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| **Assignment**  **Cognitive Psychology Practical**  **3/26/2020**  **Submitted by: Ali Hamza**  **Submitted to: Mrs. Samar Fahd**  Spring 2020  Session: 2020-2022  Department of Applied Psychology |

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**Question 01: Give at least 3 definitions of cognitive psychology?**

1. **Medical Definition of cognitive psychology**

A branch of **psychology** concerned with mental processes (as perception, thinking, learning, and memory) especially with respect to the internal events occurring between sensory stimulation and the overt expression of behavior — compare behaviorism.

1. **According to the**[**American Psychological Association (APA)**](http://www.apa.org/research/action/glossary.aspx)

Cognitive psychology is the “study of higher mental processes such as attention, language use, memory, perception, problem solving, and thinking.”

1. **Definition 03**

Cognitive psychology is the branch of psychology that focuses on the way people process information. It looks at how we process information we receive and how the treatment of this information leads to our responses. In other words, cognitive psychology is interested in what is happening within our minds that links stimulus (input) and response (output).

**Question 02: Mention names of at least 5 contributors in the history of cognitive psychology?**

**Famous Psychologists & their contributions:**

* Bruner, Jerome - cognitive development of children
* Piaget, Jean – cognitive development
* Watson, John – classical conditioning within behaviorism
* Wundt, Wilhelm – structuralism, founder of experimental psychology
* Erikson, Erik - Theory of Psychosocial Development

**Question 03: Discuss scope/ applications of cognitive psychology?**

**Applications**

**Abnormal psychology**

Following the cognitive revolution, and as a result of many of the principle discoveries to come out of the field of cognitive psychology, the discipline of [cognitive behavior therapy](https://en.wikipedia.org/wiki/Cognitive_behavior_therapy) (CBT) evolved. [Aaron T. Beck](https://en.wikipedia.org/wiki/Aaron_T._Beck) is generally regarded as the father of [cognitive therapy](https://en.wikipedia.org/wiki/Cognitive_therapy), a particular type of CBT treatment. His work in the areas of recognition and treatment of depression has gained worldwide recognition. In his 1987 book titled Cognitive Therapy of Depression, Beck puts forth three salient points with regard to his reasoning for the treatment of depression by means of therapy or therapy and antidepressants versus using a pharmacological-only approach:

1. Despite the prevalent use of antidepressants, the fact remains that not all patients respond to them. Beck cites (in 1987) that only 60 to 65% of patients respond to antidepressants, and recent [meta-analyses](https://en.wikipedia.org/wiki/Meta-analysis) (a statistical breakdown of multiple studies) show very similar numbers.   
2. Many of those who do respond to antidepressants end up not taking their medications, for various reasons. They may develop side-effects or have some form of personal objection to taking the drugs.  
3. Beck posits that the use of [psychotropic drugs](https://en.wikipedia.org/wiki/Psychotropic) may lead to an eventual breakdown in the individual's [coping mechanisms](https://en.wikipedia.org/wiki/Coping_(psychology)). His theory is that the person essentially becomes reliant on the medication as a means of improving mood and fails to practice those coping techniques typically practiced by healthy individuals to alleviate the effects of depressive symptoms. By failing to do so, once the patient is weaned off of the antidepressants, they often are unable to cope with normal levels of depressed mood and feel driven to reinstate use of the antidepressants.

**Social psychology**

Many facets of modern social psychology have roots in research done within the field of cognitive psychology. [Social cognition](https://en.wikipedia.org/wiki/Social_cognition) is a specific sub-set of social psychology that concentrates on processes that have been of particular focus within cognitive psychology, specifically applied to human interactions. [Gordon B. Moskowitz](https://en.wikipedia.org/wiki/Gordon_Moskowitz) defines social cognition as "... the study of the mental processes involved in perceiving, attending to, remembering, thinking about, and making sense of the people in our social world".

The development of multiple [social information processing](https://en.wikipedia.org/wiki/Social_information_processing_(theory)) (SIP) models has been influential in studies involving aggressive and anti-social behavior. Kenneth Dodge's SIP model is one of, if not the most, empirically supported models relating to aggression. Among his research, Dodge posits that children who possess a greater ability to process social information more often display higher levels of socially acceptable behavior. His model asserts that there are five steps that an individual proceeds through when evaluating interactions with other individuals and that how the person interprets cues is key to their reactionary process.

**Developmental psychology**

Many of the prominent names in the field of developmental psychology base their understanding of development on cognitive models. One of the major paradigms of developmental psychology, the [Theory of Mind](https://en.wikipedia.org/wiki/Theory_of_Mind) (ToM), deals specifically with the ability of an individual to effectively understand and attribute cognition to those around them. This concept typically becomes fully apparent in children between the ages of 4 and 6. Essentially, before the child develops ToM, they are unable to understand that those around them can have different thoughts, ideas, or feelings than themselves. The development of ToM is a matter of [metacognition](https://en.wikipedia.org/wiki/Metacognition), or thinking about one's thoughts. The child must be able to recognize that they have their own thoughts and in turn, that others possess thoughts of their own.

One of the foremost minds with regard to developmental psychology, Jean Piaget, focused much of his attention on cognitive development from birth through adulthood. Though there have been considerable challenges to parts of his [stages of cognitive development](https://en.wikipedia.org/wiki/Piaget%27s_theory_of_cognitive_development), they remain a staple in the realm of education. Piaget's concepts and ideas predated the cognitive revolution but inspired a wealth of research in the field of cognitive psychology and many of his principles have been blended with modern theory to synthesize the predominant views of today.

**Educational psychology**

Modern theories of education have applied many concepts that are focal points of cognitive psychology. Some of the most prominent concepts include:

* Metacognition: Metacognition is a broad concept encompassing all manners of one's thoughts and knowledge about their own thinking. A key area of educational focus in this realm is related to self-monitoring, which relates highly to how well students are able to evaluate their personal knowledge and apply strategies to improve knowledge in areas in which they are lacking.
* [Declarative knowledge](https://en.wikipedia.org/wiki/Declarative_knowledge) and [procedural knowledge](https://en.wikipedia.org/wiki/Procedural_knowledge): Declarative knowledge is a person’s 'encyclopedic' knowledge base, whereas procedural knowledge is specific knowledge relating to performing particular tasks. The application of these cognitive paradigms to education attempts to augment a student's ability to integrate declarative knowledge into newly learned procedures in an effort to facilitate accelerated learning.
* [Knowledge organization](https://en.wikipedia.org/wiki/Knowledge_organization): Applications of cognitive psychology's understanding of how knowledge is organized in the brain has been a major focus within the field of education in recent years. The hierarchical method of organizing information and how that maps well onto the brain's memory are concepts that have proven extremely beneficial in classrooms.

**Personality psychology**

Cognitive therapeutic approaches have received considerable attention in the treatment of personality disorders in recent years. The approach focuses on the formation of what it believes to be faulty schemata, centralized on judgmental biases and general cognitive errors.