

PSY502 – History & Systems of Psychology
Finalterm Highlighted Handouts & Merged PPTs
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GESTALT PSYCHOLOGY

Wolfgang Kohler (1880-1943)

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.

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.

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.



Kurt Koffka (1886-1941)

Kurt Koffka

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.

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.

Productive or Problem Solving Thinking:

Mihály Csikszentmihályi

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 Csikszentmihályi, 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 idea" 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.

LESSON 24**GESTALT SCHOOL 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.

One of the contributions of Kurt Lewin is his theory which he called the Field Theory. The field theory concept was also given by another Gestalt psychologist by the name of Kurt Koffka, but, Lewin's theory was different from the one given by Koffka. 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:

i. 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.

ii. 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.

iii. 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.

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 styles of leaders:

i. 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.

ii. 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.

iii. Laissez-faire

A laissez-faire leader is the one who is willing to delegate power and authority to others for making decisions. He lets others decide on some matters and leads more from the back seat.

Although Lewin started as a Gestalt psychologist in Germany but after migrating to the USA he became more involved in group dynamics and there he set up a center which provided some very important contributions in the field of group dynamics. Group dynamics is the study of behavior of individuals in groups and the behavior of groups as a whole.

DYNAMIC PSYCHOLOGY

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

William McDougall

William McDougall was born in 1871 and died in 1938. 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. He did not reject the value of introspection, for he thought that only observation of behavior would give us a mechanistic view of psychology.

According to McDougall, behavior is the result of “internal strivings” an “urge to live,” or hormone. This “hormic” 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 “hormic”, 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:

1. Propensity of curiosity
2. Propensity of sex
3. Propensity of disgust
4. Fear
5. Food seeking
6. Protection

7. Anger
8. Appeal
9. Constructive
10. Acquisitive
11. Laughter
12. Comfort
13. Sleep
14. Migratory
15. Submissive
16. Gregarious
17. Self-assertive
18. Coughing, sneezing

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 home.

LESSON 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 Historico-Evolutionary or Soviet Psychology tried to adopt a different approach and methodology. As the name implies, the contributors in the Historico-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 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 Historico-Evolutionary Psychology.

Leon Vygotsky

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

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. As the Historico-Evolutionary psychologists focused on the development of consciousness, Vygotsky proposed that the higher mental function of consciousness also developed through the process of evolution.

Vygotsky 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.

In Vygotsky's view, man's development is a function of biological evolution and a function of historico-cultural evolution. The body develops and so does the mind; man's behavior and his consciousness is a mixture of these two developments. Historico-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.

He showed that environment affects man, but then in turn man also affects the environment. In other words, as proposed by previous psychologists such as Darwin, environment has an impact on man, but according to Vygotsky, in turn man tries to change the environment in his own way, moulds 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. This is how consciousness functions and separates man from animals. So Vygotsky said that behavior and consciousness can not 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 Vygotsky because of which he is known as a Historico-Evolutionary psychologist.

Sergei Rubenstein

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

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 soul 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.

Rubenstein also showed that external factors effect psyche and then in turn psyche also affects external factors in the environment. This was similar to what Vygotsky had said. Vygotsky had stated that the environment impacts man and man in turn impacts the environment.

Therefore, according to Rubenstein, man's psychology can be understood as a dialectical process, it effects and gets affected. 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. These were the main contributions of the Sergei Rubenstein, because of which he is regarded as a Historico-Evolutionary psychologist. He focused on the development of consciousness in the history of mankind rather than concentrating on the stimulus and response relationships purported by the behaviorists.

HISTORICO-EVOLUTIONARY PSYCHOLOGY**Alexei Leontiev (1904-1979)****Alexei Leontiev**

Alexei Leontiev was born in 1904 and he died in 1979. He worked with Vygotsky from 1924 to 1930, collaborating on the development of a new school in psychology as a response to behaviorism and the focus on stimulus-response mechanism as explanation for human behavior. Leontiev left Vygotsky's group in Moscow in 1931. He continued to work with Vygotsky for some time but, eventually, there was a split, although they continued to communicate with one another on scientific matters. Leontiev returned to Moscow in 1950 as Head of the Psychology Department at the Faculty of Philosophy of Moscow State University. In 1966, Leontiev became the first ever Dean of the newly established Faculty of Psychology at the Moscow State University, where he worked until his death in 1979. He died of a heart attack

Leontiev also tried to look at how consciousness developed in human beings. Therefore, he is also included among the Historico-Evolutionary psychologists. Historico-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.

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.

Leontiev also showed by pointing toward various stages of man's development that man learnt by conditioning according to a set pattern. The order of learning is as follows:

- i. Man first learnt lower order things and functions
- ii. 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. His quest was the same as other Historico-evolutionary psychologists i.e. to discover how consciousness developed and the various milestones in the development of consciousness.

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.

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 Historico-Evolutionary psychology.

LESSON 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.

LESSON 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. 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 clinician 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

Bernheim 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.

SIGMUND FREUD AND THE PSYCHOANALYTIC MOVEMENT**Sigmund Freud (1856-1939)****Sigmund Freud**

Sigmund Freud was an Austrian psychiatrist who was born in 1856 and died in 1939. He worked in Vienna and later in England. He is the inventor of psycho-analysis as a method of treatment. Born in Moravia, he lived most of his life in Vienna, receiving his medical degree from the Univ. of Vienna in 1881.

Freud was a doctor, writer, researcher and a professor. When Freud graduated from the medical school and started doing research that was the time when hypnotism was a prevalent method of treatment of mental disorders. He was impressed with works of Charcot, using hypnotism. Working with Joseph Breuer he saw the advantages and disadvantages of hypnotism 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.

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.

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.

The Superego has two subsystems: Ego Ideal and Conscience. The 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. The 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.

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 etc.

LESSON 30**SIGMUND FREUD AND PSYCHOANALYTICAL MOVEMENT**

Sigmund Freud formulated a theory of defense mechanisms. Some of them include denial, repression, regression and projection. The id, the ego, and the superego formulate the model that Freud used to describe the components of human personality. The ego, tempered by the superego, is that conscious part that acts as mediator between the instinctual drives of the unconscious id and the social environment.

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.

When we rationalize, we are distorting the facts to make the event or our own impulses less threatening; that is, diluting the anxiety to a manageable level. We often come to believe our own distortions, or excuses, or even lies.

Repression

The unconscious purpose of repression operates in a person who is not able to recall a threatening situation or may completely forget that a disliked person ever was a part of his/her life. Phobias can be examples of repression because the person has an unreasonable fear but may have no idea how it originated.

Denial

Denial is characterized by having a conscious awareness at some level, but simply denies the reality of the experience by pretending it is not there. An example: a person who faints at a horrible real-life occurrence, such as the death of a loved one. Or, that same person might intellectually know that a person has died but refuses to “accept it” while she may still wait for the usual time the person came back from work.

On a lighter note, a student may refuse to pick up her final grade from a difficult class because she knows it is not an acceptable grade. She simply denies the reality of the grade. As a defense mechanism, denial becomes more difficult to maintain as one matures. Its use requires much energy and the mind looks at other possibilities of defense.

Regression

Regression involves a movement back in developmental time to when a person felt safe and secure. Often, that is childhood. For example, person who has suffered a difficult divorce or death of a spouse may want to revisit the home of his/her childhood – those tender years before pain overruled all other feelings.

Projection

Projection is attributing your own unacceptable impulses to someone else. The impulses are still judged unacceptable but they belong to someone else, not you. At that point you are free to criticize that person for having such terrible impulses. The final result is that you no longer feel threatened and you can maintain your self-esteem by ignoring an objectionable aspect of yourself.

These were some examples of defenses that a person develops. Based upon his observations, Freud also developed a theory of neurosis. According to his theory:

$$\text{Neurosis} = \text{Predisposition} + \text{trauma}$$

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.

Based upon his experience he formulated his method of treatment of mental disorders which is called psychoanalysis. The procedure of psychoanalysis includes:

- Free association
- Interpretation of dreams
- Interpretation of psychopathology of everyday life
- Analysis of resistance
- Analysis of transference

Freud also wrote extensively on ancient religions, social psychology and other topics.

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

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 Kris further elaborated the role of ego. According to him Ego controls regression.

LESSON 31**CARL JUNG AND ANALYTICAL PSYCHOLOGY****Carl Gustav Jung (1870-1961)****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.
- And the deeper layer is the collective unconscious.

The personal unconscious has repressed materials, and the collective unconscious has experiences of forefathers and generations in the form of archetypes. The collective unconscious could be thought of as the DNA of the human psyche. Just as all humans share a common physical heritage and predisposition towards specific physical forms (like having two legs, a heart, etc.) so do all humans have a common psychological predisposition. However, unlike the quantifiable information that composes DNA, the collective unconscious is composed of archetypes.

In contrast to the objective material world, the subjective realm of archetypes can not be fully understood through quantitative modes of research. Instead it can be revealed more fully through an examination of the symbolic communications of the human psyche in art, dreams, religion, myth, and the themes of human relational/behavioral patterns. Devoting his life to the task of exploring and understanding the collective

unconscious, Jung theorized that certain symbolic themes exist in every individual. These themes, according to Jung, are called archetypes.

Some archetypes given by Jung are:

- Anima (woman in man) and Animus (man in woman)
- Shadow

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
- Extrovert

The extrovert orientation "finds meaning outside the self", in the surrounding world, whereas the introvert is introspective and finds it within.

He also theorized that personality has four functions:

- Sensory function
- Thinking function
- Emoting function
- And intuiting function

The **sensory function** refers to the rational part of the personality, where logic plays the dominant part. **Emoting functions** refers to the emotional part of the consciousness. The **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

These were some of the contributions of Carl Jung.

JUNG'S ANALYTICAL PSYCHOLOGY

Carl Gustav Jung (1870-1961)

Carl Gustav Jung

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, conflicts and even give warning about future. 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 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.

ALFRED ADLER AND INDIVIDUAL PSYCHOLOGY

Alfred Adler (1870-1937)

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, short-comings, 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.

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 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. 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 by empathy 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. Sullivan says that because of interpersonal relationships, the concept of self develops. He defined three types of self:

- "Good me"
- "Bad me"
- "Not me"

The good me is everything we like about ourselves. It represents the part of us we share with others and that we often choose to focus on, because it doesn't produce anxiety. The bad me represents those aspects of the self that are considered negative and are therefore hidden from others and possibly even from the self. The anxiety that we feel is often a result of recognition of the bad part of ourselves, such as when we recall an embarrassing moment or experience guilt from a past action.

The final part of us, called the not-me, represents all those things that are so anxiety provoking that we can not even consider them a part of us. Doing so would definitely create anxiety which we spend our lives trying to avoid. The not-me is kept out of awareness by pushing it deep into the unconscious.

He put forward the view that because of our interpersonal relationships we come to have three types of experiences:

- Prototaxic experience
- Parataxic experience
- Syntactic experience

Prototaxic Experience refers to the first kind of experience the infant has and the order or arrangement in which it occurs. Parataxic experiences are felt as concomitant, not recognized as connected in an orderly way. The child cannot yet relate them to one another or make logical distinctions among them. What is experienced is assumed to be the 'natural' way of such occurrences, without reflection and comparison. Since no connections or relations are established, there is no logical movement of 'thought' from one idea to the next. The parataxic mode is not a step by step process. Experience is undergone as momentary, unconnected states of being.

The child gradually learns the 'consensually validated' meaning of language - in the widest sense of language. These meanings have been acquired from group activities, interpersonal activities, and social experience. Consensually validated symbol activity involves an appeal to principles which are accepted as true by the hearer. And when this happens, the youngster has acquired or learned the syntaxes mode of experience.

Sullivan stated that there are about seven stages of human development:

1. **Infancy**

From birth to about age one, the child begins the process of developing, but Sullivan did not emphasize as much on the younger years as Freud did.

2. **The childhood period**

This is from infancy to 8 years. In this the child needs supervision, guidance is dependant. The development of speech and improved communication is the key in this stage.

3. **The juvenile era**

The main focus as a juvenile is the need for playmates and the beginning of healthy socialization

4. 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.

5. 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.

6. 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.

7. 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. 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.

She disagreed with Freud on his emphasis on sexuality as the main driving force of human behaviour. 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
- Temper tantrums
- Withdrawal

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.

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.

NEO-FREUDIANS**Karen Horney**

She was an American psychoanalyst and is classified as a Neo-Freudian. Horney was a pioneering theorist in personality, psychoanalysis, and feminine psychology.

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

1. Need for approval
2. Need for domination
3. Confine life
4. Independence
5. Perfection
6. Power
7. Exploiting others
8. Prestige
9. Ambition
10. 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 behaviour 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. Horney distinguishes between situational neurosis and character neurosis. 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.

REMEMBER IN PRAYERS
KEEP SMILING
SAY NO TO CURRUPTION
HELP TO OTHERS

Regards,
AARISH ALI & TEAM
“VU GLOBAL”
+96569002641

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 behaviour 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.

v. Productive Orientation

Productive orientation is the healthy way of life. This is the way of life where the individual realizes his full potential.

The first four are neurotic orientations. In later life Fromm became more of a social philosopher than a psychoanalyst and wrote and delivered lectures on his view of psychology and society.

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.

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. Trust vs. Mistrust

In first year of life, the child is suspicious, fearful. From birth to one year, children begin to learn the ability to trust others based upon the consistency of their caregiver(s). If trust develops successfully, the child gains confidence and security in the world around him and is able to feel secure even when threatened. Unsuccessful completion of this stage can result in an inability to trust, and therefore a sense of fear about the inconsistent world. It may result in anxiety, heightened insecurities, and an over feeling of mistrust in the world around them.

ii. Autonomy vs. Shame and Doubt.

From the age of one to three years, children begin to assert their independence, by walking away from their mother, picking which toy to play with, and making choices about what they like to wear, to eat, etc. If children in this stage are encouraged and supported in their increased independence, they become more confident and secure in their own ability to survive in the world. If children are criticized, overly controlled, or not given the opportunity to assert themselves, they begin to feel inadequate in their ability to survive, and may then become overly dependent upon others, lack self-esteem, and feel a sense of shame or doubt in their own abilities.

iii. Initiative vs. Guilt

About age three to six, children assert themselves more frequently. They begin to plan activities, make up games, and initiate activities with others. If this opportunity is given, children develop a sense of initiative and feel secure in their ability to lead others and make decisions. Conversely, if this tendency is suppressed, either through criticism or control, children develop a sense of guilt. They may feel like a nuisance to others and will therefore remain followers, lacking in self-initiative.

iv. Industry vs. Inferiority

From six years to puberty, children begin to develop a sense of pride in their accomplishments. They initiate projects, see them through the view of completion, and feel good about what they have achieved. During this time, teachers play an increased role in the child's development. If children are encouraged and reinforced for their initiative, they begin to feel industrious and feel confident in their ability to achieve goals. If this initiative is not encouraged, and is restricted by parents or teacher, then the child begins to feel inferior, doubting his own abilities and therefore he may not reach his potential.

v. Identity vs. Role Confusion

During adolescence, the transition from childhood to adulthood is most important. Children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc. During this period, they explore possibilities and begin to form their own identity based upon the outcome of their explorations. This sense of 'who they are' can be hindered, which results in a sense of confusion about themselves and their role in the world.

vi. Intimacy vs. Isolation

Going through the young adulthood we begin to share ourselves more intimately with others. We explore relationships leading toward longer commitments with someone other than a family member. Successful completion can lead to comfortable relationships, a sense of commitment, safety, and care within a relationship. Avoiding intimacy, fearing commitment and relationships can lead to isolation, loneliness, and sometimes depression.

vii. Generativity vs. Self absorption

During middle adulthood, we establish our careers, settle down within a relationship, begin our own families and develop a sense of being a part of the bigger picture. We give back to society through raising our children, being productive at work, and becoming involved in community activities and organizations. By failing to achieve these objectives, we become stagnant and feel unproductive.

viii. Integrity vs. Despair

As we grow older and become senior citizens, we tend to slow down our productivity, and explore life as a retired person. It is the time when we contemplate our accomplishments and are able to develop integrity if we see ourselves as leading a successful life. If we see our lives as unproductive, we feel guilt about our pasts, or feel that we did not accomplish our life goals; we become dissatisfied with life and develop despair often leading to depression and hopelessness.

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

The protagonist is the central character around which the drama revolves.

Audience

Audiences are the people who witness the drama.

Role playing

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

Role reversal

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 Behavior and Human Resource Management.

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

At the bottom of the hierarchy are physiological needs, including the biological requirements for food, water, air, and sleep.

ii. Safety needs

Once the physiological needs are met, an individual can concentrate on the second level, the need for safety and security. Here included the needs for structure, order, security, and predictability.

iii. Need for belongingness

The third level is the need for love and belonging. Included here are the needs for friends and companions, a supportive family, identification with a group, and an intimate relationship.

iv. Esteem Needs

The fourth level is the esteem needs. This group of 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

Finally, self-actualization sits at the apex of the original pyramid of needs. Self actualization needs refer to the need of achieving one's true potential.

Carl Rogers

The other prominent humanistic psychologist was Carl Rogers who was born near Chicago, U.S.A., in 1902 and died in 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.



Carl Rogers (1902-1987)

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. 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.

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

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)
- Diagnostic and Statistical Manual (DSM)

The former has been developed by the World Health Organization while the latter has been developed by the American Psychiatrist Association. Psychologists from all over the world got together to develop these manuals. 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:

- a) Psychological approaches or methods of treatment
- b) 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. Methods such as group therapy, family therapy, etc. are also a part of this mode of treatment.

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

Let us take a look at some of them:

The **Psychodynamic methodologies** are 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. Some times patient doesn't know the actual cause of his disease and thus gets mentally disturbed, but some times 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.

Another approach is called **Behavioral approach** 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.

The third method that is employed in this category of treatment of mild mental diseases is what is termed as **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 cared 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.

MODERN TRENDS IN PSYCHOLOGICAL TREATMENT

The psychological method of treatment is an approach in which the patient is not treated with medicines. Psychological approach may be divided into:

- Psychodynamic methodologies
- Behavioral methodologies
- Cognitive methodologies
- Humanistic methodologies
- Group methodologies of treatment

The first three methodologies have already been discussed. The fourth approach in psychological methods is the **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 Centred therapy is one such method of humanistic method of treatment.

Treatment of less severe forms of mental diseases may also be done in groups. Where this approach is adopted, it is called **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.

Another method apart from prescribing drugs is called **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.

The third method in this category is **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.

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-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 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 anti-psychiatry 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.

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)

Frantz Fanon

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 American continent which was previously a colony of France. With reference to psychology in the Third World, Fanon is a prominent contributor.

Frantz Fanon was a black African who was educated in France, specialized in psychiatry and joined a hospital in Algeria. Frantz Fanon's relatively short life yielded two potent and influential statements of anti-colonial revolutionary thought, *Black Skin White Masks* (1952) and *The Wretched of the Earth* (1961), which have made Fanon a prominent contributor to postcolonial studies.

Fanon was born in 1925, in a middle-class family, in French colony of Martinique. He left Martinique in 1943, when he volunteered to fight with the Free French in World War II and he remained in France after the war to study medicine and psychiatry on scholarship in Lyon. Here he began writing political essays and plays, and he married a Frenchwoman. Before he left France, based on his lectures and experiences in Lyon, Fanon had already published his first analysis of the effects of racism and colonization, "Black Skin, White Masks" (BSWM), originally titled "An Essay for the Disalienation of Blacks". Fanon died in 1961.

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. His books are available worldwide and have been translated into Urdu as well.

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. Another important aspect of the colonizer, colonized relationship is that the colonizer considers himself superior and the colonized inferior. This means that the practices, views and beliefs of the colonizer are supported as superior by him while the colonized also accepts this. Further the colonizer also considers his culture superior and the colonized agrees.

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. The colonizer uses this tool to keep a hold on the colonized. In other words, in order to ease his survival the colonizer facilitates the flow of this rage against the colonized, by dividing and directing it against religious sects, tribal belongingness, language and other cultural differences.

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. An important thing to note in this regard is that the battle may not be fought with guns only, but also in schools and colleges by advancing in education; in hospitals by advancing in research and developing new medicine etc.; and in games and sports also.

PSYCHOLOGY IN THE THIRD WORLD**CHINA AND PAKISTAN**

As mentioned in earlier lectures, third world countries are those regions and countries that gained independence and self-rule after World War II. These countries were either under the occupation of America or the European countries. Few of these were also under the occupation of other forces. For example, countries such as Pakistan, India, most of the countries in Africa, some in the Far East as Vietnam and Indonesia, and the biggest of them all was China, are included in the list of third world countries. The Second World War brought numerous sufferings to mankind. Millions of human lives were lost, but this great disaster in the history of mankind also resulted in freeing most of these regions and countries from the curse of modern slavery or colonialism. Following is a review of psychology in some of the third world countries.

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 labor 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.

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:

o 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.

o 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.

o 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.

o 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.

o 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.

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 any thing 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.

- **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.

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:

o 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.

o 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.

o Attention and arousal factors

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

o 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:

- o Optimism
- o Hope
- o Happiness or Subjective well being
- o Emotional Intelligence
- o 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.

PSY502 – History & Systems of Psychology
Finalterm Highlighted Handouts & Merged PPTs
(Lecture # 23-45)

Prepared By:

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Lecture 22

GESTALT PSYCHOLOGY

Efforts By: Team VU Global

Review

1 – Early Behaviorists

2 – Watsonian Behaviorism

3 – Neo – Behaviorism

(B.F. Skinner is the most important neo-behaviorist).

Review

Skinner:

1. Skinner gave the concept of Operant Conditioning.
2. Schedules of Reinforcement:
 - i. Fixed ratio schedule
 - ii. Variable ratio schedule
 - iii. Fixed interval schedule
 - iv. Variable interval schedule
3. He used animals in his experiments especially pigeons and rats.
4. In his experiments, the animals are active in seeking reinforcement.

Review

Lashley:

- 1 – Functioning of Cerebral Cortex
- 2 – Cortex works in unity
- 3 – Activity of cortex is main determinant of behavior.

Efforts By: Team VU Global

Hebb, Harlow and Mowrer:

Talked about curiosity, hope and disappointment etc which do not relate to Watsonian behaviorism.

Gestalt School

(European Contribution)

- ❑ Let us now come back to Europe and take a look at a completely new approach that originated in Germany.
- ❑ Gestalt means a pattern, configuration or organization.
- ❑ They took a holistic view of psychology.
- ❑ Unity of pattern is an important ingredient in Gestalt School.

Gestalt School

(European Contribution)

(Background)

- ❖ There were two major trends in psychology at the end of the nineteenth century and at the beginning of the 20th century.
 - i) The people who considered psychology as science of consciousness (Structuralists and Functionalists).
 - ii) Behaviorism stressed that psychology should not be defined as a science of consciousness but only as a science of behavior. Psychologists should use methods used by the scientists in natural sciences.
- ❖ Both approaches ignored the concept of unity. A unity between consciousness and behavior.

(Behavior and consciousness cannot be separated).

- ❖ Psychology should be studied as a holistic point of view.
- ❖ In 1912 three German psychologists located in and around Frankfurt, Germany, independently of each other had come to the conclusion that in the past psychologists had overlooked the linkage between consciousness and behavior.
- ❖ Therefore these psychologists started concerted efforts to develop a system of psychology that took into view the unity of human beings.
- ❖ They therefore laid the foundation of a new look called **Gestalt psychology**, the purpose of which was to avoid piecemeal study of psychology and to present a holistic view.
- ❖ Students and researchers named that group of psychology, the Gestalt School.

Gestalt School (European Contribution)

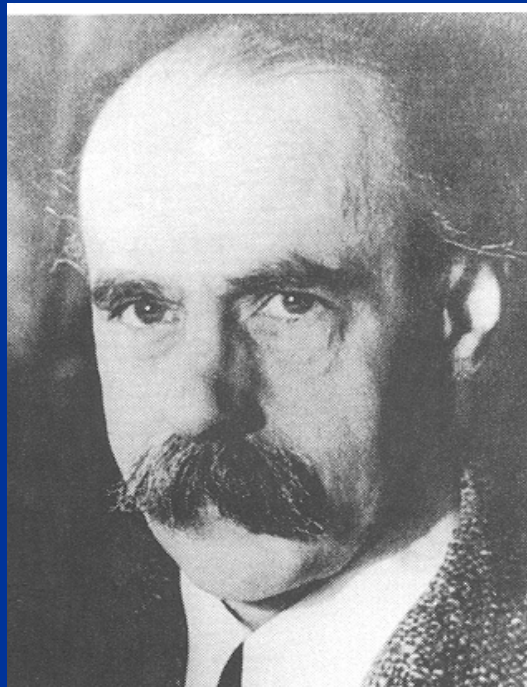
Important Contributors:

- 1 – Max Wertheimer (1880 – 1943 A.D)
- 2 - Wolfgang Kohler (1887 – 1967 A.D)
- 3 – Kurt Koffka (1886 – 1941 A.D)

Gestalt School (European Contribution)

Important Contributors:

1 – Max Wertheimer (1880 – 1943 A.D):



Gestalt School

(European Contribution)

1 – Max Wertheimer

He is the most important person in Gestalt School.

- ii) Max Wertheimer showed by his experiments that if two lines are shown to a subject and the time period of exposure between these two lines is small, the subject sees those two lines as one line moving from its position to the position of the other line.
- iii) Wertheimer called this phenomenon “**Apparent movement**” or “**phi-phenomenon**”.
(Phi-phenomenon or apparent movement is when we see one image moving from one place to another, while physically there is no movement.)
- iv) Wertheimer explained this phi-phenomenon as being due to a tendency on the part of human mind to fill in the gaps.
- v) Human beings have an innate tendency to ignore the gaps and see/perceive as a whole.
- vi) Phi-phenomenon means when we ignore the gaps in our stimulation, fill these gaps and see things as a whole.

Gestalt School

(European Contribution)

1 – Max Wertheimer

vii) Factors of Organization:

- What helps us to see things in pattern?
- What are the factors of organization?

(For example, listen music as a whole.)

Objective Factors:

i) **Similarity**:-

If you see many dots and small lines, you see dots as one group, pattern, gestalt and lines as another group, this is similarity leading to gestalts.

ii) **Proximity**:-

If you see many dots close to each other, and then some dots separated, you see the closely located dots as one group of gestalt, this is nearness or proximity leading to gestalt.

iii) **Closure**:-

If a part of a familiar shape say a star is missing we tend to fill it up, and see the star as a whole, this is closure leading to gestalt.

Gestalt School

(European Contribution)

1 – Max Wertheimer

(Factors of Organization)

b. Subjective Factors:

i) Mental Set

Mental set, or set is a subjective factor that helps perceptual organization.

ii) Habit

Habit or familiarity is another factor that leads to perceptual organization.

viii) He also tried to discover what is **creative thinking** or problem solving thinking.

ix) He observed young children and adults and interviewed one of the greatest minds of the 20th century, Albert Einstein, to see how he produced his Theory of Relativity.

x) Characteristics of Creative Thinking:

a. Creative thinkers takes the problems as a whole, as a gestalt.

b. Creative thinkers does not allow personal biases effect our thinking.

c. Creative thinkers avoid following their habits blindly.

Recap

- ❑ Gestalt school was formed by three German psychologists in the first decade of the 20th century.
- ❑ Important Contributors:
 - 1 – Max Wertheimer (1880 – 1943 A.D)
 - 2 - Wolfgang Köhler (1887 – 1967 A.D)
 - 3 – Kurt Koffka (1886 – 1941 A.D)
- ❑ Wertheimer explained the phenomenon of “Apparent movement” or phi-phenomenon.”
- ❑ He explained this phi-phenomenon as being due to a tendency on the part of human mind to fill in the gaps.

Recap

- ❑ Based upon this tendency Wertheimer discovered many factors which help us to perceive things in patterns.
- ❑ Factors of organization include Objective Factors (similarity, proximity and closure) and Subjective Factors (Mental Set and Habit).
- ❑ He also tried to discover what is creative or problem solving thinking.

Lecture 23

Gestalt School

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Review

Gestalt School

1 - Max Wertheimer:

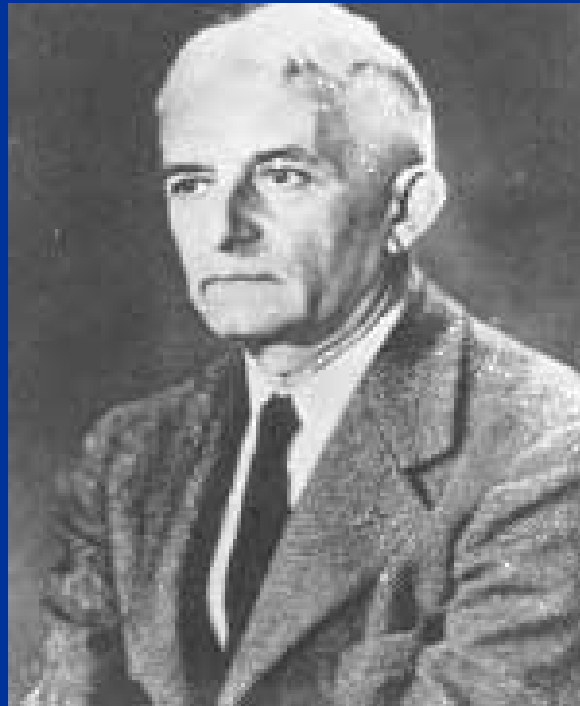
- He identified and explained Phi-Phenomenon or Apparent Movement.
- He stressed that human beings perceive in Gestalt.
- Factors of Organization:
 - i) Objective Factors (Similarity, Proximity and Closure)
 - ii) Subjective Factors (Mental Set and Habit)
- These factors or organizations are responsible for organization of perception.
- Concept of Creative Thinking.

Gestalt School (European Contribution)

Important Contributors:

Efforts By: Team VU Global

2 - Wolfgang Köhler (1887 – 1967 A.D)



Gestalt School (European Contribution)

2 - Wolfgang Köhler

Efforts By: Team VU Global

- 1 – He discovered that how organisms learn.
- 2 – He criticized and rejected the trial and error learning.
- 3 – He proposed that learning takes place by insight.
- 4 – Experiments of **Köhler with apes.**
- 5 - He also postulated the concept of **isomorphism.**

(A kind of a mental map of the objects in environment, and this mental map helps learning by insight.)

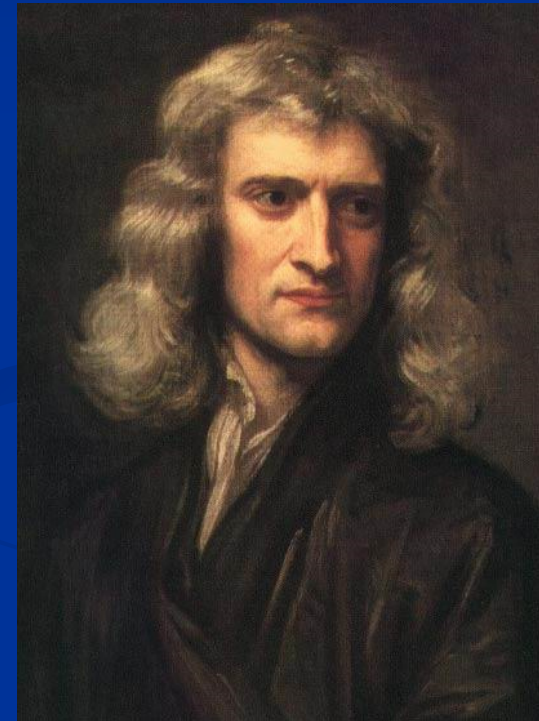
Slide 4

Mr.1

please insert the slides of Pavlov and thorndike from the previous lectures .with pictures.
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Sir Isaac Newton (1643 – 1727 A.D):

Efforts By: Team VU Global
He was an English physicist,
mathematician, astronomer,
alchemist, and natural
philosopher who is generally
regarded as one of the greatest
scientists and mathematicians
in history.



Archimedes (287 – 212 B.C):

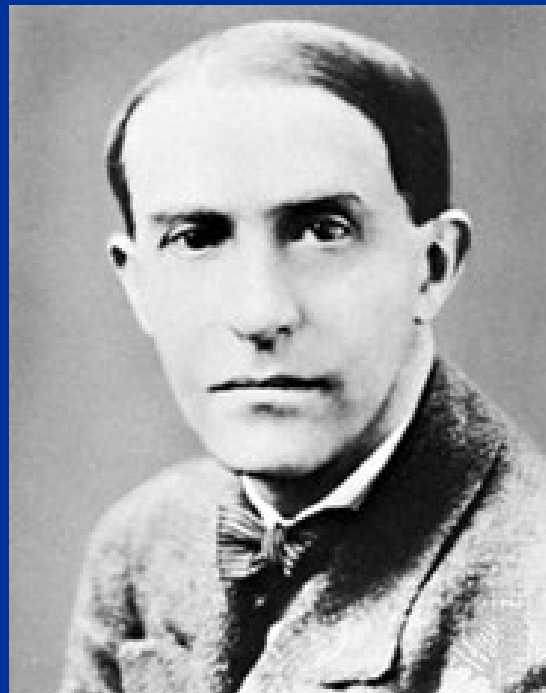


He discovered the principles of density and buoyancy, also known as Archimedes' principle, while taking a bath. The story goes that he then ran to the streets naked, being so elated with his discovery that he forgot to dress, crying "Eureka!" ("I have found it!").

Gestalt School (European Contribution)

Important Contributors:

3 – Kurt Koffka (1886 – 1941 A.D)



Gestalt School

(European Contribution)

3 – Kurt Koffka

1 – He described that there are two kinds of fields:

i) Geographical Field

ii) Experience Field (our concept of geographical field)

2 – We react to field of experience not to geographical field.

3 - Experiments of Solomon Asch on Fields of Experience.

➤ The individual may change his judgment under the social pressure (field of experience).

➤ According to his research over 70% people change their judgment under social pressure because they are influenced by field of experience even if they know they are right.

Stanley Milgram's experiments are also very important in this regard.

Let us revert to productive or problem solving thinking.

1 - Mihaly Csikszentmihalyi:

The American Mihaly Csikszentmihalyi a teacher at Chicago University 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.

2 Edward De Bono:

- The European who is famous in this regard is Edward De Bono 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 exercises are, “question” “rotate,” discover “dominant idea” etc.

Recap

- We saw Kohler's and Koffka's contributions.
- Kohler's main contribution in the school is his discovery of learning by insight.
- He rejected trial and error as a method of learning.
- He also postulated the concept of isomorphism.

Efforts By: Team VU Global

- Then we saw Koffka distinguishes between field of experience and geographical field which was an important concept of the Gestalt school.
- Solomon Asch's experiment showed how social field influences judgments.
- The American Mihaly Csikszentmihalyi a teacher at Chicago University interviewed and studied over two thousand creative people and discovered some common elements in them.
- The European, Edward De Bono who was at Cambridge University developed his theory of Lateral Thinking which is akin to creative or problem solving thinking.

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Lecture 24

Lecture 24

Gestalt School and Dynamic Psychology

Efforts By: Team VU Global

Review

Focus of Gestalt School was on perceptions and its impact on behavior and thinking of organisms.

Three most prominent contributors who established the Gestalt school of psychology in Germany in 1912 are:

- 1 - Max Wertheimer
- 2 - Wolfgang Köhler
- 3 - Kurt Koffka

Contributions of Max Wertheimer:

- i) Phenomenon of Apparent Movement or Phi-Phenomenon
- ii) Organisms perceive in a gestalt.
- iii) Concept of Creative Thinking

Contributions of Wolfgang Köhler:

- i) He rejected trial and error learning.
- ii) Learning takes place by insight.

Contributions of Koffka:

- i) Distinguished between geographical field and field of experience.
- ii) We react to field of experience not to geographical field.

Gestalt School (European Contribution)

Important Contributors:

4 – Kurt Lewin (1890 – 1947 A.D):

Efforts By: Team VU Global
A German-born psychologist,
became one of the pioneers
of social psychology. Often
called "the father of
social psychology".



Gestalt School

(European Contribution)

4 – Kurt Lewin

- 1 - 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 setting up the Research Centre for Group Dynamics at the Massachusetts Institute of Technology (MIT).
- 2 – He proposed his field theory to understand human behavior.
- 3 – He called his theory, the Field Theory, and proposed that the Field had many positive attractions and negative attractions for people; and because of these positive and negative opportunities, conflicts arise.
- 4 – Human beings suffer from mental conflicts because of attractions and repulsions in the field.
- 5 - 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.

Gestalt School

(European Contribution)

4 – Kurt Lewin

6- He proposed three kinds of conflicts that a person may face, which are:

i. **The Approach-Approach conflict:**

When two equally attractive goals pull you towards themselves but you can approach only one goal, you suffer frustration because you cannot approach the other goal.

i. **Approach-Avoidance conflict:**

This conflict arises when there are two goals in the field one is positive and the other is negative, you want to achieve the positive and avoid the negative. The conflict and the resulted frustration arises because you cannot approach without suffering the negative consequences of achieving the goal.

i. **Avoidance-Avoidance conflict:**

There are two negative goals out in the field and you want to avoid both. The conflict arises when you can avoid one only, by approaching the other.

Gestalt School (European Contribution)

4 – Kurt Lewin

Main Ideas and Contributions:

Kurt Lewin always talked about perception as a whole.

7 – Although Lewin started as a Gestalt psychologist in Germany but after migrating USA he became more involved in group dynamics, and the center set by him, provided some very important contributions in the field of **group dynamics**.

Performed experiments in a laboratory for social sciences.

Gestalt School

(European Contribution)

4 – Kurt Lewin

Main Ideas and Contributions:

Efforts By: Team VU Global

- 8 - 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**.
- 9 - He recognized three different styles of leaders:
 - i) Authoritarian
 - ii) Democratic
 - iii) Laissez-faire

(Later researchers, also, have identified same types of leaders in their researches.)

Dynamic Psychology (Hormic Psychology)

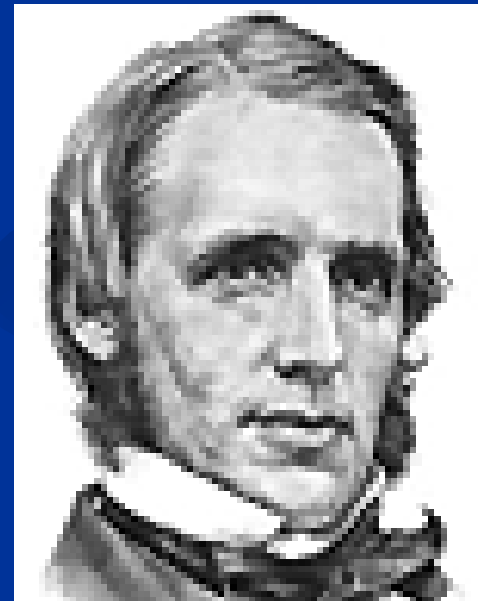
- Hormic means something which is not static.
- According to this point of view, there is a force within people which propels them forward. This force is also called Horme (the vital urge to live).

Dynamic Psychology (Hormic Psychology)

Important Contributors:

1 – William McDougall (1871 – 1938 A.D):

Efforts By: Team VU Global
The main proponent of the point of view was a British psychologist who taught at Oxford University and later shifted to America and taught at Harvard and the Duke Universities.



Dynamic Psychology (Hormic Psychology)

1 – William McDougall

Main Ideas and Contributions:

- Efforts By: Team VU Global
- 1 - He did not reject the value of introspection, for he thought that only observation of behavior would give us a mechanistic view of psychology.
 - 2 - He was also in agreement with American behaviorist that psychology is the science of behavior, and that it should employ objective methods for research and observation.
 - 3 – Psychology should involve introspection and observable behavior.
 - 4 - He taught that behavior is the result of “internal strivings” an “urge to live,” or hormone.
 - 5 - This “hormone” or the urge to live expresses itself in various forms and kinds of behavior. Because of his explanation of behavior in terms of “hormone”, his point of view is called the “hormic” view point.

Dynamic Psychology (Hormic Psychology)

1 – William McDougall

Main Ideas and Contributions:

6 - He identified at least 18 different kinds of propensities:

- | | | | |
|----|--------------|-----|--------------------|
| 1. | Curiosity | 10. | Acquisitive |
| 2. | Sex | 11. | Laughter |
| 3. | Disgust | 12. | Comfort |
| 4. | Fear | 13. | Sleep |
| 5. | Food seeking | 14. | Migratory |
| 6. | Protection | 15. | Submissive |
| 7. | Anger | 16. | Gregarious |
| 8. | Appeal | 17. | Self-assertive |
| 9. | Constructive | 18. | Coughing, sneezing |

According to McDougall, behavior is due to these propensities, those are the dynamic forces behind all behavior. And all of them put together can be shown to belong to the urge to live or hormone.

Recap

Kurt Lewin:

- i) Understanding of conflicts.
- ii) Theory of leadership and group dynamics.

William McDougall:

- i) Human behavior is a result of inner urge to live.
- ii) The urge expresses itself in various kinds of behavior etc.
- iii) He prepared a list of 18 propensities through which this “urge to live” expresses itself.

□ William McDougal was a British psychologist.

□ His theory is built upon the concept of horme, the urge to live.

Efforts By: Team VU Global



Lesson 25 : Historico-Evolutionary Psychology



Video



Reading

Reading Content



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Lecture 25 PPTs not available, please refer to handouts

Efforts By: Team VU Global

LESSON 25**HISTORICO-EVOLUTIONARY PSYCHOLOGY**

There were two current philosophies and practices of psychology during the early and till the middle of the 20th century; Behaviourism and Functionalism. The Historico-Evolutionary or Soviet Psychology tried to adopt a different approach and methodology. As the name implies, the contributors in the Historico-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 behaviour. 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 behaviour, that is why this point of view is called the Historico-Evolutionary Psychology.

Leon Vygotsky

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

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 labour. 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. As the Historico-Evolutionary psychologists focused on the development of consciousness, Vygotsky proposed that the higher mental function of consciousness also developed through the process of evolution.

Vygotsky taught that behaviourists, and structuralists and functionalists divide man into parts; some try to study his behaviour 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.

In Vygotsky's view, man's development is a function of biological evolution and a function of historico-cultural evolution. The body develops and so does the mind; man's behaviour and his consciousness is a mixture of these two developments. Historico-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.

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 Vygotsky, in turn man tries to change the environment in his own way, moulds it and thereby uses it to fulfil 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. This is how consciousness functions and separates man from animals. So Vygotsky said that behaviour and consciousness can not be studied separately. Since consciousness is impacted by the environment, and the behaviour 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 Vygotsky because of which he is known as a Historico-Evolutionary psychologist.

Sergei Rubenstein

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

He criticised 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 behaviourist psychologists who considered behaviour 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 soul purpose of the behaviourists was to determine methods to control and predict human behaviour since this school emerged at the advent of the industrial revolution. Therefore, the approach of the behaviourists to consider only external factors in determining human behaviour was criticised by Rubenstein.

Rubenstein also showed that external factors effect psyche and then in turn psyche also affects external factors in the environment. This was similar to what Vygotsky had said. Vygotsky had stated that the environment impacts man and man in turn impacts the environment.

Therefore, according to Rubenstein, man's psychology can be understood as a dialectical process, it effects and gets affected. 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 behaviourist view point. These were the main contributions of the Sergei Rubenstein, because of which he is regarded as a Historico-Evolutionary psychologist. He focused on the development of consciousness in the history of mankind rather than concentrating on the stimulus and response relationships purported by the behaviourists.

Lecture 26

Historico-Evolutionary Psychology

Efforts By: Team VU Global

Review

We had talked about two Historico-Evolutionary psychologists of Soviet-era in our previous lecture, namely:

1 - Vygotsky

2 - Sergei Rubenstein

(Historical and Evolutionary point of view of development.)

1 – Vygotsky:

- Psychology should study the biological development of man and the influence of cultural forces on that development.
- He wanted to look at the developmental stages of origin and growth of consciousness.
- According to Vygotsky, human beings are impacted by social and cultural factors which are responsible for development of consciousness.

2 – Sergei Rubenstein:

- Cultural, social and environmental factors have an impact on psyche.
- He also showed that man's psyche also impacts and modifies socio-cultural setup.
- Man is also impacting his environment.

Historico-Evolutionary Psychology

Important Contributors:

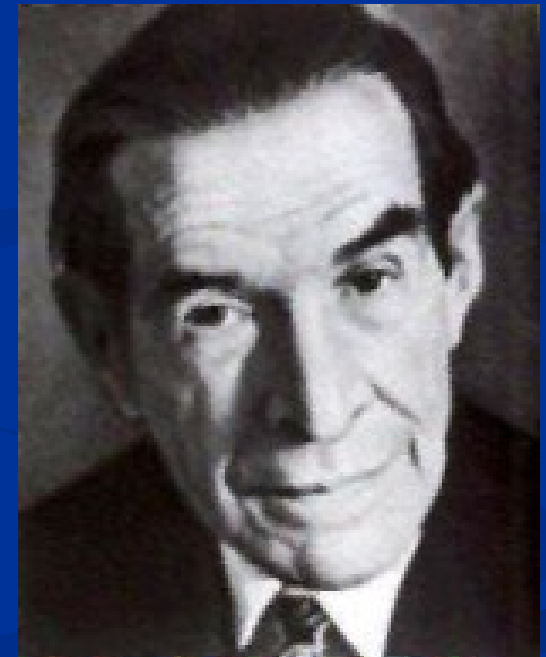
3 – Alexei Leontiev (1904 – 1979 A.D):

Like other historico-evolutionary
psychologists he was also interested in:

What is consciousness?

How did it develop?

What are the stages of consciousness?



Pavlov and his coworkers received full support from the new government, after the Russian Revolution. They made a laboratory in a building named as “Towers of Silence.”

Concept of “Beast of Doubt.”

Historico-Evolutionary Psychology

3 – Alexei Leontiev

Main Ideas and Contributions:

- 1 - To answer the question of development of consciousness, he put forward the view that consciousness is a product of sensitivity to symbolic stimuli.
- 2 - We associate symbolic meanings to stimuli and we react to symbols.
- 3- He showed that we learn these symbolic stimuli by conditioning.
- 4 - He also showed, by pointing toward various stages of man's development, that man learnt by conditioning according to a set pattern.
- 5 - The difference between man and animals is that animals do not use symbolic stimuli.
- 6 - We do not inherit our mental functions and faculties but learn them by conditioning during our growth and development.

Historico-Evolutionary Psychology

Important Contributors:

4 – **K.M. Bykov (1886 – 1959 A.D):**

His quest was the same as other historico-evolutionary psychologists.



Historico-Evolutionary Psychology

4 – K.M. Bykov

Main Ideas and Contributions:

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- 1 - He saw that in the historical development of man the sensory signal system changed into verbal system.
- 2 - He showed that we come to have verbally conditioned responses.
- 3 - According to him, the changes from sensory learning to symbolic or verbal learning is a major milestone in the development of consciousness.
- 4 - His contribution, of showing how sensory conditioning develops into verbal conditioning, was a major contribution to Historico-Evolutionary psychology.

Recap

- ❑ All historico-evolutionary psychologists tried to find that how did the consciousness came into being and how did it develop?
- ❑ They put across the view that consciousness is the developed and higher form of life, i.e. consciousness is the most developed form of matter.
- ❑ Consciousness is a reflection of our environment.

Recap

- ❑ Man impacts his environment and environment has an impact on man.
- ❑ Development of consciousness takes place by conditioning.
- ❑ We have learned to use symbols, signs, words etc which serve as stimulus in the process of conditioning.
- ❑ To understand man's psychology we need to look at:
 - i) Process of conditioning
 - ii) Historical and cultural development in man's history
- ❑ That psychological functions of the mind are determined, i.e. have a cause and effect relationship
- ❑ Consciousness developed as a result of man starting to live in groups, where language developed and he learnt to use signs and symbols.
- ❑ That man learnt by the process of conditioning.
- ❑ That we should study the historico-cultural development of man to understand psychology.

Lecture 27

SCIENTIFIC LOOK AT MENTAL DISORDERS

Efforts By: Team VU Global

Review

Let us review the Historico-Evolutionary approach to psychology.

We saw the contributions of two Soviet psychologists in that regard;

1 - **Leontiev**

2 - **Bykov**

Following revolutions had a great impact on development of psychology:

i) French Revolutions

ii) Industrial Revolution

iii) Soviet Revolution

Review

According to Historico-Evolutionary Psychologists, development of consciousness was the process of historico-evolutionary development of man that came about as the function of learning by conditioning.

Review

1 – Leontiev:

- ❑ In the context of Leontiev, we saw how he explained the growth and development of consciousness by rejecting the view that we inherit our psychological functions.
- ❑ He showed that consciousness develop due to the process of learning by conditioning.
- ❑ He showed that conditioning takes place by using symbolic stimuli.

Review

2 – Bykov:

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He showed that during the historical development of man, he learnt to associate and substitute sensory signals with verbal signals.

- ❑ So in summary of Soviet or Historico-Evolutionary psychology, we can say that they were influenced by Pavlovian concept of conditioning.
- ❑ They tried to answer the questions of how consciousness developed by showing that it was due to the conditioning process spread over the various evolutionary stages of man's history.



Ancient View of Mental Disorders

Let us see how man viewed mental illness and how he explained the mental diseases in various phases of past history.

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1. The ancient man thought that there was a “soul,” a person within a person who was responsible for a number of things including some mental symptoms and diseases.
2. According to them, soul was responsible for dreams.

Ancient View of Mental Disorders

3. For treatment they used to tie his nose, close his eyes and ears etc, using different methods e.g. with thorns or fish hooks etc.
4. They used different methods to control the soul e.g. chanting different words etc.
5. The ancients people also thought that a “mad” person was one who do not take interest in himself and happenings around him.
6. They thought that “mad” people live in a world of their own, and “see” things that are not present, and are involved in “spiritual experiences.”
7. The ancient Greeks and Romans, first, regarded them to be possessed by spirits.
8. Later, Greeks and Romans considered that mental symptoms are due to medical problems.
9. Ancient Greeks were quite advance in treating mental and physical diseases. Some people still hold on to the same belief and practices.
10. Greeks took mental illness as a physical illness.
11. Greeks and Romans thought that mental diseases are curable.
12. Treatments included cold baths, long walks etc.

Mental Diseases During 13th, 14th, and 15th Centuries

1. During this period, mentally ill were considered to be possessed by evil spirits.
2. Treatments were mainly focused on ridding these evil spirits from the body of the mentally ill.
3. Later mad or mentally ill were regarded as witches and wizards, and instead of treating them they were tortured and some were even burnt to death.
4. From the 13th to 14th century many women and men were burnt alive for having thought to be witches or wizards. (Example of Joan of Arc)

Mental Diseases During 13th, 14th, and 15th Centuries

5. Even up to the fifteenth century mentally ill people were considered to be possessed by evil spirits and were being treated very cruelly.
6. They were treated the same as thieves, robbers, and beggars.
7. They were chained, hand-cuffed and imprisoned.

A Scientific Look at Mental Disorders

1. As a result of the French Revolution and the beginning of the end of feudalism, many people had moved to cities because villages could not sustain them.
2. As a result of Industrial Revolution many people also sought jobs in industries and therefore migrated to where they were set up. Because of these mass migrations, cities and industrial towns became crowded, and petty crime, employment and begging became rampant.
3. The need therefore arose to group such people together and find a common solution for such social problems.

A Scientific Look at Mental Disorders

4. The solution was to label them mentally sick and put them in asylums and institutions specially made for such people.
5. That is why Paris and Lyons, France, Bristol and Norwich, England, established asylums or institutions to house such people.
6. The purpose of these places was to “discipline” and “cure” the inmates.
7. The way to “cure” them was to put them to work.

A Scientific Look at Mental Disorders

8. Thus the criminal and mentally ill were treated alike, put at the same place and work was suggested as the main “cure” of their problems.
9. Putting the blame on individuals, of the social changes and upheavals such as the disappearance of feudalism and the beginning of industrialization, is termed scapegoating.

A Scientific Look at Mental Disorders

10. Thus mentally sick people became the scapegoats of problem arising from the end of feudalism and the problems of industrialization.
11. In the middle and end of the 18th century mental illness was beginning to be regarded as **nervous diseases**.

Recap

- ❑ The ancient man thought that there was a “soul,” a person within a person which was responsible for a number of things including some mental symptoms and diseases.
- ❑ Ancient man used various methods to capture and control that soul.
- ❑ The ancient Greek and Roman regarded them to be possessed by spirits.
- ❑ Later mad or mentally ill were regarded as witches and wizards, and instead of treating them they were tortured and some were burnt to death.
- ❑ Later mad or mentally ill were regarded as witches and wizards, and instead of treating them they were tortured and some were burnt to death.
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- ❑ Later mad or mentally ill were regarded as witches and wizards, and instead of treating them they were tortured and some were burnt to death.

Lecture 28

A Scientific Look at Mental Illness

Efforts By: Team VU Global

Review

- ❑ Ancient man considered mental diseases as a result of the influence of soul, spirits, demons etc.
- ❑ People tried to close passages from where soul was considered to escape e.g. closing eyes, ears, nose etc. with fishhooks, thorns etc.
- ❑ Soul was regarded as the main source of mental illness.
- ❑ Greeks and Romans initially believed that mentally ill were possessed by spirits but later they took it the same as physical illness.
- ❑ People with mental diseases were treated very cruelly, even they were burnt alive.
- ❑ Later, mad or mentally ill were regarded as witches and wizards, and they were tortured and some were burnt to death.
- ❑ In the middle ages many women and men were burnt alive for having thought to be witches or wizards.
- ❑ As a result of French and Industrial Revolutions many asylums and institutions were established in Paris and Lyons, in France, and Bristol and Norwich in England.
- ❑ By the end of the 18th century mental illness was beginning to be regarded as a nervous disease.

A Scientific Look at Mental Disorders

- ❑ In the late 18th century in France, there was a wide spread increase in certain diseases. They were diagnosed and regarded as nervous diseases so in 1790 laws were made that separation of patients suffering from nervous diseases, was required, from those suffering from other diseases.
- ❑ They were also separated from other criminals, thieves and robbers etc.
- ❑ That was the beginning of the scientific outlook at mental disorders in Europe.

A Scientific Look at Mental Disorders

Philippe Pinel (1745 – 1826 A.D):

He is regarded, by many psychologists, as the father of Modern psychiatry.



A Scientific Look at Mental Disorders

- Philippe Pinel, took a big step forward by taking measures that led towards freeing mentally sick people from chains in their feet and hand cuffs.
- So Pinel is regarded as the pioneer in helping society to 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.

A Scientific Look at Mental Disorders

Samuel Tuke (1774 – 1857 A.D):

The British physician who did the same in England what Pinel did in France.

- He also freed mental patients from their chains and started to treat them as sick rather than possessed by spirits, demons or the devil.
- In England and France mental diseases were no longer being considered as a work of demons, spirits etc. Mental diseases were now regarded as belonging in the realm of diseases and a medical point of view toward their diagnosis and treatment was adopted.

A Scientific Look at Mental Disorders

Franz Anton Mesmer (1734 – 1815 A.D):

He discovered what he called *magnétisme animal* (animal magnetism). It is also known as *mesmerism*. The evolution of Mesmer's ideas and practices led James Braid to develop hypnosis in 1842.

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A Scientific Look at Mental Disorders

Franz Anton Mesmer:

1. He treated mentally sick patients with a method, today known as Mesmerism.
2. In his view people have force, which he called animal magnetism.
3. In some people the balance of the animal magnetism is disturbed and they become mad.
4. People who have high animal magnetism can influence other people who have low animal magnetism.
5. He treated many people by touching them.
6. Gradually it was found out that there was no such thing as animal magnetism and that he had no power to restore animal magnetism, and he fell into bad repute before he died.

Beginning of Hypnotism

James Braid (1795 – 1860 A.D):

A Scottish neurosurgeon who
coined the term and invented
the procedure known as
hypnotism.



Beginning of Hypnotism

James Braid:

1. He was impressed by Mesmer's method of treating people.
2. According to Braid, mental diseases can be cured in a certain way in which a mentally sick person could be brought to accept the suggestions, ideas given to him by the physician. This was the basic principle of the hypnotism.
3. He rejected animal magnetism but observed that people's mind can be influenced by certain methods and thus their diseases can be cured.

Beginning of Hypnotism

Jean-Martin Charcot (1825 – 1893 A.D):

He was a French neurologist and professor of anatomical pathology. His work greatly impacted the developing fields of neurology and psychology.

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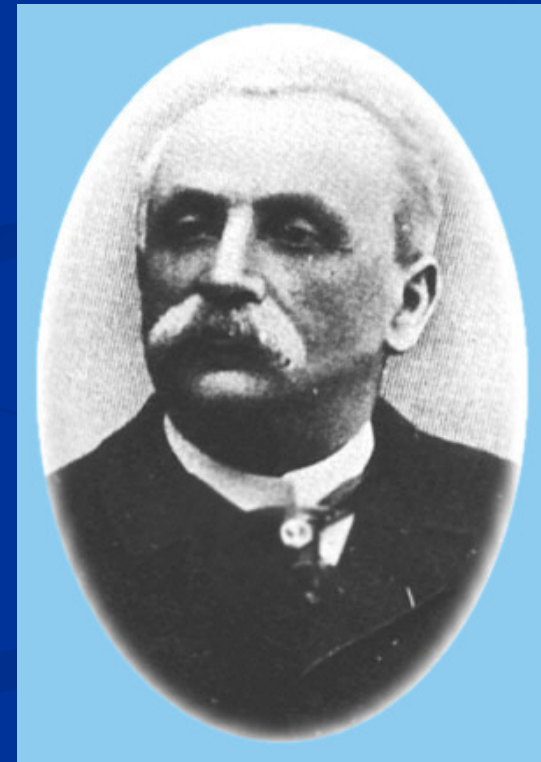
Beginning of Hypnotism

- **Jean-Martin Charcot**, a French physician, wrote an article in one of the prestigious medical journals, showing that hypnotism can be used to treat hysteria.
- Then **Bernheim** showed that hypnotism can not only treat hysteria but also other mental diseases.

Beginning of Hypnotism

Hippolyte Bernheim (1840-1919 A.D):

He showed that
hypnotism can not only
treat hysteria but also
other mental diseases.



- So by the beginning of 20th century mental diseases were seen as part of medical diseases and procedures were tested and adopted to treat them in a scientific manner.
- After World War II, ICD (current version: ICD-10) , DSM (Current Version: DSM-IV-TR) came into being.

RECAP

- ❑ Ancients regarded it as the work of soul, evil spirits, demon and the devil.
- ❑ They thought mentally sick were possessed by evil so they tortured or even burnt them alive. Joan of Arc is an example.
- ❑ The ancient Greeks and Romans thought that such diseases were due to the imbalance in body fluids, so treated them by trying to restore a balance.

Recap

- ❑ In later years mentally sick were again treated cruelly, beaten, tortured, chained, imprisoned.
- ❑ Then Pinel and Tuke freed them and showed that such people were sick and not the evils.
- ❑ After the French and Industrial Revolutions mental illness was regarded as a kind of sickness and many methods were adopted for its treatment.
- ❑ ICD, DSM

LECTURE 29

SIGMUND FREUD AND THE PSYCHOANALYTIC MOVEMENT

Review of Lecture 27

- ❑ In the last lecture we talked about the historical view of mental illness, and we saw that it was regarded as the work of soul, evil spirits, demons, Satan and magic in the ancient times.
- ❑ The ancient man thought that there was a “soul,” a person within a person and she was responsible for a number of things including some mental symptoms and diseases.
- ❑ The ancient Greeks and Romans regarded mentally sick to be possessed by spirits.

- ❑ Some people regarded them above normal people and thought they could foretell future.
- ❑ Later, mad or mentally ill were regarded as witches and wizards, and they were tortured and some were burnt to death.
- ❑ In later years many women and men were burnt alive for having thought to be witches or wizards.

- That was why Paris and Lyons, in France, and Bristol and Norwich in England established asylums or institutions to house such people.
- In the middle and end of the 18th century mental illness was beginning to be regarded as a nervous disease.
- Mesmerism
- Hypnotism
- ICD, DSM

Efforts By: Team VU Global



Sigmund Freud

- ❑ Let us now look at the contribution of Sigmund Freud, born in 1856, died in 1939.
- ❑ Education and work at Vienna, later in England.
- ❑ He is the inventor of psycho-analysis as a method of treatment
- ❑ Was a doctor, writer, researcher and a professor.
- ❑ When Freud graduated from the medical school and started doing research that was time when hypnotism was the prevalent method of treatment of mental disorders.

- ❑ Impressed with works of Charcot, using hypnotism.
- ❑ Working with Joseph Breuer he saw the advantage and disadvantage of hypnotism as a method of treatment.
- ❑ Based upon his practices, he formulated the concept of unconscious mind and its role in creating mental diseases.

□ He thought that the parts of the mind play a dominant role in creating mental diseases.

□ Those parts are

□ Id

□ Super Ego

□ Ego

PLASMA

- He taught that all human beings develop psychologically, they pass through different stages of psycho-sexual development.
- Touch upon stages of psycho-sexual development and show relationship with mental illness.
- He said that unconsciousness expresses itself in mental symptoms, dreams and psychopathology of everyday life.

- ❑ He developed the theory of psycho pathology in everyday life
 - ❑ Slips of tongue
 - ❑ Slips of memory
- ❑ He developed a theory of interpretation of dreams.
- ❑ Dream work; manifest contents; Latent content, displacement, condensation, symbolism.

RECAP

PLASMA

- ❑ Let us review what we covered so far about Freud.
- ❑ He gave the concept of unconscious mind, it expresses itself in mental symptoms, dreams and psychopathology of everyday life.
- ❑ He described the structure of personality as Id, Ego and Super Ego.
- ❑ He showed how to interpret dreams.
- ❑ We will talk more about Freud in the next lecture.

LECTURE 30

SIGMUND FREUD AND PSYCHOANALYTICAL MOVEMENT

- ❑ Freud was the inventor of psychoanalysis, a method of treatment of mental disorders.
- ❑ The important concepts in his theory include:
 - ❑ The concept of unconscious mind and its role in creating mental diseases.
 - ❑ He thought that the parts of the mind play a dominant role in daily life and in creating mental diseases.
 - ❑ Those parts are
 - ❑ Id
 - ❑ Super Ego
 - ❑ Ego

- He said that unconsciousness expresses itself in mental symptoms, dreams and psychopathology of everyday life.
- He developed the theory of psycho-pathology of everyday life.
- He developed the theory of interpretation of dreams.



- ❑ Let us now look at some other contributions of Freud and some of his followers.
- ❑ Freud also formulated a theory of defense mechanisms.
- ❑ Some of them include denial, repression, regression and projection.

- Based upon his observation he developed a theory of neurosis.
- What is “Theory of neurosis”
- **Neurosis = Predisposition + trauma**
- Based upon his experience he formulated his method of treatment for mental disorders which is called psychoanalysis.

Procedure of Psychoanalysis

- ❑ Free association
- ❑ Interpretation of dreams
- ❑ Interpretation of psychopathology of everyday life
- ❑ Analysis of resistance
- ❑ Analysis of transference

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- ❑ He wrote extensively on ancient religions, social psychology and other topics.

Let us now briefly look at some of his followers:

□ Anna Freud

- Child psychology as a field of specialization
- Identification with aggressor

□ Heinz Hartmann

- Elaboration of functions of ego
- Ego integrates and coordinates tendencies

□ Ernst Kris

- Further elaboration of the role of ego
- Ego controls regression

RECAP

- Before we end today's lecture let us recap what we covered
- Freud's explanation of defense mechanisms
- His theory of neurosis
- His method of treatment
- Ego psychologists, Anna (identification), Hartmann (Integrates), Kris (Regression).

LECTURE 31

CARL JUNG AND ANALYTICAL PSYCHOLOGY

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REVIEW OF LECTURE 30

- Before we go forward and look at another important system of psychology, let us first review what we had covered in the previous lecture.
- We talked about Freud, his system of psychoanalysis and some of his followers.
- We noted his theory of defense mechanisms.

- We noted his theory of neurosis.
- We studied his method of treatment, Psychoanalysis.
- We noted the contributions of Ego psychologists, Anna Freud (identification), Heinz Hartmann (Integrates), Ernst Kris (Regression).

PLASMA

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- ❑ Let us now dwell upon another prominent psychotherapist Carl Gustav Jung born in 1870, died in 1961, he was a physician, who studied and worked at Zurich, Switzerland.
- ❑ Impressed with Freud, met him, worked and delivered lectures with him, but disagreed and developed his own theoretical framework and method of treatment, called Analytical Psychology.
- ❑ Let us first look at his concept of unconscious mind: like Freud, he also divided the mind into conscious and unconscious parts.

□ But to him unconsciousness has different layers:

i) The upper layer is the personal conscious.

ii) And the deeper layer is the collective unconscious, the collective unconscious has experiences of forefathers and generations in the form of archetypes.

iii) The personal unconscious has repressed materials.

PLASMA

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PLASMA

- ❑ Some archetypes are:
- ❑ Anima (woman in man)
- ❑ Animus (man in woman)
- ❑ Persona
- ❑ Shadow

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- ❑ 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:
- ❑ Personality has two types
 - a) Introverted
 - b) Extroverted

PLASMA

- He also theorized that personality has four functions:
 - Sensory function
 - Thinking function
 - Emoting function
 - And intuiting function
- So there are eight personality types, depending upon introversion or extroversion and four functions of each type.

RECAP

- Before we end today, let us recapture what has been covered about Jung so far.
- We talked about his concept of personal and collective unconscious.
- We talked about archetype of the collective unconscious.

- We discussed his theory of personality types.
- We talked about his explanation of functions of personality.
- We will talk more about Jung in the next lecture.

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LECTURE 32

Efforts By: Team VU Global

- We were examining C.G. Jung's Analytical Psychology and we had talked about his concept of personal and collective unconscious.
- We discussed archetypes of the collective unconscious.
- We reviewed his personality types.
- We took a look at his explanation of functions of personality.

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- ❑ Let us now take a further look at Jung's Analytical Psychology.
- ❑ Jung developed an elaborate theory of dreams and dream interpretation.
- ❑ He put forward the view that dreams may come from the personal unconscious or the collective unconscious.
- ❑ So interpretation should be based upon a series of dreams rather than a single dream.

- ❑ Dreams show wishes, desires, conflicts and even give warning about future.
- ❑ Dreams are interpreted by amplification.
- ❑ Interpretation should not be imposed.
- ❑ Jung developed a system of psycho-therapy based upon his theory of analytical psychology.

- ❑ Psychotherapy is not healing but helping to develop.
- ❑ He rejected free association.
- ❑ Adopted dialogue, discussion and full confession.
- ❑ Used interpretations of dreams.

- He took into view the positive side neurosis.
- Stressed on the importance of religion in life.
- Cure is symptom free, but aim of therapy is individuation.

RECAP

- ❑ We were examining C.G Jung's *Analytical Psychology*.
- ❑ Jung developed an elaborate theory of dreams and dream interpretation.
- ❑ He put forward the view that dreams may come from the personal unconscious or the collective unconscious.
- ❑ Jung developed a system of psycho-therapy based upon his theory of *Analytical Psychology*.

- ❑ Psychotherapy is not only healing but helping to develop.
- ❑ He rejected free association and adopted dialogue, discussion and full confession.
- ❑ He stressed upon the importance of religion in life.
- ❑ Cure is symptom free, but aim of therapy is individuation.

LECTURE 33

ALFRED ADLER AND INDIVIDUAL PSYCHOLOGY

Review of Lecture 32

- ❑ Today we will talk about another Freud's follower, who started as a psychoanalyst but later developed his own theory and system of treatment.
- ❑ Before starting that let us review what we had talked about Jung in the last lecture.
- ❑ We talked about Jung's elaborate theory of dreams and dream interpretation.
- ❑ He put forward the view that dreams may come from the personal unconscious or the collective unconscious.

- ❑ Jung developed a system of psycho-therapy based upon his theory of analytical psychology.
- ❑ Psychotherapy is not healing but helping to develop.
- ❑ He rejected free association and adopted dialogue, discussion and full confession.
- ❑ He stressed on the importance of religion in life.
- ❑ Cure is symptom free, but aim of therapy is individuation.

- Alfred Adler was born in 1870 and died in 1937, he belonged to Freud's inner group in Vienna, but later thought that Freud has put so much emphasis on sex as a determinant of human behaviour and ignored other factors, so he separated from the group.
- One of the most important factors in human psychology according to Adler is the person's concept of "organic inferiority".

- ❑ He thought that because of organic inferiority a person develops “striving for superiority”.
- ❑ Striving for superiority leads to
 - ❑ Compensation
 - ❑ Over compensation

- ❑ As a result of organic inferiority, a person develops feelings of inferiority.
- ❑ He may also develop inferiority complex.
- ❑ Difference between inferiority feeling and inferiority complex, feeling is conscious, complex is unconscious.
- ❑ One way to compensate inferiority feelings or complex is to become aggressive.

- ❑ One has 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.

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

RECAP

- ❑ Let us recapture main points of Adlerain theory and practice.
- ❑ Feelings of inferiority, inferiority complex
- ❑ Striving for superiority
- ❑ Compensation, over compensation
- ❑ Drive to aggression

- ❑ Social interest
- ❑ Style of life
- ❑ Adler's therapy

Efforts By: Team VU Global



LECTURE 34

Efforts By: Team VU Global

Review of Lecture 33

- ❑ Let us review what we read in the last lecture about Alfred Adler's system.
- ❑ Feelings of inferiority, inferiority complex
- ❑ Striving for superiority
- ❑ Compensation, over compensation
- ❑ Drive to aggression

- ❑ Social interest
- ❑ Style of life
- ❑ Adler's therapy

Efforts By: Team VU Global



HARRY STACK SULLIVAN

- ❑ Harry Stack Sullivan born in 1894, died in 1949, was a physician by training and later became a psychiatrist. He is considered one of the prominent Neo-Freudians because of the similarities between his theories and that of Sigmund Freud.
- ❑ Born and worked in United States, at Washington D.C.
- ❑ Was impressed by Freud and Ruth Benedict, the anthropologist.
- ❑ So his point of views reflect these influences.

- ❑ 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.
- ❑ The mother may convey insecurity by empathy 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.

- Sullivan says that because of interpersonal relationships, the concept of self develops.
- Three types of self
 - “Good me”
 - “Bad me”
 - “Not me”
- Compare Freud and development of personality.

□ He put forward the view that because of our interpersonal relationships we come to have three types of experiences:

i) Prototaxic experience

Confused, unorganized experience of an infant.

ii) Parataxic experience

Learns “signals,” persuades others by signals or language.

iii) Syntaxic experience

Communicates, develops relationships.

❑ Sullivan talked about seven stages of development

i) Infancy, birth to 1 to 2 years

ii) The childhood period

Needs supervision, guidance, is dependant, develops language.

iii) The juvenile era

iv) Pre-adolescence, 8 to 12 years

v) Early adolescence, 13 to 18 years

Peers and teachers influence him.

vi) Adolescence

Stresses and storms of sexuality begin to dominate

vii) Maturity, responsible citizen

- ❑ His 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 born in 1885, died in 1952, an American psychoanalyst, is classified as a Neo-Freudian. 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 practice.
- ❑ She disagreed with Freud on his emphasis on sexuality as the main driving force of human behaviour.

- ❑ 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 adulthood, turning a person into 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
- ❑ Temper tantrums
- ❑ Withdrawal
- ❑ She calls these reactions neurotic trends

RECAP

PLASMA

- ❑ Before we close today let us recap what we talked about
- ❑ We talked about Sullivan and his views that include:
- ❑ The view that a baby feels euphoria because his mother feeds and protects him, and the baby wants that state to last.
- ❑ The mother may convey insecurity by empathy 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.

- ❑ He put forward the view that because of our interpersonal relationships we come to have three types of experiences:
 - ❑ Prototaxic experience (Confused)
 - ❑ Parataxic experience (Symbols and Signs)
 - ❑ Syntaxic experience (Communications, Social Relations).

□ Sullivan talked about seven stages of development

i) Infancy

ii) The childhood period

iii) The juvenile era

iv) Pre-adolescence

v) Early adolescence

vi) Adolescence

vii) Maturity

- We also talked about Karen Horney. Her views include:
- She disagreed with Freud on his emphasis on sexuality as the main driving force of human behaviour.
- She put forward the view that parental roles can produce basic anxiety in a child and that is the one of the main driving forces in a person.
- 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
- Temper tantrums
- Withdrawal



LECTURE 35

Efforts By: Team VU Global

Review of Lecture 34

- ❑ We talked about Sullivan and his views that include:
- ❑ The view that a baby feels euphoria because his mother feeds and protects him, and the baby wants that state to last.
- ❑ The mother may convey insecurity by empathy 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.

□ He put forward the view that because of our interpersonal relationships we come to have three types of experiences:

□ Prototaxic experience (Confused)

□ Parataxic experience (Symbols and Signs)

□ Syntaxic experience (Communications, Social Relations).

- ❑ Sullivan talked about seven stages of development
- ❑ Infancy
- ❑ The childhood period
- ❑ The juvenile era
- ❑ Pre-adolescence
- ❑ Early adolescence
- ❑ Adolescence
- ❑ Maturity

Efforts By: Team VU Global

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- 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.
- 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

□ Temper tantrums

□ Withdrawal



KAREN HORNEY

- She offered a list of ten neurotic needs, they 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:
 - ❑ Movement towards
dependence, socializing.
 - ❑ Movement away
withdrawal, isolation.
 - ❑ Movement against
being combatative, competitive.

- The idealized image of the self is an attempt by a person to integrate his personality.
- Compare with “persona”
- Horney distinguishes between situational neurosis and character neurosis.
- Her method of treatment was to discover the neurotic needs and the ‘movement away’, ‘towards’ and ‘against’ and bring it to the attention of the person.

ERICH FORMM

- Erich Fromm is another psychoanalyst who trained in classical Freudian mode but later developed his own theory and system. Born in 1900, died in 1980 worked and practiced in Chicago and New York, U.S.A.
- In his famous book “Escape from Freedom” written 1941 he proclaimed his break from Freud and classical psychoanalysis.

- He asserted in the book that man has become free, but he longs to become dependent, and longs to belong.
- Man's dilemma
- This need for freedom and dependence creates orientations.
- Orientations are relatively prominent forms in which we spend our energy.
- Ways of life, expressions of life.

□ He identified five orientations:

i) Receptive orientation

Submissive, meek stance to life

ii) Exploitative orientation

Aggressive, using others for own purposes

iii) Hoarding orientation

Distrust of others and rigidity

iv) Marketing orientation

When the person adopts socially approved ways of behaviour and dealing with others. He sells himself.

- The above four are neurotic orientations, so the fifth one productive orientation is the healthy way of life.

v) Productive orientation

The way of life where the individual realizes his full potential.

- In later life Fromm became more of a social philosopher than a psychoanalyst and wrote and lectured on his view of psychology and society.

RECAP

- ❑ We talked about Karen Horney and Erich Fromm.
- ❑ Horney offered a list of ten neurotic needs, they are:
 1. Need for approval
 2. Need for domination
 3. Confine life
 4. Independence
 5. Perfection
 6. Power
 7. Exploiting others
 8. Prestige
 9. Ambition
 10. Admiration

Efforts By: Team VU Global

- Neurotic trends appear as three kinds in social dealing
 - i) Movement towards
 - ii) Movement away
 - iii) Movement against
- Situational neurosis
- Character neurosis
- We also talked about Fromm and his main views, which are:
 - He asserted that man has become free, but he longs to become dependent, and longs to belong.

- He identified five orientations
 - Receptive orientation, meek
 - Exploitative orientation, aggressive
 - Hoarding orientation, distrusting
 - Marketing orientation, selling
 - Productive orientation, bring healthy
- In later life Fromm became more of a social philosopher than a psychoanalyst and wrote and lectured on his view of psychology and society.

LECTURE 36

Efforts By: Team VU Global

Review of Lecture 35

- Let us review what we talked about in the last lecture.
- We talked about Karen Horney and Erich Fromm.
- Horney offered a list of ten neurotic needs, they are:
 1. Need for approval
 2. Need for domination
 3. Confine life
 4. Independence
 5. Perfection
 6. Power

7. Exploiting others
8. Prestige
9. Ambition
10. Admiration

- Neurotic trends appear as three kinds in social dealing:
 - i) Movement towards
 - ii) Movement away
 - iii) Movement against
- Situational neurosis
- Character neurosis

- We also talked about Eric Fromm and his main views, which are:
- He asserted that man has become free, but he longs to become dependent, and longs to belong.
- He identified five orientations:
 - i) Receptive orientation
 - ii) Exploitative orientation
 - iii) Hoarding orientation
 - iv) Marketing orientation
 - v) Productive orientation

- In later life Fromm became more of a social philosopher than a psychoanalyst and wrote and lectured on his view of psychology and society.



- Let us look at another prominent psychologist.

- Erik Erikson's (1902-1994) contribution to psychology relates particularly to how he portrayed the psychological development of a person.

- ❑ He was influenced by Freud's description of psycho sexual development but thought that the development of a person should be viewed as psychosocial development rather than psycho-sexual development.
- ❑ He thought that development of a person continues throughout his life.
- ❑ He thought that each developmental stage requires a person to make new adjustments and develop new patterns of social interaction.

REMEMBER IN PRAYERS
KEEP SMILING
SAY NO TO CURRUPTION
HELP TO OTHERS

Regards,
AARISH ALI & TEAM
“VU GLOBAL”
+96569002641

□ In this developmental journey a person passes through eight stages:

□ The stages are:

i) Trust Vs. Mistrust

First year of life, child is suspicious, fearful.

ii) Autonomy Vs. Doubt

2 to 3 years, wants freedom, but others behaviour can create doubt and shame.

iii) Initiative Vs. Guilt

4 years to 5 years, there is initiative, but also a sense of guilt when something goes wrong.

iv) Industry Vs. Inferiority

6 to 11 years, becomes industrious, but if rebuffed, inferiority develops.

v) Identity Vs. Role Confusion

12 to 18 years, perceives in multiple ways but can also turn into a bully.

vi) Intimacy Vs. Isolation

Young adulthood, wants intimacy, may become isolated.

vii) Generativity Vs. Self Absorption

Middle age, concerns may reach beyond self and family, if larger involvement is not developed, may focus only on self.

viii) Integrity Vs. Despair

Old age, one can look back and enjoy, or despair about the past.

- The first four stages relate to the development of a child and last four with the development of an adult.

- Erikson believed that depending upon each stage of development a person must be viewed and understood differently.

J.L. MORENO

- ❑ Let us now look at another prominent psychologist who proposed radically different views.
- ❑ J.L. Moreno, born in 1892 died in 1974 was inspired by Freud but severely criticized his theory and method, because he thought Freud gave too much emphasis on individual's life and ignored group influences on him.
- ❑ He also thought that Freud ignored behaviour and concentrated on thoughts.

- ❑ He was of the view that mental disease was due to lack of spontaneity.
- ❑ And that 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 relieve his familial and social situation.

He developed a technique of “Psychodrama” to achieve those two purposes.

Psychodrama consists of:

- ❑ Stage
- ❑ A director
- ❑ Protagonist

- Auxiliary ego
- Audience
- Role playing
- Role reversal

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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 of measuring group phenomena.
- ❑ He called this technique “Sociometry”.
- ❑ Sociometry had a very profound effect on such modern subjects as Organizational Behaviour and Human Resource Management.



RECAP

- ❑ Before we end today, let us recap what we studied:
- ❑ We talked about Erik Erikson.
- ❑ Erik Erikson's contribution to psychology relates particularly to how he portrayed the psychological development of a person.
- ❑ In this developmental journey a person passes through eight stages.

i) Trust Vs. Mistrust

ii) Autonomy Vs. Doubt

iii) Initiative Vs. Guilt

iv) Industry Vs. Inferiority

v) Identity Vs. Role Confusion

vi) Intimacy Vs. Isolation

vii) Generativity Vs. Self Absorption

viii) Integrity Vs. Despair

□ Then we talked about J.L. Moreno.

□ He was of the view that mental disease was due to lack of spontaneity.

- He developed a technique of psychodrama to achieve that purpose.
- Moreno also developed some techniques of measuring group phenomena called Sociometry.



LECTURE 37

HUMANISTIC PSYCHOLOGY

Review of Lecture 36

- Before we talk about the next milestone in the development of psychology, in later part of 20th century let us review what we had talked about in lecture 36.
- We talked about Erik Erikson.
- Erik Erikson's contribution to psychology relates particularly to how he portrayed the psychological development of a person.

□ In this developmental journey a person passes through eight stages

1. Trust Vs. Mistrust
2. Autonomy Vs. Doubt
3. Initiative Vs. Guilt
4. Industry Vs. Inferiority
5. Identity Vs. Role Confusion
6. Intimacy Vs. Isolation
7. Generativity Vs. Self Absorption
8. Integrity Vs. Despair

- ❑ We also talked about **J.L. Moreno**.
- ❑ He was of the view that mental disease was due to **lack of spontaneity**.
- ❑ He developed the technique of **psychodrama** to achieve that purpose.
- ❑ Moreno also developed some techniques of **measuring group phenomena**.

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- ❑ Let us now take a look at some other psychologists known as Humanistic Psychologists.

- ❑ Humanistic psychologists thought that the behaviourists ignored the humanistic view of people, their needs, aspirations, hopes, fears, and focused only on behaviour.
- ❑ They also thought that psychoanalysts put too much emphasis on unconscious motivations and they neglect “humanity” of man.

- ❑ So humanistic psychologists focused on such human sentiments as joy, contentment, kindness, ecstasy and generosity.



- ❑ One prominent humanistic psychologist is Abraham Maslow, born in 1908, died in 1970. He was born in New York, got his PhD, in 1934 from Wisconsin University.
- ❑ Maslow is famous for his theory of motivation, called the Hierarchy of Needs.

- Those needs or motives are:
 - Physiological needs
 - Safety needs
 - Need for belongingness
 - Esteem Needs
 - Need for self actualization

- ❑ Maslow also talked about three kinds of experience.
- ❑ Plateau experience
- ❑ Peak Experience
- ❑ Self Actualization

Because of his stress on experiential side of human beings and his explanation of positive side of human experience, Maslow is considered a humanistic psychologist.

CARL ROGERS

- The other prominent humanistic psychologist was Carl Rogers, born in 1902, died in 1987, born near Chicago, got his PhD in educational psychology from New York in 1931, worked at Ohio State and University of Chicago.
- 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.

A psychologically healthy person:

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

- ❑ Based upon his humanistic theory and point of view he developed his system of psychotherapy called Client Centred Therapy.
- ❑ Theory of Client Centred Therapy, the person has the capacity to rid himself of his problems.
- ❑ Method of Client Centred Therapy.
- ❑ Humanistic Psychology has given rise to what is called the Positive Psychology in the 21st century.

- ❑ Seligman and Czikszentmihalyi are two famous Positive Psychologists.
- ❑ Positive Psychology focuses on joy, optimism, hope, mental and physical health.
- ❑ So Humanistic Psychology is the recent trend in the development of psychology giving rise to Positive Psychology.

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RECAP

- ❑ Before we end today let us recap what we talked about.
- ❑ Humanistic psychologists thought that the behaviourists ignored the humanistic view of people, their needs, aspirations, hopes, fears, and focused only on the behaviour.
- ❑ They also thought that psychoanalysts put too much emphasis on unconscious motivations and they neglect “humanity” of man.

- ❑ So humanistic psychologists focus on such human sentiments as joy, contentment, kindness, ecstasy and generosity.
- ❑ One such humanistic psychologist is Abraham Maslow.
- ❑ Maslow is famous for his theory of motivation, called the Hierarchy of Needs.
 - ❑ Physiological Needs
 - ❑ Safety Needs
 - ❑ Need for belongingness
 - ❑ Esteem Needs
 - ❑ Self Actualization

□ Maslow also talked about three kinds of experience

- i) Plateau experience
- ii) Peak Experience
- iii) Self Actualization

- ❑ Another humanistic psychologist was Carl Rogers.
- ❑ He said a psychologically healthy person:
 - ❑ Has openness to experience
 - ❑ Fully lives the moment
 - ❑ Has a sense of freedom
 - ❑ Is highly creative

- ❑ Client Centred Therapy, theory and practice.
- ❑ Positive Psychology in the 21st century.
- ❑ Positive Psychology focuses on joy, optimism, hope, mental and physical health.

Efforts By: Team VU Global



LECTURE 38

MODERN TRENDS IN PSYCHOLOGICAL TREATMENT

Review of Lecture 37

- We have looked at various contributions of psychologists in explaining human psychology and in looking at mental illness. Let us now look at different methods of treatments which have become effective and popular in recent times.
- Before we go in that direction let us review what we had done in the last lecture.
- We looked at two prominent humanistic psychologists last time, Abraham Maslow and Carl Rogers. Let us review their points of view.

- Maslow is famous for his theory of motivation, called the Hierarchy of Needs.
- Maslow also talked about three kinds of experience:
 - i) Plateau experience
 - ii) Peak Experience
 - iii) Self Actualization

- ❑ Carl Rogers was of the view that:
- ❑ A psychologically healthy person is one who has
 - ❑ Openness to experience
 - ❑ Fully lives the moment
 - ❑ Has a sense of freedom
 - ❑ Is highly creative
- ❑ We reviewed Client Centred Therapy, theory and practice.
- ❑ Positive Psychology in the 21st century.
- ❑ Positive Psychology focuses on joy, optimism, hope, mental and physical health.

- If we look at different types of mental diseases according to the universally accepted standards, we can roughly divide those diseases into two broad categories: less severe ones and more severe ones;

Neurosis and Psychosis.

- Depending upon the nature of disease and the extent of severity, two categories of treatments have emerged.

- ❑ One is called Psychological approaches or methods of treatment and the other is Biological approaches or methods of treatment.
- ❑ Psychological---Psychotherapy
- ❑ Biological---Psychiatry

- ❑ Let us today review some of the psychological approaches to treatment of mental disorders.
- ❑ They may be divided into:
 - ❑ Psychodynamic methodologies
 - ❑ Behavioural methodologies
 - ❑ Cognitive methodologies
 - ❑ Humanistic methodologies
 - ❑ Group methodologies of treatment

- ❑ Let us take a look at some of them:
- ❑ The Psychodynamic methodologies are 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 to resolve his past conflicts.

□ Recall Freud's, Adler's, Jung's or Horney's viewpoint in this regard

□ Freud; Unconscious, motivations

□ Adler; Inferiority feelings

□ Jung; Collective unconscious

□ Horney; Neurotic need (Perfection)

- ❑ Another approach is called Behavioural approach to treatment.
- ❑ This approach is based upon Pavlovian concept of conditioning.
- ❑ We learn to be neurotics by conditioning.
- ❑ Systematic Desensitization is a method developed by Joseph Wolpe that is used to treat some mental disorders.
- ❑ Gradual exposure to snake to remove fear of snakes.

- ❑ The third method that is employed in this category of treatment of mild forms of mental diseases is termed as 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.
- ❑ Adopted by Albert Ellis who used REBT.

RECAP

- We looked at two major approaches to treatment of mental disorders
 - i) Psychological approach
 - ii) Biological approach
- In looking at psychological approach to treatment of mental disorders we looked at
 - Psychodynamic approach and method
 - Behavioural approach and method
 - Cognitive approach and method

LECTURE 39

MODERN TRENDS IN PSYCHOLOGICAL TREATMENT

Review of Lecture 38

- ❑ Before we proceed further, let us review what we did the last time
- ❑ We looked at two major approaches to treatment of mental disorders
 - i) Psychological approach
 - ii) Biological approach
- ❑ In looking at psychological approach to treatment of mental disorders we looked at
 - ❑ Psychodynamic approach and method
 - ❑ Behavioural approach and method
 - ❑ Cognitive approach and method

- ❑ Let us now proceed further and look at some other psychological and some biological methods of treatment.
- ❑ The fourth approach in psychological methods is called the 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, he just needs to be shown the way to mental health.

- ❑ Client Centred therapy is one such method of humanistic method of treatment.
- ❑ Treatment of less severe forms of mental diseases may also be done in groups. Where this approach is adopted, it is called **Group therapy**.
- ❑ It may take the form of a group of people taking part in a drama, as in psychodrama, J.L. Moreno developed the technique of psychodrama.
- ❑ 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.
- ❑ Comparing all these methods together, a research undertaken recently involving one lakh eighty six thousand people who undertook psychotherapy, it was revealed that Cognitive therapy had a success rate of 95%: Behavioural therapy had a success rate of 85% followed by Psychodynamic methods having a success rate of 80% and so on.

□ Now let us look at some other methods that we include in biological approaches to treatment of 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.

□ Neurosis and psychosis.

□ The first major mode of treatment in biological approach is Drug therapy.

□ This is control of mental disorders through

- ❑ Some such drugs include
 - ❑ Anti-psychotic drugs
 - ❑ Anti-depressant drugs
 - ❑ Anti-anxiety drugs

- ❑ Another method apart from prescribing drugs is called Electroconvulsive therapy, or ECT in short.
- ❑ A shock of 70 to 150 volts administered to the head of a severely sick patient.
- ❑ We still don't know how it works.
- ❑ The third method in this category is Psycho-surgery.
- ❑ Surgically removing a part of the brain.
- ❑ Rarely used today, and only as a last resort.
- ❑ These are the three major methods of treatment using the biological model.

RECAP

- Before we end, let us see what we did today.
- We looked at two psychological methods of treatment, the Humanistic approach or methodology and the Group approach or methodology.

□ Then we looked at three biological approaches that include:

i) Drug therapy

ii) ECT or Electroconvulsive therapy

iii) Psychosurgery

□ Depending upon the nature, severity and chronic nature of the mental diseases a method of treatment is selected.

LECTURE 40

ANTI-PSYCHIATRY MOVEMENT

Efforts By: Team VU Global

Review of Lecture 39

- Before we look at a completely different approach to treatment of mental disorders called Anti-psychiatry, let us review what we did in the last lecture.
- We looked at two psychological methods of treatment, the Humanistic approach or methodology and the Group approach or methodology.

- Then we looked at three biological approaches that include:
 - i) Drug therapy
 - ii) ECT or Electroconvulsive therapy
 - iii) Psychosurgery
- Depending upon the nature, severity and chronic nature of the mental disease a method of treatment is selected.

- ❑ 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 12 mental institutions in different places in the U.S.A.
- ❑ They posed as mental patients saying 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 these experiences 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 need great improvement.
- ❑ Research showed in this context that up to 80% patients released from mental hospitals go back and are readmitted.

- ❑ So there arose a realization in psychologists that the methods used for treatment by psychiatrists were inadequate and inappropriate for treatment of mental disorders.
- ❑ So some psychologists and psychiatrists rejected those methods, and that is why their approach is called Anti-Psychiatry.
- ❑ Two important names in anti-psychiatry movement are that of Laing and Esterson.
- ❑ R.D. Laing born in 1927 died in 1989 was a British psychiatrist whose book “The Divided Self” appeared in 1959 and is considered the basic view of anti-psychiatry.

- ❑ Laing used the existential philosophy to understand and explain the concept of mental illness.
- ❑ So Laing tried to look at schizophrenia from the patient's point of view.
- ❑ Laing was against labelling mental diseases, because he thought that from the patients view, he is not suffering from a disease.
- ❑ He thought that labelling is used to control people.

❑ He thought that division in the self is a root of mental disease.

❑ Therapy; in Laing's view is to achieve/create metanoia.

❑ Metanoia means a change in mind.

❑ He established a place, he called Kingsley Hall where seminars, discussions, dance, yoga, painting and stitching was carried out to create and achieve metanoia.

- ❑ Another prominent psychologist in anti-psychiatry movement was Aaron Esterson born in 1923 and died in 1982.
- ❑ Esterson showed that the family picks up a person and then labels that person “mad”
- ❑ “Scapegoating”
- ❑ So 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.

RECAP

- ❑ Before we end let us see what we talked about today
- ❑ We saw what is anti-psychiatry
- ❑ We came to know about some of the contributions of R.D. Laing.
- ❑ Relate some, labelling, division of self.
- ❑ We noted the contributions of another prominent psychologist, Esterson
- ❑ Scapegoating.

LECTURE 41

PSYCHOLOGY IN THE THIRD WORLD

Review of Lecture 40

- Before we start today, let us review what we covered the last time.
- We discussed what is anti-psychiatry.
- We came to know about some of the contributions of R.D. Laing.
- We noted the contributions of another prominent psychologist Esterson.

- 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.

- ❑ Post World War II psychologists have asked themselves the question that if being colonized by a foreign power whether it influences the psyche of the people of the region?
- ❑ One such psychologist was Frantz Fanon, an Algerian psychiatrist, who asked himself this question and tried to answer it.
- ❑ Where is Algeria?
- ❑ Whose colony was it?
- ❑ So in reference to psychology in the Third World, Fanon's contributions are prominent in this regard.

- ❑ Frantz Fanon was born in 1925 and died in 1961. He was a black African who was educated in France, specialized in psychiatry and joined a hospital in Algeria.
- ❑ 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 two of his very famous books, “Black Skin White Mask” and “Wretched of the Earth”.
- ❑ Both were translated in Urdu and are available in Pakistan.

- ❑ He put forward the view that as a result of occupation, a region or country comes to have two types of people, the colonizer and the colonized.
- ❑ They have different psyches.
- ❑ Colonizer is the aggressor, colonized is the meek.
- ❑ Colonizer considers himself superior, colonized inferior.
- ❑ Colonizer considers his own culture inferior, colonized agrees.
- ❑ As a result of this division of superiority-inferiority, people feel anger and rage.

- ❑ It is impotent rage because it is not directed against the real culprit, the colonizer, but against each other.
- ❑ The colonizer facilitates the flow of that rage against the colonized, by dividing and directing the rage against religious sects, tribal belongingness, language and other cultural differences.
- ❑ The colonized adopts the ways of thinking of the colonizer.
- ❑ This adoption is called 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.
- ❑ Belief in magic and supernatural.
- ❑ 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 also observed 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 he suggested a method of treatment which 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.
- Battle is not only fought with gun, but also in schools, colleges, hospitals, in games and sports.

RECAP

- ❑ Third world countries are considered those regions and countries that gained independence and self-rule after World War II.
- ❑ 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.
- ❑ One such psychologist was Frantz Fanon, an Algerian psychiatrist, who asked himself this question and tried to answer it.
- ❑ He tried to look at mental diseases and also at the struggle of the colonized people of Algeria.

- ❑ He put forward the view that as a result of occupation, a region or country comes to have two types of people, the colonizer and the colonized.
- ❑ Colonizer is the aggressor, colonized is the meek.
- ❑ Colonizer considers himself superior, colonized inferior.
- ❑ Colonizer considers his own culture inferior, colonized agrees.
- ❑ As a result of this division on superiority-inferiority, people feel anger and rage.

- The colonizer facilitates the flow of that rage against the colonized, by dividing and directing the rage against religious sects, tribal belongingness, language and other cultural differences.
- The colonized adopts the ways of thinking of the colonizer.
- This adoption is called Colonial Mentality.
- So he suggested a method of treatment which 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.

LECTURE 42

PSYCHOLOGY IN THE THIRD WORLD CHINA AND PAKISTAN

Review of Lecture 41

- Before we look at the development and systems of psychology in two other third world countries, Pakistan and China, let us review what we did in the last lecture.
- Third world countries are considered those regions and countries that gained independence and self-rule after World War II.
- 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.

- ❑ One psychologist of the third world was Frantz Fanon, an Algerian psychiatrist who tried to look at mental diseases and also at the struggle of the colonized people of Algeria.
- ❑ He put forward the view that as a result of occupation, a region or country comes to have two types of people, the colonizer and the colonized.
- ❑ Colonizer is the aggressor, colonized is the meek.
- ❑ Colonizer considers himself superior, colonized inferior.
- ❑ Colonizer considers his own culture inferior, colonized agrees.

- ❑ As a result of this division on superiority-inferiority, people feel anger and rage
- ❑ The colonizer facilitates the flow of that rage against the colonized, by dividing and directing the rage against religious sects, tribal belongingness, language and other cultural differences.
- ❑ The colonized adopts the ways of thinking of the colonizer.
- ❑ This adoption is called Colonial Mentality.
- ❑ So he suggested that the 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.

- ❑ Let us now look at 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.
- ❑ John Dewey also delivered lectures at various places in China during 1919 and 1920.
- ❑ Another American psychologist who had been educated at Teachers College Columbia University Sailor, 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 behaviourism 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 labour

□ 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 labour, manual labour was declared to be superior, than mental labour.
- ❑ Chinese psychologists discovered ways by which efficiency of manual labour 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 behaviour.
- They started manual labour classes for students.
- They researched 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 that offered master's degree in psychology.
- ❑ One at Dacca, East Pakistan, now Bangladesh
- ❑ 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.

- ❑ Still later post graduate departments were 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 in 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, educational 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.

Efforts By: Team VU Global



RECAP

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- ❑ When the Communist party gained control of the country in 1949, they recognized psychology as an important field of study.
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❑ Most prominent educational institutions now offer master's and post master's courses and degrees.

LECTURE 43

PSYCHOLOGY IN THE 21st CENTURY

Efforts By: Team VU Global

Review of Lecture 42

- Before we look at some of the modern areas of psychology, and see how the subject developed in the late 20th and early 21st century let us first review what we had covered in lecture 42.
- Before the revolution of 1949 China was under the influence of American psychologists.
- 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.

- ❑ 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:
 - i) Clinical Psychology
 - ii) Psychology of work and labour
 - iii) Educational Psychology

- ❑ These were the main features of the developments of psychology in China after the revolution of 1949.
- ❑ Pakistan became an independent country in 1947. At the time of partition there were only two departments that offered master's degree in psychology.
- ❑ One at Dacca, East Pakistan, now Bangladesh
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- ❑ Then Punjab University also set up the Applied Psychology Department.
- ❑ Still later post graduate departments were 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 at Islamabad, which undertook research in the areas of developmental psychology, forensic psychology, psychological measurement, etc.
- ❑ Most prominent educational institutions now offer master's and post master's courses and degrees.



- ❑ We will now touch upon two relatively modern areas of psychology, the organizational psychology and the industrial psychology.
- ❑ Some types of organizational/industrial psychology include:
 - ❑ Organizational design
 - ❑ Organizational culture

- ❑ Globalization
- ❑ Diversity
- ❑ Personality related factors in organizations
 - ❑ Motivation
 - ❑ Attitude
- ❑ Leadership
- ❑ Stress

- Fatigue

- Selection

- Training

- 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 return environment effects human psychology.
- ❑ It includes topics such as
 - ❑ Personal Space
 - ❑ Territoriality
 - ❑ Environment toxinsNoise, temperature, pollution etc.

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

RECAP

- ❑ We talked about organizational psychology including globalization, diversity, organizational culture, motivation, stress and leadership.
- ❑ We touched upon factors of selection, training and fatigue.
- ❑ And we reviewed the relationship between humans and environment.
- ❑ Next we will take a note of some other recent advancements in psychology.

LECTURE 44

PSYCHOLOGY IN THE 21ST CENTURY

Efforts By: Team VU Global

Review of Lecture 43

- In today's lecture we will look at two other recently developed areas and systems of psychology, namely Consumer Psychology and Health Psychology.
- But before that let us review what we have studied in the last lecture.
- We talked about organizational psychology including globalization, diversity, organizational culture, motivation, stress and leadership.
- We touched upon factors of selection, training and fatigue in relation to industrial psychology.

□ And we reviewed the relationship between humans and environment, called environmental psychology.

□ Let us now look at **consumer psychology**.

□ Consumer Psychology emerged as a separate field of psychology only in the 20th century.

□ It is the study of psychology of a person as a consumer, which all of us are.

- ❑ It looks at behaviour of a person as a consumer and focuses on person's consumer choice behaviour.
- ❑ It looks at how consumer behaviour is effected by:
 - ❑ Cultural factors
 - ❑ Sub-cultural factors

- It also looks at the influence of social groups and familial factors effecting consumer behaviour.

- Then it studies the individual determinants of consumer choice behaviour, such as:

- Personal factors

- Involvement factors

- Memory factors

- It also looks at Post Purchase Behaviour

Let us look at another recently developed area of psychology.

Health Psychology is another such area.

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:
Cardiovascular system, nervous system, the endocrine system, the digestive system, the renal system, the reproductive system.
- ❑ It identifies health behaviour and prevention of diseases.
- ❑ It looks at stress, its causes and management.
- ❑ It studies pain and its management.

- It looks at chronic illness and its management
- It deals with cases of terminally ill and their management.

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RECAP

- ❑ We looked at two prominent areas of psychology that have recently developed, namely consumer behaviour and health psychology.
- ❑ Consumer behaviour deals with:
- ❑ The study of psychology of a person as a consumer, which all of us are.
- ❑ It looks at behaviour of a person as a consumer and focuses on person's behaviour as a consumer.

- ❑ It looks at
 - ❑ Cultural factors
 - ❑ Sub-cultural factors
 - ❑ It looks at influence of social groups and familial factors effecting consumer behaviour.

❑ It also studies the individual determinants of consumer behaviour, such as:

- ❑ Personal factors
- ❑ Involvement factors
- ❑ Memory factors
- ❑ Post Purchase Behaviour

- ❑ Then we looked at health psychology which deals with:
- ❑ 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:
Cardiovascular system, nervous system, the digestive system, the reproductive system etc.
- ❑ It identifies health behaviour and prevention of diseases.

- ❑ It looks at stress, its causes and management.
- ❑ It studies pain and its management.
- ❑ It looks at chronic illness and its management.
- ❑ It deals with cases of terminally ill and their management.

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LECTURE 45

PSYCHOLOGY IN THE 21ST CENTURY

Efforts By: Team VU Global

Review of Lecture 44

- We have been looking at some of the recently developed areas and systems of psychology and in that context we looked at consumer psychology and health psychology.
- We will look at sports psychology and positive psychology as two more areas of recent development in psychology. But before that let us review what we did in the last lecture.

Recap

- ❑ Consumer behaviour looks at behaviour of a person as a consumer and focuses on person's consumer choice behaviour.
- ❑ It looks at
 - ❑ Cultural factors that effect consumer psychology..
 - ❑ Sub-cultural factors that effect consumer psychology.
- ❑ It looks at influence of social groups and familial factors effecting consumer behaviour.

□ It also studies the individual determinants of consumer behaviour, such as:

- Personal factors
- Involvement factors
- Memory factors
- It looks at Post purchase behaviour

- Then we looked at health psychology which deals with:
- 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:
Cardiovascular system, nervous system, the digestive system, the reproductive system etc.
- It identifies health behaviour and prevention of diseases.

- ❑ It looks at stress, its causes and management.
- ❑ It studies pain and its management.
- ❑ It looks at chronic illness and its management.
- ❑ It deals with cases of terminally ill and their management.
- ❑ Let us now look at other recently developed areas of psychology.

- ❑ Sport psychology is the application of psychological principles to sport 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
 - ❑ Personality factors
 - ❑ Attention and arousal factors

- Anxiety and mood factors

- Intervention

Since sports has become a billion dollar business a lot of interest of psychologists has been aroused.

- Another area that has recently developed 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



RECAP

- ❑ Today we looked at two other recently developed prominent areas of psychology, namely sport psychology and positive psychology.
- ❑ Sport psychology is the application of psychological principles to sports and exercises.
- ❑ It looks at factors such as:
 - ❑ Motivation in sports
 - ❑ Personality factors
 - ❑ Attention and arousal factors
 - ❑ Anxiety and mood factors
- ❑ Intervention in sports

- The aim of positive psychology is to use psychological methodology to discover and use factors that individuals groups and organizations use to thrive, such as:
 - Optimism
 - E.Q.
 - Hope
 - Subjective Well-being
 - Self Efficacy
- Positive psychology looks at such variables as they contributed to man's wellbeing.

□ That brings us to the end of the course.

I hope I have been able to generate your interest in the subject. Now do work hard and best of luck.

Efforts By: Team VU Global



PSY502 – History & Systems of Psychology
Finalterm Highlighted Handouts & Merged PPTs
(Lecture # 23-45)

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REMEMBER IN PRAYERS
KEEP SMILING
SAY NO TO CURRUPTION
HELP TO OTHERS

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