

Chapter 01

Introduction

Emergence of Schools of Thought

Wilhelm Wundt in Germany established the foundations of psychology by founding the first psychological laboratory in Germany in 1879. By that time psychologists were working in different nations, on different lines. Many of them were trained at Wundt's laboratory. Later on, psychologists began to be associated with different approaches for understanding and explaining human thought and behavior. The following early approaches or conceptual models guided the work of psychologists:

Structuralism

It focused on the fundamental elements that form the foundations of thinking, consciousness, emotions and other kinds of mental states and activities. Structuralism entailed early concepts of psychology and primarily used the procedure called *introspection* (in which the subjects were asked to describe in detail what they were experiencing when they were exposed to a stimulus) in order to study the mind.

Functionalism

It is an approach that concentrated on what the mind does; the functions of mental activity, and the role of behavior in allowing people to adapt to their environments. This school founded by the American psychologist William James, became prominent in the 1900s.

Gestalt Psychology

An approach that focuses on the organization of perception and thinking in a “whole” sense rather than on the individual elements of perception. Instead of considering the individual parts that make up thinking, gestalt psychologists took the opposite track. They concentrated on how people consider individual elements as units or wholes. Their contribution in understanding the perceptual phenomena is very significant.

Prevalent Models

The early roots of psychology are complex and varied, and consequently it is not surprising that the field is so diverse in nature today. Today, one can see that different approaches or models prevail. All of these models describe, explain, understand, *and* predict behavior and mental processes from a different perspective. These are not entirely contradictory in nature, but are different in terms of their emphasis and focal point. There is no single model that can be called right or wrong. In fact most modern psychologists believe in different ideas from different theories, at the same time.

1) Biological Model

The psychological model that views behavior from the perspective of biological functioning. The role of brain, genes, neurotransmitters, endocrine glands etc. How the individual nerve cells are joined together, how the inheritance of certain characteristics from parents and other ancestors influences behavior, how the functioning of the body affects hopes and fears, what behaviors are due to instincts, and so on. Psychologists using the biological model view even more complex kinds of behaviors such as emotional responses e.g. anxiety, as having critical biological components.

2) Psychodynamic Model

The approach that concentrates on the belief that behavior is motivated by the inner forces, over which individuals have little control. Founded by the Viennese physician Sigmund Freud in early 1900s, proponents of psychodynamic perspective give importance to the inner unconscious experiences and the forces that led that behavior. Freud believed that unconscious determinants of behavior had a revolutionary effect on 20th century thinking, not just in psychology but also in related fields as well. Although many of the basic principles of psychodynamic thinking have been highly criticized, the model grown out of Freud's work has provided a way not only for treating mental disorders but also for understanding everyday phenomena such as prejudice and aggression.

3) Behaviorist / Behavioral Model

The psychological model that focuses on the overt observable behavior. The model emerged as a reaction to the earlier approaches that emphasized the significance of hidden, underlying, predetermined forces. The behaviorists suggest that observable behavior alone should be the main area of interest to psychology.

4) Humanistic Model

The psychological model, that suggests that people are in control of their lives. It is considered as one of the most recent approaches to psychology. This approach rejected the view that predetermined, automatic, biological forces, unconscious processes or the environment determines behavior. On the contrary, it proposes that people themselves decide about their lives. A failure in being capable of doing so leads to psychological problems. It also stresses the idea that people, by nature, tend to move towards higher levels of maturity and maximum potential.

5) **Cognitive Approach**

The psychological model that focuses on how people know, understands, and thinks about the world. Main emphasis is on how people understand of the world, and their thinking, affects their responses; how it may lead to positive or negative psychological consequences, and even health-related outcomes.

Chapter 02

Structuralist School of Psychology

Structuralism

The school of thought that focused upon the study of mind and conscious experience: consciousness, thinking, and emotions. They used introspection as their method of study. Focused upon the structure and operations of the mind rather than studying whole things and phenomenon. Hence named as Structuralism.

Therefore, Structuralists are philosophers/psychologist who defined psychology as the study of consciousness. The structuralist school has many followers, but two of the very important names who belong to the Structuralist school of thought are Wilhelm Wundt and Edward Bradford Titchner.

Wilhelm Wundt

Wilhelm Wundt is known for establishing the first psychology laboratory at Leipzig, Germany, in the year 1875. Wundt defined psychology as the study of consciousness. He further argued, that if consciousness exist, which actually does, then it must have a structure. To elaborate his viewpoint further, he went on to explain the structure of consciousness.

According to him, consciousness could be studied by three things:

Experimentation:

Experimentation was the most important mode of scientific investigation which according to Wundt was the need of hour for psychology to develop. Psychologists therefore, needed to conduct

experiments which revealed the true nature of consciousness. In this regard, Pavlov was known for his experiments that he conducted on dogs to discover the process of learning.

Introspection:

Although Wundt believed that psychologists should adopt a scientific outlook, he did not reject introspection as a method of gaining knowledge, because he regarded introspection as a mean of looking into and understanding the structure of consciousness.


• **Looking at the past history of man that has shaped his consciousness:** Another method of studying the structure of consciousness is by looking at the past history of man. Darwin was the first one to give rise to the nature versus nurture controversy. According to him, it was the environment that shaped the thinking of man, or the way he is brought up. Therefore, according to Wundt, looking into the past of individuals gave insight into the consciousness of the individuals. Wundt himself also conducted some experiments and based upon them he proposed that **consciousness is a process which has three compartments:**

 Ideas

 Feelings

 Emotions

He went on to say that the compartment of feelings can be divided as follows:

 Pleasant/unpleasant

 Relaxed/tense

 Calm/excited

Wundt also outlined the abnormal states of consciousness. He then went on to elaborate hallucinations, hypnotic states and dreams. According to him, all of these abnormal activities of the consciousness are caused due to the breakdown of attention. Because of his elaboration of various parts of consciousness, he is classified as a structuralist today. He is regarded as one of the greatest psychologists of the year and holds a high position in the history of psychology.

Edward Bradford Titchner

Edward Bradford Titchner was born in 1867 and died in 1927. He was an English man and pupil of Wundt. He studied in Germany, and worked all his life in America. Contributions of Titchner to psychology can be gauged from three things that he tried to do, are:

- **Contents of consciousness**

This means that Titchner explained what consciousness is actually composed of. He then went on to elaborate the contents of consciousness.

- **Combination of these contents**

The second contribution of Titchner is that he described the combination of contents of consciousness which means that, which contents get together to result in an activity.

- **Connections between the contents**

The third contribution of Titchner is that he explained the connection between the contents of consciousness which means that consciousness is a product of contents being related with each other and working together.

Chapter 03

FUNCTIONALISM

Various schools of thoughts have emerged in psychology in the last two to three hundred years. These schools differed from one another on the basis of what they reckoned as the subject matter of psychology and how they explained it. One of the early major schools in the development of psychology is the functionalist school. Like the Structuralist school, Functionalists also defined psychology as the study of consciousness but instead of explaining the structure of consciousness and describing its content, Functionalists focused on, as the name implies, the functioning of consciousness. There are two branches of functionalists:

- ❖ **American functionalists:** those who were on the American continent.

- ❖ **European functionalists:** those who were on the European continent.

American Functionalists

American functionalists are philosophers/psychologists who practiced on the American continent and considered psychology as the study of consciousness, focusing on functions of consciousness.

William James

William James was born in 1842 and he died in 1910. He was an American philosopher, brother of the novelist Henry James. In 1872 he joined the Harvard faculty as lecturer of anatomy and physiology, after 1880 worked in the department of psychology and philosophy, continued teaching until 1907. In 1890 he published his brilliant and epoch-making book *Principles of Psychology*, in which the seeds of his philosophy are already discernible. James's fascinating style and his broad culture and cosmopolitan outlook made him the most influential American thinker

of his era. James is considered the founder of the sort of thinking called functionalism. The basic question that was raised by James when he purported his theory was that “what is the purpose of consciousness?” Therefore unlike the Structuralists who emphasized on explaining the structure and the parts of consciousness, James came up with a completely new point of view. He focused on why we need consciousness. This need is the function that the consciousness performs, therefore his theories focused on explanation of the functions of consciousness and he is known as the founder of functionalist school. William James put forward the view that consciousness is not epiphenomena, means that consciousness cannot be considered as something whose functions or working cannot be explained. Consciousness has to have certain set patterns of functions and it shall always work according to those patterns. Therefore, if we consider consciousness to be an “epiphenomena” it would be wrong. Consciousness needs to be studied and understood in order to explain its functions. Explaining the function of consciousness, James put forward the view that consciousness creates adjustment between the organism and the environment. This means that the organism needs to adjust and adapt its environment in order to survive. This adaptation process is carried out with the help of consciousness. Consciousness helps the organism to understand the environment and cope with the changes in it.

James was also of the view that not just consciousness but all human psychological functions have a definite purpose. For example, fear in an animal creates movement in the body; laughter reduces tension etc. Therefore, the importance of all these psychological functions as well as consciousness is due to their functions. If these functions are disturbed, the organism cannot survive. Therefore, instead of focusing on the structure of the consciousness, scientists should focus on the functions. His view was based upon his philosophy of pragmatism which means that the validity of an idea is tested by its consequences. In other words, when we need to assay how valid an idea is we need

to look at the consequences of the application of idea. If the consequences are as expected, the idea is correct, if not, the idea is wrong. Adopting a pragmatic approach, James was able to give the idea of the functions of consciousness being more important.

James-Lange theory of Emotions:

William James is also known for his theory of emotions, now called James-Lange theory of emotions. According to this theory, emotions are the consequences of perceptions of bodily changes. For example, a person feels angry because he strikes something. The perception that is generated by this event results in generation of certain responses which are emotions. In this case the emotion would be anger. He also emphasized that repetition is most important for learning and it creates habits. Therefore, we can develop habits by repeating certain acts. In other words, if we want to develop a habit of something, we need to perform the thing again and again or repeatedly.

Ultimately it would become a habit. These were some of the contributions of William James.

John Dewey

The other prominent American functionalist was a philosopher, psychologist and above all an educationist, John Dewey, born in 1859 and died in 1952. He taught at the universities of Minnesota, Michigan and Chicago and at Columbia from 1904 until his retirement in 1930. Since John Dewey was an educationist, his theories focused on the field of education. Dewey 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. In other words, while forming an education system, the needs have to be focused upon. For further

understanding, children have different educational needs during his or her developmental stages. These needs need to be focused upon. This was one of the greatest contributions of John Dewey.

EUROPEAN FUNCTIONALISTS

David Katz

The first of the European functionalists was David Katz. He taught psychology at Stockholm, Sweden, for a number of years. In order to develop theory of functions of consciousness, Katz experimented upon how we see colors. He showed through his experiments that the perception of colors remains constant in different lights. This means that if someone is asked about a color in one kind of light, his or her answer would be the same in another kind of light. But in reality, colors change because of different lights. David Katz showed that human subjects see them as before. This he called the “phenomenon of color constancy.” Katz purported that color constancy is a function of the consciousness which makes the person perceive a color in the same way as before. Therefore, Katz also focused on explaining the functions of consciousness and hence included in the functionalist school of thought.

Edgar Rubin

The other European functionalist was Edgar Rubin who taught at Copenhagen, Holland. Rubin showed by his experiments on perception, that human beings see shapes in terms of figure and ground. This is not just limited to the sense of vision but also on other senses. For example, in case of the sense of vision, sky is the ground and clouds are the figures. When we look at the clouds, we acknowledge their existence because they exist in a background of the blue sky. Further, when we look at a tree, the sky again serves as the background while the tree is the figure in the background. In case of other senses, the sense of hearing also depicts this phenomenon. When we

listen to a song, the music being played is the ground and voice of the singer is the figure. Therefore, Edgar Rubin also focused on how the consciousness functions rather than the structure of the consciousness.

Jean Piaget

The third European functionalist was Jean Piaget who worked at Geneva and Zurich, Switzerland. Piaget is famous for his theory of how children's minds develop. He postulated the concept of Schemata. According to him, Schemata is a construct or an idea in the mind of children that how the world is, and how the world functions. In other words, it is what the children perceive about the world around them. They think about how everything occurs, how things go about and how they function. Of all this they make up explanations which according to Piaget is a Schemata.

Schemata develop over the time by two processes:

- **Assimilation**
- **Accommodation**

Assimilation

Assimilation is the absorption of new and different information about the world and accommodation according to Piaget is the expanding, stretching and changing of schemata to absorb new information about the world. This means that when a child is exposed to various happening of the world he absorbs information from the happenings. This information, collection or absorption process is called assimilation.

Accommodation

On the other hand, the information is a subject to constant change. As the child grows, he is exposed to more and more information which requires constant refurbishing of the previously gathered information. This process is called accommodation.

Four Stages of development:

Another contribution of Jean Piaget in functionalism is that he elaborated how children develop. According to him development takes place in four stages:

1). The sensory-motor stage

This is the first stage of development when children learn using their sensations. For example a child touches a hot object and is hurt, this would create awareness in his or her mind that touching hot objects is harmful. Therefore, the child learns by using the sensations. Further all sensations like hot, cold, rough, smooth shall result in learning.

2) The pre-operational stage

This is the second stage when the child for the first time, discovers rules and principles of how things work. In other words, the child has the primary or initial information about the working of the things that he sees around him. It is above from learning just through senses.

3) The concrete operational stage

This is the third stage when his reason and logic develops and he learns by reasoning. This stage combines the information gathered from the previous two stages and the child is able to develop his own explanation of the things.

4). The formal operational stage

This is the most developed and the last stage of development where the child is able to learn by abstraction. In other words, the child is able to draw conclusions about working of things, and phenomena using his own ability to associate ideas, perceive, think, and explain the happenings.

Jean Piaget therefore studied psychological functions in terms of learning and in terms of development. This means that he focused on how learning and development takes place. In other words, he also focused on the functions rather than structure of psychological phenomena. He is therefore included in the functionalist school as a European functionalist

Chapter 04

BEHAVIORISM

One of the greatest developments in the history of mankind is the industrial revolution of the 18th century. It marked the advent of a completely new era of thinking and approach towards gaining knowledge. A rational approach was adopted and the ancient speculative methods given by the Greeks were rejected. The industrial revolution had a deep impact on the development of human thoughts; therefore the discipline of psychology was also bound to be impacted. The path of this influence on psychology is easily traceable. As industry developed and manual labor was shifted to machine labor, there were a number of changes in society and human behavior. New towns were established, close to the factories; housing shifted from huge farm houses to small houses; labor working hours and habits changed; dependence on modes of living changed as well. One of the impacts of the industrial revolution was that, as the production shifted from manual labor to factories, the production increased rapidly. Therefore, new markets were sought and it became imperative to predict and control human behavior, in order to sell more. Another aspect of this development was that the attention of researchers now shifted towards these workers aiming at getting maximum productivity from the industrial labor. This productivity was based on human behavior and the result was that, the need to study human behavior arose. As mentioned earlier, man had become more rational in his approach and had disposed of speculation as a means of gaining knowledge. This made him focus on concrete facts and adopt scientific approach in his study. Psychologists started analyzing, predicting and controlling human behavior since it was visible while consciousness was not. It gave birth to the school of thought now called the Behaviorist School.

Edward Lee Thorndike

Edward Lee Thorndike was an American behaviorist philosopher/psychologist, who was born in 1874 and died in 1949. After completing his studies Thorndike moved to Harvard University, where William James had set up his psychological laboratory. Thorndike had read James and was impressed with his work on functions of consciousness. He set up his lab at Harvard, working with chicks but later transferred to James' house where he did his experiments on cats which are his most famous experiments. He devised the "puzzle box" which he used for these experiments. Based upon his experiments he formulated what he called "laws of learning," or how learning takes place. In other words, Thorndike made efforts to learn how the process of learning actually takes place. Before we look at those laws, first let us have a look at the concept of learning that Thorndike proposed. He said that learning takes place by stimulus-response connections rather than by association; according to him learning takes place by two ways which he called laws of learning. The laws are as follows:

i. Law of effect:

The law of effect states that all responses that followed by satisfaction are stamped into an individual and he learns those responses. This means that any act that is performed by an individual, when it is reinforced by a reward that brings satisfaction to the performer, the act becomes learnt. For example, if an animal such as a cat is rewarded with food if it performs a certain act, the act shall be learnt by the cat. This is what Thorndike concluded through his experiments.

ii. Law of exercise

The law of exercise states that responses that are repeated are also stamped in and become learnt. This law does not focus on the reinforcement through satisfaction but states that when the individual keeps on performing a certain act, the act is learnt. In other words, the exercise that is constantly performed by an individual is learnt by him or her. The law of effect given by Thorndike is similar to Pavlov's law of conditioning by reinforcement and the second law, i.e. law of exercise is similar to James's theory of habit formation due to repetition. As mentioned earlier, Thorndike devised the puzzle box for his experiments. The puzzle box was a box with a door operated through a lever in it. A string with a ring was attached with the lever, which released the door of the box, when pulled. The box was big enough to accommodate a cat. Thorndike used cats for his experiments. As the cat was trapped in the box, it tried hard to escape. The only escape possible was through the door which opened by pulling the string attached to the lever. As the cat pulled the string with its paw, the door of the box opened and it escaped. When the cat was put into the box a number of times, it learnt to use the string to escape. Therefore, based on this observation, Thorndike came up with his laws of learning. Thorndike also emphasized on a concept important to learning, which he called the "Recency effect." He saw in his experiments on cats that the last act in the series of acts by the cats, which is reinforced, is learnt quickly. For example if a cat is rewarded for the last act which it performs in a series of acts, the last one shall be learnt by the cat. Therefore, as the name implies, the law relates to the most recent act performed by the subject which is learnt by it. Thorndike performed further experiments to substantiate his laws of learning. This further experimentation and observation lead him to repeal the law of exercise, and modify the law of effect. He then proposed the "law of belongingness" to explain animal learning.

iii. Law of belongingness

The law of belongingness states that only relevant responses that “belong” to the learning situation are learnt. For example, the moving of paws by the cat in the puzzle box is learnt but not pricking of ears. Thorndike could be classified as a behaviorist because he explained learning as a psychological function in behavioristic, observational terms. He did try to look into consciousness but restricted his studies to the behavior of animals and used comparative psychology to explain human behavior and learning.

BEHAVIORISM

Albert Weiss

Albert Weiss was an early behaviorist who was born in 1879 and died in 1931. He was born in Germany but he came to America when he was very young. He studied and worked for the rest of his life in America, therefore he is considered to be an American behaviorist. The era of the behaviorists was the time when man had adopted a rational approach towards gaining of knowledge and speculation was no more considered as a means for it. This was the time after the industrial revolution which changed the outlook of mankind completely. Writing on psychology, Weiss asserted that anything that cannot be studied with the methods of natural sciences should not be a part of psychology. In other words, anything that is based on mere speculation and cannot be substantiated by concrete evidences should not be a part of psychological study. In other words psychology should concern itself only with observable concrete facts and not with elements, structure or functions of consciousness because these variables are not directly observable. As the Functionalists and Structuralists before the behaviorists had been trying to develop theories about the structure and functions of consciousness, Weiss rejected their approach. To him their methods of explaining phenomena were on speculative studies. Weiss further stated that psychologists only

pretend when they regard introspection as a method of scientific data collection. This was the method adopted by the schools before the Behaviorists. One of the important arguments of Weiss is that there are no mental forces apart from physiological forces which are reducible to physical forces. In other words, all mental forces can be studied using a physiological approach and not considering them to be extraordinary forces which cannot be studied through ordinary scientific methods of inquiry. Another contribution of Albert Weiss is that he also noted the impact of social forces on a person. He said that every person's behavior is impacted by social forces. This means that the social environment, in which an individual lives, influences his or her behavior and thinking. Therefore, he regarded human beings as a product of biological and social factors. He stated that humans are biological and social in nature and psychology is a bio-social science which focuses on relating the biological processes of learning and human behavior with the social environment that is responsible for them.

Edwin Holt

Edwin Holt was another early behaviorist who was born in 1873 and died in 1946. He was at two of the top universities in America; Harvard and at Princeton. He agreed with the contemporary point of view prevailing on the American continent that psychology should concern itself only with directly observable facts and data. The speculative methods of learning and exploring were rejected by him like all other behaviorists. Therefore, he also declared psychology be a scientific discipline which was based on rationality. Only the facts that could be substantiated should be considered in psychology. Holt further proposed that psychology should concern itself with behavior, therefore he is also considered as a behaviorist.

According to him, behavior is the result of two factors:

i) Learning

Learning takes place when an organism is exposed to internal or external stimulation, e.g. internal stimulation may be hunger, thirst etc. while external stimulation may be heat, coldness etc. Organism behaves in response to these stimuli.

ii) Canalization

Further, behavior is also the result of canalization which is what we learn in our childhood. Childhood experiences influence and produce behavior and in any study of psychology we must not ignore those childhood experiences.

Walter Hunter

The third early behaviorist was Walter Hunter, born in 1889 and died in 1953. He proclaimed that he started with dealing in psychology of experience and shifted to psychology of behavior. He proposed, agreeing with his contemporary psychologists, that psychology should concern itself with observation of behavior of humans and should not concern itself with the problems of consciousness. He said that Wundt was partly correct when he studied consciousness as the subject matter of psychology because consciousness is merely a name used to describe concrete objects in the environment. In other words, a person's consciousness mostly comprises of objects in his environment, which is a view point similar to the one given by Weiss. Environment plays a dominant role in determining a person's behavior and his habits. The prime example relevant here is the impact of the industrial revolution. The example could be related to the behavior of the psychologists themselves. As the environment of mankind changed from speculation to rationality and factualism, psychologists also shifted towards scientific outlook. The need was to have the greatest productivity from the labor force, which was of course related to the study of behavior.

Therefore, psychologists shifted towards the study of behavior. The point remains, that the environment and social circumstances have a profound impact on the behavior of the individuals which psychology tends to identify and study. Hunter chose experimental method as his method of investigation and he is credited with the development of temporal maze for his experiments. Temporal maze was used to conduct experiments in which an animal was allowed to find its way around the maze to the food. When the animal had become familiar with the maze, it would take much less time to reach the food and thus Hunter drew his conclusions based on these observations. He conducted experiments on delayed reaction time of animals for which he is known for. He is also considered as a behaviorist because of his scientific outlook and his emphasis on behavioral approach towards psychology.

J.B. Watson

J.B. Watson is regarded as the founder of the school of behaviorism. He was born in 1878 and died in 1958. He began as a student of philosophy at the University of Chicago, but later turned to psychology. He taught for a number of years at Johns Hopkins University at Baltimore USA, where he set up his animal laboratories. Later he shifted to the corporate world and offered advice to industry relating to advertising and marketing. Watson taught that psychology should ignore consciousness and concentrate on concrete facts: psychology. This was one of the founding principles of the behaviorists' approach. He further said that psychologists must discard all reference to consciousness and must only look at behavior of animals and man. Because of his stress on behavior to the neglect of consciousness, he called himself a behaviorist. He was the first one to proclaim himself as a behaviorist. His methodology revolutionized the subject of psychology giving a new outlook to it. As consciousness was no more regarded as the concrete method of gaining knowledge, therefore, psychology focused merely on factual evidences and

observable phenomena after the advent of this school. A measure of how seriously his appeal was taken by his professional colleagues is that he was elected as the President of American Psychological Association. In one of his books, entitled "Behavior," he enumerated what behaviorism is all about in psychology. As the functionalists and the structuralists had defined psychology as the study of consciousness, Watson defined, as opposed to them, psychology as the science of behavior. Behavior of animals and humans was in his view what needed to be studied for an understanding of psychology. Furthermore, Watson asserted that psychologists should use only objective, experimental methods and should not use introspection as a method. He said that the aim of the study of psychology should be to provide prediction and control of behavior. This is the basic aim of behaviorism. Behaviorists tend to develop methods and techniques to control and predict human behavior in order to get the most out of them. Behaviorism emerged in times when the industrial revolution took place. At that moment in the history of mankind, the focus was on increasing the productivity of workforce.

According to Watsonian behaviorism, behavior can be studied in terms of stimulus-response patterns. This means, that a stimulus is received by organism and it responds. For example, when someone touches a hot object, he immediately withdraws his hand from the object. In other words, the hotness of the object serves as the stimulus while the withdrawing action of the individual is his or her response to the stimulus. Watson therefore stated that there is nothing mysterious in this action and reaction and all of it could be explained in simple physiological terms. Watson denied the value of introspection as data for psychology but said that a "verbal report," may be obtained from the subject after the experiment. For example, if an individual is placed in a series of experiments, he may then be asked about the feelings and the emotions that he faced during the experiments. It is different from introspection in the sense that here the report is based on the

circumstances that have been artificially created for the experiment. Therefore, verbal report, in view of Watson may be a source of information for psychologists, but he clearly denied the introspection as a means. One of the important contributions of Watson is that in his opinion, thinking is nothing but “implicit behavior.” For example, when an individual manipulates images in his mind, thinking takes place. The individual relates these images together forming an explanation for the phenomenon that he is trying to study. Therefore thinking is also a kind of behavior. Watson agreed with the viewpoint of Ivan Pavlov about learning and said that we learn according to the laws of conditioning as given by Pavlov. Watson suggested that memory and images are nothing but sensory activities in the brain. This again refers to the study of behaviorism as a physiological phenomenon rather than a mysterious one. He said that the sensory activities of the brain can be classified as “molecular behavior.” Watson further proclaimed that by controlling the environment of an organism we could control and predict its behavior. This is known as environmentalism, that organism is affected by its environment. It is similar to the idea of Tabula Rasa given by John Locke. According to Locke, the mind of a new born baby is like a clean slate which is written upon by the surrounding environment. Watson’s contribution to psychology was one of the major developments in the study of psychology.

NEO-BEHAVIOURISTS

Neo-Behaviorists are psychologists who adopted the line of thinking and methodology of Watson, but were born or worked after Watson. Watsonian behaviorisms gave a new direction to the science of psychology. The old method of introspection and speculation as a means of information for psychology was rejected and a more scientific outlook was adopted. Only concrete facts were considered which were observable. Therefore, behaviorism became very much as the heart of

psychological thought. Neo-behaviorists followed the Watsonian line of thinking although they were born after Watson.

Clark Hull

The first neo-behaviorist was Clark Hull who was born in 1884 and died in 1952. He was an engineer and a mathematician but later turned into a psychologist. He taught at the University of Wisconsin. Hull attended Kafka's lecture on Gestalt psychology at Wisconsin University and was impressed with the Gestalt School. He had also read Pavlov's English translation of "Conditioned Reflexes," and liked it very much. His explanation of human Behaviour therefore reflects both the Gestalt and the Pavlovian points of view. Since Clark Hull was basically a mathematician, he aimed at expressing his views in mathematical terms very precisely. He gave a mathematical equation which explained his view point. The equation is as follows:

$$\text{SER} = D \times V \times K \times \text{SHR}$$

Where:

SER, is Behaviour

D, is drive, our need within

V, is Valence or stimulus intensity

K, is incentive, motivation

SHR is habit

Therefore, according to Hull, Behaviour is dependent upon drive, valance, incentive and habit. Since Hull was a behaviorist he tried to simplify behavior and according to him, as a person acts in a certain manner or behaves in a certain manner, the driving forces behind it are D, V, K and

SHR. Drive according to Hull is the need inside a person. A person may want to achieve a certain goal, reach a target or perhaps want to have some possession for him. All these things constitute the drive inside the person are expressed as D in Hull's equation. V is the intensity of the stimulus that governs certain behavior. In other words, it is how strongly the stimulus is registered by the sense organs of the body. K is the incentive or the motivation. It is the target or the reward that the individual or the subject aims at. It serves as the incentive for the subject to behave in a certain manner which would allow him to reach the reward. The last component of Hull's equation of behavior is SHR, which is the habit that a person develops. Behaviorists had given the explanations for why habits are developed. Hull carried forward their ideas and said that habits also serve in determining how a person behaves.

In simple terms behavior is the result of many factors that include D: drive, V: attraction or repulsion, K: motivation and habit. As it can be seen, his theory rests mainly on looking at performance, on observing overall overt behavior and that is why he is classified as a behaviorist.

Edward Tolman

Edward Tolman was another American, who was born in 1886 and died in 1961. He studied at Harvard and was impressed by William James and Watson. Tolman believed that psychology is a science of behavior and psychologists should concentrate on the study of behavior only and in addition to it he said that behavior has a "purpose." That is why he is also called a "purposive behaviorist."

He defined behavior in a precise equation that is:

$$B = f(S, A)$$

Where:

B is behavior

f is the function of

S is situation variables

A is antecedent variables

This means that behavior is a function of situational variables and antecedent variables. A situational variable is any variable that is a part of the situation/environment that affects a subject's behavior in a way, for example the hot or cold weather. An antecedent variable is a variable that is a part of the subject such as age, gender etc. and it impacts its behavior. Therefore, his explanation of behavior was very precise. Because of his theory of explanation of behavior, Tolman is classified as a neo-behaviorist.

Edwin Guthrie

Edwin Guthrie was also a prominent neo-behaviorist who was born in 1886 and died in 1960. Unlike his contemporary psychologists, Guthrie was less an experimentalist and more an observer. Based upon his observations, he put forward the view that behavior can be predicted and controlled by the "law of recency," given by Thorndike, which states that "the last act is most likely to be repeated." Therefore, behaviorism to Guthrie is repetition of the "last act." Thorndike proposed his law of recency based on experiments that he conducted on cats. Therefore, the basis of Guthrie's thoughts resides in experimentalism. Guthrie had also read Freud and was impressed by his method of treatment of mental disorders. Based upon his behaviorist outlook, Guthrie developed a theory of neurosis in his book "The Psychology of Human Conflict" and because of this he may be regarded as one of the first behaviorist psychotherapists. He explained neurosis to be caused due to conflict of responses.

NEO-BEHAVIORISTS

B.F. Skinner

One of the most prominent psychologists, who was impressed by Watsonian behaviorism on the one hand and Pavlovian conditioning on the other was another American B.F. Skinner, born in the year 1904 and died in 1990. He worked at Harvard University and carried on his experiments on animals, writing many books and articles. His main research work is now known by the title of Instrumental or Operant Conditioning. Working on white rats and pigeons, in specially devised cages, known as Skinner boxes he observed how animals learn. He therefore adopted an experimental method of learning. He also purported the idea of learning by conditioning but his conditioning was different from that of Pavlov. Later Pavlov's conditioning came to be known as classical conditioning while Skinner's conditioning was called instrumental or operant conditioning. One of the contributions of B.F. Skinner is that he distinguished between positive reinforcement and negative reinforcement, where positive reinforcement is when a response is positively rewarded and negative reinforcement is when a response is negatively rewarded or punished. In other words, if a subject, who is hungry, is rewarded on its act with food, the reinforcement is positive. On the other hand, if a subject is punished on his or her act but being beaten up or being subjected to some kind of torture, or even a less severe punishment such as denial of food, the reinforcement given to him according to Skinner is negative reinforcement.

According to Skinner, learning takes place by four schedules of reinforcement:

- **Fixed ratio schedule**
- **Variable ratio schedule**
- **Fixed interval schedule**
- **Variable interval schedule**

Reinforcement is given to the subjects according to these scales. Fixed ratio is, when reinforcement is given after a fixed number of responses. Variable ratio is when reinforcement is given after variable number of responses. Fixed interval is reinforcement is given after a fixed time period. Variable interval is when reinforcement is given after a variable time interval. Based upon his experiments he proposed in his famous book: “Beyond Freedom and Dignity” that change in whole society is necessary for the betterment.

Karl Lashley

An important contributor to the behaviorist school is Karl Lashley, born in 1890 and died in 1958. This is one of his greatest contributions in psychology which lead to the development of:

Two principles given by Lashley:

i) Principle of equi-potentiality:

According to Lashley, one part of the cortex is the same as another part. Therefore, even if one part is cut off, the brain activity still takes place. In other words, both parts of the cortex have equal potential to make the brain work properly.

ii) Principle of mass action:

He also proposed that the more the cortex in mass, the better the learning and called it the “principle of mass action.” So Lashley showed that behavior and more precisely learning is a function of the activity of the cortex.

Donald Hebb

Donald Hebb was a Canadian psychologist, who showed that, when a part of the human brain was removed accidentally, it did not affect a person’s IQ. It is similar to Lashley’s principle of equi

potentiality which stated that if one part of the cortex is removed, the brain continues to function as with the full cortex.

Harvey Harlow

Another psychologist Harvey Harlow, of University of Wisconsin showed that curiosity, exploration and manipulation effect animal learning. This meant that if a subject is curious about certain phenomenon, it would have a different learning pattern as compared to other subjects. Further, exploration and manipulation also affect learning.

Hobart Mowrer

Hobart Mowrer at the University of Illinois showed that factors such as hope and disappointment influence learning. Behaviorism slowly had introduced such mentalistic concepts as curiosity, hope, disappointment, etc. So behaviorisms slowly moved away from dealing with purely observational data and started looking into psychological factors.

Chapter 05

GESTALT PSYCHOLOGY

There were two major trends in psychology at the end of the nineteenth century and the beginning of the 20th century. In Europe, Wundt's structuralist psychology was the major influence, and in America behaviorist psychology was the dominant trend. 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 to concert efforts to develop a system of psychology that took into view the unity of human beings. These efforts 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. In other words, the Gestalt psychology adopted both the behaviorist's views and the Structuralists' views. Gestalt is a German word meaning patterns. The Structuralists were focusing on the consciousness as the key element in the study of psychology while the behaviorists were focusing on the prediction and control of behavior. The group of students and researchers related to this concept developed the Gestalt School.

Max Wertheimer

Max Wertheimer belonged to the Gestalt school of psychology. He was born in 1886 and died in 1943. He studied at the universities of Prague, Berlin. His early experiments, in collaboration with Wolfgang Köhler and Kurt Koffka, introduced a new approach (macroscopic as opposed to microscopic) to the study of psychological problems. In the latter part of his life he directed much of his attention to the problem of learning; this research resulted in a book, posthumously published, called Productive Thinking. One of the greatest contributions of Wertheimer is that he

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 these two lines as one line moving from its position to the position of the other line. Wertheimer called this phenomenon “Apparent movement” or phi-phenomenon. Therefore, according to Wertheimer, Phi phenomenon or apparent movement is when we see one image move from one place to another, when physically there is no movement. In case of the lines shown by Wertheimer, the horizontal or the vertical lines did not move at all, but instead, one line appeared after the other. The interval between the disappearance and the appearance of the other line was so short that to the subjects it appeared that the lines were moving from their positions into the other positions. The greatest impact of this discovery can be seen in its application in the movie camera. When a movie is being played on a cinema screen it is actually the phi-phenomenon which is working. The images of the movie are all still images captured by the camera but the interval between the movements of the images is so short that the characters of the movie seem as moving to the observer. Television is another example where the image is created by a small dot which moves across the screen and the characters appear to be moving. Wertheimer explained this phi-phenomenon as being due to a tendency on the part of human mind to fill in the gaps. For further explanation, when the line which was perceived by the observer as moving is analyzed, we see that the movement from the horizontal to the vertical or vice versa, has been developed by the observer’s brain, while there is no movement at all. Therefore human mind has the tendency to develop something to fill into the gap. Based upon this tendency, Wertheimer discovered many factors which help human beings to perceive things in patterns or Gestalts. He called these factors, the factors of organization. They are factors that help us to perceive in patterns or Gestalts. Some of these factors are:

Similarity

If you see many dots and small lines, you see dots as one group, pattern, gestalt etc. and lines as another group. This is similarity leading to gestalts or patterns based on groups.

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.

Closure

If a part of a familiar shape is missing we tend to fill it up, and see the shape as whole, this is closure leading to gestalt. For example, if one of the corners of a star is missing, we tend to fill in the missing part by ourselves and perceive the star as its complete shape. Therefore closure also results in gestalt. These are factors that are in the stimulus field that help us to perceive gestalts. There are some subjective factors also that help in this whole perception. For example, mental set, or set is a subjective factor that helps perceptual organization. Mental set or set can be explained with the help of the following examples: if a person is taking a walk in a garden, and before he came here, he was warned by his friend that there were snakes in the garden; his mental set would be to see snakes in the garden. Therefore, he is likely to confuse a twig with a snake and be afraid of it. This is an example of mental set. Habit or familiarity is another factor that leads to perceptual organization. For example, if a person is familiar with certain objects he may be able to formulate a gestalt very quickly. Same is the case with habit. Wertheimer, through his observation and experimentation discovered those factors that influence perception. Wertheimer also tried to discover what is creative thinking or problem solving thinking. Creative thinking or problem solving thinking had become a subject of interest for psychologists at the turn of the century since

creative thinking was the key to development as newer fields of study were explored by mankind. He observed young children and adults in his quest to determine what is creative or problem solving thinking and how it takes place. He also interviewed one of the greatest minds of the 20th century, Albert Einstein, to see how he produced his Theory of Relativity. Based upon these observations, Wertheimer noted various operations related to creative or problem solving thinking. He said we should avoid a piecemeal approach, not let our biases affect our thinking and should not blindly follow our habits. In other words, he said that we should ensure that our dispositions do not affect our thinking and we are able to concentrate on discovering new rather than analyzing new from the already existing point of views. That is how we can become productive, creative thinkers. Wertheimer is known as a Gestalt psychologist because he tried to determine the patterns of perception that an individual follows.

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. 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

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.

Kurt Lewin

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 a 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.

Styles of Leaders:

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

- Propensity of curiosity
- Propensity of sex

- Propensity of disgust
- Fear
- Food seeking
- Protection
- Anger
- Appeal
- Constructive
- Acquisitive
- Laughter
- Comfort
- Sleep
- Migratory
- Submissive
- Gregarious
- Self-assertive
- 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.

Chapter 06

PERSPECTIVE/MODEL/APPROACH

A paradigm in psychology is a distinct way of describing, observing, understanding, and predicting any given psychological phenomena. The professionals, as well as students, in order to conceptualize and organize the available information, need a model or paradigm. Also, it is required because it is used to test hypotheses and for conducting research work in order to testify the validity of assumptions. Includes assumptions about what drives human behavior, how disorders develop, and treatment prescriptions.

Biological /Medical Perspective

Based on the assumption of **Materialism** i.e., all behavior has a physiological basis. An understanding of biochemical processes will give an understanding of psychological and social phenomena:

- Physical structures and hereditary processes determine behavior or behavior potential.
- Physical/physiological interventions can alter mental processes and behavior.
- Root cause of abnormalities and disorders lies in biology and requires medical intervention.

Historical Background

The historical roots of biological model are very old, dating back to at least the time of *Hippocrates*. There are a number of great names that contributed to this approach, of which the more important ones will be discussed.

Hippocrates (460-377 B.C)

- ✚ Greek physician/philosopher
- ✚ Regarded as the “Father of Medicine”
- ✚ Talked about basis for medical problems
- ✚ Believed that rational knowledge could serve a path for understanding psychological problem

Galen (129-199 A.D)

- ❖ Born to Greek parents in Asia Minor
- ❖ Great physician with an empirical approach who rejected the old doctrine and relied on his observation and research.
- ❖ Correctly identified various parts of the nervous system and had an accurate grasp of how nervous system functions.
- ❖ Known for anatomical studies on animals and observations of human body functions

Julien Offroy De La Mettrie (1709-1751 Ad)

- French priest turned physician
- Noticed that his fever and the resulting physical condition affected his mental state as well as his physical state
- Body is like a machine and the soul is no different from mind
- Mind was a part of the body

Cabanis

- French physician

- Consciousness was a function of brain and was proved by the fact that guillotine victims were not conscious after beheading

Philippe Pinel (1745-1826 Ad)

- French physician
- Believed that abnormal behavior is caused by some hereditary defects or nervous system defects.

Wilhelm Griesinger (1817 – 1868 Ad)

- ✓ German psychiatrist
- ✓ Believed that the best way to understand mental disorders is to assume that they are caused by brain pathology

Paul Broca (1824-1880)

- French surgeon and anthropologist
- His main contribution is with reference to the localization of function; specific areas of brains are responsible for specific functions
- Discovered speech center in brain

Emil Kraepelin (1856-1926 Ad)

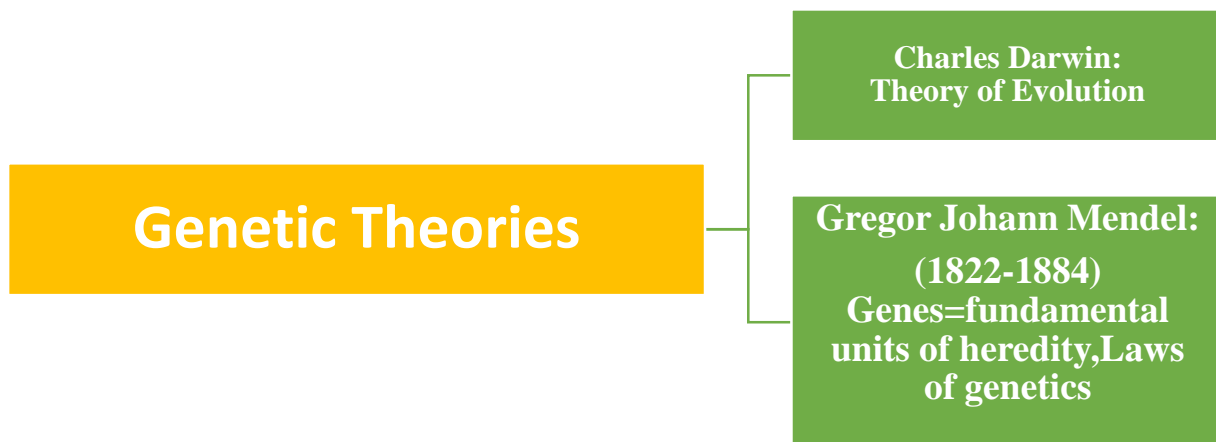
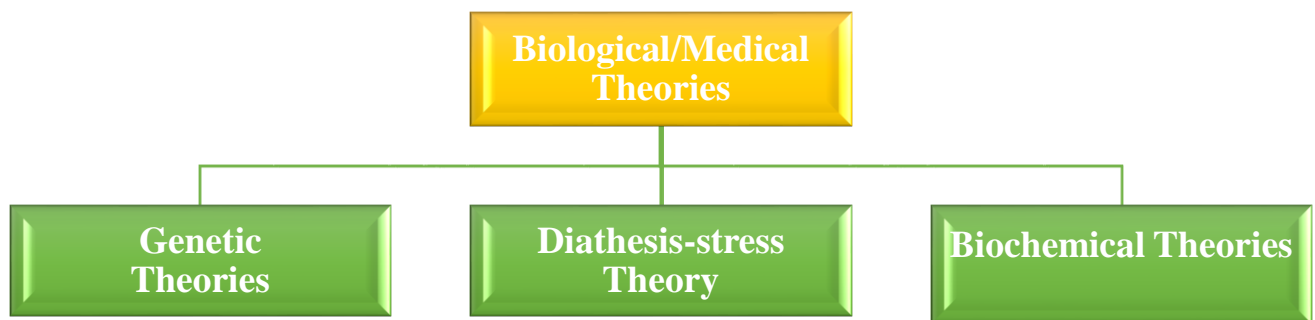
- ✚ German psychiatrist
- ✚ Stressed the likely physical cause of mental illness, and gave the first classification system of mental disorders

Charles Darwin: (1809-1882 Ad)

- British scientist

- Author of the revolutionary “The Origin of Species” (1859)
- According to Darwin, variations among individuals of a species would occur by chance, but could in turn be passed on to the future generations
- Gave the concept of “Survival of the Fittest”; only those variations which helped the individuals survive long enough to breed would sustain, and be passed on

Theories in biological model

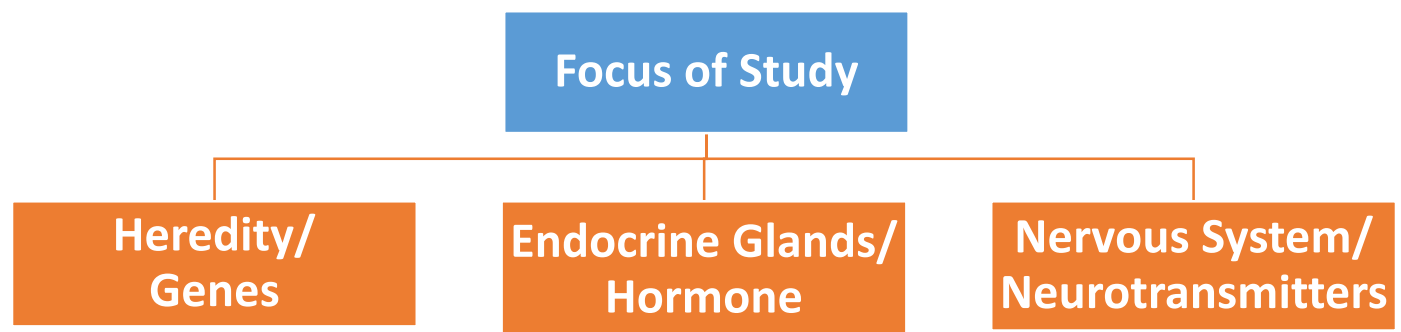


Biochemical Theory

Very small amounts of certain chemicals in the body can cause profound changes in behavior as proved by researches.

Diathesis-Stress Theory

Predisposition i.e., diathesis (including genes) and stressful environment combine together to cause abnormal behavior. Traits are influenced by genes and by environment.



Neurotransmitter

The synapse of the neuron releases special chemicals called “neurotransmitters”.

Existence of neurotransmitters has been known since 1920's; but the evidence of their relationship with psychological disorders has been found and known since 1950s

More than 50 neurotransmitters exist in human body

Neurotransmitters and Their Role

- ❖ **Acetylcholine:** Learning, Memory and Muscle control
- ❖ **Dopamine:** Motor activity, Coordination, Emotion and Memory

- ❖ **Epinephrine:** Emotion, Stress
- ❖ **GABA (Gamma-Amino Butyric Acid):** Anxiety, Arousal, Learning
- ❖ **Serotonin:** Sensory Processing, Sleep, Arousal
- ❖ **Glutamate:** Anxiety, Mood

Endocrine Glands

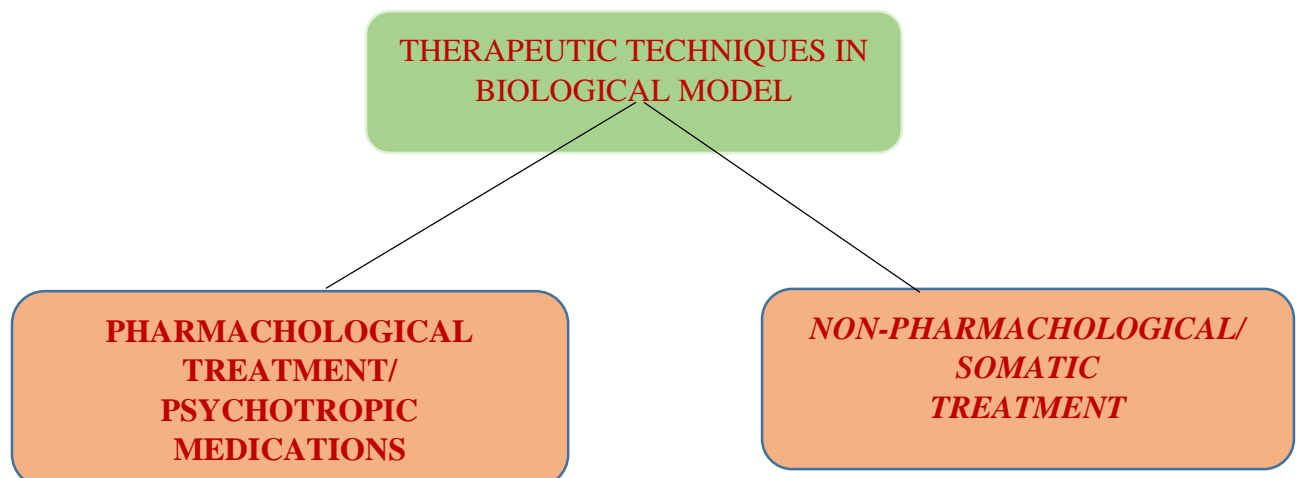
These glands form the body’s “slow” chemical communication system; a set of ductless glands that secrete hormones (special chemicals) into the bloodstream”



Endocrine Glands and Abnormality

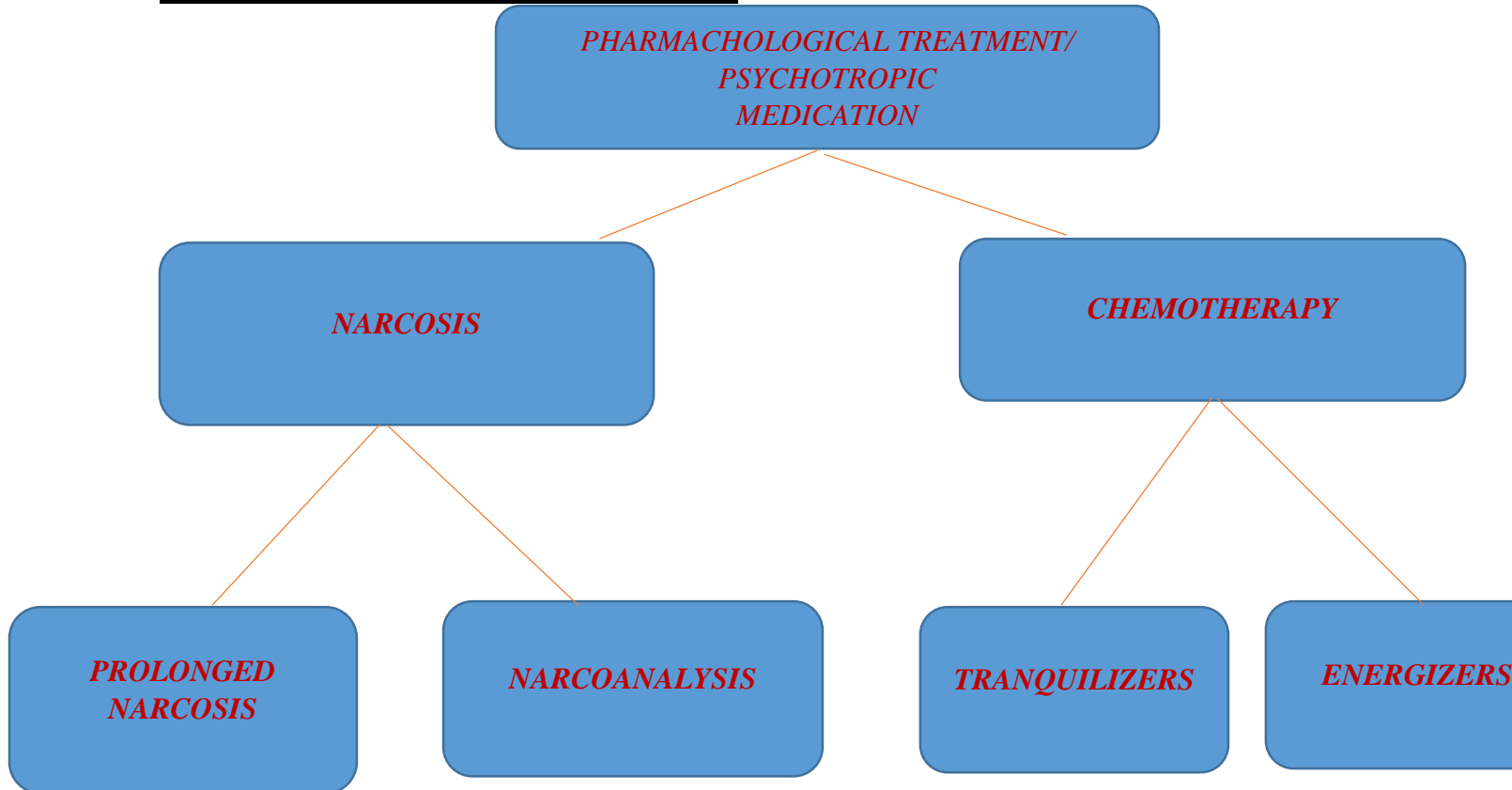
- ✚ Low secretions of the thyroid produce anxiety like symptoms such as irritability and tension
- ✚ Low level of pituitary secretions produces depression like symptoms—Fatigue, apathy etc.
- ✚ Abnormal secretions of hormones may cause major depression.

Assumptions of Biological/Medical Model:



- Abnormality is caused by some disease in the “Central Nervous System”(C.N.S).
- Disease in the C.N.S. has some biological or physical origin.
- Physicians are best able to treat diseases of the C.N.S.
- Diseases in the C.N.S. are not currently specific.

Therapeutic Techniques in Biological Model:



Pharmacological Treatment

TRANQUILIZERS ENERGIZERS

“Pharmacology is the science of the study of drugs to treat a wide range of less severe psychological disorders”.

1. **Narcosis:** The word “Narcosis” is derived from the Greek word meaning, “be numb”.

Prolonged Narcosis

- ✓ Person is made to sleep for 15-24 hours a day and is kept under constant observation
- ✓ Prolonged narcosis is difficult and dangerous to administer, because a number of physiological complications develop under prolonged sleep
- ✓ Seldom used today.

Narcoanalysis

Drugs are given in amounts that produce a state of “grogginess”

2. Chemotherapy

It is the type of therapy that treats mental and behavioral disorders with drugs and chemicals

Tranquilizers

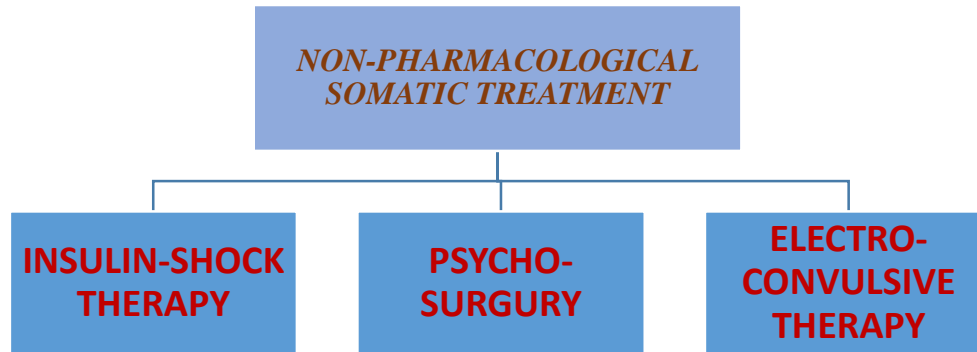
Drugs that produce soothing and calming effects

Energizers

They are used with the sufferers of depression who are not helped by sedatives

Types of Drugs

- ❖ **Stimulants:** Caffeine, nicotine, cocaine
- ❖ **Depressants:** Alcohol, barbiturates
- ❖ **Anti-anxiety drugs:** Benzodiazepines: diazepam (Valium), lorazepam (Ativan)
- ❖ **Antidepressants:** phenazine (Nardil), paroxetine (Paxil)
- ❖ **Hallucinogens:** lysergic acid (LSD), MDMA (Ecstasy)-in large doses, cannabis (marijuana)-in large doses.



Non-pharmacological Somatic Treatment

In 1930's, several therapies were developed which draw considerable attention

Insulin-Shock Therapy

- Developed by Manfred Sakel to cure psychological disorders by administering insulin to produce a state of coma is caused because of a reduction in blood sugar level.
- Depression of metabolic processes tissues and cells; Found to be
- Effective with schizophrenics, addicts etc., if used with psychotherapy.
- Now rarely used as a method of treatment

Electro-Convulsive Therapy (ECT)

A biochemical therapy for severely depressed patients in which a brief electric current is sent through the brain of the anesthetized patient. This controversial therapy is applied to severely depressed patients.

Psycho-Surgery

- ❖ It involves brain surgery which is used in the treatment of severe psychotic patients who have resisted all other forms of treatments *Merits of Biological Approach.*

- ❖ Although psychological causes are significant, biological causes are worthy of examination and study too.
- ❖ Research work is rapid, producing valuable new information

Demerits of Biological Approach

- Explains human behavior in biological terms, treats with the help of biological methods, and ignores psychological factors.
- Mental life is an inter play of both biological and non-biological (environmental) factors; biological has been emphasized at the cost of ignoring the non-biological, or psychological

Criticism against Medical/ Biological Model

- No independent means of verifying/ identifying the existence of the disease; both factors and symptoms are often assessed.
- There exist alleged differences between the symptoms of physical illness and the symptoms of mental illness.
- Symptoms of mental illness are subjective, whereas those of physical illnesses are objective.

Chapter 7

PSYCHODYNAMIC APPROACH/ MODEL

- The approach that concentrated on the unconscious forces that drive our behavior; belief that the inner forces over which individuals have little control motivate behavior.
- Founded by Sigmund Freud, the most influential figure in the history of psychology.
- The basis of motivation and behavior lies in inner forces; forces that are predetermined, and forces over which humans have little control, which the person is not aware of i.e., unconscious determinants of behavior
- It maintained that instincts are the driving force behind individual's personality; there are life instincts as well as death instincts that play a role in human life.

Significance of Psychodynamic Approach

- ❖ The most influential theory of the 20th century that affected psychology and related disciplines in a revolutionary manner
- ❖ Gave an entirely new perspective to the understanding of behavior and mental processes as well as mental illness
- ❖ The first theory to raise the awareness that not all behavior is rational
- ❖ Gave an impressive, broad based, therapeutic approach
- ❖ Provided a basis to understand everyday life phenomena e.g. interpersonal relationships, aggression, prejudice.
- ❖ Many other, later, approaches built their paradigms on this approach - some by refining it, some by deviating from it

- ❖ One of the main ideas is that there is an inner tension for the fulfillment of instincts, the tension leads to action for fulfillment, the fulfillment leads to reduced tension.

Sigmund Freud: 1856-1939

- ❖ Founder of psychoanalysis
- ❖ Austrian physician, neurologist, psychologist
- ❖ *Foundations of Psychodynamic Approach*

Psychic Determinism

All behavior is determined i.e., has a cause that lies in the mind/psyche

Role of Consciousness

A significant part of our behavior is generated by unconscious forces

Continuity of Normal and Abnormal Behavior

Normal and abnormal behavior are different only in terms of degree and not in kind

Emphasis on Clinical Observation

Clinical observation/ case studies were the main source of data

Structure of Consciousness

1. Conscious

Contains thoughts and feelings of which one is immediately aware

2. Subconscious

Mind level below the level of conscious awareness

- **Preconscious**

Part of the sub conscious that can be accessed by deliberate choice

3. Unconscious

Part of the sub conscious that cannot be accessed directly although impulses, ideas, and feelings may permeate out through other sources e.g. dreams, slips of tongue etc.

Dreams in Freudian Approach

- Dreams reflect unconscious needs, desires, and impulses.
- Dreams have two levels of dream content: manifest and latent.

Manifest content

The obvious, apparent part: what a dream appears to be to the dreamer.

Latent content

The dream's true meaning, which is usually disguised or distorted by dream work.

Symbolism

- The manifest content is in a symbolic form
- The latent content is converted into this form by the 'dream censor, a mechanism that ensures that sleep is not disturbed by unconscious desires, and those desires are presented in a socially acceptable form. The manifest content is in the symbolic form of the latent content. Only the psychoanalyst can interpret it.

Sources of motivation

Psychodynamic Model of Personality

Is a three-part structure of the mind; **containing id, ego and super ego.**

Id

At birth, the entire mind consists of only id. It consists of pure, unadulterated, instinctual energy and exists entirely on the unconscious level. It is the source of basic drives; operates under the 'pleasure principle' i.e., it wants immediate gratification of needs. The id has two means of satisfying bodily needs, *reflex action* and *wish fulfillment*.

Reflex action

Reflex action is responding automatically to a source of irritation .e.g. an infant ID may sneeze in response to an irritant in the nose or reflexively move a confined limb, thereby freeing it. In both cases, reflex action is effective in reducing tension. Coughing and blinking are other examples of reflex action.

Wish- fulfillment is more complicated. It is the conjuring up of an image of an object or event that is capable of satisfying a biological need e.g. a hungry person thinks of food- related objects.

Ego

Mediates the link of the self with the outside world, "Real World", as well as between the id and superego; operates under the demands of the environment. It operates under the reality principle and operates in the services of id. In other words, the ego comes into existence in order to bring the person into contact with experiences that will truly satisfy his/ her needs. When the person is hungry, the ego finds food; when the person is sexually aroused, the persons finds an appropriate

sex object; and when the person is thirsty, the ego finds liquid. The ego goes through reality testing to find appropriate objects.

Super Ego

There is a third component of personality that makes things much more complicated, i.e. super ego. It is governed by the moral constraints. It develops from the internalized patterns of reward and punishment that the young child experiences i.e. Depending on the values of the parents, certain things the child does or says are rewarded and encouraged and others not liked are punished or discouraged.

Opposes the id and represents the moral demands of the family and society; it is the 'moral self' or the 'conscience' of the person

Development of Personality: A Stage Approach

Psychodynamic approach proposed a stage- theory of the development of personality:

Oral Stage	Birth - 1 ½ Years	Ego formation begins, weaning begins, delayed gratification is learnt; body image develops
Anal Stage	1 ½ - 3 Years	Continuation of ego development; toilet training; formation of super ego
Phallic Stage	3 - 5 Years	Bodily and genital awareness

Genital Stage	Puberty - end of life	Symbolic gratification of drives; secondary process thinking
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Oral stage:

Oral Stage occurs during the first year of life and the erogenous zone during this stage is the mouth. At this stage, pleasures mainly come from mouth. According to Freud, an adult who is fixated at the early oral stage will engage in abundance of oral activities such as eating, drinking, or smoking. This person also will engage in activities that are symbolically equivalent to those oral activities such as collecting things, being a good listener etc.

Anal stage starts during the second year of life, and the erogenous zone is the anus- buttocks region. It is the stage when the child has to gain control over his physiological processes so that they function in accordance with the demands of the society.i.e the child must be toilet trained. Fixation at this stage may result in physical problems.

Phallic stage starts from the third year of life to about fifth year, and the erogenous area are the genital area. This is one of the most complicated and controversial of Freud's stages. It is the stage of Oedipus and Electra complexes, the resolution of which has profound influence on an adult's life. The male child experiences the Oedipus complex, which is named after an ancient play by Sophocles, entitled Oedipus Tyrannus, in which King Oedipus killed his father and married his mother. The male child resents the father, because he is regarded as a rival for the mother's attention and affection. The female counter part of the Oedipus complex is Electra complex, named after another play by Sophocles entitled "Electra", in which Electra causes her brother to kill her mother who had killed Electra's father.

Latency stage it lasts from about sixth year to about twelfth year. Here the sexual interests are displaced to substitute activities such as learning, athletics, and peer group activities.

Genital stage

It is the final stage of development that occurs following puberty. It is the time at which the person emerges from pre genital stages as the adults as he/ she destined to become. Now the child has become a socialized adult with heterosexual interests leading to marriage and child- rearing. If, however, the experiences during the pregenital stages cause fixation, they will manifests themselves throughout one's adult life.

Anxiety

✚ An emotional state experienced as a result of felt threat to the self.

✚ Anxiety arises when ego cannot cope too much of:

✚ **Demands of the id**

✚ **Demands of the ego**

✚ **External danger**

In order to protect itself against anxiety and threat, ego uses defense mechanism

Defense Mechanisms

Ego defense system that may be distorting reality

Repression: Blocking unpleasant/ unacceptable thoughts by pushing them into the unconscious
e.g. forgetting events of the painful childhood.

Regression: Reverting back to a stage that was satisfying e.g. a boss showing temper tantrums like a child; or acting like a baby.

Displacement: Redirecting the expression of unwanted desires or impulses to a substitute rather than the actual target e.g. beating children when a wife cannot express anger toward husband.

Rationalization: In order to justify one's behavior, one develops a socially acceptable explanation or reasoning e.g. going for a second marriage saying that the first wife was quarrelsome.

Denial: Refusing to acknowledge or accept anxiety provoking thoughts or impulses e.g. being a heavy smoker but saying 'I am an occasional smoker'.

Projection: Attributing unwanted thoughts and impulses to others e.g. a person takes bribe and blames the organization for paying him not enough salary.

Sublimation: Converting unwanted impulses into socially approved thoughts, feelings and actions e.g. disliking the in-laws but behaving in a very friendly manner, or becoming a stamp collector to overcome the impulse to steal

Psychotherapy: Psychoanalysis

- ✚ An intensive, long-term psychotherapeutic procedure.
- ✚ Requires long sessions over extended periods----- may be years.
- ✚ Better suited to intelligent individuals. Involves a special relationship between the therapist and the patient.
- ✚ **Target:** To explore unconscious motivation, conflicts, desires.
- ✚ **Goal:** Establishing intra psychic harmony by developing awareness of the role of the id, reducing over compliance with super ego, and by strengthening the ego.
- ✚ **Understanding of 'repression':** The therapy gives central importance to the understanding of the manner in which the person uses repression for handling conflict.

Interventions used in Psychotherapy

1. Free association

- ✚ Kept in a comfortable position, the patient is asked to talk aloud and say whatever comes to his mind without considering whether or not it is relevant, rational, or sensible.
- ✚ The patient is asked to reveal even the most undesirable and strong thoughts that have been repressed. This leads to emotional release, called ‘catharsis’.

2. Analysis of Resistance

At times patient feels inhibitions, and is unable or unwilling to express some thought or feeling i.e., barriers between conscious and unconscious. The psychoanalyst aims to break down such resistances so that the patient is enabled to face the unpleasant thoughts, impulses, events.

3. Dream Analysis

The therapist tries to uncover the latent content of dreams and decipher the symbolism involved.

4. Analysis of Transference & Counter Transference

Transference: The patient’s emotional response toward the therapist is often an indication of the patient’s relationship with a person who had been the center of the conflict. It may be negative or positive.

Counter Transference: The therapists’ emotional reaction toward the patient is also important. He may also start having positive or negative feelings for the patient. Transference is analyzed and understood as part of the therapeutic process.

Criticism against Freudian Psychodynamic Theory

- There is no scientific proof that many psychodynamic constructs, e.g. unconscious, exist.

- Psychic Determinism: Freudian approach is deterministic and leaves not much room for conscious, rational, decision making or personal will to act
- It ignores the external variables and the environment
- It emphasizes the early childhood experiences too much
- Mostly criticized for its interpretation of the relationship between the genders
- The therapy is too time consuming and therefore expensive

The Psychoanalytic Approach after Freud

The Neo Freudian

- The theorists who belonged to the Freudian school and supported it, but later digressed on some issues and differed from Freud
- They emphasized, more than Freud, the following:
 - i. Current social environment play an important role in one's life.
 - ii. Life experiences have a continuing influence and childhood alone should not be of prime importance.
 - iii. Positive interpersonal relations of love and social motivation have a significant role.
 - iv. Ego functioning is significant rather than id.
 - v. Development of self-concept is important.
 - vi. Self-esteem is important.

Alfred Adler (1870-1937)

His theory is known as “individual psychology” which in many ways is the opposite of Freud’s theory. For Freud, individuals are constantly in conflict with one another and with society; Adler

saw them seeking relationships and harmony, he looked upon mind as an integrated whole working to help to attain the future goals.

Adler's Approach

Main concepts: *Esteem, inferiority complex, birth order, will to power and style of life*

- *We are a product of the social influences on our personality*
- *Goals and incentives drive us more than drives and instincts*
- *Our goal in life is to achieve success and superiority*

Inferiority complex: *the feeling of being less able than others. It affects one's relationship with others and his achievement in many ways.*

Motivating Forces of Human Life

Feeling of inferiority

People are primarily motivated to overcome inherent feelings of inferiority

Birth Order: has effect on personality. The first- born is different from the last one, and so is the middle- born different from others.

Sibling Rivalry: Siblings feel a kind of rivalry toward each other.

Psychopathology: Compensation: i.e., Compensatory defense mechanism combined with conscious or unconscious feelings of inferiority is the main cause of psychopathological behavior.

Function of the Psychoanalyst: To discover and rationalize such feelings and break down the compensatory, neurotic will for power.

Carl Gustav Jung (1875-1961)

A Swiss psychiatrist, founder of the analytical school of psychology, Jung presented a complex theory of personality.

Major goal of life: Unification of all aspect of our personality:

Conscious and Unconscious

Introversion (Inner Directed), Extroverted (Outer Directed)

Libido

Energy for personal growth and development

Types of Unconscious

- **Personal unconscious:** Similar to Freudian view
- **Collective unconscious:** ideas beyond personal experience, inherited from ancestors' all generations, and common to all of humanity.

Archetypes

- **Part of collected unconscious, universal forms and patterns of thought:** These include themes that can be seen in myths e.g. masculinity, femininity, good, evil opposites, motherhood.

Karen Horney (1885-1952)

- ❖ German- American psychologist.
- ❖ Trained as a psychoanalyst in Germany who later shifted to the US.
- ❖ She agreed with Freud on the levels of unconscious, anxiety, and repression.

- ❖ She emphasized childhood experiences, social interaction and personal growth.

Disagreement with Freud

- Differed from Freud on primary impulses; impulses are not the main motivating force.
- Disagreed on Freudian position regarding the biological basis of differences between genders.

Main Concepts in Horney's Theory:

Basic Anxiety

- **A Major Concept:** If The Environment Is Hostile And The Child Feels Lonely And Isolated, Then This Anxiety Develops. It Can Be Overcome By **Proper Parental Nurturing**.

Basic Hostility

- ❖ Children develop such hostility if parents are over strict, punishing, indifferent, or inconsistent.
- ❖ Children feel very aggressive and hostile but cannot express it. Repressed hostility leads to anxiety.

Social Interaction and Interpersonal Styles

She talked about the ways in which people interact with each other, and these were thought to have an impact upon the personality of an individual:

- **Moving away from others:** seeking self-sufficiency and independence
- **Moving toward others:** being compliant and dependent
- **Moving against others:** trying to gain control, power, and independence

Neuroses

Arise from emotional conflicts that arise from childhood experiences, and disturbances in interpersonal relationships in later life

Relationship with the real self and the ideal self

Horney maintained that the real self includes those things that are true about us at any particular time. The ideal self reflects what we would like to become. For normal people, the ideal self is the goal that they would like to reach in the future; it is something around which they can organize their lives and to which they can aspire. For the neurotic person, according to her, the relationship between the real and the ideal self is a problem. In the first place, the neurotic's impression of the real self is distorted. For him, the ideal self is a wish instead of reality and idealized self is an unrealistic, immutable dream

Goal of the therapy

For her, the goal is to create a realistic relationship between the real self and the ideal self. Horney was optimistic about human nature and the ability to change. Human interactions caused problem and human interactions solved problems also.

Chapter 08

Behavioral Approach

The psychological model that focuses on the overt, observable, behavior. The model grew out of the rejection of psychology's early emphasis on the inner working of the mind, suggesting instead that observable behavior should be the focus of the field. John B. Watson was the first person that advocated the behavioral approach. This is a psychological approach that considers the relationship between behavior and environmental stimuli as the focus of study; observable behavior is what psychology should be studying, understanding, and explaining. This approach dominated psychology for most of the 20th century

What do the Behaviorists Study?

They specifically study:

- *Observable/ overt behavior*
- *Specific measurable responses*
- *How particular types of behaviors are controlled by particular types of environmental stimuli*

Method of investigation: *Data are typically collected under controlled laboratory conditions, employing technological assistance.*

What the Behaviorists Are Not Interested in:

They are not interested in:

- *Unconscious*

- *Inner motivation*
- *Biochemical processes*
- *These and all other states, which are not being observed with the naked eye or cannot be evaluated.*

Behaviorist Analysis

Behaviorist Analysis is done for seeing and establishing the relationship between the stimulus and response/ behavior

Three step approach

- i. **The antecedent environmental conditions:** *are analyzed. i.e., the conditions preceding the action/ response/ behavior, and that lay a ground for it.*
- ii. **The behavioral response is studied:** *study of the action or behavior that is to be understood, described, predicted, and controlled.*
- iii. **Observable consequences are explored:** *the impact resulting from the target behavior i.e. how it affects the environment or other people.*

Basic Terminology

Stimulus: *A physical energy source that has an effect on a sense organ, thus producing a response.*

Response: *The action, behavior, or reaction triggered by a stimulus.*

Environment: *External factors, variables, conditions, influences, or circumstance affecting one's development or behavior.*

Variable: *A behavior, factor, setting, or event that can change / vary in amount or kind*

Learning: *A relatively permanent change in behavior that takes place as a result of practice and/or experience.*

Edwin L.Thorndike: (1874- 1949)

Edwin L.Thorndike, was an American psychologist, whose thinking is thoroughly associationistic. He was a functionalist in his emphasis on the utilitarian aspect of psychology. According to him, psychology is about the stimulus- response connections. He was of the view that behavior can be analyzed into associations. He said that the behavioral processes are quantifiable. Believed that behavior was explicable on the basis of nothing but stimulus- response connections inherited and acquired.

Initial work: in 1898 (published dissertation) studied problem solving in animals. Tried to analyze the conditions under which animals learn.

Focus of the study: the relationship between the animals' response and their consequences.

Main finding: The consequence of any response determines if the response will be repeated in future or not: "The Law of Effect"

The Law of Effect

Any response that leads to an outcome that is satisfying for the organism is likely to be repeated; a response leading to an outcome that is not satisfying is not likely to be repeated

Association by Contiguity

- The organism forms an association or connection between the response and its consequences. For it to be effective, the response and the outcome have to be closely linked -- both in time and space

- The theory drew attention towards the significance of reward and punishment in learning new behaviors.

Criticism against Thorndike's Approach

It was not clear about what exactly 'Satisfying' meant.

Early Behaviorism

John.B.Watson: (1878- 1958): The founder of the behavioristic school of thought.

American psychologist with a remarkable career.

Classical Conditioning

Ivan Pavlov 1849-1936: Russian physiologist and pioneer of classical conditioning.

Basic Terminology in Classical Conditioning

Reflex: An automatic, unlearned response resulting from a specific stimulus.

Un-Conditioned Stimulus (UCS): A stimulus that elicits a response reflexively and reliably.

Un-Conditioned Response (UCR): A natural, reflexive, reliable, response of the UCS.

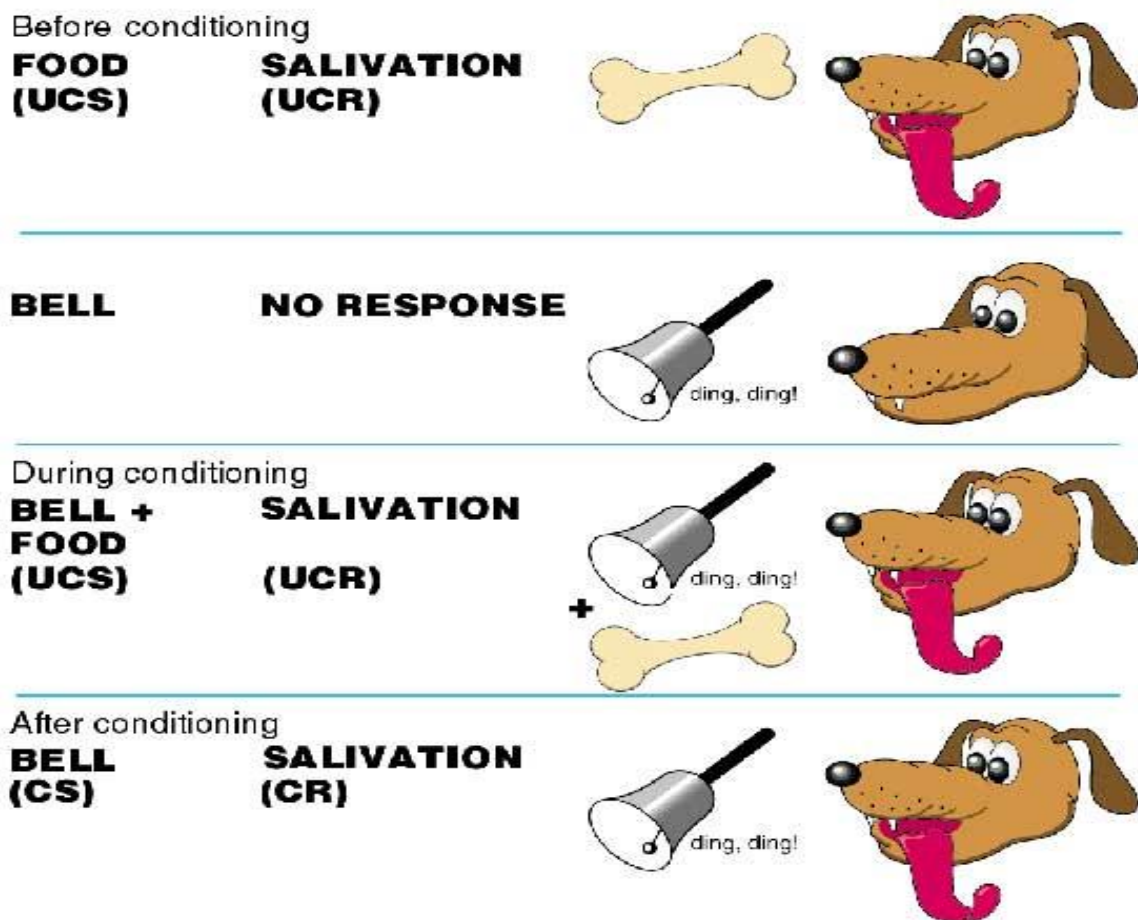
Conditioned Stimulus (CS): A primarily neutral stimulus which, when paired with the UCS, starts evoking a response (different from its natural response) and the same as UCR.

Conditioned Response (CR): After conditioning, the CS begins to elicit a new, learned response.
i.e. CR.

Experiment on dog of classical Conditioning:

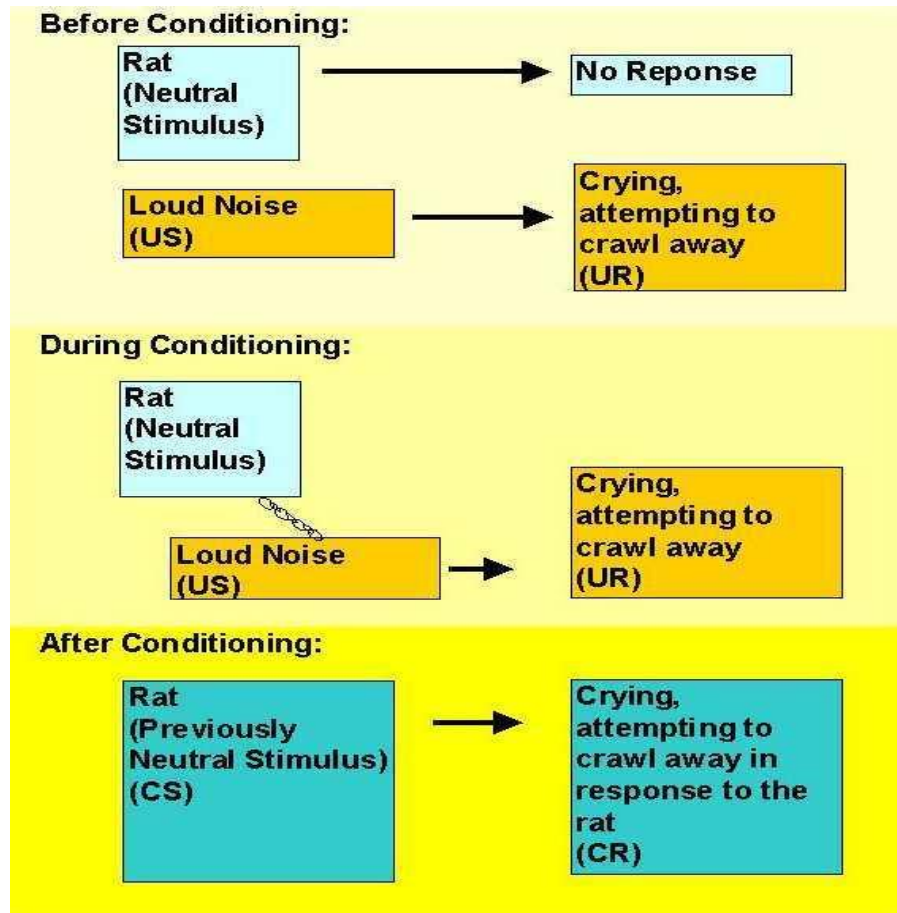
- It was already known that the dogs would salivate if food powder were led into their mouths, as it was a 'reflex'.
- The dogs salivated every time the food powder was presented.
- He observed that after some time, the dogs at times salivated just before food was put into their mouths. They also salivated at the sight of the food, and even at the sight of the lab assistant who brought food for them.
- This is where the concept of classical conditioning emerged.

Pavlovian Classical Conditioning:



John.B.Watson: Second contributor of classical Conditioning:

Little Albert's Case: Learned Fear



Learned Fear: *The Case of "Little Albert"* 1920: Developing Fear; Watson and Rosalie Rayne

Eleven month old Albert who enjoyed playing with a cute white rat was made afraid of it by linking a loud frightening sound with the appearance of the rat.

Stages and Extensions of Classical Conditioning:

- Acquisition
- Extinction
- Spontaneous recovery
- Stimulus generalization
- Stimulus discrimination
- Higher Order Conditioning

1). Acquisition:

The stage when the stimulus in question generates a conditioned response; The stage of initial learning when responses are established and then gradually strengthened as a result of repeated pairing and presentation.

2). Extinction:

The unlearning of the conditioned response by weakening it, leading to its disappearance; using the same principles as those for learning the response. The state when the conditioned stimulus i.e. bell, buzzer, gong etc does not accompany the unconditioned stimulus e.g. food. The response gradually diminishes, extinguishes, or declines, as the UCS repeatedly does not appear with the CS.

3). Spontaneous Recovery:

Does the response disappear permanently, once extinction has taken place? Not always!

Pavlovian experiments showed that some days after extinction, the dog salivated again on hearing the bell/ buzzer.

Generalization:

Stimuli similar to the original CS may elicit the same response as to the CS or UCS e.g. a buzzer responded to as a bell.

Example:

1). Pavlovian experiments showed that the dogs also salivated on the tones that were similar to the original tone but were never used while presenting the food.

Such responses are not as strong as the original ones.

2). Consider the case of Albert's fear of all white- furry objects.

Discrimination:

The process whereby the organism learns to restrict its response to one specific stimulus; differentiating between similar stimuli.

Example:

1). Pavlov's dogs salivated only at the tones, which were similar in nature.

2). Consider the case of a child who is scared of the neighbor's dog alone (that barks everytime the child passes by), and not all dogs.

Higher Order Conditioning:

A process when an already conditioned stimulus is repeatedly paired with a neutral stimulus, and ultimately the neutral stimulus begins to evoke the same response as to the original stimulus.

Example:

Consider the case of a child who was scared of the neighbor's dog, became scared of all dogs, and finally started screaming at the mere name of a dog.

Applications of Classical Conditioning in Everyday Life:

- ❖ **Negative emotional responses:** fears, phobias-----fear of reptiles, dark places, and school phobia.
- ❖ **Positive emotional responses:** Feelings of relaxation, and happiness----thinking of going on a holiday.
- ❖ **Advertising:** Associating model with the product.
- ❖ **Psychotherapy:** Systematic desensitization, aversive therapy.

Classical Conditioning and the School Psychology:

An overly strict school atmosphere may lead to school phobia, or test fear.

The same rule can be applied to develop a positive feeling for school by making the school environment pleasant.

Operant Conditioning

- Type of learning in which a voluntary response becomes stronger or weaker, depending on its positive or negative consequences
- The organism plays an active role and “*Operates*” on environment to produce the desired outcome.

Burrhus Frederic Skinner:

- American Psychologist and the founder of Operant Conditioning.

Consequences of Behavior; Reinforcement:

Reinforcement is used for increasing the probability that the preceding behavior will be repeated through a stimulus. Also some consequences may deter the re occurrence of behavior.

Reinforcement can be in the form of:

- Positive reinforcement
- Negative reinforcement
- Punishment
- No reinforcement

Reinforcer:

- The stimulus that increases the probability of repetition or re occurrence of a behavior
- It can be material as well a non-material in nature.

Positive Reinforcer/ Reward:

It is a stimulus whose introduction brings about an increase in the preceding response.

Negative Reinforcer:

- A stimulus whose removal reinforces and leads to a higher likelihood that the response bringing about this removal will be repeated: in simpler terms it means repeating a behavior in order to get rid of a negative stimulus

Punishment:

Punishment is an unpleasant or painful stimulus whose introduction following a certain behavior decreases the likelihood that the behavior will occur again.

No reinforcement:

This also deters or stops a behavior from being repeated.

Applications of Operant Conditioning in Everyday Life

- Child rearing
- Classroom management
- Teaching of skills
- Animal taming
- Advertising
- Psychological intervention and Psycho- therapy: behavior modification, assertiveness training, token economy

Cognitive Approaches to Learning

The approaches that focus upon the thought processes underlying learning. Latent Learning and cognitive maps (Edward Tolman); Tolman talked about the ‘cognitive maps’; it is not necessary

to have an association between stimulus and response, a person can learn without showing any apparent response; in other words learning and performance are not the same Social learning / Observational learning and Modeling (Albert Bandura): a major portion of our learning is based upon learning by observation.

Chapter 09

Humanistic Approach

The Humanistic Approach

Humanistic psychology

Humanistic psychology emerged out of a desire to understand the conscious mind, free will, human dignity, and the capacity for self-reflection and growth. An alternative to psychoanalysis and behaviorism, humanistic psychology became known as “the third force.”

It is the approach that focused on:

- ❖ The idea that people are in control of their life.
- ❖ The person or the self and personal growth and development are to be emphasized.

The humanistic approach includes a number of other theories with the same or similar orientation e.g., ‘existential’ and ‘phenomenological’ psychology.

Basic Assumptions of the Humanistic Approach

- In order to understand behavior we must consider the subjective experience of the person.
- Neither past experience nor current circumstances constrain the behavior of the person.

Humanistic Vs Psychodynamic & behaviorist Approaches

- Humanistic approach emphasizes the person, the psychodynamic stresses unconscious determinants, and the behaviorists focus upon external determinants.
- Humanistic approach is more optimistic than the other two in the sense that it believes in the person’s ability and will.

- According to the humanistic thinkers, limiting ourselves to observable behavior and external stimuli alone is ignoring the thinking-feeling person, and that is dehumanizing.

Free will: Humans possess the ability to make decisions about their life

Central Themes of Humanistic Approach

- ✓ Human beings are capable of shaping their own destiny.
- ✓ They can think and design their course of action and can follow it in the way they like.
- ✓ People can overcome or minimize the environmental, and intrinsic influences
- ✓ “Here and now” is important.
- ✓ “Wholeness” or “completeness” of the personality is important rather than its separate, disintegrated, structural parts.

Humanistic approach emphasizes

- ✚ Individual's freedom in directing his future
- ✚ Capacity for personal growth
- ✚ Intrinsic worth
- ✚ Potential for self-fulfillment

Emergence of the Humanistic Approach

Emerged in reaction to the perceived limitations of psychodynamic theories, especially psychoanalysis, as well as the staunch behaviorist way of understanding and interpreting behavior. Individuals like Carl Rogers and Abraham Maslow strongly felt that the approaches prevalent at that time could not adequately address issues like the meaning of behavior, and the nature of healthy growth. The founders of humanistic psychology asserted that people need a value system-

---a system of understanding, or frame of orientation---due to which life gets a meaning and purpose.

Carl Rogers: (1902 – 1987)

- ✚ One of the founders of the humanistic approach, Rogers was one of the most influential therapists in the 20th century.
- ✚ Research, even that conducted after his death, revealed that Rogers was cited by more therapists as a major influence on their thinking and clinical practice than any other person in psychology including Freud.

Rogers' Approach

- Primarily a clinical theory, based on years of Rogers' experience dealing with his clients.
- In its richness and maturity his theory matches that of Freud; a theory well thought-out and logical having broad application.
- The theory emphasizes on a single factor "*force of life*" which he calls the actualizing tendency i.e. built-in motivation present in every life form to develop its potentials to the fullest extent possible.
- Rogers had the person-centered approach since the 'person' was the main figure of importance,
- He believed that the most powerful human drive is the one to become "fully functioning",
- Fully functioning = a person becomes all that he or she is capable of

To be fully functioning means experiencing:

- Optimal psychological adjustment
- Optimal psychological maturity
- Complete congruence (a feeling of integration when the self and the ideal self-match; incongruence is a feeling of conflict or unease experienced in case of a mismatch between the two) Complete openness to experience.

Main Concepts

- i. **Self:** a fluid perceptual structure based on one's experience of one's own being,
- ii. **Ideal self:** an Individual's goals and aspirations,
- iii. **Phenomenal field:** an Individual's unique perception of the world,
- iv. **Actualizing tendency:** an innate drive reflecting the desire to grow, to develop, and to enhance one's capacities,
- v. **Need for positive regard:** a need for positive social contacts like love,
- vi. **Conditions of worth:** restrictions imposed on self-expression in order to earn positive regard,

Defenses: In case of an incongruity between one's the ideal and the real self-defenses develop.

Rogers's talks about only two defenses: **Denial** and **Perceptual Distortion**

- i. **DENIAL:** Blocking out the threatening situation altogether. Denial also includes what Freud called repression.
- ii. **Perceptual distortion:** Reinterpreting the situation so that it appears less threatening, just like Freud's rationalization.

Neurotics: are apart from the real and the ideal. Becoming more incongruous, they find themselves in more and more threatening situations, levels of anxiety become greater, and they use more and more defenses.... It becomes a vicious cycle that the person eventually is unable to get out of, at least on his own

Psychosis: Psychosis occurs when a person's defenses are overwhelmed, and their sense of self becomes "shattered" into little disconnected pieces. His behavior lacks consistency.

Carl Roger's Psychotherapy

- ✓ Carl Rogers is best known for his contributions to therapy known as “person centered/ Client- centered therapy/ Non- directive therapy. Also known as the Rogerian Therapy”.
- ✓ His main technique is “Reflection”__ mirroring of emotional experiences.
- ✓ Aim of the therapy: to help a person grow and self-actualize.

Rogers maintained that the therapist must possess the following qualities:

- i. **Congruence** -- genuineness, honesty, with the client
- ii. **Empathy** -- the ability to feel what the client feels.
- iii. **Respect** -- acceptance, unconditional positive regard towards the client.

Abraham Harold Maslow (1908-1970)

- ✓ American psychologist, and leading exponent of humanistic approach.
- ✓ Gave comprehensive theory of motivation.
- ✓ Found the prevalent psychology to be too pessimistic and negatively oriented.

Key Points of Maslow's Theory

- Psychology and the psychologist should look at the positive side of the human beings.

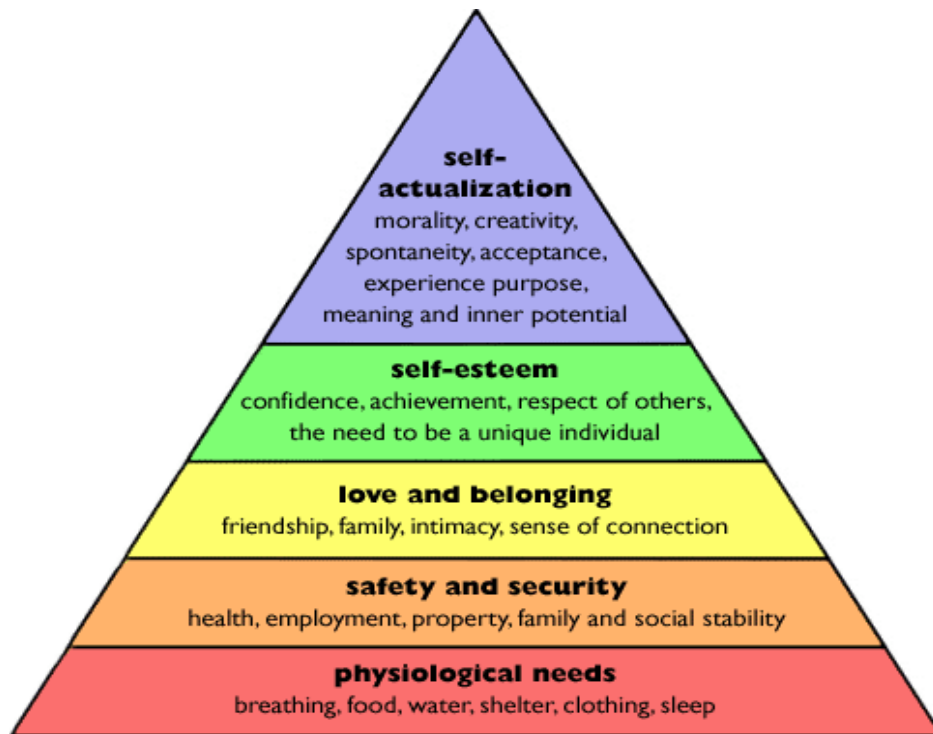
- There must be more to living than just being battered by a hostile environment, or by depraved instincts----which may actually be leading to self-destruction.
- People's needs are not low level and base. We have positive needs that may become neutral in the worst cases, but will not turn negative or base.
- Human behavior does respond to needs but we will be wrong in saying that all our needs are only physiological in nature
- Needs motivate human action; such needs are very few in number.

Maslow's Hierarchy of Needs

- Basically a stage theory.
- The needs at one level have to be met in order for one to move on to higher order.
- The needs at the lowest/primary/base level are the physiological needs, whereas the highest order needs are the self-actualization needs.

Self-Actualization:

Most advanced human need based on the desire to grow and utilize one's potential up to the optimal level.



Categories of Needs:

Meta-needs	Deficiency needs
Based on a desire to grow rather than for meeting a deficiency: expressed in the need for self-actualization	The absence of the underlying requirements triggers these needs e.g. physiological needs, love needs, or esteem needs

Interactions and needs of Behavior

- i. **Physiological needs:** Fulfilled through = hunger/food: Pathology associated = Over-eating, Anorexia
- ii. **Safety needs:** Fulfilled through = profession, job; Pathology associated = Phobias.
- iii. **Love and belongingness:** Fulfilled through = Marriage, Friendship: Pathology associated = Antisocial personality.

- iv. **Esteem needs:** Fulfilled through = Awards, Honors, Scholarships; Pathology associated = Depression.
- v. **Self-actualization needs:** Fulfilled through = Painting, writing, singing; Pathology associated= Isolation, Alienation, Cynicism.

Criticism against Maslow's theory

- Although a comprehensive and well-formed theory, it has been criticized at some points
- Can we actually, for all case, distribute and neatly order these needs? There is little empirical evidence to support Maslow's way of ranking needs

Extensions of Humanistic Approach

- Existential Psychology (Jean Paul Sartre, Rollo May)
- Frankl's Logotherapy
- Positive Psychology (Martin Seligman)

Chapter 10

Cognitive Approach

From the 1920s through the 1960s, behaviorism dominated psychology in the United States. Eventually, however, psychologists began to move away from strict behaviorism. Many became increasingly interested in cognition, a term used to describe all the mental processes involved in acquiring, storing, and using knowledge. Such processes include perception, memory, thinking, problem solving, imagining, and language. This shift in emphasis toward cognition had such a profound influence on psychology that it has often been called the cognitive revolution. The psychological study of cognition became known as cognitive psychology.

Cognitive processes vs. computer

One reason for psychologists' renewed interest in mental processes was the invention of the computer, which provided an intriguing metaphor for the human mind. The hardware of the computer was likened to the brain, and computer programs provided a step-by-step model of how information from the environment is put in, stored, and retrieved to produce a response. Based on the computer metaphor, psychologists began to formulate information-processing models of human thought and behavior.

The pioneering work of Swiss psychologist **Jean Piaget** also inspired psychologists to study cognition. During the 1920s, while administering intelligence tests in schools, Piaget became interested in how children think. He designed various tasks and interview questions to reveal how children of different ages reason about time, nature, numbers, causality, morality, and other concepts. Based on his many studies, Piaget theorized that from infancy to adolescence, children

advance through a predictable series of cognitive stages. The cognitive revolution also gained momentum from developments in the study of language.

Behaviorist **B. F. Skinner** had claimed that language is acquired according to the laws of operant conditioning, in much the same way that rats learn to press a bar for food pellets.

In 1959, however, American linguist **Noam Chomsky** charged that Skinner's account of language development was wrong. Chomsky noted that children all over the world start to speak at roughly the same age and proceed through roughly the same stages without being explicitly taught or rewarded for the effort. According to Chomsky, the human capacity for learning language is innate. He theorized that the human brain is “hardwired” for language as a product of evolution. By pointing to the primary importance of biological dispositions in the development of language, Chomsky’s theory dealt a serious blow to the behaviorist assumption that all human behaviors are formed and maintained by reinforcement.

Definition of Cognition:

Cognition means “the known”, “knowledge”, or “the process of knowing”.

Cognitive approach emphasizes on:

- Thoughts
- Feelings
- Thinking
- Values
- Expectations etc; factors that determine the personality of the individual

Main Emphasis

- ✚ For a proper understanding of behavior, the cognitive approach emphasizes the role of mediating processes in human behavior i.e., the processes that lie between the Environmental stimuli and the behavioral response
- ✚ Focused on how we ‘remember’, how information processing takes place, how decision making appraisals are done
- ✚ Unlike the behavioristic approach, this theory gives same importance to both the internal state of the person as well as the environmental events
- ✚ Internal events are referred as “Mediators” or “Meditational Processes

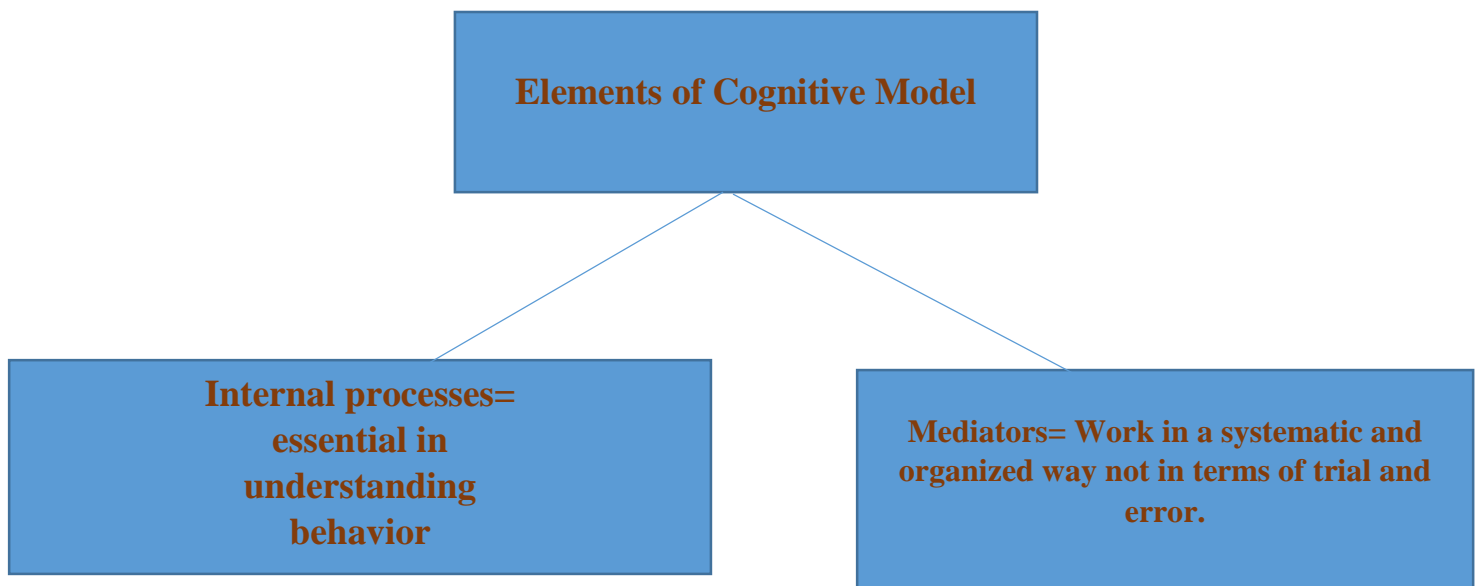
Areas of Special Interest

Cognitive approach mainly focuses on:

- ❖ Emotions
- ❖ Social behavior
- ❖ Behavior modification

Hybrid science:

“Cognitive approach includes the elements of psychology, linguistics, computer science and physiology-- thus called a ‘hybrid science’”.



Wolfgang Kohler

Experiments on apes by German scientist *Wolfgang Kohler*, discovered the use of insight by them in problem situations.

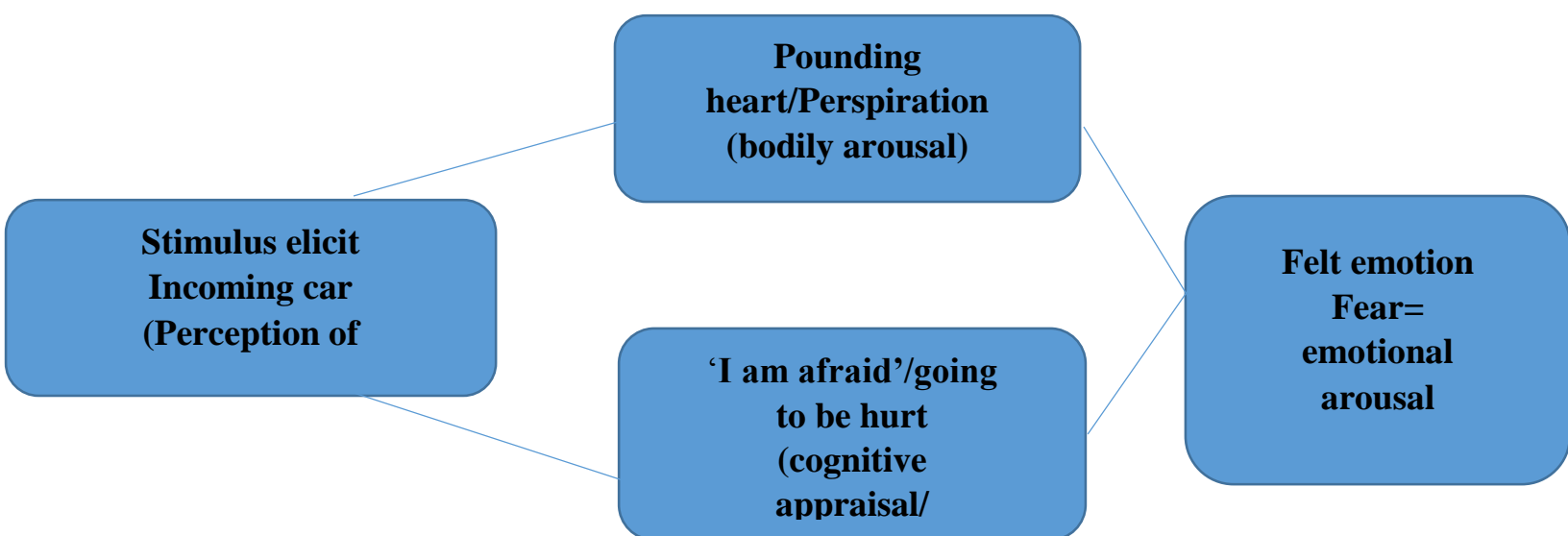
✚ Tolman talked about the ‘cognitive maps’ (relationship between stimulus) __it is not necessary to have an association between stimulus and response, a person can learn without showing any apparent response.

✚ Both Kohler and Tolman played a vital role in laying the foundation of cognitive approach.

Emotions and Cognitive Approach

- Pioneer: Stanley Schacter (1971)
- According to him, emotions result from the physiological arousal as well as the cognitive appraisal (evaluation) of the situation.
- Arousal comes first and is general in nature.
- In order to understand what one is feeling i.e., the title/label of the emotion, and the meaning of one’s reaction in a particular setting the arousal is appraised cognitively

Schacter’s Theory of Emotions



Richard Lazarus (1984) maintains that emotional experience cannot be understood unless we understand how what goes on in the environment is evaluated. Emotion leads to cognition and cognition in turn leads to emotional experience.



Cognitive Approach to Social Behavior

John Dollard and Neal Miller (1950) first ever emphasized the importance of cognitive processes in determining behavior.

Kelly's Personal Construct Theory

- ❖ Developed by George Kelly (1955.)
- ❖ Emphasis on how a person cognitively constructs his world.
- ❖ Persons develop their behavior cognitively towards their world and develop attitudes and opinions accordingly known as 'personal constructs'.
- ❖ The constructs then develop into a 'belief system' of a person.

Mischel's Cognitive Social personality Theory

- ❖ Walter Mischel was a student of George Kelly.
- ❖ According to him, how a person responds to the environmental stimulus depends on the following variables:

i. **Competencies**

- ❖ What the person knows
- ❖ What the person can do
- ❖ How well the person generate the cognitive/ behavioral outcome

ii. **Encoding Strategies:** Ways of processing information

iii. **Expectations:** Anticipating the likely outcome (mainly positive)

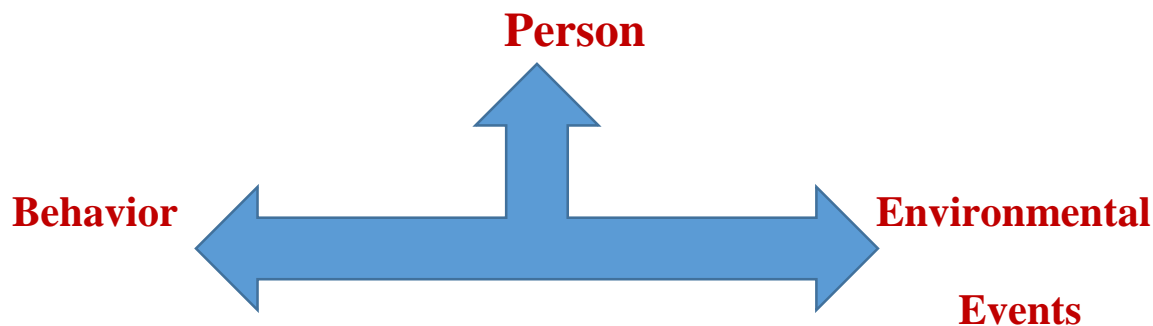
iv. **Personal Values:** Importance of one's belief, also stimulus, people, events etc

v. **Self-regulator:** system: maintaining rules for better performance

- Setting goals

Evaluating performances

Bandura's Cognitive-Social Learning Theory



- Given by Albert Bandura (1986).
- By combining the rules of learning, it emphasizes the complex human interactions in social settings.

Observational Learning

- Main component of social-learning theory in which the person makes changes in his own behavior by watching/or imitating others i.e., a model/ a super star/favorite personality or cartoon character.

- Effective in acquiring skills, attitudes, beliefs simply by watching others.

Cantor's Social Intelligence Theory

- Given by Nancy Cantor and her colleagues (1987).
 - Refers to the expertise, which a person uses in different life situations/ tasks.
 - The theory explains several types of individual differences.
- Choice of Life Goal:** Giving priority/ importance to the most important goal at a particular point of life. i.e., student -- 'Good grades'
 - Use of 'knowledge' in social interactions**
Use of life experiences and expertise in problem solving.

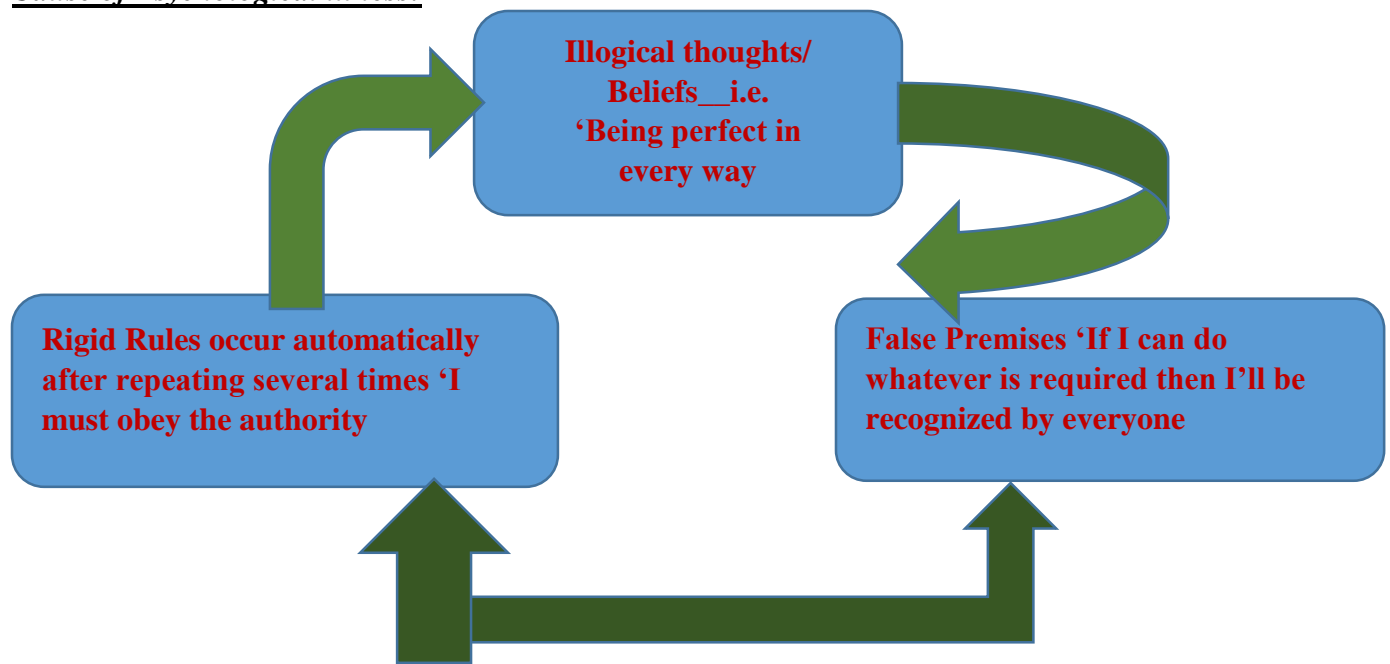
Cognitive Approach in Behavior Modification

- Negative and unacceptable behavior is modified through constructive strategies.
- According to this approach, person's beliefs and attitudes effect the motivation and behavior of a person
- In order to modify the behavior, reinforcement techniques are used.
- For attaining the desired goal, realistic strategies are used with continuous feedback.

Altering the Belief System

- Psychologists are of the view that psychological problems arise due to the way people perceive themselves in relation with the people they interact with.
- Main focus of the therapist is to alter the irrational belief system of a person.

Cause of Psychological illness:



Cognitive Theory for Depression

- + Aaron Beck formulated the therapy for depression patients.
- + Therapist helps the depressive person to change the faulty patterns of thinking through problem- solving techniques.
- + Believed that depression reoccurs in depressive patients because the negative thoughts occur automatically of which they are not aware.

The therapist uses four tactics:

- + Challenging the patient's ill beliefs
- + Evaluating the cause of depression
- + Attributing the cause to the environmental situation/ event not to the person's in competencies
- + Finding the alternative and effective solutions for the complex problems

Rational-Emotive Behavior Therapy

- ✚ Developed by Albert Ellis (1962, 1977).
- ✚ Focused on altering the irrational beliefs into more acceptable ways.
- ✚ Clients are forbidden to use “should”, “must”, “ought” etc.
- ✚ Confrontation techniques are used which focus on changing the attitudes through rational reasoning.
- ✚ Task is to protect the self-worth, potential to be self-actualized, by blocking the irrational thinking patterns.

In short, in the last few decades, researchers have made significant breakthroughs in understanding the brain, nervous system, mental processes such as the nature of consciousness, memory distortions, competence and rationality, genetic influences on behavior, infancy, the nature of intelligence, human motivation, prejudice and discrimination, the benefits of psychotherapy, and the psychological.