

# Psychology **review**

A-LEVEL EXAM SKILLS AND PRACTICE



Analyse  
magazine articles  
written by experts

Practise  
exam-style  
questions

Improve  
AO2 and  
AO3 skills



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# Getting the most from this workbook

## 1 Social psychology Revision summary

### INTRODUCTION

Social psychology refers to the influence of the people around us and the social environment on our own behaviour. We may like to think that we are in control of our own decisions, but many of our everyday thoughts, feelings and actions are influenced by others, including friends, family, teachers, strangers and online. In more changing, globalised world of more diverse cultures, we need to understand these influences. Since becoming popular in an area in the 1950s and 1960s, social psychology has come to play an important role in understanding what makes us who we are.

### Individual differences: The dispositional vs situational debate

One debate that social psychology tries to address is where our behaviour comes from. It could result from internal factors, such as our personality and from psychological characteristics within us, such as our attitudes and the way we think we perceive information.

Philip Zimbardo, a social psychologist, argued that it was not our disposition that was responsible for our behaviour, but more situational factors, such as the people and environment we interact with. In *The Lucifer Effect* (2007), he sought to demonstrate the concept that anyone has the potential to be evil. This contradicts the long-held belief that 'evil' people are biologically and psychologically different from society and so should be contained. If Zimbardo is correct, then anyone is capable of committing, denying or abusing their power. We will find out more about this through the Stanford Prison experiment.

Type of conformity	Definition	Explanation
Obedience	Superficially going along with others in public, but privately disagreeing.	This is what we want to 'fit in' and appear 'normal' to the majority. This is the most common type of conformity. It is more of an emotional response.
Identification	Willing to be a part of a group and thus fulfilling the role or norms of that group or adopting a role model.	We value and identify with the group's attitudes and behaviours. We want to be like them, but we want to fit in with the group (norms). This is more of a social role with expectations to follow. This shows normative and informational social influence.
Internalisation	Going along with the group publicly and privately. The role or norms of that group are accepted and become a permanent change to one's opinion.	It is an individual situation. We may look to others with us to know how to behave. This is more of an informational social influence and is more of a cognitive response.

Table 1.1 The main types of conformity

6

This workbook was inspired by the articles from the *Psychology Review* magazine and is aimed at KS5 A-level Psychology specifications (AQA, Edexcel, OCR, WJEC). As experienced teachers and examiners, we know that students can struggle to develop AO2 (Applying knowledge and understanding) and AO3 (Analyse, interpret and evaluate) skills. Our aim is to provide you with revision summaries (AO1) for the Psychology topics you will study and encourage you to apply this knowledge (AO2) and analyse and evaluate (AO3) the articles from the *Psychology Review* magazine. You will be posed a range of questions, which you can write in on this interactive workbook. You will also be able to download answers, including candidate-style answers with examiner-style commentary. This workbook will be a key resource in developing your AO2 and AO3 skills and providing stretch and challenge homework and exam preparation.

Each chapter is structured into a revision summary, which recaps knowledge (AO1) and leads into a relevant *Psychology Review* magazine article, where you can apply your knowledge (AO2). You are then tested on a range of questions to check knowledge (AO1) and challenge knowledge (AO2/3), including exam-style practice questions (AO1/2/3).

## Revision summaries

We have chosen ten popular topics across the A-level Psychology specifications. These cover the range of psychological approaches to give you a balanced view and cover issues and debates and research methods, which are compulsory content for all exam boards. The condensed revision summaries across two pages are to develop your knowledge and understanding (AO1), which you will need for the exam, to be able to apply this knowledge in the article that follows.

## Psychology Review magazine articles

*Psychology Review* magazine offers topical articles from cutting-edge psychologists from a range of fields. It has been in production for over twenty years and offers a student subscription through Hodder Education. We have carefully selected ten appropriate and challenging articles from a range of psychological approaches and topics. These articles provide good discussion points and the opportunity for you to take your learning further independently.

## Questions

Following each article is a range of knowledge check questions, which may be multiple choice or complete-the-table exercises. Their purpose is to check your understanding (AO1). There are also some thought-provoking challenge questions, which aim to extend your Psychology knowledge and apply it to discussion points within the article (AO2). Lastly, there are exam-style practice questions, with some small-tariff questions (1–4 marks) and an extended answer question (10–25 marks), which relies more heavily on your analysis and evaluative skills (AO3). All answers to these questions and exam-style answers with commentary are provided through a digital download.

## Rethinking 'schizophrenia'

### Dissecting psychosis

Richard Bentall explains why the time has come for a new rethink of the concept of 'schizophrenia'.

Schizophrenia has long been a controversial concept. It is a term that has been used to describe a range of very different experiences and behaviours. It is a term that has been used to describe a range of very different experiences and behaviours. It is a term that has been used to describe a range of very different experiences and behaviours.

as a disorder of communication, means we need to look at it differently. It is a disorder of communication, means we need to look at it differently. It is a disorder of communication, means we need to look at it differently.

### Knowledge check

#### Checking key terms

Using the article, write the definition of each key term in the space below.

Social roles	Deindividuation
Conformity	Obedience
Obedience	Reinforcement
Disobedience	Stanford Prison Experiment

#### Knowledge recap

Check your knowledge of the article with these recap questions.

What was the purpose of the Stanford Prison Experiment (SPE)?	What was the purpose of the SPE?
How long was the SPE intended to last and how long did it actually last?	How long was the SPE intended to last and how long did it actually last?
Describe the sample used in the study (age, sex, age, location).	Describe the sample used in the study (age, sex, age, location).
What ethical issues does this study raise for example, why was it necessary to use SPE ethical principles?	What ethical issues does this study raise for example, why was it necessary to use SPE ethical principles?
Explain the difference between 'obedience' and 'disobedience' as used in the article.	Explain the difference between 'obedience' and 'disobedience' as used in the article.
Define 'deindividuation' in the context of the SPE.	Define 'deindividuation' in the context of the SPE.
Find out about Milgram's work following the SPE and define 'obedience'.	Find out about Milgram's work following the SPE and define 'obedience'.

# Other key features of the book

## Key research and Top tips

Each revision summary includes one piece of key research and outlines the method and the results of the study to provide a brief overview. To develop your evaluative (AO3) skills, you will see the acronym **MEDS** – this refers to: Methodology; Ethical considerations; Data collected; and Sample details. Green and red symbols are used here to demonstrate the positive (+) and negative (-) evaluation points. These considerations can be applied to any study to consider the strengths and weaknesses of the research. For example, Loftus and Palmer used a laboratory experiment (Methodology); this is advantageous as it offers more control of extraneous variables, however it is problematic as the procedure may feel unrealistic and so have low ecological validity. To score top marks you will need to provide context in your answers by linking your evaluation to specific content from the research. In this book, we have provided two strengths and two weaknesses for each research using MEDS; you will need to decide which are strengths and weaknesses and try to add context to these answers.

For the exam-style practice questions, you are advised in A-level Psychology to elaborate on your answers. To help you do this, we have used a **PEEL** approach to answers worth 3–4 marks, or to longer extended answers where you may use multiple PEEL paragraphs. PEEL refers to: making a **P**oint (often including a psychological key term), then **E**xplaining your point with a definition, then providing a contextualised **E**xample from key research or a novel source, and finally **L**inking back to the purpose of the question. It is a good habit to practise elaborating on your answers in this way and ensuring your answer refers to the question.

You will also see other top tips in each chapter. These include **extension activities** you could complete to help your learning and **common errors** that appear in exams for you to avoid.

## Key terms

A-level Psychology can be challenging as it may seem like it has its own language. Whether you have studied Psychology at KS4/GCSE or this is your first time, you may be surprised at the number of key terms you will learn across the course. We highly recommend that any key term you come across that is unfamiliar to you should be added to your own personal glossary to help develop your use of psychological terminology in your answers.

## Exam-board signposting

A key feature of this book is the applicability of the content to the range of A-level Psychology exam boards on offer (AQA, Edexcel, OCR, WJEC). Although each exam board has some identical compulsory content (Issues and Debates, and Research Methods), there are some nuances between the exam-board specifications, such as certain topics, theories or studies that may or may not be covered. Reading beyond your exam board specification is encouraged, as it will broaden your understanding of psychology and prepare you for higher education.

### Key research

#### **Haney *et al.* (1973) Study of prisoners and guards in a simulated prison**

**Method:** Laboratory experiment and observation with 21 male American students, who had volunteered (responding to a

### Top tip

Use MEDS to evaluate studies: Methodologies, Ethical considerations, Data gathered and Sample details. Note the strengths and weaknesses (use different colours for this) and

# 1 Social psychology

## Revision summary

### INTRODUCTION

Social psychology refers to the influence of the people around us and the social environment on our own behaviour. We may like to think that we are in control of our own decisions (free will), but many of our everyday thoughts, feelings and actions are influenced by others, including friends, family, teachers, strangers and online. In an ever-changing, globalised world of over seven billion people, we need to understand those interactions. Since becoming popular as an area in the 1950s and 1960s, social psychology has come to play an important role in understanding what makes us who we are.

### Individual differences: The dispositional vs situational debate

One debate that social psychology tries to address is where our behaviour stems from. It could result from internal factors, including from biological differences such as the brain, genes and biochemistry, and from psychological characteristics within us, such as our personality and the way in which we process information.

Philip Zimbardo, a social psychologist, argued that it was not our disposition that was responsible for our behaviour, but more situational factors, such as the people and environment we interact with. In *The Lucifer Effect* (2007) he sought to demonstrate the concept that anyone has the potential to be evil. This contradicts the long-held belief that 'evil' people are biologically and psychologically different from society and so should be ostracised. If Zimbardo is correct, then anyone is capable of conforming, obeying or abusing their power. We will find out more about this through the Stanford Prison experiment

Type of conformity	Compliance	Identification	Internalisation
Meaning	Superficially going along with others in public (but privately disagreeing).	Wanting to be a part of a group and thus fulfilling the role or norms of that group or imitating a role model.	Going along with the group publicly and privately. The opinions and behaviours of the group are seen/adopted as correct and become a permanent change to own opinions.
Explanation	This is when we want to 'fit in' and appear 'normal' to be accepted by the group (social approval). This is known as normative social influence. It is more of an emotional response.	We value and identify with the group's attitudes and behaviours (internalisation) but want to fit in with the group (compliance). We take on a social role with expectations to fulfil. This shows normative and informational social influence.	In an unfamiliar situation we may look to others with more knowledge than we have on how to behave. This is known as informational social influence and is more of a cognitive response.

Table 1.1 The main types of conformity



(SPE), also known as the Zimbardo prison experiment (ZPE). (Note that the SPE took place in 1971, but the study was published in 1973.)

## Conformity

Conformity is about how we change our behaviour to fit in with a perceived majority. The table summarises the main types of conformity. Zimbardo's SPE focuses on the second type: identification of a social role.

## In-groups and out-groups

In-groups are those groups we feel we belong to (for example, our local football club), whereas out-groups are those groups we do not belong to (for example, another football club). In this instance, the prisoners and guards belonged to separate groups, and as time went on their differences became emphasised. Even those who were not part of the study from the first day felt they were an 'outsider'. This can be seen with Prisoner 416, who entered the mock prison later and who, despite his attempts to rebel, was seen by both the prisoners and guards as a troublemaker and so became isolated.

## Obedience and authority

The Stanford Prison experiment can also be analysed for its use of authority figures and why some people obey or disobey, for example, Prisoner 416 rebelled and even went on a hunger strike. However, the guards became more abusive – they depersonalised the prisoners, insisted on constant counting of prisoners, physical punishments, push-ups and solitary confinements – showing their power to punish. The guards also had legitimate authority due to the uniform they wore. In the article that follows, Christina Maslach has a difficult decision: should she obey, disobey or whistleblow on her partner (Philip Zimbardo), who was her superior and acting as superintendent of the prison?

### Top tip

Avoid common errors such as confusing the key terms 'obedience' and 'conformity'. You can check your knowledge of key terms on page 12.

## Effects of imprisonment

The SPE has helped to shine a light on behaviour displayed in prisons, albeit a mock prison. The study had originally been funded by the US Navy to understand the conflict between prisoners and guards. In just six days, we can clearly see the negative effects of abusive guards, such as 'John Wayne' and the internalisation of these authoritarian roles when given power. This led Zimbardo to discuss the pathological prisoner syndrome, whereby through the loss of identity and dehumanised conditions, prisoners give in to the demands of those with the power.

## And now...

Turn over to read 'The Stanford Prison experiment: An outsider's view', an article taken from the *Psychology Review* magazine. Read it carefully with this topic in mind, and think about how you might apply some of what you learn from it to your exams (focusing on AO2 and AO3).

### Top tip

Use MEDS to evaluate studies: Methodologies, Ethical considerations, Data gathered and Sample details. Note the strengths and weaknesses (use different colours for this) and add contextualised examples and elaboration.

### Key research

#### Haney *et al.* (1973) Study of prisoners and guards in a simulated prison

**Method:** Laboratory experiment and observation with 21 male American students, who had volunteered (responding to a newspaper advert) and were paid \$15 per day. The participants were randomly allocated to be a prisoner or guard. The 'prisoners' were arrested, deloused (sprayed with chemicals to remove lice) and given an ID number on their smock. The 'guards' were given a uniform, reflective sunglasses, handcuffs and a truncheon.

**Results:** Both prisoners and guards quickly conformed to their social role. The guards enforced their authority and made the prisoners feel dehumanised. The experiment ended early after six days (it had been intended to last two weeks).

#### Evaluation:

- +M: Standardised procedures (prisoner arrest)
- E: Breaking protection from harm (dehumanised prisoners)
- +D: Gained rich detail (qualitative observation/interviews)
- S: Androcentric, male-biased (21 males)

# The Stanford Prison experiment

## An outsider's view



The Stanford Prison experiment was a dramatic simulation of prison life conducted in the summer of 1971 at Stanford University by psychologists Craig Haney, Curtis Banks and Philip Zimbardo. The planned 2-week investigation had to be ended prematurely after only 6 days because of what the situation was doing to the participating college students. In only a few days, the guards became sadistic and the prisoners became depressed, showing signs of extreme stress.

**Christina Maslach** discusses her role in this iconic study.

**T**he August of 1971 turned out to be an amazingly pivotal point in my life — much more than I realised at the time. I had just completed my doctorate at Stanford University and was preparing to start my new job as an assistant professor of psychology at the University of California, Berkeley. In my personal life, I was romantically involved with Philip Zimbardo and we were considering marriage. Although I had heard about plans for a prison simulation study, I did not pay much attention. Ordinarily I might have been more interested, but I was in the process of moving and my focus was on preparing for my first job. However, when Philip asked me, as a favour, to conduct some interviews with the study participants (i.e. the 'prisoners' and the 'guards'), I agreed to help.



Christina and Philip, 1971



Christina Maslach

### My role in the Stanford Prison experiment

The interviews were to be done on Friday, nearly a week after the start of the study, to assess the subjective impact of participation on both the guards and the prisoners. I went to the Stanford campus on the Thursday night to visit the 'prison' and to get some sense of what was going on.

When I went downstairs to the basement location of the prison, I viewed the prison 'yard' from the observation point at the end of the hall. Not much was happening at that point and there was nothing to see. I then went to the other end of the hall, where the guards entered the yard. There was a room outside the yard entrance in which the guards would relax when not on duty or change into or out of their uniforms. I talked to one of the guards there who was waiting to begin his shift. He was pleasant, polite and friendly — a nice guy.

Later on, one of the research staff said that I should look at the yard again, because the late-night guard shift had come on, and it was the notorious 'John Wayne' shift. John Wayne was the nickname for the guard who was the meanest and toughest of them all; his reputation had preceded him in various accounts I had heard. I was eager to see who he was and what he was doing that attracted so much attention. When I looked through the

observation point, I was stunned to see that John Wayne was the 'nice guy' with whom I had chatted earlier, only now he was transformed into someone else. He not only moved differently but he talked differently, with a Southern accent. He was yelling and cursing at the prisoners as he made them go through the 'count', going out of his way to be rude and belligerent. It was an amazing transformation from the person I had just spoken to.

At around 11.00 p.m., the prisoners were taken to the lavatory prior to going to bed. The lavatory was outside the confines of the prison yard and this had posed a problem for the researchers, who wanted the prisoners to be 'in prison' 24 hours a day (just as in a real prison). They did not want the prisoners to see people and places in the outside world, which would have broken the total environment they were trying to create. So the routine for the bathroom runs was to put paper bags over the prisoners' heads so that they could not see anything, chain them together in a line and lead them down the hall to the bathroom and back.

When the bathroom run took place that Thursday evening, Philip excitedly told me to watch it: 'Quick, quick — look at what's happening now!' I looked at the line of hooded, shuffling, chained prisoners with guards shouting orders at them — and

then quickly averted my gaze. I was overwhelmed by a chilling, sickening feeling. 'Do you see that? Come on, look — it's amazing stuff!' I could not bear to look again, so I snapped back, 'I already saw it!' That led to a bit of teasing criticism from all the researchers about what was the matter with me. Here was fascinating human behaviour unfolding, and I, a psychologist, could not even look at it. They could not believe my reaction, which they may have taken to be a lack of interest. Their comments and teasing made me feel weak and stupid — the out-of-place woman in this male world — in addition to already feeling sickened by the sight of these sad boys so totally dehumanised.

### Reacting to the experiment

Later, after we left the prison setting, Philip asked me what I thought about the entire study. I am sure he expected some sort of great intellectual discussion about the research and the events we had just witnessed. Instead, what he got was an incredibly emotional outburst from me. I was angry and frightened and I said something like, 'What you are doing to those boys is a terrible thing!' A heated argument between us then followed. This was especially frightening for me, because Philip seemed to be so different from the person I thought I knew. He was not the same man that I had come to love, someone who is gentle and sensitive to the needs of others, and especially to mine. We had never had an argument of this intensity before. Instead of being close and in tune with each other, we seemed to be on the opposite sides of a great chasm. Somehow the transformation in Philip (and in me as well) and the threat to our relationship was unexpected and shocking.

I do not remember how long the fight went on, but eventually Philip acknowledged what I was saying, apologised for his treatment of me and realised what had been gradually happening to him and everyone else on the study. They had all internalised a set of destructive prison values that distanced them from their own humanitarian values. And at that point, he owned up to his responsibility as creator of this prison and made the decision to call the experiment to a halt. By then it was well past midnight, so he decided to end it the next morning, after contacting all the previously released prisoners and calling in all the guard shifts for a full round of



debriefings, first of the guards and prisoners, and then everyone together.

### Lessons to be learned

#### Dissent, disobedience and challenge

What is the important story to emerge from my role as 'the terminator' of the Stanford Prison experiment? There are several themes I would like to highlight.

First, however, let me say what the story is not. Contrary to the standard (and trite) US myth, the Stanford Prison experiment is not a story about the lone individual who defies the majority. Rather, it is a story about the majority — about how everyone who had some contact with the prison study (participants, researchers, observers, consultants, family and friends) got so completely sucked into it. The power of the situation to overwhelm personality and the best of intentions is the key storyline here.

So why was my reaction so different? The answer, I think, lies in two facts: I was a late entrant to the situation and I was an 'outsider'. Unlike everyone else, I had not been a consenting participant in the study when it began and had not experienced its powerful defining events. Unlike everyone else, I had no socially defined role within that prison context. Unlike everyone else, I was not there every day, being carried along as the situation changed and escalated bit by bit. Thus, the situation I entered at the end of the week was not truly the 'same' as it was for everyone else; I lacked their prior consensual history, place and perspective. For them, the situation was construed as being still within the range of normalcy; for me, it was not — it was a madhouse.

My overall reaction was similar to that of Prisoner 416, who was also a late entrant (he joined the study on the Wednesday as a replacement for another prisoner, 8612, who had been released early). He, too, found the situation crazy. Prisoner 416 chose to resist the powerful pressures he was facing from guards and inmates by going on hunger strike, refusing to eat his food in protest. He believed that his rebellion might serve as a catalyst for renewed prisoner solidarity and opposition against the guards or that, if it did not, he would get physically ill and would have to be released. He was wrong; even after only 4 days it was too late to stir the other prisoners out of their conformity to the rules. Instead of becoming the defiant hero who mobilised collective resistance to the guards, he was just a lonely troublemaker, despised by

*All the participants in the experiment had internalised a set of destructive prison values*



Image Source: Alamy

prisoners and tormented by the guards for not eating his food. Prisoner 416 was an 'insider' in the situation because he tried to work within a set of definitions of that situation, establishing a uniquely defined role as rebel and disobedient prisoner. In contrast, I was an outsider without a clear role.

Would I have been so vocally opposed were I one of the research team? Would I have been able to stand up to the authority that Philip represented, if I were still a graduate student and not feeling the independence of my new position as a professor? Would I have cared enough to challenge him and his research enterprise, had I not had a prior personal relationship that enabled me to see how much he had been adversely transformed by his own role in this drama? I just do not know. I hope that I would have still acted out of the same ethical principles, but in retrospect, I cannot be certain.

### Parallels with obedience research

It is interesting to consider my reactions in light of Stanley Milgram's obedience research. I have always been struck by the difference between dissent and disobedience in those studies. Although many participants dissented, saying that they did not want to give electric shocks to the learner, some even crying at the prospect of what they thought they were doing to that poor victim, only a minority of the participants actually disobeyed and stopped pressing the shock keys. Verbal statements did not often translate into behavioural acts.

In the Stanford Prison experiment, there was a great deal of dissent of many

different kinds, as prisoners and guards argued about what was happening within the prison, but disobedience was rare. It first emerged in the prisoner rebellion, which was quickly crushed by the guards. Then Prisoner 416 went on his solitary hunger strike, in which disobedience meant refusing to go along with the rules of the situation. But that disobedience did not ultimately change the situation — indeed, it backfired. The guards pitted the other prisoners against Prisoner 416 and they did not come to his support when the guards put him in solitary confinement.

As an outsider, I did not have the option of specific social rules that I could disobey, so my dissent took a different form — that of challenging the situation itself. Some have seen this challenge as a heroic action, but at the time it did not feel especially heroic. On the contrary, it was a frightening and lonely experience being the deviant, doubting my judgment of both situations and people, and maybe even my worth as a research social psychologist.

I had to consider also what I might do if Philip continued with the experiment, despite my determined challenge to him. Would I have gone to the higher authorities — the department chair, dean or Human Subjects Committee — to blow the whistle on it? I cannot say for sure and I am glad it never came to that. But in retrospect, that action would have been essential in translating my values into meaningful action. When one complains about some injustice and the complaint only results in cosmetic modifications while the situation continues unchanged, then that dissent and disobedience are not worth much. Disobedience

by the individual must be translated into systemic disobedience that forces meaningful changes in the situation or agency itself and not just in some minor conditions.

### The legacy of the Stanford Prison experiment

For me, the important legacy of the Stanford Prison experiment is what I learned from my experience and how that shaped my subsequent professional contributions to psychology. What I learned about most directly was the psychology of dehumanisation — how basically good people can come to perceive and treat others in such bad ways; how easy it is for people to treat others — who rely on their help or good will — as less than human, as animals, inferior, unworthy of respect or equality. That experience led me to do the pioneering research on burnout — the psychological hazards of emotionally demanding human service work that can lead initially dedicated and caring individuals to dehumanise and mistreat the very people they are supposed to serve.

My research has tried to elucidate the causes and consequences of burnout in a variety of occupational settings. I have

focused on the situational determinants of burnout and of its opposite, work engagement, and have tried to apply these findings to practical solutions (Maslach 1976, 1982; Maslach, Jackson and Leiter 1996; Maslach and Leiter 1997, 2008; Maslach, Schaufeli and Leiter 2001). So my own story in the Stanford Prison experiment is not simply the role I played in ending the study earlier than planned, but my career in beginning a new research program that was inspired by my experience with that unique study.

On the personal side, I decided that Philip was indeed the man for me and we got married in 1972, celebrating our thirty-seventh wedding anniversary in 2009. We live in San Francisco, which has allowed both of us to pursue our academic careers at Stanford (Philip) and Berkeley (me), and we have two wonderful daughters. But in August 1971, who would have guessed that all of this would be the future outcome?

### Articles by Maslach

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Maslach, C., Jackson, S. E. and Leiter, M. P. (1996) *The Maslach Burnout Inventory* (3rd edn), Consulting Psychologists Press.

Maslach, C. and Leiter, M. P. (1997) *The Truth about Burnout*, Jossey-Bass.

Maslach, C. and Leiter, M. P. (2008) 'Early predictors of job burnout and engagement', *Journal of Applied Psychology*, Vol. 93, pp. 498–512.

Maslach, C., Schaufeli, W. B. and Leiter, M. P. (2001) 'Job burnout', in S. T. Fiske, D. L. Schacter and C. Zahn-Waxler (eds), *Annual Review of Psychology*, Vol. 52, pp. 397–422.

**Christina Maslach** is Professor of Psychology and vice provost for undergraduate education at the University of California, Berkeley. She is best known for her pioneering work on job burnout and she wrote the Maslach Burnout Inventory, the most widely used research measure in this field.

## Challenge questions

Use the information in the article to help you answer these questions.

Write your answers on a separate piece of paper.

- Christine Maslach describes interviewing some of the prisoners and guards at the start of the prison study. She was astonished at the difference in behaviour of the so called 'John Wayne' guard between first meeting him and when she saw him again later 'making the count' (checking attendance). Explain why.
- Zimbardo placed paper bags over the prisoners' heads so that they could not see anything and chained them together in a line to lead them down the hall to the bathroom and back. Explain why this was done, in terms of both the internal and external validity of the study.
- Do you think that the very different reactions of Zimbardo and Maslach to seeing the line of hooded and shuffling prisoners being shouted at by the guards was solely a 'gender issue', as Maslach suggests? Or do you think there may have been other reasons for these differences? Explain your answer.
- Explain in your own words what Maslach means when she states that 'Philip Zimbardo and everyone involved in the study had... internalised a set of destructive prison values that distanced them from their own humanitarian values'. Use your knowledge of social influence processes to elaborate your answer.
- Maslach explains how her personal experience of taking part in this study led to her to research the psychology of burnout in a variety of different occupational settings. Can you suggest other wider practical applications of this study to help better understand humanity and improve people's lives?

# Knowledge check

## Checking key terms

Using the article, write the definition of each key term in the space below.

Social roles		Dehumanisation	
Conformity		Dissent	
Obedience		Burnout	
Disobedience		Stanford Prison Experiment	

## Knowledge recap

Check your knowledge of the article with these recap questions.

What year was the Stanford Prison experiment (SPE) conducted and where was this?	
How long was the SPE intended to last and how long did it actually last?	
Describe the sample used in the study. (Hint: size, sex, age, location.)	
What ethical issues does this study raise (for example, APA/BPS ethical principles)?	
Explain the difference between 'dissent' and 'disobedience' as used in this article.	
Define 'dehumanised' in the context of the SPE.	
Find out about Maslach's work following the SPE and define 'burnout'.	



# Exam-style practice questions

## Top tip

Have you included in your answer...

- the argument you want to make? (Point)
- what the argument means? (Explain/Elaborate)
- something that supports your argument? (Example)
- reference to the key words in the question? (Link)

Have you ...

- correctly used psychological key terms?
- answered the verb in the stem (describe, compare, evaluate)?
- written enough detail for the marks available?

1 Outline **two** types of conformity. (4 marks)

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2 Describe what is meant by the key term 'obedience' and give an example. (3 marks)

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3 Compare the situational and dispositional explanations of obedience. (3 marks)

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4 Describe **one** real-life application of social psychology. (4 marks)

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## Extended answer question

5 Describe and evaluate **one** piece of psychological research investigating social influence. (8 marks)  
Write your answers on a separate piece of paper.