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| <p style="text-align: center;">Nature</p> <ul style="list-style-type: none"> • Individuals are born with an inherited 'blue-print'. • Behaviours that are not already present at birth will develop as though they were on a genetic time-switch (i.e. through the process of maturation) • The environment has little to do with individual development and there is little that anyone can do to change what nature has provided • Behaviour is not within our control | <p style="text-align: center;">Nurture</p> <ul style="list-style-type: none"> • The infants mind at birth is "tabula rasa" (blank slate) and everything is learnt through experience • Changes in the environment produce changes in the individual • Within their physical limitations, anyone can become anything, providing the environment is right • Behaviour is within our control |
| <p style="text-align: center;">Objectivity</p> <ul style="list-style-type: none"> • Data should be collected in a way that makes it quantifiable • Investigations should be objective, generalisable and accessible • The aim should be to have freedom from influences of experimenter's values, interests, expectations and prejudices. | <p style="text-align: center;">Subjectivity</p> <ul style="list-style-type: none"> • Qualitative data gives richer and more valid data than quantitative data • Interpretation of data should be carried out by the researcher and may be a different interpretation to that proposed by others • Description is as valid as measurement |
| <p style="text-align: center;">Nomothetic</p> <ul style="list-style-type: none"> • Theories depend upon the scientific observation of a number of participants • Aim is to arrive at general principles or laws of behaviour which apply to <i>everybody</i> • Individuality is not important | <p style="text-align: center;">Idiographic</p> <ul style="list-style-type: none"> • Research addresses the wholeness and uniqueness of the individual • Aim is to give a complete and in-depth picture of the individual • Generalisability and predictability of findings from research are not important |

Each of the main approaches we have discussed during this module can be placed in the context of at least one and usually more than one of these debates. These are listed, as follows:-

Biological Approach

Takes a physiological (and hence a generally **reductionist**) approach to Psychology. It includes the study of the contribution of evolution and genetic inheritance to our behaviour. It also has a **functionalist, objective, nomothetic, nativist, determinist** stance.

Behaviourist Approach

This approach suggests that the only valid data in Psychology is observable behaviour. Another assumption is that a person begins life "tabula rasa" and must learn everything. It also assumes that mechanisms of learning are identical for all species. This approach takes the following stance:

- Ψ **determinist** - behaviour is determined by the environment according to Skinner
- Ψ **reductionist** - behaviour can be reduced to S-R associations
- Ψ **nurturist** - behaviour is learnt
- Ψ **objectivist** - the only data worth having is objective) stance.