	<b>Biological Determinism:</b> Behaviour caused by internal, biological forces outside of our control.	<b>Biological Reductionism:</b> breaks human behaviour down to specific biological processes.	<b>Nomothetic:</b> aim to produce general laws of behaviour based on biology. Look for similarities between people. Behaviour investigated via lab experiments (quantitative data). Generalisations are made.
<b>SOCIAL LEARNING THEORY</b>	<b>Nurture:</b> behaviour is result of the environment through observational learning.	<b>Soft Determinism:</b> behaviour caused by environmental factors (observation), by mediational processes allow for free choice.	<b>Both:</b> Less reductionist than BHV and COG app - they combine stimulus-response from BHV with mental processes from COG. Also consider behaviour with its social context. But reductionist in the way they study human behaviour (e.g. Bandura lab experiments).	<b>Nomothetic:</b> aim to produce general laws of behaviour based on observational learning. Look for similarities between people. Behaviour investigated via lab experiments (quantitative data). Generalisations are made.
<b>COGNITIVE</b>	<b>Both:</b> Nature in that we are born with ability to perform mental processes (e.g. schemas). Nurture: these mental processes can be shaped by environmental experiences (e.g. schemas)	<b>Soft Determinism:</b> behaviour caused by internal mental processes, but we have choice over what we pay attention to.	<b>Machine Reductionism:</b> breaks human behaviour down to computer models (information processing).	<b>Both:</b> general laws produce about internal mental processing. Use of lab experiments (quantitative data). Also, idiographic with investigating behaviour via case studies (e.g. HM, KF).
<b>PSYCHODYNAMIC</b>	<b>Nature Dominant:</b> biological drives and instincts in the unconscious. <b>Nurture less so</b> - childhood experiences (psychosexual stages) important to development.	<b>Psychic Determinism:</b> Behaviour caused by internal, unconscious forces outside of our control.	<b>Reductionism:</b> behaviour broken to unconscious forces & biological instincts/drives. <b>Holism,</b> also considers other factors (e.g. environmental factors such as childhood experiences).	<b>Both:</b> general laws produced about unconscious processes (psychosexual stages). Also idiographic with investigating behaviour via case studies (e.g. Little Hans) with focus on unique childhood experiences.
<b>HUMANISM</b>	<b>Nurture Dominant:</b> self-actualisation shaped by environment, particularly parental relationships (conditions of worth / unconditional positive regard). <b>Nature less so</b> - self-actualisation is an innate desire.	<b>Free will:</b> we are active agents, capable of making freely chosen decisions.	<b>Holistic:</b> sees reducing behaviour down to component parts as losing what it means to be human. Interested in all aspects of human behaviour. Whole greater than sum of individual parts.	<b>Both:</b> mainly idiographic with focus on unique subjective experiences, with no interest in generalising results to others. But, nomo with Hierarchy of Need as and self actualisation as general law.

# NATURE VS NURTURE

## Examples for each Approach

### BEHAVIOURISM

(Nurture)

**Behaviour is learned from conditioning.**

Classical conditioning: phobias.

Fears are learned through the association of stimulus and response.

Operant conditioning: phobias.

A fear is maintained through negative reinforcement; the avoidance of the feared stimulus. This reinforces the fear.



### BIOLOGICAL

(Nature)

**Behaviour is inborn and innate.** Biological processes such as the role of genetics, brain structures, & neurotransmitters are behind behaviour. For example, OCD is explained through genetic variations with the COMT and SERT gene, or an imbalance of certain neurotransmitter levels, like serotonin.



### PSYCHODYNAMIC

(Both)

**Nature is dominant:** biological drives and instincts in the unconscious. For example, the id, ego & superego are involved in moral behaviour which are all driven by these innate drives and desires. **Nurture also:** development of superego (at age 4/5 during phallic stage) is influenced by childhood experiences/parental relationship.



### SOCIAL LEARNING THEORY

(Nurture)

**Behaviour is learned from the environment through observational learning.**

E.g. Albert Bandura investigated how aggressive behaviour can be learned through children observing an adult model be aggressive. Also, if someone sees a role model be rewarded for a behaviour, they are more likely to imitate themselves (vicarious reinforcement).



### COGNITIVE

(Both)

**Nature:** we are born with the ability to perform mental processes (e.g. schemas).

**Nurture:** these mental processes can be shaped by the environmental (e.g. the contents of schemas are influenced by experiences). E.g. Negative-self schemas in relation to depression (see Beck's Theory of Depression).



### HUMANISM

(Both)

**Nurture Dominant:** the ability of a person to self-actualise is shaped by the environment.

For example, for Carl Rogers the extent to which a child's parents showed conditions of worth and unconditional positive regard directly affects their ability to self-actualise.

**Nature less so** - Humanistic see self-actualisation as an innate desire and tendency that we all have.



# FREE WILL VS DETERMINISM

## Examples for each Approach

### BEHAVIOURISM

(Environmental Determinism)

**Behaviour is caused by external, environmental forces that are outside of our control.** E.g. phobias are caused by: Classical conditioning: learned through the association of stimulus and response. Operant conditioning: a fear is maintained through negative reinforcement; the avoidance of the feared stimulus. This reinforces the fear.



### BIOLOGICAL

(Biological Determinism)

**Behaviour is caused by internal, biological forces that are outside of our control.**

For example, OCD is broken down to genetic variations such as with the COMT and SERT gene, or in an imbalance of certain neurotransmitter levels, like serotonin, or an abnormal brain circuit involving the orbito-frontal cortex.



### PSYCHODYNAMIC

(Psychic Determinism)

**Behaviour is caused by internal, unconscious forces that are outside of our control.**

E.g. fixation during the anal stage of the psychosexual stage of development causes someone to be excessively organised, obsessive and concerned with bodily cleanliness as an adult.



### SOCIAL LEARNING THEORY

(Soft Determinism)

**Behaviour caused by environmental factors, but processes allow for free choice.** E.g. Aggressive behaviour. Caused by the models we observe, & whether we see that behaviour vicariously reinforced. BUT, just because we observe a behaviour does not mean we imitate it - we have a measure of free will through the mediational cognitive processes (ARRM).



### COGNITIVE

(Soft Determinism)

**Behaviour caused by internal mental processes that have been formed in the past (e.g. schemas).** However, approaches to therapy, such as cognitive behavioural therapy, put an emphasis and focus on a persons ability to choose to change the way they are thinking in order to treat certain mental disorders, like depression.



### HUMANISM

(Free will)

**More optimistic view of human behaviour where they see each person as active agents able to make choices that can shape their futures; not helpless slaves to their past or their biology.** E.g. this is seen in their focus on personal growth and in how client/person centred therapy sees the person choosing and discovering their own solution to their problems.



# HOLISM VS. REDUCTIONISM

## Examples for each Approach

### BEHAVIOURISM

(Environmental Reductionism)

**Breaks human behaviour down to stimulus and response associations.**

E.g. phobias are broken down to:

Classical conditioning: learned through the association of stimulus and response.

Operant conditioning: a fear is maintained through negative reinforcement; the avoidance of the feared stimulus. This reinforces the fear.

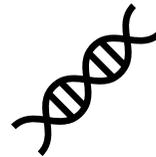


### BIOLOGICAL

(Biological Reductionism)

**Breaks human behaviour down to specific biological processes.**

For example, OCD is broken down to genetic variations such as with the COMT and SERT gene, or in an imbalance of certain neurotransmitter levels, like serotonin, or an abnormal brain circuit involving the orbito-frontal cortex.



### PSYCHODYNAMIC

(Features of Both)

**Breaks behaviour down to unconscious forces (biological instincts/drives). However, also considers wider factors.**

E.g. Criminal behaviour broken down to the structure of personality (i.e. dominant id, weak superego). But also considers how parental relationships and identification can influence the development of behaviour.



### SOCIAL LEARNING THEORY

(Features of Both)

**Less reductionist than BHV and COG app** as they combine stimulus-response from BHV with mental processes from COG. Also consider behaviour within its social context. But reductionist in the way they study human behaviour (e.g. Bandura lab experiments).



### COGNITIVE

(Machine Reductionism)

**Breaks human behaviour down to computer models (information processing).**

Their view of the human mind can often be described as mechanical and machine like. For example, the multi-store model explains memory in terms of inputs, processes and outputs and sees the process a logical and linear.



### HUMANISM

(Holistic)

**Views behaviour as being more than the sum of its parts.** They argue that to break behaviour down to a single component part means you lose the richness & meaning that comes from its real-life context.

E.g. Zimbardo's SPE can only be understood through taking into account the prison setting, the relationship between the guards & prisoners, & the context of prisons in the USA at the time etc.



# IDIOGRAPHIC VS. NOMOTHETIC

## Examples for each Approach

### BEHAVIOURISM

(Nomothetic)

Investigate similarities in behaviour in order to produce general laws. Research methods gather quantitative data.

E.g. B.F. Skinner's research into operant conditioning using the Skinner Box gathered quantitative data of the behaviour of the rats, from which the general principle of how behaviour can be learned and repeated through consequences was established.



### BIOLOGICAL

(Nomothetic)

Investigate similarities in behaviour in order to produce general laws. Research methods gather quantitative data.

E.g. brain scans gather quantitative data about the activity of the brain. General laws have been proposed in relation to which specific parts of the brain are thought to be responsible for specific functions (known as localisation of function). i.e. Broca's area for speech production.



### PSYCHODYNAMIC

(Both)

General laws about unconscious processes. But, investigate individuals, & their unique childhood experiences.

E.g. general law about how everyone passes through the psychosexual stages of development and how fixation at any stage can determine behaviour as an adult. E.g. case studies of individuals like Little Hans that gather subjective, qualitative data.



### SOCIAL LEARNING THEORY

(Nomothetic)

Investigate similarities in behaviour in order to produce general laws. Research methods gather quantitative data.

E.g. general laws such as behaviour that is vicariously reinforced is more likely to be repeated. Bandura's Bobo doll studies involved controlled observations that gathered quantitative data.



### COGNITIVE

(Both)

Investigate similarities in behaviour in order to produce general laws. Research methods gather quantitative data.

E.g. multi-store model proposes general principle about how memory works that applies to everyone. Memory studied using lab experiments that gather quantitative data. However, partly idiographic with use of case studies (such as HM & KF).



### HUMANISM

(Both)

Mainly idiographic with focus on unique subjective experiences, with no interest in generalising results to others. Gathers qualitative data (unstructured interviews).

But partly nomothetic with Hierarchy of Need and self actualisation as general laws which apply to everyone - i.e. must meet deficiency needs before you can self-actualise.

