

- ✓ He said we should avoid a piecemeal approach, not let our biases affect our thinking and should not blindly follow our habits. In other words, he said that we should ensure that our dispositions do not affect our thinking and we are able to concentrate on discovering new rather than analyzing new from the already existing point of views. That is how we can become productive, creative thinkers.

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Chapter No. 23

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GESTALT PSYCHOLOGY

Wolfgang Kohler

Wolfgang Kohler was born in 1880 and he died in 1943. He was a German but is known mostly as an American psychologist because he worked in America. From 1913 to 1920 he was director of a research station at Tenerife, Germany. Later he served as both professor of psychology and director of the Psychology Institute, Berlin. He came to the United States in 1934, where he became professor of psychology at Swarthmore College. **Köhler is best known for his experiments with problem-solving in apes at Tenerife and the influence of his writings in the founding of the school of Gestalt psychology.** His writings include **Gestalt Psychology** and **The Mentality of Apes.**

1. Kohler's main contribution in the Gestalt School is his discovery of learning by insight. He conducted experiments on monkey and saw that **monkeys were able to solve their problems through insight.** He saw that monkeys were able to attach sticks together to reach far off objects which they thought was food. They would also pile up boxes to reach high places if they wanted to. Kohler concluded that learning takes place by insight. Monkeys thought about what to do first and then performed the action. Based on this observation, **Kohler concluded trial and error as a method of learning.**
2. Kohler also postulated the concept of **isomorphism** which means that there is kind of a mental map of the objects in environment, and this mental map helps in learning by insight. This means that in the mind of individuals, there

is a map which according to him is the explanation of the things around him.

In other words, the map is the individual's perception about the world

around him. This concept was called isomorphism by Kohler. These were

some of the contributions of Wolfgang Kohler.

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Kurt Koffka

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The other prominent contributor in the Gestalt school was Kurt Koffka who was born in 1886 and died in 1941. He was an American psychologist but was born in Germany. Before settling permanently in the United States in 1928 as a professor at Smith, he taught at Cornell and at the Univ. of Wisconsin. With Max Wertheimer and Wolfgang Köhler he is credited with developing the theories that gave rise to the school of Gestalt psychology. His book **Growth of the Mind (1924)** was considered responsible for awakening much interest in Gestalt concepts.

1. Koffka's concept of field theory was an important concept of the Gestalt school. He distinguished between the geographical field and the field of experience. Geographical field is the actual environment while the field of experience is the mindset of the observer. Humans react to the field of experience and not to the geographical field. The geographical field is the actual field which represents the real world around. The field of experience represents the experiences or the dispositions of the person who experiences the field. For example, if a person goes for a walk in the garden and he knows that there have been witnesses of snakes in that garden, he is quite likely to confuse a twig with a snake. This means that the person has actually considered only the field of experience and ignored the geographical field or the reality. This is what Koffka tried to explain. In his views, an individual tends to ignore the geographical field in face of the field of experience which dominates his understanding or perceptions. The field of experience in the above example may have been established by someone telling the person that there are snakes in the garden or some previous incidents of snake sighting that the person might have heard of. These were some of the contributions of Kurt Koffka.

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Productive or Problem Solving Thinking:

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Mihály Csíkszentmihályi

Productive thinking or problem solving thinking and learning by insight has been explained very thoroughly by two psychologists, one in America and the other in the European Continent. **Mihály Csíkszentmihályi, born in 1934**, is a psychology professor at Claremont Graduate University in Claremont, California and is the former head of the department of psychology at the University of Chicago. **He is noted for his work in the study of happiness, creativity, subjective well-being, and fun, but is best known as the architect of the notion of flow and for his years of research and writing on the topic.** He is the author of many books and over 120 articles or book chapters. He interviewed and studied over two thousand creative people and discovered some common elements in them. Some of those were; smart and naïve, playful and disciplined, humble and proud, having great physical energy etc. Martin Seligman, former president of the **American Psychological Association, described Csikszentmihalyi as the world's leading researcher on positive psychology.** He is one of the most widely cited psychologists today, in a variety of fields related to psychology and business.

Edward De Bono

The European who is famous in this regard is **Edward De Bono (born in May 19, 1933)** who was at Cambridge University and developed **his theory of Lateral Thinking which is akin to creative or problem solving thinking.** He developed some exercises to inculcate lateral thinking. Some of his exercises are, —**question**|| —**rotate**,| **discover** —**dominant ideal** etc. Edward de Bono is a psychologist and physician. De Bono writes prolifically on subjects of lateral thinking, a concept he is believed to have pioneered. **De Bono is also a consultant who has worked with companies such as Coca-cola and Ericsson.** In 1979 he co-founded the School of Thinking with Dr Michael Hewitt-Gleeson.

Chapter No. 24

PRODUCTIVE AND DYNAMIC PSYCHOLOGY

Kurt Lewin

Kurt Lewin was born in 1890 and died in 1947. He worked and taught with other prominent Gestalt psychologists in Berlin until 1932, when he immigrated to USA and joined the University of Iowa. Later, Lewin set up the Research Centre for Group Dynamics at the Massachusetts Institute of Technology.

1. One of the contributions of Kurt Lewin is his theory which he called the **Field Theory**. According to Lewin's theory, the field, or the environment around the individual has many attractions which may be positive or negative. The positive attractions may be to achieve a goal in life or to help some one in trouble. On the other hand, negative attraction may be to take undue advantage of someone in trouble. These attractions may also be called positive or negative opportunities. According to Lewin's theory, **because of these positive and negative opportunities, conflicts arise in the mind of individuals who have the chance to avail either of the two opportunities.** Often both the opportunities may result in significant good for the individual while the negative one may offer more value. Therefore, the conflict arises in the mind of the individual whether to go for the positive opportunity with lesser good and satisfaction through doing the right thing, or to go for the negative opportunity. Lewin is a prominent Gestalt psychologist for his contribution in discovering the kinds of mental conflicts that result in frustration and are responsible for a number of problems in people's lives. **He proposed three kinds of conflicts that a person may be faced with:**

- **The approach-approach conflict**

The approach-approach conflict is a sort of conflict in which an individual is faced with the challenge of liking between two things. He may only be able to approach one at time and the choice creates the conflict. While choosing one of the options he foregoes the other one and the approach-approach conflict comes up.

Car - Your car is about to give out and you're ready to buy a new one. You've been researching and have narrowed it down to two options. One has more trunk space. Another has a more appealing design.

Again, you have approach-approach conflict. You need to make a decision between two cars that are both appealing but for different reasons

○ **Approach-avoidance conflict**

The approach-avoidance conflict refers to when the individual is faced with the choice of avoiding something or approaching something. This is the simplest of the three conflicts and the most common one, where something attractive might have to be avoided because of an ethical reason. For example making money through gambling is although attractive but avoiding it or approaching it presents a conflict to the mind, since it is not ethically correct in our society to make money through gambling.

○ **Avoidance-avoidance conflict**

Avoidance-avoidance conflict refers to the conflict which arises because the individual faces the challenge of which thing to avoid out of the options which all need to be avoided. For example, if a sick person has to take bitter medicine, he would certainly want to avoid it. But on the other hand, he is left with the other choice of accepting the sickness, which he would again want to avoid. Therefore, the avoidance-avoidance conflict refers to the condition in which the mind has a conflict because of two things which need to be avoided.

2. The other important contribution that came out of Lewin's work at University of Iowa is **his theory of leadership**; and the measurement of leadership phenomenon. He recognized three different

▪ **Authoritarian**

As the name implies, an authoritarian leader is the one who intends to make use of his authority to carry out the decision making process. He likes little sharing of his power and depends more on his own instincts and thoughts.

▪ **Democratic**

A democratic leader is the one who believes in considering the thoughts and opinions of others for decision making. He lets others share their thoughts and make decisions based upon consensus.

▪ **Laissez-faire**

A laissez-faire leader is the one who is willing to delegate power and authority to others for making decisions. He lets

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other decide on some matters and leads more from the back seat.

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DYNAMIC PSYCHOLOGY

Dynamic Psychology is also called Hormic Psychology. The main proponent of this point of view was a British psychologist William McDougal, who taught at Oxford University and later shifted to America, teaching at Harvard and the Duke Universities.

William McDougal

William McDougal was born in 1871 and died in 1938.

1. He was agreed with the American Behaviorist School that psychology is the science of behavior, and that it should employ objective methods for research and observation.
2. He did not reject the value of introspection, for he thought that only observation of behavior would give us a mechanistic view of psychology.
3. According to McDougal, behavior is the result of
 - internal striving
 - an urge to live
 - hormone.

This —hormone or the urge to live expresses itself in various forms and kinds of behavior. In other words, all organisms try to survive against the environment. They battle with the environment in order to be able to defend themselves against the hostilities of the environment and strive to survive. Because of his explanation of behavior in terms of —hormone, **his point of view is called the —hormic view point.** He taught that organisms show goal-seeking behavior and that behavior can be explained in terms of internal drives, instincts or propensities. He identified at least 18 different kinds of propensities. The list included:

- Propensity of curiosity
- Propensity of sex
- Propensity of disgust
- Fear
- Food seeking

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- Protection
- Anger
- Appeal
- Constructive
- Acquisitive
- Laughter
- Comfort
- Sleep
- Migratory
- Submissive
- Gregarious
- Self-assertive
- Coughing, sneezing

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According to McDougal, behavior is due to these propensities, which are the dynamic forces behind all behavior and all of them put together can be shown to belong to the urge to live or horme.

Chapter No. 25

HISTORICO-EVOLUTIONARY PSYCHOLOGY

There were two current philosophies and practices of psychology during the early and till the middle of the 20th century; Behaviorism and Functionalism. The Historic-Evolutionary or Soviet Psychology tried to adopt a different approach and methodology. As the name implies, the contributors in the **Historic-Evolutionary Psychology tried to see how consciousness in humans developed, what exact role it played in different historical stages of man's development and how it impacts behavior. In other words, these psychologists looked at the historical evolution of consciousness. They focused on how, in the past, man has been able to develop his power to think and understand and what role has his**

consciousness played in this regard. For further explanation, because this group looked at the historical evolution of man's mental functions and its relationship with behavior, that is why this point of view is called the Historic- Evolutionary Psychology.

LEON VYGOTSKY

The first amongst the Historic-Evolutionary psychologists was Leon Vygotsky who **was born in 1896 and died in 1934.** The Soviet revolution had taken place in 1917 and therefore **Leon was the first truly Soviet psychologist.**

1. Vygotsky was impressed by Sechenov and Pavlov and believed that man's consciousness came into being as a result of his development or evolution, and man's higher mental functions, i.e. consciousness developed as a result of collective labor. So man became different from animals in some fundamental and basic ways. In other words, as man went through the process of evolution, his mental functions also went through the same process. This resulted in the development of the higher mental functions, such as that of thinking and understanding.
2. As the Historic-Evolutionary psychologists focused on the development of consciousness, **Leon proposed that the higher mental function of consciousness also developed through the process of evolution.**
3. Leon taught that behaviorists, and structuralists and functionalists divide man into parts; some try to study his behavior and others his consciousness, **whereas man is a unity.** Therefore, he emphasized on the fact that the structure and the functions of the consciousness cannot be separated. They both complement each other and exist for and because of each other.
4. In Leon's view, **man's development is a function of biological evolution** and a function of historic-cultural evolution. The body develops and so does the mind; man's behavior and his consciousness is a mixture of these two developments.
5. Historic-cultural evolution can be seen in the form of man's thoughts, determination, ideas etc. Man uses language and mathematical symbols and these are the tools of his developed consciousness. On the other hand, animals are unable to use language and symbols to express their thoughts. They have not reached the point of evolution which man has reached.

Therefore, this further substantiates the fact that consciousness and higher mental functions are a result of the evolutionary process which man had undergone over the past.

6. **He showed that environment effects man, but then in turn man also effects the environment.** In other words, as proposed by previous psychologists such as Darwin, environment has an impact on man, but according to Leon, in turn man tries to change the environment in his own way, molds it and thereby uses it to fulfill his needs. For example, man has over the last one hundred years, developed various methods and techniques to make the best out of the opportunities available in the environment. In other words, it is not just the environment that affects man, but man in turn also influences the environment.
7. **conclusion**
 - Consciousness functions separates man from animals
 - Behavior and consciousness cannot be studied separately.
 - Since consciousness is impacted by the environment, and the behavior is dictated by consciousness.
 - Further, that the human mental functions are radically different from functions of lower animals. And this difference is due to man's development of consciousness which is the result of the historical evolution of man.

These were some of the contributions of Leon because of which he is known as a Historic-Evolutionary psychologist.

SERGEI RUBENSTEIN

The other prominent name in the Historic-Evolutionary Psychology during the Soviet era was that of Sergei Rubenstein, **who was born in 1889 and died in 1960.**

1. He criticized those who wanted to establish the science of psychology on the basis of only stimulus and response. He thought such people ignore the important role of internal conditions. Same stimulus may result in different reactions in different people, and at different times. For example, a person who is already in a state of anger might perceive a stimulus of somebody staring at him in a different manner as compared to the one who is normal. **Therefore, Rubenstein rightly pointed out the importance of internal conditions apart from the external stimulus and response relationships.**

Such an approach was established by the behaviorist psychologists who considered behavior as the result of stimulus and response process.

Rubenstein went on to say that such psychologist ignore the importance of man's development and assume humans to be like machines. These machines, once presented with the stimulus would always respond in the predetermined manner. The sole purpose of the behaviorists was to determine methods to control and predict human behavior since this school emerged at the advent of the industrial revolution. Therefore, the approach of the behaviorists to consider only external factors in determining human behavior was criticized by Rubenstein.

2. **Rubenstein also showed that external factors affect psyche and then in turn psyche also affects external factors in the environment.** This was similar to what Vygotsky had said.
3. **He argued that consciousness originates as a result of sensitivity to certain stimuli.** As can be seen, Rubenstein tried to discover how and why consciousness came into being and rejected purely behaviorist view point.

Chapter No. 26

HISTORICO-EVOLUTIONARY PSYCHOLOGY

ALEXEI LEONTIEV

Alexei Leontiev was born in 1904 and he died in 1979. Leontiev also tried to look at how consciousness developed in human beings. Therefore, he is also included among the Historic-Evolutionary psychologists. Historic-Evolutionary Psychology tried to see how consciousness in humans developed, what exact role it played in different historical stages of man's development and how it impacts behavior.

1. To answer these questions related to the development of consciousness of man, Leontiev put forward the view that consciousness is a product of **sensitivity to symbolic stimuli.** When the body receives stimuli from the environment, it reacts to them. Leontiev classified **these stimuli into two categories.**
 - The first category was of the **ordinary stimuli** which were, for example, touching something hot, seeing something coming towards you etc. Humans tend to respond to these stimuli.
 - Leontiev classified another kind of stimuli which he called the **symbolic stimuli.** The symbolic stimuli were related to the ordinary stimuli but they

represented something different. For example, the ringing of bell might be considered as dangerous. This means that the bell is a symbolic stimulus which symbolizes danger.

Another example of a symbolic stimulus is that when a person hears about food, his or her mouth starts to water. Therefore, hearing about food represents a symbolic stimulus. A parallel explanation could be seen between the concept of learning by conditioning given by Pavlov and the explanation of development of consciousness given by Leontiev. According to Leontiev we learn these symbolic stimuli by conditioning. Pavlov conducted experiments on dogs. He associated the ringing of a bell with food. When the dog was given food, a bell was rung. The food caused the dog to salivate. Later it was seen that the dog had started to expect food with the ringing of the bell as it salivated every time the bell was rung, even though food was not presented to it. The response of the dog was said to be a conditioned response. Similarly, Leontiev said that man also learns these symbolic stimuli through conditioning. As a person finds that whenever any danger appeared a bell is rung, he starts to associate the ringing of a bell with the danger. Therefore, the ringing of the bell serves as the symbolic stimulus for him. Only hearing the bell would make him alert, and this response of his would be a conditioned response to the symbolic stimulus. This is how man learnt these through conditioning according to Leontiev.

2. Leontiev also showed by pointing toward various stages **of mans development that man learnt by conditioning according to a set pattern.**

The order of learning is as follows:

- Man first learnt **lower order things** and functions
- And later the **higher functions**

This means that in the development of man's consciousness, the first step was to learn the **lower order things, which means the basic functions of the body such as eating, drinking etc.** These represented the basic needs of a person. Later the development of the higher order functions took place, which actually differentiated man from animals. **These higher order functions include functions of consciousness such as thinking, contemplating, understanding, ability to communicate,** etc.

This is the reason for man being different from animals. In other words, Leontiev showed that we do not inherit our mental functions and faculties but learn them by conditioning during our growth and development.

K.M BYKOV

Another prominent Soviet psychologist was K.M Bykov, **born in 1886 and died in 1959.**

1. Bykov pointed out that in the historical development of man the sensory signal system changed into verbal system. First man reacted to sensations later he learnt by conditioning to react to words also. In other words, the initial stage in development of the consciousness was that man started to acknowledge the sensory stimuli. These stimuli caused him to react. As pointed out by Leontiev, this was the stage when the lower order functions started to develop. **Man started to respond stimuli such as temperature etc. Later, when man's consciousness further developed, he was able to understand and interpret things.** According to Leontiev this was the stage when higher order functions developed. Therefore, Bykov points out the development of verbal communication and man's ability to respond to verbal stimulus as a milestone in the development of consciousness.
3. Bykov also showed that **we come to have verbally conditioned responses.** This means that when we hear a bad news, we respond to it accordingly. Humans tend to respond in the same manner to bad news. Therefore, humans are conditioned to the verbal stimuli. His contribution of showing how sensory conditioning develops into verbal conditioning was a major contribution to that overall Historic- Evolutionary psychology.

Chapter 27

**SCIENTIFIC LOOK AT MENTAL
DISORDERS**

Man viewed and explained mental illness and diseases differently in various phases of past history. Starting from the ancient epoch, up to the present, mental disorders have been attributed to different things such as soul, mind, etc. As man's thinking went through various phases of development, explanation of mental disorders also underwent evolution.

The ancient man thought that there was a –soul inside the body of a person which was regarded as a person within a person. This soul was responsible for a number of things including some mental symptoms and diseases. In other words, the explanation of mental

diseases according to the ancient man was that mental diseases are caused by the abnormal activities of the soul. When the soul is disturbed, it causes mental symptoms to appear.

The ancient man also thought that dreams were the result of soul's activities. According to him, soul escaped a person's body when he slept and performed certain acts for him. These acts manifested in the form of dreams.

The ancients also thought that a —mad person was one who did not take interest in himself and happenings around him. They thought that —mad people live in world of their own, and —see things that are not present, and are involved in —spiritual experiences.

According to the ancient Greeks and Romans mentally ill people were possessed by spirits. Initially this idea was held but later as the Greek and Roman civilizations flourished and developed their explanations of mental disorders and illnesses were also reformed. They saw that mental symptoms are due to medical problems and not spiritual in nature.

Some people regarded mentally ill people above normal people and thought they could foretell future. Various decisions were referred to mentally ill people and they were held in high esteem, by these people.

Later in time, mad or mentally ill were regarded as witches and wizards, and instead of treating them they were tortured and some were burnt to death. This practice was prevalent up to the 14th and the 15th century when man had become much civilized as compared to the ancient man.

In the ancient times, some people also regarded —mad or mentally sick as possessed by evil spirits and tried various means of ridding them of these possessions. Such measures included physical torture, beating, bleeding and burning alive. One of such measures which were used by the ancient Egyptian civilization was trepanning. It was the process of drilling a hole in the skull of the mentally ill person to allow the evil or bad spirit to escape.

As mentioned earlier, from 13th to 14th century the practice of torturing and killing mentally ill people prevailed. This was mainly because mentally ill people were thought to be witches or wizards or possessed by the devil. Many women and men were burnt alive for this reason. Even up to the fifteenth century mentally sick people were considered to be possessed by evil spirits and were very cruelly treated. They were treated the same as thieves, robbers, and beggars. They were chained, hand-cuffed and imprisoned.

As a result of the French Revolution and the beginning of the end of feudalism, many people had moved to the cities because villages could not sustain them. There was not much food available and in search of it they shifted. Further, as a result of the Industrial

Revolution many people sought jobs in the industries and therefore migrated to where they were set up. It resulted in creating of small industrial cities where huge workforce of the industry dwelled.

Furthermore, because of these mass migrations, existing cities and industrial towns became crowded. In these populous cities, petty crime, unemployment and begging became rampant. Those found guilty of such crimes were held and kept alongside those who were considered mentally ill. This was one of the problems of the industrial revolution and the French revolution. Although

the outlook of mankind had changed and had become more rational, the problem of dealing with crimes and mentally ill people became a daunting challenge. The need therefore arose to separate criminals and group such people together and find a common solution for such social problems. The solution was to label them mentally sick and put them in asylums and institutions specially made for such people. These institutions were not meant to separate the mentally ill people from the society but their main aim was to help these people recover. That is why Paris and Lyons, in France, and Bristol and Norwich in England established asylums or institutions to house such people.

In other words, the purpose of these places was to —discipline and —cure the inmates. And the way to —cure them was to put them to work. Thus the criminal and the mentally ill were treated alike, put at the same place and work was suggested as the main —cure of their problems.

Putting the blame on individuals of the social changes and upheavals such as disappearance of feudalism and the beginning of industrialization is termed scapegoating. Thus mentally sick people became the scapegoats of problem arising from the end of feudalism and the problems of industrialization.

In the middle and end of the 18th century, as the outlook of man became more scientific and rational, mental illness was beginning to be regarded as nervous diseases. This marked the beginning of a scientific outlook towards mental diseases.

Chapter No.28

SCIENTIFIC LOOK AT MENTAL ILLNESS

From ancient times, up to the middle of the 18th century, various explanations were given for mental illness; for example according to the ancient man, mental illness was caused due to the malfunctioning of the soul which was regarded as a person within a person. In middle ages, mental illness was thought to be caused by evil spirits and mentally ill people were also considered to be possessed by the devil. However, in the middle and end of the 18th century, as the outlook of man became more scientific and rational, mental illness began to be regarded as nervous disease. This marked the beginning of a scientific outlook towards mental diseases. Let us go forward now. In the late 18th century in France, there was a wide spread increase in certain mental diseases. Soon they were diagnosed and regarded as nervous diseases. **In 1790 laws were made that separation of patients suffering from nervous diseases is required, from those suffering from other diseases.** They were also separated from other criminals, thieves and robbers etc. Earlier, mentally ill people were kept alongside criminals in prison. That was the beginning of the scientific outlook at mental disorders in Europe, which soon spread throughout the continent.

PHILIPPE PINEL

In 1792 a **French physician Philippe Pinel, born 1745, died 1826**, took a big step forward by taking measures that led to freeing mentally sick people from chains from their feet and hand cuffs. After moving to Paris in 1778, he was appointed (1793) as a director of a hospital. His book is based on observations in the hospital, advocated humane treatment of mentally ill persons, and then called the insane, and a more empirical study of mental disease. He further contributed to the development of psychiatry through his establishment of the practice of keeping well-documented psychiatric case. **He is known as father of modern psychiatry** Therefore, Pinel is regarded as the pioneer in helping society recognize the fact that mental symptoms are a kind of disease, and people suffering from such disorders should be treated as sick and not considered to be possessed by evil spirits, demons or the devil.

SAMEUL TUKE

The same kind of role was played by Sameul Tuke. Tuke was born on July 31, 1784 and died on October 14, 1857. He was born at York, England. He greatly advanced the cause of improving the condition of the insane. His two sons were also active in humanitarian concerns. He also freed mental patients from their chains and started to treat them as sick rather than possessed by spirits, demons or the devil. By the late 19th century science had progressed so much that mental diseases were regarded as belonging in the realm of diseases and a medical point of view toward their diagnosis and treatment was adopted.

FRANZ MESMER

During the same time mental diseases or insanity was being treated by a method called Mesmerism. Mesmerism was based upon a method invented by a German physician Franz Mesmer who was born in 1734 and died in 1815. He studied in Vienna. His interest in "animal magnetism" developed into a system of treatment through hypnotism that was called mesmerism. It seems now that Mesmer was actually treating psychological illness, but an unsympathetic medical and scientific community caused him to be expelled first from Vienna, and in 1778 from Paris. He retired to his native Austria and to obscurity. According to Mesmer, people have a force that he called "animal magnetism," and when the balance of animal magnetism gets upset in the body, people get mad or insane. Mesmer thought that animal magnetism can be restored and in order to restore the upset balance Mesmer would touch the insane. By this he thought he restored the balance of animal magnetism, so helping people to get well. Soon Mesmer's idea and therapy became popular. People from different parts of the country came for treatment. When the number of people increased, Mesmer used trees, bath tubs etc. to cater them all. He would dip his body into the bath tub and people would then put their hands into the water to have their animal magnetism restored. Gradually it was found that there was no such thing as animal magnetism and that he had no power to restore animal magnetism. Mesmer fell into bad repute before he died. A British surgeon James Braid took up the basic spirit of the idea.

JAMES BRAID

James Braid was a Scottish neurosurgeon who coined the term and invented the procedure known as hypnotism. **He was born in 1795 and died on March 25, 1860**, at Fife. Educated at the University of Edinburgh, Braid practiced in Scotland for a short time, and then moved to Manchester, England, where he lived for the rest of his life. Braid became interested in mesmerism in 1841, when he observed demonstrations given by a traveling mesmerist named Charles Lafontaine. **In this book he coined the words hypnotism, hypnotize, and hypnotist, which remain in use. Braid thought of hypnotism as producing a "nervous sleep" which differed from ordinary sleep. The most efficient way to produce it was through visual fixation on a small bright object held eighteen inches above and in front of the eyes.** Braid regarded the physiological condition underlying hypnotism to be the over-exercising of the eye muscles through the straining of attention. Braid treated many people using hypnotism.

JEAN CHARCOT

Jean Charcot was a French neurologist who was born in 1825 and died in 1893. He developed in Paris the greatest clinic of his time for the diseases of nervous system. He made many important observations on these diseases. He wrote an article in one of the prestigious medical journal **showing that hypnotism can be used to treat hysteria.** Charcot's insight into the nature of hysteria is credited by Sigmund Freud, his pupil, as having contributed to the early psychoanalytic formulations on the subject.

BERNHEIM

Bergheim was a French physician and neurologist who **was born in 1840 and died in 1919.** He received his education in his native town and at the University of Strasbourg, where he was graduated as doctor of medicine. The same year he became a lecturer at the university and established himself as physician in the city. He had an influence on Sigmund Freud who visited him in 1889. Bernheim is also known as an antagonist of his contemporary **and fellow neurologist Jean Charcot. He showed that hypnotism can not treat hysteria only but also other mental diseases.** So by the beginning of the 20th century mental diseases were

seen as a part of medical diseases and procedures were tested and adopted to treat them in a scientific manner. After World War II, ICD and DSM came into being.

Chapter No. 29 & 30

SIGMUND FREUD AND PSYCHOANALYTICAL MOVEMENT

SIGMUND FREUD

Sigmund Freud was an Austrian psychiatrist who was born in 1856 and died in 1939. He is the inventor of psycho-analysis as a method of treatment

His medical career began with an apprenticeship under J. M. Charcot in Paris, and soon after his return to Vienna he began **his famous collaboration with Josef Breuer on the use of hypnosis in the treatment of hysteria.**

1. Based upon his practice, he formulated the concept of unconscious mind and its role in creating mental diseases. Freud discovered the unconscious functions of mind which according to him were responsible for mental diseases.
2. Freud also thought that the parts of the mind play a dominant role in creating mental diseases. He gave the parts of mind as follows:
 - **Id**
The Id is the irrational and emotional part of the mind. At birth a baby's mind is all Id – want, want, want. The Id is the primitive mind. It contains all the basic needs and feelings. And it has only one rule--the —**pleasure principle**: —I want it and I want it all now!
 - **Ego**
The Ego functions with the rational part of the mind. The Ego develops out of growing awareness that you can't always get what you want. The Ego relates to the real world and operates via the —**reality principle**!. The Ego

realizes the need for compromise and negotiates between the Id and the Superego. The Ego's job is to get the Id's pleasures but to be reasonable and bear the long-term consequences in mind. The Ego denies both instant gratification and pious delaying of gratification.

- **The Superego**

The Superego is the last part of the mind to develop. It might be called the moral part of the mind. The Superego becomes an embodiment of parental and societal values. It stores and enforces rules. It constantly strives for perfection, even though this perfection/ideal may be quite far from reality or possibility. Its power to enforce rules comes from its ability to create anxiety.

3. The Superego has two subsystems:

- **Ego Ideal** (provides rules for good behavior, and standards of excellence towards which the Ego must strive. The Ego ideal is basically what the child's parents approve of or value)
- **Conscience**. (Is the rules about what constitutes bad behavior. The Conscience is basically all those things that the child feels his or her parents will disapprove or punish.)

1. According to Freud, all human beings develop psychologically and during this process they pass through different stages of psycho-sexual development. **He said that the unconsciousness expresses itself in mental symptoms, dreams and psychopathology of everyday life. He developed the theory of psycho-pathology of everyday life. Slips of tongue, slips of memory etc. are representative of psychopathology of everyday life. He developed the theory of interpretation of dreams.** He explained dream work in terms of:

- Manifest Contents
- Latent Content
- Displacement
- Condensation
- Symbolism

4. According to Freud, the ego has developed what he calls defense mechanisms, to cover for the wild demands of the id, which would rarely be socially acceptable. All of the defenses can be described as a combination of denial or repression with different ways of rationalization.
- I. **Repression:** Blocking unpleasant/ unacceptable thoughts by pushing them into the unconscious e.g. forgetting events of the painful childhood.
 - II. **Regression:** Reverting back to a stage that was satisfying e.g. a boss showing temper tantrums like a child; or acting like a baby.
 - III. **Displacement:** Redirecting the expression of unwanted desires or impulses to a substitute rather than the actual target e.g. beating children when a wife cannot express anger toward husband.
 - IV. **Rationalization:** In order to justify one's behavior, one develops a socially acceptable explanation or reasoning e.g. going for a second marriage saying that the first wife was quarrelsome.
 - V. **Denial:** Refusing to acknowledge or accept anxiety provoking thoughts or impulses being a heavy smoker but saying 'I am an occasional smoker'.
 - VI. **Projection:** Attributing unwanted thoughts and impulses to others e.g. a person takes bribe and blames the organization for paying him not enough salary.
 - VII. **Sublimation:** Converting unwanted impulses into socially approved thoughts, feelings and actions e.g. disliking the in-laws but behaving in a very friendly manner, or becoming a stamp collector to overcome the impulse to steal
5. Freud also developed a **theory of neurosis**. According to his theory:

Neurosis = Predisposition + trauma

Which means that Neurosis is the result of a predisposition which is inclination or a tilt toward something, and trauma which is a sudden shock resulting from, for example, an unexpected incident.

6. Based upon his experience he formulated his method of **treatment of mental disorders which is called psychoanalysis**. The procedure of psychoanalysis includes:
- Free association (say what comes to your mind)
 - Interpretation of dreams
 - Interpretation of psychopathology of everyday life (slip of tongue forgetting something overuse of a word)
 - Analysis of resistance
 - Analysis of transference a phenomenon within psychotherapy in which the feelings a person has about their parents, as one example, are unconsciously redirected or *transferred* onto the therapist.

ANNA FREUD

Anna Freud was born on December 3, 1895 and she died on October 9, 1982.

She was the sixth and last child of Sigmund and Martha Freud. Born in Vienna, she followed the path of her father and contributed to the newly born field of psychoanalysis.

Her field of specialization was Child Psychology. As such, the formation of the fields of child psychoanalysis and child developmental psychology can be attributed to Anna Freud. **Her main contribution in this field was the Identification with aggressor among the children who dominates the rest of the children.**

Anna Freud furthermore developed different techniques of assessment and treatment of children disorders, thereby contributing to our understanding of anxiety and depression as significant problems among children.

HEINZ HARTMANN

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Heinz Hartmann was born in 1894 at Vienna, Austria and he died in 1970. He was a psychiatrist and psychoanalyst. **He is considered one of the founders and principal representatives of ego psychology.** Hartmann was born to a family known for producing writers and academics. His own father was a professor of history, and his mother was a pianist and sculptor. Hartmann's interest was in Freudian theories.

He chose to enter into analysis with Freud and was noted as a shining star amongst analysts of his generation. **His work marked the development of the theoretical movement known as Ego-psychology.** He elaborated the functions of ego. He stated that Ego integrates and coordinates tendencies in humans.

ERNST KRIS

Being a follower of Freud, Ernst Kriss further elaborated the role of ego. **According to him Ego controls regression.**

Chapter No. 31 &32

CARL JUNG AND ANALYTICAL PSYCHOLOGY

CARL GUSTAV JUNG

Carl Gustav Jung was born in Switzerland in 1870. Jung wanted to study archaeology at university, but his family was too poor to send him further than Basel, where they did not teach this subject, so instead Jung studied medicine at the University of Basel. Towards the end of studies here he decided to specialize in psychiatric medicine. He later worked in a psychiatric hospital in Zurich. Following World War I, Jung became a worldwide traveler. He visited Northern Africa shortly after, then New Mexico and Kenya in the mid-1920s. In 1938, he delivered lectures on Psychology and Religion, at Yale University. During this period of his life Jung visited India. His experience in India led him to become fascinated and deeply involved in Eastern philosophies and religions, helping him to come up with key concepts of his ideology, including integrating spirituality into everyday life and appreciation of the unconscious.

Jung was impressed with Freud; **he met Freud, worked and delivered lectures with him, but disagreed and developed his own theoretical framework and**

method of treatment, called Analytical Psychology. Jung died in 1961 in Zurich, Switzerland.

Like Freud, Jung also divided the mind into conscious and unconscious parts, but according to him unconscious has different layers.

- The upper layer is the personal unconscious. It has repressed materials
- And the deeper layer is the collective unconscious. It has experiences of forefathers and generations in the form of archetypes.

Archetypes are the image and thought which have universal meaning that shows up art religion etc. Jung called the ancestral memories images as archetypes

Some archetypes given by Jung are:

- Persona (different role plays different masks)
- Anima (unconscious masculine side in a woman)
- Animus (unconscious feminine side in a of man)
- Shadow

Constructive shadow (showing hidden positiveness)

Destructive shadow (showing to be polite but rude)

Jung identified the **anima** as being the unconscious feminine component of men and the **animus** as the unconscious masculine component in women. However, this is rarely taken as a literal definition; in modern era many Jungian practitioners believe that every person has both an anima and an animus. Jung stated that the anima and animus act as guides to the unconscious unified self.

The **shadow** is an unconscious complex that is defined as the repressed and suppressed aspects of the conscious self. There are constructive and destructive types of shadow. On **the destructive side**, it often represents everything that the conscious person does not wish to acknowledge within themselves. For instance, someone who identifies as being kind has a shadow that is harsh or unkind.

Conversely, an individual who is brutal has a kind shadow. The shadow of persons who are convinced that they are ugly appears to be beautiful. On **the constructive side**, the shadow may represent hidden positive influences. So a total personality is the result of personal unconscious and collective unconscious with the influence and impact of all the archetypes.

Based upon his experiments, observations and clinical practice, he formulated his personality theory.

He **stated that personality has two types:**

- Introvert finds it within.
- Extrovert " in the surrounding world

He also theorized that **personality has four functions:**

- Sensory function (rational part of the personality, where logic plays the dominant part.)
- Thinking function
- Emoting function (refers to the emotional part of the consciousness)
- Intuiting function (refers to the ability to foresee things.)
-

Therefore, according to Jung, there **are eight personality types**, depending upon introversion or extroversion and the four functions of each type namely:

- 1) Introverted Sensory
- 2) Introverted Thinking
- 3) Introverted Emoting
- 4) Introverted Intuiting
- 5) Extroverted Sensory
- 6) Extroverted Thinking
- 7) Extroverted Emoting
- 8) Extroverted Intuiting

Carl Gustav Jung developed an **elaborate theory of dreams** and dream interpretation. Jung proposed that the average **dream is similar in structure to a drama**; Jung maintained that however some dreams could be too short or fragmented to fit into this structure. **Unlike Freud, Jung believed that the manifest dream (the dream as remembered) contains the actual meaning of the dream – the dream is therefore not distorted or disguised in any way.** It is a message or natural expression of the unconscious. Therefore, **interpretation should be based upon a series of dreams rather than a single dream.** The usual practice was to interpret each dream separately, irrespective of what was in the following dream. **In Jung's view, dreams show wishes, desires, and conflicts and even give warning about future.**

Anticipatory dreams (future events) or Prophetic dreams

He said that a dream is **difficult to interpret** and understand since it is expressed in its own unique language of symbols. In order to interpret a dream, Jung used **the process of amplification.**

In essence, **amplification involves elaborating a dream image in order to determine its significance through direct and indirect association. This is**

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achieved by gaining an insight into the dreamer's personal associations with the image (direct association), in order to discover the feelings evoked by a particular dream image or symbol. The meaning and significance of a particular word or image can vary greatly between individuals depending on the effect it has had on his/her life. The cultural significance of the image, as well as drawing parallels from the **symbolism contained in folklore**, history, fairytales, religion, mythology, rituals etc. **As mentioned earlier, Jung believed that a series of dreams is much easier to interpret than a single dream.** This is due to the fact that significant images will be repeated and the basic ideas and themes behind the dreams can be recognized more easily. A series of dreams usually indicates a complex conflict. Jungian dream interpretation also places a great deal of importance on the conscious situation of the dreamer. The dream is not an isolated event and cannot be detached from the dreamer's everyday life. **Jung developed a system of psycho-therapy based upon his theory of analytical psychology.** According to Jung psychotherapy is not healing but helping to develop. **He rejected free association and adopted dialogue, discussion and full confession.** **The steps involved in Jungian therapy are:**

- Reading (for some)
- Collaboration with the therapist
- Focusing on the situation at present
- Making any insight concrete and finding a way to put it into practice.

He also used interpretations of dreams in his method. He further took into view the positive side neurosis. Jung also stressed the importance of religion in life. He stated that to cure is to make a person symptom free, but the aim of psychotherapy is individuation.

Chapter No. 33

ALFRED ADLER AND INDIVIDUAL PSYCHOLOGY

Alfred Adler

Alfred Adler was born in the suburbs of Vienna, Austria, on February 7, 1870 and died in 1937. He received a medical degree from the University of Vienna in 1895. He began his medical career as an ophthalmologist, but he soon switched to general practice. He then turned to psychiatry, and in 1907 was invited to join Freud's discussion group. After writing papers on organic inferiority, which were quite compatible with Freud's views, he wrote, first, a paper concerning an

aggression instinct, which Freud did not approve of, and then a paper on children's feelings of inferiority, which suggested that Freud's sexual notions be taken more metaphorically than literally.

Although Freud named Adler the president of the Viennese Analytic Society and the co-editor of the organization's newsletter, but Adler didn't stop his criticism. A debate between Adler's and Freud's supporters was arranged, **but it resulted in the resigning of Adler with nine other members of the organization, to form the Society for Free Psychoanalysis in 1911.** This organization became The Society for Individual Psychology in the following year. He died of a heart attack on May 28, 1937.

Individual psychology refers to the idea that we should see people as wholes rather than parts. The word individual means literally "un-divided." **Second, instead of talking about a person's personality, with the traditional sense of internal traits, structures, dynamics, conflicts, and so on, Adler preferred to talk about lifestyle.** Life style refers to how you live your life, how you handle problems and interpersonal relations.

Alfred Adler postulates a single "drive" or motivating force behind all our behavior and experience. **He called that motivating force —striving for perfection.** It is the desire we all have to fulfill our potentials, to come closer and closer to our ideal. It is very similar to the more popular idea of self-actualization. Further, **according to Adler the concept of —organic inferiority| is one of the most important factors in human psychology. He thought that because of organic inferiority a person develops —striving for superiority.||**

This striving for superiority leads to:

- Compensation
- Over compensation

Compensation means striving to overcome. Since we all have problems, shortcomings, inferiorities of one sort or another, Adler felt, earlier in his writings that our personalities could be accounted for by the ways in which we do -- or don't -- compensate or overcome those problems. **One way to compensate inferiority feelings or complex is to become aggressive.** The person develops a drive to aggression but also has social interest. As a result of compensation for inferiority, drive to aggression and social interest a person develops a style of life. A person's mental diseases can also be understood as his style of life.

Adler also stated that as a result of organic inferiority, a person develops feelings of inferiority. He may also develop inferiority complex. Adler says it's

a matter of being overwhelmed by our inferiority. If you are moving along, doing well, feeling competent, you can afford to think of others. If you are not thinking of others, if life is getting the best of you, then your attentions become increasingly focused on yourself. Obviously, everyone suffers from inferiority in one form or another. For example, Adler began his theoretical work considering organic inferiority that is, the fact that each of us has weaker, as well as stronger parts of our anatomy or physiology.

Adler noted that many people respond to these organic inferiorities with compensation. They make up for their deficiencies in some way: The inferior organ can be strengthened and even become stronger than it is in others; or other organs can be overdeveloped to take up the slack which is overcompensation. Sadly, there are also many people who cannot handle their difficulties, and led lives of quiet despair. If you are overwhelmed by the forces of inferiority -- whether it is your body hurting, the people around you holding you in contempt, or just the general difficulties of growing up -- you develop an inferiority complex.

The Adlerian therapy consists of:

- A good human relationship between patient and doctor
- Direct conversation
- Dream interpretation
- Analysis of childhood memories
- Likes and dislikes of heroes
- Body of languages sitting, walking, talking etc.

In other words, Adler believed in considering a number of factors when examining an individual for the disorders he or she has developed. To him these disorders may have their roots in childhood or the environment in which the person is living.

Chapter No. 34&35

NEO-FREUDIANS

HARRY STACK SULLIVAN

Harry Stack Sullivan was born in 1894 and died in 1949. He was born in United States, Washington D.C., worked there. He was a physician by training and later

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became a psychiatrist. Sullivan is considered one of the prominent Neo-Freudians because of the similarities between his and Sigmund Freud's theories. Sullivan was impressed by Freud and Ruth Benedict, the anthropologist, so his point of view reflects these influences.

1. He put forward the view that a baby feels **euphoria** because his mother feeds and protects him, and the baby wants that state to last for the longer time. The mother may convey insecurity in him if she is tense herself. So a person's psyche is the result of interpersonal relationships, the beginning of which is the relationship of an infant and a mother.
2. Sullivan says that because of interpersonal relationships, the concept of self develops. He defined three types of self: %
 - a) "Good me" % The good me is everything we like about ourselves. It represents the part of us we share with others
 - b) "Bad me" % The bad me represents those aspects of the self that are considered negative and are therefore hidden
 - c) "Not me" represents all those things that are so anxiety provoking that we can not even consider them a part of us. Pushing it deep into the unconscious.
3. He put forward the view that because of our interpersonal relationships we come to have three types of experiences: %
 - a) Prototaxic experience % (experience the infant has and the order or arrangement in which it occurs. Unorganized not clear)
 - b) Parataxic experience % (things learned through signs symbols like language)
 - c) Syntactic experience (developed experience in which free communication takes place)
4. Sullivan stated that there are about seven stages of human development:
 - a) **Infancy From** 0-1, the child begins the process of developing, but Sullivan did not emphasize as much on the younger years as Freud did.
 - b) The **childhood period** 2-6 years. In this the child needs supervision, guidance is dependent. The development of speech and improved communication is the key in this stage.

- c) The **juvenile era 7-8** The main focus as a juvenile is the need for playmates and the beginning of healthy socialization
 - d) **Pre-adolescence**; 8 to 12 years During this stage, the child's ability to form a close relationship with a peer is the major focus. This relationship will later assist the child feeling worthy and likable. Without this ability, forming the intimate relationships in late adolescence and adulthood will be difficult.
 - e) **Early adolescence** This is from 13 to 18 years and this is when peers and teachers influence him. The onset of puberty changes this need for friendship to a need for sexual expression. Self worth will often become synonymous with sexual attractiveness and acceptance by opposite sex peers.
 - f) **Adolescence** Stresses and storms of sexuality begin to dominate in this period. The need for friendship and need for sexual expression get combined during late adolescence. In this stage a long term relationship becomes the primary focus. Conflicts between parental control and self-expression are commonplace.
 - g) **Maturity** This is when a person becomes a responsible citizen. The struggles of adulthood include financial security, career, and family. With success during previous stages, especially those in the adolescent years, adult relationships and much needed socialization become easier to attain.
5. Without a solid background, interpersonal conflicts that result in anxiety become more commonplace. **Sullivan's therapy mainly related to schizophrenia and he discovered that interview was an important tool of psychotherapy. He used empathy as another tool of psychotherapy.**

KAREN HORNEY

Karen Horney was born in 1885 and died in 1952. She was an American psychoanalyst and is classified as a Neo-Freudian. Horney was a pioneering theorist in personality, psychoanalysis, and feminine psychology. She got training in psychoanalysis and practiced it for a number of years; in 1937 she broke off from the orthodox system and established her own theory and practiced it.

1. She disagreed with Freud on his emphasis on sexuality as the main driving force of human behavior. She put forward the view that parental roles can produce **basic anxiety** in a child and that is one of the main driving forces in a person. The child sees the world as hostile, and he feels helpless.

Childhood's basic anxiety appears in later adult life, turning a person into a neurotic. As a result of anxiety the child becomes aggressive to overcome helplessness and anxiety. His reactions to anxiety and aggression may take the form of:

- Disguised hostility (unfriendly)
- Temper tantrums (rolling down screaming)
- Withdrawal (isolated)

She calls these reactions neurotic trends. Disguised hostility is the first neurotic trend. Most children facing parental indifference use this strategy. They often have a fear of helplessness and abandonment, or what Horney referred to as basic anxiety.

2. Horney's second neurotic trend is **aggression**, also called the moving-against solution. Here, children's first reaction to **parental indifference** is anger, or basic hostility. The final neurotic trend is withdrawal, often labeled the moving-away-from or resigning solution. When neither aggression nor disguised hostility eliminates the parental indifference, Horney recognized that children attempt to solve the problem by becoming self-sufficient. This represents the neurotic trend of withdrawal

Karen Horney offered a list of **ten neurotic needs** which are:

- I. Need for approval
- II. Need for domination
- III. Confine life
- IV. Independence
- V. Perfection
- VI. Power
- VII. Exploiting others
- VIII. Prestige
- IX. Ambition
- X. Admiration

These needs lead to neurotic trends.

Neurotic trends appear as three kinds in social dealing:

i. Movement towards

Some children who feel a great deal of anxiety and helplessness move toward people in order to seek help and acceptance. They are striving to feel worthy and can believe the only way to gain this, through the acceptance of others. These people have an intense need to be liked, involved, to be important, and appreciated. So they will often fall in love quickly or feel an artificial but very strong attachment to people, even they may not know well. Their attempts to make that person love them create a clinginess and neediness and it often results in the other person leaving the relationship.

ii. Movement away

The final possible consequence of a neurotic household is a personality style filled with a social behavior and an almost indifferent to others. If they don't get involved with others, they can't be injured by them. While it protects them from emotional pain of relationships, it also keeps away all positive aspects of relationships. It leaves them feeling alone and empty.

iii. Movement against

Another way to deal with insecurities and anxiety is to try to force your power onto others in hopes of feeling good about yourself. Those with this personality style come across as bossy, demanding, selfish, and even cruel. Once again, relationships appear doomed from the beginning. The idealized image of the self is an attempt by a person to integrate his personality.

6. Horney distinguishes between situational neurosis (temporary mental disease) and character neurosis (permanent disorder). Her method of treatment was to discover the neurotic needs, the movement away, movement towards, and movement against plus bring it to the attention of the person.

ERICH FROMM

Erich Fromm is another psychoanalyst who was trained in classical Freudian mode but later developed his own theory and system. Born in 1900 and died in 1980, he worked and practiced in Chicago and New York, U.S.A. In his famous book "Escape from Freedom" written in 1941 he proclaimed his break from Freud and classical psychoanalysis. Fromm asserted in the book that man has become free, but he longs to become dependent, and longs to belong; this is man's dilemma. It

means that although man has become free, he has experienced freedom from the terms/requisites of the society, yet the internal desire to be affiliated with someone still exists. In other words, man wants to be related to a group which becomes his identity. This forms the basis of a society. Further, this craving to belong may also be to have affection from someone. **Fromm said that this need for freedom and dependence creates orientations.** Orientations are relatively prominent forms in which we spend our energy. He identified five orientations:

- I. **Receptive orientation** Receptive orientation is represented in a submissive and meek attitude. This means that **man tends to accept what is being enforced upon him** in order to satisfy his desire to belong to someone or some group.
- II. **Exploitative orientation** Exploitative orientation **means to be aggressive and using others for own purposes.** This orientation entails that a person makes use of others for achieving his personal motives, which may not be in other person's interest.
- III. **Hoarding orientation** Hoarding orientation is represented in **distrust for others** and rigidity shown by a person. In other words, a person who feels that he cannot trust others tends to keep everything with himself. He also becomes rigid in his approach not letting anything change his dispositions.
- IV. **Marketing orientation** marketing orientation is **represented when the person adopts socially approved ways of behavior and dealing with others and sells himself.** In other words the person behaves in a manner which is liked by others. Therefore, he markets himself in front of others. The first four are neurotic orientations.
- V. **Productive Orientation** Productive orientation is the **healthy way of life.** This is the way of life where the individual realizes his full potential.

Chapter No. 36

ERIKSON and MORENO

ERIK ERIKSON

Erik Erikson was born in 1902 and he died in 1994. His contribution to psychology particularly relates to how he portrayed the psychological development of a person. Erikson was not formally educated like the vast majority of his psychodynamic colleagues. Although his parents pushed him for medical school, Erikson saw himself as an artist and spent his youth wandering through Europe living the artist's life. Later impressed with the **psychoanalytical school**, he started developing his own theories of personality development.

1. He was influenced by Freud's description of psycho-sexual development but he thought that the **development of a person should be viewed as psychosocial development** rather than psycho-sexual development. This means that the development of a person is greatly influenced by the social environment in which he lives rather than the influence of sexual development from which he goes through. Erikson further asserted that the development of a person continues throughout his life. In other words, whatever the stage of life is, may be infancy or adulthood, a person goes through series of changes caused by the environment. He thought that each developmental stage requires a person to make new adjustments and develop new patterns of social interaction. According to Erikson, in this developmental journey a person passes through eight stages. The eight stages are:

- i. **Basic Trust vs. Mistrust (Oral-Sensory Stage): Birth –18months: Infancy**

- The infant develops a sense of who and when to trust.
- He learns when to protect oneself and be cautious.

- ii. **Autonomy vs. Shame and Doubt: 18 months to 3 years: Early Childhood**

- The child develops a sense of independence and is able to understand and recognize his limitations. If independence is encouraged, he develops a sense of autonomy.

- If the child is overly restricted, over-protected, or criticized it may result into self-doubt and shame. Shame occurs when child is overly self-conscious when negatively exposed.
- Self-doubt occurs when parents overly shame the child, e.g. about elimination.

iii. Initiative vs. Guilt: 3 to 6 years: late Childhood

- The child is able to try out and explore various things.
- Indulges in various activities, both motor and intellectual.
- Guilt arises after doing the negative acts e.g. aggression.

iv. Industry vs. Inferiority: 6 to 11 years: School Age

- Child is busy in
 - Building,
 - Creating, and
 - Accomplishing
- Receives systematic instruction as well as fundamentals of technology.
- Learns norms and standards of the society in which he lives.
- Socially decisive age. The child gains self-esteem.

v. Identity vs. Role confusion: Adolescence

The person has a coherent sense of self.

- Plans to actualize one's abilities or becomes confused when unable to accomplish task.
- Problems may result in impulsive attitude or extended immaturity.
- Indecisiveness may occur.

In extreme cases there can be a possibility of antisocial behavior.

vi. Intimacy vs. Isolation: 18 to 25 years: Young adulthood (beginning in the early 20s and may extend to the 40s)

- Young adults focus on
- Maintaining one's individuality

- Making friends
- Relationships and intimacy

vii. Generativity vs. Stagnation: Middle adulthood (40-60 years)

Age of;

- Creativity
- Productivity
- Concern about guiding and helping the next generation
- Concern for others or self-indulgence
- Impoverishment of self

viii. Ego Integrity vs. despair: Old age

- The person develops a sense of acceptance of life as it was lived.
- Importance of the people and relationships that individual developed over the lifespan.
- Comes to terms with approaching death.
- Some sort of despair is inevitable.

The first four stages relate to development of the child and the last four with development of the adult. Erikson believed that depending upon each stage of development a person must be viewed and understood differently

J.L. MORENO

Dr. Jacob Levy Moreno was born on 18 May 1889 and he died on 14 May 1974. He was a leading psychiatrist, theorist and educator. **He is the founder of Psychodrama, Sociometry and one of the pioneers of Group Psychotherapy.**

He studied medicine, mathematics, and philosophy at the University of Vienna, becoming an M.D. in 1917. He was inspired by Freud but severely criticized his theory and method, because he thought Freud gave so much emphasis on individual's life and ignored group influences on him. He also thought that Freud ignored behavior and concentrated on thoughts. He was of the view that mental disease was due to **lack of spontaneity**. And that the mental disease was a reflection of man's social and familial relationships. He thought it could be relieved/cured by increasing **spontaneity in a person and by providing a person an**

opportunity where he could relive his familial and social situation. Moreno developed the technique of “Psychodrama” to achieve those two purposes. Psychodrama consists of:

Stage It is the setup in which the analysis is performed.

A director The psychiatrist acts as the director who conducts the drama.

Protagonist is the central character around which the drama revolves.

Audience is the people who witness the drama.

Role playing refers to the performance of various acts in the drama.

Role reversal refers to the exchange of roles between characters of the play. Each character plays the role of another so that he may get familiar with the intricacies of the other role.

All of the techniques and processes of psychodrama demand creativity from the protagonist. **Creativity increases spontaneity leading to mental health.** Moreno also developed a number of techniques to measure group phenomena. This he called “Sociometry.” Group phenomenon or sociometry refers to the behavior of individual in group situations and overall behavior of the group. Sociometry had very profound effect on such modern subjects as Organizational Behaviour and Human Resource Management.

Chapter No. 37

HUMANISTIC PSYCHOLOGY

Humanistic psychology is a branch of psychology that developed from behaviorism. Humanistic psychologists thought that the behaviorists ignored the humanistic view of people, their needs, aspirations, hopes, fears, and focused only on behavior. In other words, the human and emotional element was ignored and only the apparent behavioral patterns were studied. They also thought that psychoanalysts put too much emphasis on unconscious motivations and they

neglect “humanity” of man. Therefore, humanistic psychologists focused on such human sentiments as joy, contentment, kindness, ecstasy and generosity.

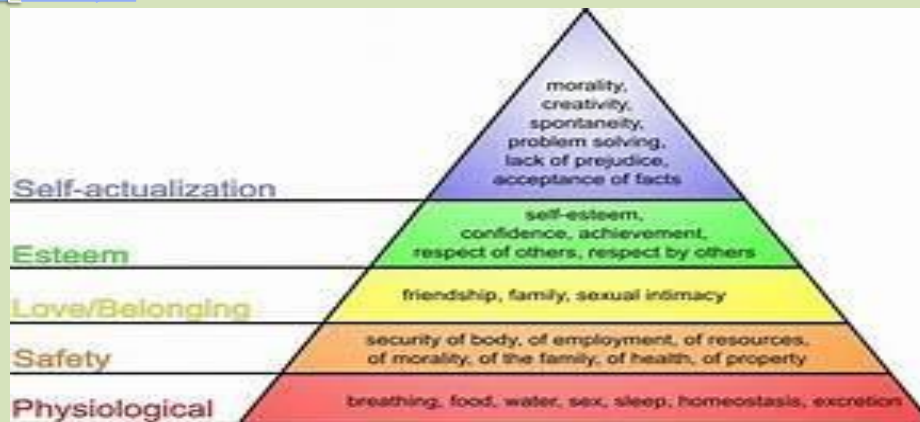
ABRAHAM MASLOW

Abraham Maslow was born in 1908 and he died in 1970. He was born in New York and he did PhD in 1934 from Wisconsin University. Maslow is famous for his theory of motivation, called the Hierarchy of Needs.

Maslow's primary contribution to psychology is his Hierarchy of Human Needs.

Maslow contended that humans have a number of needs that are instinctual, and are innate. Maslow assumed our needs are arranged in a hierarchy in terms of their potency. Although all needs are instinctive, some are more powerful than others. The lower the need is in hierarchy, the more powerful it is. The higher the need is in hierarchy, the weaker and more distinctly human it is. The lower, or basic, needs in the hierarchy are similar to those possessed by non-human animals, but only humans possess the higher needs. Those needs or motives are:

- I. **Physiological needs** physiological needs, including the biological requirements for food, water, air, and sleep.
- II. **Safety needs**. Here included the needs for structure, order, security, and predictability.
- III. **Need for belongingness** Included here are the needs for friends and companions, a supportive family, identification with a group, and an intimate relationship.
- IV. **Esteem Needs** needs requires both recognition from other people that results in feelings of prestige, acceptance, status, and self-esteem that results in feelings of adequacy, competence, and confidence. Lack of satisfaction of the esteem needs results in discouragement and feelings of inferiority.
- V. **Need for Self Actualization** the need of achieving one’s true potential.



CARL ROGERS

Carl Rogers (1902-1987)

. His education started from the second grade, because he had already read before kindergarten. He got his PhD in educational psychology from New York in 1931 and worked at Ohio State and University of Chicago. He was offered a full professorship at Ohio State in 1940. In 1942, he wrote his first book, Counseling and Psychotherapy. Then, in 1945, he was invited to set up a counseling center at the University of Chicago. It was while working there in 1951 that he published his major work, Client-Centered Therapy, wherein he outlines his basic theory.

In 1961 in his book entitled "On Becoming a Person" he regarded self-actualization as the greatest drive in human personality. He called it the highest level of mental health. According to Carl Rogers, a psychologically healthy person:

- Has openness to experience
- Fully lives the moment
- Has a sense of freedom
- And is highly creative

Based upon his humanistic theory and point of view he developed his system of psychotherapy called Theory of Client Centered Therapy. According to this theory,

the person has the capacity to rid himself of his problems. Method of Client Centered Therapy includes reflection in affective terms.

POSITIVE PSYCHOLOGY

Humanistic Psychology has given rise to a subject called the Positive Psychology in 21st century. **Positive psychology is the scientific study of human happiness.** The history of psychology as a science shows that the field has been primarily dedicated to address mental illness rather than mental wellness. Its research programs and application models have dealt mainly with how people are wrong rather than how they are right. The need to correct this bias was anticipated in psychological writings as early as those of the American psychologist and philosopher **William James. In his 1902 book, The Varieties of Religious Experience, James argues that happiness is a chief concern of human life and those who pursue it should be regarded as "healthy-minded."** Several humanistic psychologists—such as Abraham Maslow, Carl Rogers, and Erich Fromm—developed successful theories and practices that involved human happiness despite there being a lack of solid empirical evidence behind their work.

Chapter No. 38&39

MODERN TRENDS IN PSYCHOLOGICAL TREATMENT

Methods of psychological treatment have been varied throughout the history and have evolved with the passage of time. As psychology moved from the science of speculation, perceived by great philosophers such as Socrates, to the scientific study of human behavior, methods of treating psychological diseases also have been adapted with the changing outlook. Different schools of psychology focused on different aspects of psychological problems and all developed their own techniques and methods to get rid of these problems.

Nowadays, according to the universally accepted standards, we can roughly divide mental diseases into two broad categories:

- **Less severe ones: Neurosis**
- **More severe ones; Psychosis**

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It would be interesting to note that over the world, there are two manuals available for classification of diseases, namely:

- **International Classification of Diseases (ICD) World Health Organization**
- **Diagnostic and Statistical Manual (DSM) American Psychiatrist Association. Psychologists**

These list all the known mental diseases up to date. Moving towards the treatment of mental diseases, depending upon the nature of disease and the extent of severity, two categories of treatments have emerged:

- **Psychological approaches or methods of treatment**
- **Biological approaches or methods of treatment**

The **psychological method** of treatment is the approach in which the patient is not treated with medicines. Instead, the patient in this approach is treated with the help of psychological treatment, which means the psychologists try to find the root cause of the disease and then try to treat the patient by just listening and talking about the problem or disease. In other words, the psychologist focuses on discovering the root cause of the problem that the patient faces and tries to eliminate the problem through just talking to the patient, making him change his attitude etc. In this technique, no medicine is given to the patient. It involves methods such as

- psychotherapy
- group therapy
- family therapy

In the **biological approach**, the patient is treated not only by listening and discussing the problem but also through medicines. The psychiatrist advises/recommends some medicines. Usually the psychiatrist advises medicines which help the patient to relax himself. In other words, biological approach focuses not only on solving the patient's problem through talking and discussing; it also involves use of medicine for the treatment of mental diseases.

Let us delve deep into the two approaches towards the treatment of mental diseases.

a) Psychological Approaches

As mentioned earlier, the psychological approach focuses on treatment of mental diseases by allowing the patient to vent out what is creating the problem. It does not involve the use of medicine.

Psychological approach may be divided into:

- Psychodynamic methodologies
- Behavioral methodologies

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- Cognitive methodologies
- Humanistic methodologies
- And Group methodologies of treatment

Let us take a look at some of them:

Psychodynamic methodologies

This is based upon the assumption that psychological problems and diseases are caused by **unconscious impulses and unresolved past conflicts**. So Psychodynamic psychotherapists try to discover those unconscious motivations and help the patient resolve his past conflicts. Sometimes patient doesn't know the actual cause of his disease and thus gets mentally disturbed, but sometimes the patient knows that he or she had some unresolved past conflicts or some bad memories which are now disturbing him. So the Psychodynamic psychotherapists have to find the reason if the patient don't know or is unable to relate his past with his present problem.

Viewpoints of some famous psychologists are important to be noted in this regards. These include Freud's, Adler's, Jung's or Horney's viewpoints. Sigmund Freud gave the concept of unconscious and motivations;

Alfred Adler gave the concept of inferiority feelings which are caused due to organic inferiority and may result in inferiority complex; Jung gave the concept of collective unconscious; Karen Horney related some neurotic needs which every individual strives for. Therefore, psychodynamic methodologies have evolved over time with the contributions of many great psychologists.

Behavioral approach

It is used to treat mental diseases. This approach stems from the behavioral school of psychology. It is based upon Pavlovian concept of conditioning.

In this regard, "**Systematic Desensitization**" is a method developed by **Joseph Wolpe** which is used to treat some mental disorders. This method involves exposure of certain elements to the individual which may be causing fear etc. For example, gradual exposure of snake to removes fear of snakes.

Cognitive therapy

Cognitive therapy is based upon the assumption that mental problems are caused by **faulty thinking**. The therapist corrects this faulty thinking, relieving the symptoms of the patient. The patient in this kind of thinking assumes that he is not good, or he cannot do something good, feels unconfident and feels that he/she is not being taking care of. So the therapist try to remove this kind of thinking, from the patient's mind to make him feel confident and being cared of. **Albert Ellis used Rational Emotive Behavior Therapy (REBT) under this method of treatment.**

Humanistic approach

As you remember Carl Rogers was one of its practitioners. Humanistic therapists view themselves more as guides than therapists. The assumption is that a person has the potential to get well but he just needs the way to be shown to mental health.

Client Centered therapy is one such method of humanistic method of treatment.

Group therapy

It may take the form of a group of people taking part in a drama, as in psychodrama, a technique developed by J.L. Moreno. Or a group may discuss their problems together. One specialized form of group therapy is called Family therapy, where the focus may be the family of the client or the patient.

Group therapy is a form of psychotherapy in which the therapist has regular meetings with a small group of individuals. The purpose of group therapy is to assist each of these individual in his or her emotional development and assist him to solve his or her personal problem. People may choose group therapy for several reasons which include reasons such as group therapy being cheaper than individual therapies since the cost is divided among group members. Another reason may be that group therapy allows interaction with other people giving more insights into how people solve their problems effectively and a chance to learn from these. In addition, group members receive support from others in the group.

Family therapy is a form of psychotherapy that involves all the members of a nuclear or extended family. It may be conducted by a pair of therapists which often may be a man and a woman. This is usually done when problems related to gender roles in the family are creating trouble. Some types of family therapies are based on behavioral or psychodynamic principles while most of the others are based on family systems theory. Family system theory regards the entire family as the unit of treatment, and emphasizes such vital factors as relationships and communication patterns among members of the family. The purpose of family therapy is to identify and treat family problems that cause upheavals in the family life.

Comparing all these methods together, a research undertaken recently, involving one hundred and eighty six thousand people who undertook psychotherapy, it was revealed that Cognitive therapy had a success rate of 95%: Behavioral therapy had a success rate of 85% followed by Psychodynamic methods having a success rate of 80% and so on

b) Biological Approaches

Now let us look at some other methods that we include in biological approaches to treat disorders they deal with more severe kinds of mental illnesses. One noticeable

fact in this regard is, as pointed out earlier, that these methods are employed for more severe and chronic cases of mental disorders.

The first major mode of treatment in biological approach is

Drug therapy

This is control of mental disorders through drugs.

Some such drugs include:

- i. Anti-psychotic drugs: Drugs which are used for severe cases of psychosis.
- ii. Anti-depressant drugs: Drugs which are used to relax the patient.
- iii. Anti-anxiety drugs: Drugs which are used to help anxiety.

Electroconvulsive therapy or ECT in short

In this method, mild shocks are given to the head of the patient to help him rid his mental disease. Usually a shock of 70 to 150 volts is administered to the head of a severely sick patient. Scientists and psychiatrists are still unable to understand the phenomenon behind the success of ECT.

Psycho-surgery

This method involves surgically removing a part of the brain. This method is very rarely used today and only as a last resort. These are the three major methods of treatment using the biological model.

Chapter No 40

ANTI-PSYCHIATRY MOVEMENT

Anti-psychiatry refers to approaches which fundamentally challenge the theory or practice of mainstream psychiatry in general and biological psychiatry in particular. Anti-psychiatric criticisms of mainstream psychiatry include that it uses medical concepts and tools inappropriately, that it treats patients against their will or inappropriately dominates other approaches to mental health, that its medical and ethical integrity are compromised by its financial and professional links with pharmaceutical companies, and that it uses a system of categorical diagnosis that is stigmatizing and is perceived by too many of its patients as demeaning and controlling. A significant minority of mental health professionals and academics profess anti-psychiatry views, and even some psychiatrists hold such views in regard to mainstream (biological) psychiatry. Psychiatrists generally view anti-

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psychiatry as a fringe movement with little or no scientific validity, although it is difficult to quantify the proportion of the general public or professionals involved, or the range of views held.

D.L. ROSENHAN

Anti-psychiatry movement can be understood by looking at an experiment undertaken by an American psychologist D.L. Rosenhan. The experiment was that, three women and five men who were perfectly normal and most of them were well educated, entered in 12 mental institutions of different places in U.S.A. They posed as mental patients saying that they hear voices, but apart from this, offered completely correct information about themselves. These “patients” remained in hospitals for 19 days on the average. Based upon the experiences of these posing patients, Rosenhan concluded that:

- It is impossible to distinguish between normal people and patients according to the rules and procedures of mental hospitals.
 - Mental hospitals leave extremely negative effects on inmates.
 - Mental hospitals treat patients without pity and with cruelty.
 - That the overall environment of mental hospitals needs great improvement.
- Further, research showed in this context that up to 80% patients released from mental hospitals went back and are re-admitted.

So a realization arose among psychologists that the methods of treatment being used by psychiatrists were inadequate and inappropriate for the treatment of mental disorders. Some psychologists and psychiatrists rejected these methods, and that is why their approach is called Anti-Psychiatry.

R.D. LAING

R.D. Laing was a British psychiatrist, who was born in 1927 and died in 1989.

Laing wrote extensively on mental illness and particularly the experience of psychosis. He is being noted for his views, influenced by existential philosophy, on the causes and treatment of mental illness, which went against the psychiatric orthodoxy of the time by taking the expressions or communications of the

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individual patient or client as representing valid descriptions of live experience or reality rather than focusing on symptoms of some separate or underlying disorder. He is often associated with the anti-psychiatry movement, although like many of his contemporaries also critics of psychiatry, he himself rejected this label. He made a significant contribution to the ethics of psychology. His book "The Divided Self" appeared in 1959 and is considered to represent the basic view of antipsychiatry movement. Laing used the existential philosophy to understand and explain the concept of mental illness, thereby trying to look at schizophrenia from the patient's point of view. He was against labeling mental diseases, because he thought that from the patient's view, he is not suffering from a disease. In his opinion labeling was used to control people. In other words, in his own view no patient was sick. All that he was suffering from was labeled on him by the people who are treating him. Therefore, Laing suggested that the patient's point of view should be kept in mind while treating mental diseases. In his view the cause of mental disease was division in the self and the therapy suggested by Laing is known as "Metanoia." Metanoia means a change in the mind. This could be achieved in various ways such as arts, discussions, seminars, etc. He established a place called Kingsley Hall where activities such as seminars, discussions, dance, yoga, painting, stitching were carried out to create and achieve metanoia.

AARON ESTERSON

Another prominent psychologist in anti-psychiatry movement was Aaron Esterson who was born in 1923 and died in 1982. Esterson focused on family therapy and showed that the family picks up a person and then labels that person "mad." This is called scapegoating. In his book he relates the case of a young girl who was thought by her parents to be mentally sick but in reality she was healthy. Therefore Esterson showed that madness or schizophrenia is an expression of scapegoating of the family. His method of treatment was to expose the mechanisms of scapegoating to the patient and make the patient realize that he or she was not sick but was just being called sick. In that way the patient would be able to deal with any future labeling upon him

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PSYCHOLOGY IN THE THIRD WORLD

Third world countries are considered those regions and countries that gained independence and self-rule after World War II. Some of these countries were under the direct occupation of the European countries and America; some others were under the control of other occupying forces. These countries included Pakistan and India, most of the countries in Africa, some in the Far East as Vietnam and Indonesia, and the biggest of them all was China. Where the II World War brought numerous sufferings to mankind, it also resulted in freeing most of these regions and countries from the curse of modern slavery or colonialism.

FRANTZ FANON (1925-1961)

Post World War II psychologists have asked themselves a question if being colonized by a foreign power, it influences the psyche of the people of the region? Frantz Fanon was one of such psychologists. Fanon worked in Algeria as a psychiatrist. Algeria is a country in South Frantz Fanon's relatively short life yielded two potent and influential statements of anticolonial revolutionary thought, **Black Skin White Masks (1952)** and **The Wretched of the Earth (1961)**, which have made Fanon a prominent contributor to postcolonial studies. "Black Skin, White Masks" (BSWM), originally titled "**An Essay for the Disalienation of Blacks**". He tried to look at mental diseases and also at the struggle of the colonized people of Algeria. As a result of his practice and observation he came to have some interesting ideas which are included in his two famous books. He put forward the view that as a result of occupation, a region or country comes to have two types of people:

- The colonizer
- The colonized

Both the colonizer and the colonized have different psyches. **Colonizer is the aggressor who tends to dominate the colonized.** The colonized on the other hand is obviously meek and receptive towards the colonizer who tends to impose him.

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Another important aspect of the colonizer, colonized relationship is **that the colonizer considers himself superior and the colonized inferior**. As a result of this division of superiority-inferiority, people feel anger and rage. This anger and rage is expressed in various forms such as political turmoil, protests against the rulers etc. The rage is significant because it is not directed against the real culprit, the colonizer, but against each other. When the colonized adopts the ways of thinking of the colonizer, this adoption in Fanon's view is called **the "Colonial Mentality"**. Colonial mentality is considering the culture, language and the general way of life of the colonizer as superior and considering these of the colonized as inferior. Fanon put forward the view that mental disease is the result of rage of the colonized on one hand and the adoption of colonial mentality on the other hand. He saw in his practice that when some of his mental patients started to fight or take part in the struggle to free Algeria from the French control, they started to rid themselves of their diseases also, so his suggested method of treatment was to make his patients conscious of their rage and their acceptance of colonial mentality and prepare them to wage a battle against the colonial powers.

Psychology in China

China became free from foreign domination in 1949, under the leadership of Mao-Tze-Tung, who was a leader of the Chinese Communist Party. Before the revolution of 1949 China was under the influence of American psychologists.

Peking University offered the first course in psychology in the first decade of the 20th century related to American psychologist's view point. The books of American psychologists notably,

William James and John Dewey were translated into Chinese and became a part of the Chinese courses of psychology. James is considered the founder of the functionalism. William James put forward the view that consciousness is not epiphenomena, which means that consciousness cannot be considered as something whose functions or working cannot be explained.

John Dewey was an educationist who put forward the view that education, particularly of children, should be based upon the needs of the children. This means that children of different ages have different needs.

The education system should concentrate on understanding those needs and should adjust itself to meet the needs. John Dewey also delivered lectures at various places in China during 1919 and 1920.

Another American psychologist named Sailor, who had been educated at Teachers College Columbia University, delivered lectures in China. After the revolution of 1949 in China, Sailor came to Pakistan and delivered lectures in Lahore and other places. So psychology in China before 1949 could be called functionalist psychology. It also carried the influence of behaviorism and psychoanalysis.

When the Communist party gained control of the country in 1949, they recognized psychology as an important field of study. Psychology was recognized as a separate science in 1950 in China. In 1956 a commission was established to prepare a plan for the progress of psychology in China. As a result of recommendations of the commission and other sources, three branches of psychology gained permanence in China. They were:

- Clinical Psychology
- Psychology of work and labor
- Educational Psychology

In **Clinical Psychology** research was undertaken in diagnostics and treatment of mental disorders, particularly schizophrenia and manic depressive psychosis.

Chinese psychologists developed what they called “Speedy Synthetic Method” for treatment of mental disorders.

In the realm of **Psychology of Work or Labor**, manual labor was declared to be superior as compared to mental labor. Chinese psychologists discovered ways by which efficiency of manual labor could be increased.

In the field of **Educational Psychology** the highest resource and efforts were diverted. Educational psychologists looked into ways and means of improving student’s moral and ethical behavior. They started manual labor classes for students.

Chinese psychologists also did research on the developmental stages of growth in children and found out the best age for schooling etc. These were the main features of the developments of psychology in China after the revolution of 1949.

Psychology in Pakistan

Pakistan became an independent country in 1947. At the time of partition there were only two departments offering master’s degree in psychology. One at Dacca, East Pakistan, now Bangladesh and the other was Government College Lahore, affiliated with Punjab University where master’s classes were being held. Later, RajShahi University in East Pakistan/Bangladesh started offering masters degree

and then Punjab University also set up the Applied Psychology Department. Later post graduate departments were also opened at Peshawar University, Karachi University and other colleges in Punjab.

The main specializations taught at these institutions were:

- Psychodynamics, particularly the Freudian/Jungian approaches
- Social Psychology
- Clinical Psychology
- Experimental and General Psychology
- Psychological Measurement

Still later a National Institute of Psychology was set up at Islamabad, which undertook research in the areas of developmental psychology, forensic psychology, psychological measurement, etc. The NIP was later merged with Islamabad University.

Graduates from these institutions have been employed in the armed forces, the labour departments, education departments, public service commissions in the public sector, and in private sector, in advertising and marketing organizations and organizations undertaking research. Most prominent educational institutions now offer master's and post master's courses and degrees. Many graduates from these institutes are engaged in private practice and consultation.

Chapter 43

PSYCHOLOGY IN THE 21st CENTURY

We will now touch upon two relatively modern areas of psychology; the first is organizational psychology and industrial psychology. It may be defined as the application of psychological principles and techniques to business and industrial problems. For example, psychology may be used in the selection of personnel or development of training programs for the employees which may enhance their productivity, make them more efficient and hence result in betterment of the organization.

In other words, industrial and organizational psychology are two new branches of psychology which aim at improving overall performance of industrial and organizational workforce in order to improve the productivity of the organization as a whole. **Industrial psychology in**

particular, deals with labor force that works in factories etc., while organizational psychology deals with psychology of members of any organization, may it be an educational institute or a team. Some areas which are studied under the umbrella of organizational/industrial psychology include:

➤ **Organizational design**

Organizational design studies how to deal with the design of organization which meets the requirements and needs. For example, an organization may be tall or flat, i.e. having greater layers of management or lesser layers of management.

➤ **Organizational culture**

Organizational culture studies how to deal with the culture within the organization. Every organization has its own set of values which are expected to be followed by every member of the organization. These values determine the overall productivity of the employees. Organization culture deals with the principles that govern such cultural practices. It sets out guidelines to develop, maintain and reform (if needed) the organizational culture.

➤ **Globalization**

Globalization refers to a phenomenon which is often misperceived to be quite recent. Globalization means the world becoming one global village where distances present no more a hurdle to communication, trade, mobility of factors, exchange of ideas etc. An important aspect of globalization is that it allows mobility of workforce to move from one part of the globe to another. This mobility of workforce has had a significant impact on the working of organizations which has become more diversified in terms of labor force composition. A modern organization may employ a workforce comprising of members from various countries other than its origin. Therefore, globalization also plays a significant role in determining industrial psychology.

➤ **Diversity**

Diversity refers to the workforce of an organization comprising of individuals with different characteristics and traits which may differ to a great extent. Modern organizations, in order to survive in harsh competition need to diversify their workforce. Therefore, diversity

studies shape a vital part of industrial psychology studies.

➤ **Personality related factors in organizations**

Personality related factors in organizations refer to factors such as motivation of the employee or attitude of the employee towards the organization and his work. Therefore, organizations need to concentrate on such factors which are now a part of industrial and organizational psychology. A motivated employee, for instance, would be more productive and would be more useful for the organization.

➤ **Leadership**

Leadership styles are also studied under industrial and organizational psychology. Leadership is an important determinant of overall productivity of the organization, team or group. Therefore, organizations tend to determine the best possible leadership styles for their managers.

➤ **Stress and Fatigue**

Stress management is another area under the umbrella of industrial and organizational psychology. American organizations spend a huge amount of money on stress management of their employees. Many productive employees lose their productivity because of work stress. Therefore, psychologists need to determine ways and means to help these people with stress management. Stress results into fatigue for the employees which need to be handled before it mars the productivity of the employees. The best way to do it, is to help the employees manage their work stress.

➤ **Selection and Training**

Selection and training are also a part of industrial and organizational psychology. Psychologists are hired to determine the personality characteristics of the employee and find the best fit for the organization who would suit the needs and requirements of the work being assigned to him and would be productive for the organization. Further, training, such as, to manage stress, diversity training, etc. are also areas under study in industrial and organizational psychology which help the employee to be more productive.

Another more recent expansion of the subject of psychology is Environmental Psychology. Environmental psychology focuses on human interaction with environment. It deals in how humans effect environment and how in turn environment affects human psychology. It includes such topics as

➤ **Personal Space**

Personal Space is the region surrounding each person, or that area which a person considers his domain or territory. Often if entered by another being without this being desired, it makes them feel uncomfortable. The amount of space a being (person, plant, animal) needs falls into two categories, immediate individual physical space (determined by imagined boundaries), and the space an individual considers theirs to live in (often called habitat). These are dependent on many things, such as growth needs, habits, courtships, etc

➤ **Territoriality**

Territories may be held by an individual, a mated pair, or a group which are then defended by them from intrusion of outsiders. Territoriality is only expected to emerge where there is a focused resource that provides enough for the individual or group, within a boundary that is small enough to be defended without the expenditure of too much effort.

➤ **Environment toxins**

Environment toxins are things which are harmful for the environment in which humans live and therefore, in turn harm human beings as well. For example, noise pollution may be a cause of fatigue. Temperature changes which are caused due to human beings, such as that explained by global warming are also studied under this topic.

Organizational psychology, Industrial psychology and Environmental Psychology are some of the new areas where modern psychology is growing and expanding.

Chapter No.44

PSYCHOLOGY IN THE 21ST CENTURY

Now let us look at two of the recently developed areas of psychology, namely:

- ✓ Consumer psychology
- ✓ Health psychology

Consumer Psychology

Consumer Psychology emerged as a separate field of psychology only in the 20th century. It studies the psychology of a person as a consumer, which all of us are. Every individual among us is a consumer in one way or another. A consumer in marketing terms is the one who purchases a certain good and uses it. We all purchase and use some goods which are available in the market therefore we all fall under this category.

Consumer psychology looks at the behavior of a person as a consumer and focuses on person's consumer choice behavior. In other words, this branch of psychology deals with studying the purchase behavior and habits of individuals as consumers. For example, an old aged consumer is more likely to purchase medicine, while a young consumer may be spending more on food items etc. Therefore, the aim of consumer psychology is to determine these patterns of behaviors of individuals, looking at them as consumers. It has become an important field.

For further explanation, consumer psychology looks at how a consumer's behavior is effected by:

✓ Cultural factors

Cultural factors are those factors which impact the consumer behavior of individuals and are derived from the culture of the individual. For example, in a Muslim country like Pakistan, food chains such as McDonald's have to use only halal items in their products. Therefore, the culture, influenced by the religion, has had an impact on the consumer's behavior, who would not eat anything which is not halal. Cultural factors are important in many ways for the organizations to survive and are studied under the umbrella of consumer psychology.

✓ Sub-cultural factors

Sub-cultural factors are factors which are derived from smaller cultures within the large cultures. For example, the purchase behavior of Sindhi's would be different from Punjabi's as these two provinces have their own cultures. These cultures in turn also influence the purchase behavior of individuals and need to be studied under consumer psychology.

Consumer psychology also looks at the influence of social groups and familial factors effecting consumer behavior. Social groups refer to the societal factors in which the individual lives; the society often dictates the behavior of the individuals and therefore plays a vital role in determining his consumer behavior as well.

Familial factors on the other hand refer to the factors which are derived from individual's family. Consumer psychology then studies the individual determinants of consumer choice behavior, such as:

✓ Personal factors

These are personal traits of the individual such as personality etc.

Involvement factors

Involvement factors refer to the involvement of the individual in the purchase decision of a good. For example in the purchase of a television, the involvement would be greater than in that of a low cost good.

✓ Memory factors

Memory factors refer to how much the individual retains of a particular advertisement. Therefore, these also play a vital role in determining consumer behavior.

✓ Evaluation factors

Evaluation factors refer to the individual's perception of the product. In other words, how the individual evaluates the product and appraises it.

✓ Post purchase behavior

It also looks at Post purchase behavior. Post purchase behavior refers to the individual's behavior after he or she has made the purchase.

All these areas are studied under consumer psychology. It has become an important branch of psychology since all marketing techniques which aim at identifying the consumer's wants and needs are based upon consumer behavior understanding.

Health Psychology

Health Psychology is another recently developed area of psychology. It is devoted to psychological influences on what is health, how people stay healthy, why they become sick and how they respond in illness. It looks at various systems of the body such as:

➤ Cardiovascular system

It is the system of circulation of blood.

➤ Nervous system

It is the system of the nerves and the brain responsible for all the functions of the body.

➤ Endocrine system

It is the system of glands in the body.

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➤ **Digestive system**

It is the system of digestion of food.

➤ **Renal system**

It is the excretory system of the body.

➤ **Reproductive system**

It is the system of procreation in human beings.

Health psychology identifies health behavior and prevention of diseases. It looks at stress, its causes and management. Stress results in fatigue and many such diseases. Therefore, health psychology focuses on discovering ways and means to reduce and manage stress.

Health psychology also studies pain and its management. In other words, it helps the patients manage their pain and become healthy more quickly.

Health psychology looks at chronic illness and its management. It deals with cases of terminally ill and their management. Terminally ill people could be made to survive for a longer period of time using techniques of health psychology.

Chapter No.45

PSYCHOLOGY IN THE 21ST CENTURY

Let us now have a glance at two other recently developed areas of psychology:

- Sports Psychology
- Positive Psychology

Sports Psychology

Sports psychology is the application of psychological principles to sports and exercises. It emerged as a separate applied science in third and fourth decade of the 20th century. It looks at such factors as:

- ✓ Motivation in sports

It refers to the motivation level of the player. In other words, how

much motivated the player is about the task he is performing.

✓ Personality factors

Personality factors are the factors which are a part of the personality of an individual and have an impact on the performance of the sportsman.

✓ Attention and arousal factors

These are factors referring to how much attention does the player needs or what makes him motivated towards certain achievements.

✓ Anxiety and mood factors

Anxiety and mood factors also influence performance in sports and are studied under sports psychology.

Since sports has become a billion dollar business world wide and a lot of interest of psychologists has been aroused in sports psychology.

Positive Psychology

Another area that has been developed recently is the area of positive psychology. The aim of positive psychology is to use psychological methodology to discover and use factors that individuals, groups and organizations use to thrive. Positive psychology looks at such variables as:

✓ Optimism

✓ Hope

✓ Happiness or Subjective well being

✓ Emotional Intelligence

✓ Self-Efficacy

In other words, positive psychology is the scientific study of human happiness. The history of psychology as a science shows that the field has been primarily dedicated to addressing mental illness rather than mental wellness. Its research programs and application models have dealt mainly with how people are wrong rather than how they are right. The need to correct this bias was anticipated in psychological writings as early as

those of the American psychologist and philosopher William James. Several humanistic psychologists— such as Abraham Maslow, Carl Rogers, and Erich Fromm—developed successful theories and

practices that involved human happiness despite there being a lack of solid empirical evidence behind their work. However, it is the pioneering research of Martin Seligman, Ed Diener, Mihaly Csikszentmihalyi, Christopher Peterson, Don Clifton, and many others that promise to put the study of human happiness onto a firm scientific foundation and add some positivity to the predominantly negative discipline of psychology.

Positive psychology can be delineating into three overlapping areas of research:

i. Research into the **Pleasant Life** or the "life of enjoyment" examines how people optimally experience, forecast, and savor the positive feelings and emotions that are part of normal and healthy living (e.g. relationships, hobbies, interests, entertainment, etc.).

ii. The study of the **Good Life** or the "life of engagement" investigates the beneficial affects of immersion, absorption, and flow that individuals feel when optimally engaged with their primary activities. These states are experienced when there is a positive match between a person's strength and the task they are doing, i.e. when they feel confident that they can accomplish the tasks they are facing.

iii. Inquiry into the **Meaningful Life** or "life of affiliation" questions how individuals derive a positive sense of well-being, belonging, meaning, and purpose from being part of and contributing back to something larger and more permanent than themselves (e.g. nature, social groups, organizations, movements, traditions, belief systems).

The development of the Character Strengths and Virtues (CSV) handbook represents the first attempt on the part of the research community to identify and classify the positive psychological traits of human beings. Much like the Diagnostic and Statistical Manual of Mental Disorders (DSM) of general psychology, the CSV provides a theoretical framework to assist in developing practical applications for positive psychology.

Practical applications of positive psychology include helping individuals and organizations in correctly identifying their strengths and use them to increase and sustain their respective levels of happiness. Therapists, counselors, coaches, and various other psychological professional can use the new methods and techniques to build and broaden the lives of individuals who are not necessarily suffering from mental illness or disorder.

THE END



РАСЧЕТЫ
