



South Valley University
Faculty of Education

LECTURES
IN
PRINCIPLES OF PSYCHOLOGY
" Part: Mental Health "

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Chapter 1

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Chapter 1

Introduction:

psychology is a systematic and scientific study of mental processes, experiences and behaviors both overt and covert. origin in two Greek words ‘psyche’ and ‘logos’. The word ‘psyche’ in Greek language refers to ‘spirit’ or ‘soul’ and the word ‘logos’ refers to discourse or study.

Human Behavior as the Chief Concern of Psychology. As we have already indicated, psychology is chiefly concerned with what makes people behave as they do. Thus, psychologists are interested in such topics as learning, emotion, intelligence, heredity and environment, differences between individuals, the nature and development of personality, how we influence groups and they

influence us, and the body as it relates to and affects human behavior.

<https://www.simplypsychology.org/whatispsychology.html>

(A) Study of mental processes:

Psychology as the study of mental processes tries to investigate the activities happening in the brain which are primarily non physiological in nature. These mental processes include perception, learning, remembering and thinking. These are internal mental activities which are not directly observed but inferred from the behavioural activities of the person. For example, we can say that somebody is thinking if he or she displays certain activities related to finding solution to a mathematical problem assigned to him or her.

(B) Study of experience :

Psychologists study a variety of human experiences which are mainly personal or private in nature.

They may range from experiences of dream, conscious experiences at different stages of life. The study of such experiences helps the psychologist to understand the personal world of the individual.

(C) Study of behavior:

The range of behaviours studied in psychology is very broad. It includes simple reflexes (e.g. eye blinking), common response patterns such as talking to friends, verbal reports about feelings and internal states and complex behaviours such as handling computers, playing piano and addressing a crowd.

Most psychologists work in research laboratories, hospitals, and other field settings where they study the behavior of humans and animal. Other psychologists study such topics as alcohol and drug addiction, memory, emotion, hypnosis, love, what makes people aggressive or helpful, and the psychologies of politics, prejudice, culture, and religion. Psychologists also work in schools and

businesses, and they use a variety of methods, including observation, questionnaires, interviews, and laboratory studies, to help them understand behavior.

PSYCHOLOGY HISTORY

In order to gain a full understanding of psychology, you need to spend some time exploring its history and origins. How did psychology originate? When did it begin? Who were the people responsible for establishing psychology as a separate science?

Contemporary psychology is interested in an enormous range of topics, looking a human behavior and mental process from the neural level to the cultural level. Psychologists study human issues that begin before birth and continue until death.

By understanding the history of psychology, you can gain a better understanding of how these topics

are studied and what we have learned thus far.

The Beginnings of Psychology:

While psychology did not emerge as a separate discipline until the late 1800s, its earliest history can be traced back to the time of the early Greeks.

During the 17th-century, the French philosopher Rene Descartes introduced the idea of dualism, which asserted that the mind and body were two separate entities that interact to form the human experience. Many other issues still debated by psychologists today, such as the relative contributions of nature vs. nurture, are rooted in these early philosophical traditions.

So what makes psychology different from philosophy? While early philosophers relied on methods such as observation and logic, today's psychologists utilize scientific methodologies to study and draw conclusions about human thought

and behavior. Physiology also contributed to psychology's eventual emergence as a scientific discipline. Early physiology research on the brain and behavior had a dramatic impact on psychology, ultimately contributing to the application of scientific methodologies to the study of human thought and behavior.

Psychology Emerges as a Separate Discipline
During the mid-1800s, a German physiologist named Wilhelm Wundt was using scientific research methods to investigate reaction times. His book published in 1874, Principles of Physiological Psychology, outlined many of the major connections between the science of physiology and the study of human thought and behavior. He later opened the world's first psychology lab in 1879 at the University of Leipzig. This event is generally considered the official start of psychology as a separate and distinct scientific discipline.

How did Wundt view psychology? He perceived the subject as the study of human consciousness and sought to apply experimental methods to studying internal mental processes. his early work in psychology helped set the stage for future experimental methods.

Edward B. Titchener, one of Wundt's most famous students, would go on to found psychology's first major school of thought. According to the structuralists, human consciousness could be broken down into much smaller parts. Using a process known as introspection, trained subjects would attempt to break down their responses and reactions to the most basic sensation and perceptions.

While structuralism is notable for its emphasis on scientific research, its methods were unreliable, limiting, and subjective. When Titchener died in 1927, structuralism essentially died with him.

Psychology flourished in American during the mid-to late-1800s. William James emerged as one of the major American psychologists during this period and the publication of his classic textbook, *The Principles of Psychology*, established him as the father of American psychology. His book soon became the standard text in psychology and his ideas eventually served as the basis for a new school of thought known as functionalism.

The focus of functionalism was on how behavior actually works to help people live in their environment. Functionalists utilized methods such as direct observation. While both of these early schools of thought emphasized human consciousness, their conceptions of it were significantly different. While the structuralists sought to break down mental processes into their smallest parts, the functionalists believed that consciousness existed as a more continuous and

changing process. While functionalism is no longer a separate school of thought, it would go on to influence later psychologists and theories of human thought and behavior.

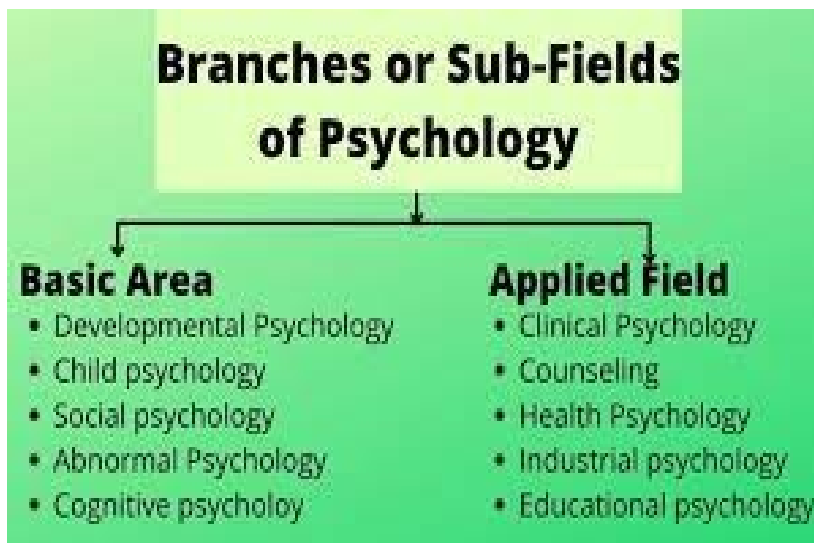
Up to this point, early psychology stressed conscious human experience. An Austrian physician named Sigmund Freud changed the face of psychology in a dramatic way, proposing a theory of personality that emphasized the importance of the unconscious mind.

Freud's clinical work with patients suffering from hysteria and other ailments led him to believe that early childhood experiences and unconscious impulses contributed to the development of adult personality and behavior.

From the history of psychology now it might be clear to you that psychology addresses a variety of issues related to mental and behavioural functioning of an individual. Such a study helps us to develop a basic understanding about human

nature and facilitates us to deal with a number of personal and social problems.

FIELDS OF PSYCHOLOGY



10 different fields of psychology explained

Psychology is a broad discipline offering multiple fields to pursue and specialize in. Discover 10 fields of psychology here.

<https://www.thechicagoschool.edu/insight/psychology/different-fields-of-psychology/>

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<https://www.thechicagoschool.edu/insight/psychology/different-fields-of-psychology/>

During its journey of more than a hundred years, psychology as a field of enquiry has grown in many directions. In contemporary times a number of specialized fields with focused area of application have developed. The emergence of different fields in psychology indicates the importance and relevance of these areas in our daily life. In this section we will briefly learn about some of these fields:

Abnormal Psychology:

This branch of psychology tries to describe, assess, predict and control those categories of behaviours which are considered as unusual and non-normative. It also deals with psychopathology and

abnormal behavior. Clinical psychologists, psychotherapists, and counselors typically work in this field. Mental health professionals help assess, diagnose, and treat a wide variety of mental disorders including anxiety and depression.

Cognitive Psychology:

It deals with acquisition, storage, transformation and application of information the individual uses to understand and interpret events happening around him/her. Also, focuses on internal states, such as, motivation, problem solving, decision-making, thinking and attention. This area of psychology has continued to grow since it emerged in the 1960s.

Clinical Psychology:

Clinical psychology is primarily concerned with diagnosis and treatment of various psychological disorders. A clinical psychologist is trained in psychotherapeutic techniques which are used to

treat people suffering from psychological disorders. They are employed in hospitals and clinics dealing with mental health problems.

Counseling psychology:

Counseling psychology focuses primarily on educational, social, and career adjustment problems. The counseling psychologist deals with mild problems pertaining to adjustment in social and emotional life, and provides specialized services to deal with marital problems, stress oriented problems and career choice.

Educational Psychology:

This field of psychology is mainly concerned with academic performance. It studies the role of various factors which influence learning processes in classroom setting. It focuses on assessing the aptitude, skills and intellectual potential of the

students and evaluating their performance. they also study topics such as learning disabilities, giftedness, and individual differences to improve student outcomes.

Developmental Psychology:

This field is concerned with the study of various physical and psychological factors which influence the systematic changes which the individual experiences across the different stages of life. it examines how people grow and change from the moment of conception through death.

Social psychology :

Social psychology is the study of how people's thoughts, feelings, and actions are affected by others. Social psychologists concentrate on such diverse topics as human aggression, liking and loving, persuasion, and conformity.

Environmental Psychology:

This field is concerned with the study of interaction between physical environment and human behaviour. It studies the impact of noise, heat, humidity, pollution and crowding on human performance. It also focuses on the impact of physical environment on psychological health of individuals.

Personality psychology:

Personality psychology focuses on the consistency in people's behavior over time and the traits that differentiate one person from another.

Behavioral psychology

Behavioral psychology, also known as behaviorism, is a theory of learning based upon the idea that all behaviors are acquired through conditioning. While this branch of psychology dominated the field during the first part of the twentieth century, it became less prominent during the 1950s. However,

behavioral techniques remain a mainstay in therapy, education and many other areas.

Biopsychology :

Biopsychology is a branch of psychology that analyzes how the brain and neurotransmitters influence our behaviors, thoughts and feelings. Many psychology programs use alternate names for this field, including biopsychology, physiological psychology, behavioral neuroscience and psychobiology. Biopsychologists often look at how biological processes interact with emotions, cognitions and other mental processes.

Experimental psychology :

Experimental psychology studies the processes of sensing, perceiving, learning, and thinking about the world. This branch of psychology that utilizes scientific methods to research the brain and behavior.

School psychology:

What Is School Psychology?

School psychology is a field of study and professional practice focused on the development and education of children, as well as the child's psychological needs in a school setting.

School psychology is well-rooted in functional psychology, clinical psychology, child development, and special education. It goes beyond basic psychology by targeting child behavior, development, learning, and mental health.

School psychology aims to help children excel in school both intellectually and emotionally. School psychologists are trained to work with teachers, parents, and school administrators to enable a safe, stable, and supportive environment for children to learn.

Professionals in this field that work in schools to help kids deal with academic, emotional, and social issues. School psychologists also collaborate with

teachers, students, and parents to help create a healthy learning environment.

What does a school psychologist do?



School psychologists help students maximize their education through an understanding of their psychological needs. Learn more about this vital career, [here](#).

School psychologists work with administrators and teachers to create the best possible learning environment for students. They identify students with behavioral problems, developmental differences, and other learning roadblocks that may cause academic difficulties. Then, school psychologists will help these students cope with and work through these learning challenges.

School psychologists can work with students either individually or in groups. They are also tasked with providing solutions and guidance to parents to deal with any challenges that may affect student learning at home.

The National Association of School Psychologists describes the ten domains that school psychologists provide services in. These ten domains are:

- 1. Data-based decision making and accountability**
- 2. Consultation and collaboration**

- 3. Instructional and intervention support to develop academic skills**
- 4. Interventions and mental health services to develop social and life skills**
- 5. School-wide practices to promote learning**
- 6. Preventive and responsive services**
- 7. Family-school collaboration services**
- 8. Diversity in development and learning**
- 9. Research and program evaluation**
- 10. Legal, ethical, and professional practice**

Any student looking to major in psychology should consider the field of school psychology. Although school psychology is not as common as other branches of psychology, it has been steadily growing since the National Association of School Psychologists (NASP) was established in 1969.

School psychology comes directly from functional psychology, a branch of psychology that focuses on the purpose of human behavior.

This article will cover how to become a school psychologist, what a school psychologist does, school psychology degrees, and job opportunities for those in the field.

School psychologists are found in a wide range of educational settings. These include:

- **Pre-Kindergarten and Elementary schools**
- **Secondary schools**
- **Colleges and Universities**
- **Private or Governmental Agencies**
- **Social Services**

School psychologists can also become private consultants for families, especially if they have a doctorate in the field. You can also find school

psychologists in hospitals, state agencies, and private clinics.

Health Psychology:

This field explores the relationship between psychological factors and physical ailments or disease. It also deals with various life style diseases such as hypertension, cancer and diabetes. For example, health psychologists are interested in assessing how long-term stress (a psychological factor) can affect physical health and in identifying ways to promote behavior that brings about good health.

Industrial / Organizational Psychology:

This field of psychology, works to improve productivity and efficiency in the workplace while also maximizing the well-being of employees. I/O psychologists study topics such as worker attitudes , employee behaviors, organizational processes and leaders.

Cross-cultural psychology :

Cross-cultural psychology investigates the similarities and differences in psychological functioning in and across various cultures and ethnic groups. For example, cross-cultural psychologists examine how cultures differ in their use of punishment during child rearing.

Forensic psychology :

Forensic psychology focuses on legal issues, such as determining the accuracy of witness memories. Forensic psychologists perform a wide variety of duties, including providing testimony in court cases, cases, preparing children to give testimony and evaluating the mental competence of criminal suspects.

Comparative psychology :

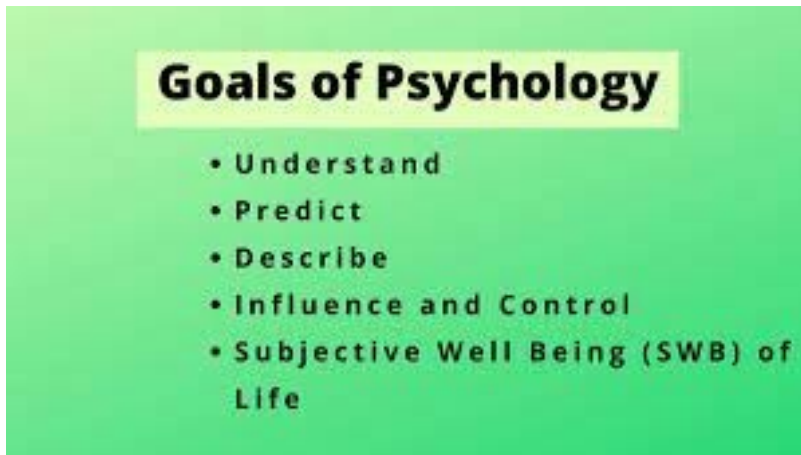
Comparative psychology is the branch of psychology concerned with the study of animal

behavior. The study of animal behavior can lead to a deeper and broader understanding of human psychology.

Sport psychology :

This field is the study of how psychology influences sports, athletic performance, exercise and physical activity. Some sports psychologists work with professional athletes and coaches to improve performance and increase motivation. to enhancing people's lives and well-being throughout the entire lifespan .

GOALS OF PSYCHOLOGY



Studying psychology has five basic goals:

1. Description:

The first goal is to observe behavior and describe, often in minute detail, what was observed as accurately and objectively as possible.

2. Explanation:

While descriptions come from observable data, psychologists must go beyond what is obvious and explain their observations. In other words, why did the subject do what he or she did?

3. Prediction:

Once we know what happens, and why it happens, we can begin to speculate what will happen in the future. There's an old saying, which very often holds true: "the best predictor of future behavior is past behavior."

4. Control:

Once we know what happens, why it happens and what is likely to happen in the future, we can exert control over it. In other words, if we know you choose abusive partners because your father was abusive, we can assume you will choose another abusive partner, and can therefore intervene to change this negative behavior.

5. Improvement:

Not only do psychologists attempt to control behavior, they want to do so in a positive manner, they want to improve a person's life, not make it worse. This is not always the case, but it should always be the intention.

Learn more

<https://journals.sagepub.com/doi/full/10.1111/j.1467-9280.1992.tb00019.x>

SCHOOLS OF PSYCHOLOGY



Structuralism: The first formal school of thought in psychology, aimed at analyzing the basic elements, or structure, of conscious mental experience.

Functionalism: An early school of psychology that was concerned with how humans and animals

use mental processes in adapting to their environment.

Behaviorism: The school of psychology that views observable, measurable behavior as the appropriate subject matter for psychology and emphasizes the key role of environment as a determinant of behavior.

Psychoanalysis: The term Freud used for both his theory of personality and his therapy for the treatment of psychological disorders; the unconscious is the primary focus of psychoanalytic theory.

Humanistic psychology: The school of psychology that focuses on the uniqueness of human beings and their capacity for choice, growth, and psychological health.

Gestalt psychology: The school of psychology that emphasizes that individuals perceive objects and patterns as whole units and that the perceived

whole is more than the sum of its parts (Gestalt Psychology: the Whole is Different than the Sum of Its Parts).

Cognitive psychology: The school of psychology that sees humans as active participants in their environment; studies mental processes such as memory, problem solving, reasoning, decision making, perception, language, and other forms of cognition.

<https://www.thechicagoschool.edu/insight/career-development/what-does-a-school-psychologist-do/>

Table 1: The Most Important Approaches (Schools) of Psychology

Important contributors	Description	School of psychology
Structuralism	Uses the method of introspection to identify the basic elements or “structures” of psychological experience	Wilhelm Wundt, Edward B. Titchener
Functionalism	Attempts to understand why animals and humans have developed the particular psychological aspects that they currently possess	William James
Psychodynamic	Focuses on the role of our unconscious thoughts, feelings, and memories and our early childhood experiences in determining behavior	Sigmund Freud, Carl Jung, Alfred Adler, Erik Erickson

Behaviorism	Based on the premise that it is not possible to objectively study the mind, and therefore that psychologists should limit their attention to the study of behavior itself	John B. Watson, B. F. Skinner
Cognitive	The study of mental processes, including perception, thinking, memory, and judgments	Hermann Ebbinghaus, Sir Frederic Bartlett, Jean Piaget
Social-cultural	The study of how the social situations and the cultures in which people find themselves influence thinking and behavior	Fritz Heider, Leon Festinger, Stanley Schachter

<http://www.saylor.org/books>

PSYCHOLOGY RESEARCH METHODS

The goals of psychological research are often accomplished in stages. In the early stages of

research, descriptive research methods are usually the most appropriate.

A- Descriptive research methods yield descriptions of behavior and include naturalistic and laboratory

1- observation:

-Naturalistic observation: A descriptive research method in which researchers observe and record behavior in its natural setting, without attempting to influence or control it.

-Laboratory observation: A descriptive research method in which behavior is studied in a laboratory setting.

2-Case study: A descriptive research method in which a single individual or a small number of persons are studied in great depth.

3- Survey Research : A descriptive research method in which researchers use interviews and/or questionnaires to gather information about the attitudes, beliefs, experiences, or behaviors of a group of people. The results of carefully

conducted surveys have provided valuable information about drug use and the incidence of various mental disorders.

B- The Correlational Method Perhaps the most powerful descriptive method available to psychologists is the correlational method, a method used to establish the degree of relationship between two characteristics, or behaviors.

C- Experimental method :

Experimental method, The only research method that can be used to identify cause–effect relationships between two or more conditions or variables.

Chapter 2

Contents:

1- Mental Health

2- The Basic Concepts of Mental Health

3- Defense Mechanisms

Chapter 2

Mental Health

What Is Mental Health?

Mental health means striking a balance in all aspects of your life: social, physical, spiritual, economic and mental. Reaching a balance is a learning process. At times, you may tip the balance too much in one direction and have to find your footing again. Your personal balance will be unique, and your challenge will be to stay mentally healthy by keeping that balance.

Mental health has been defined as the absence of mental illnesses such as depression, anxiety, phobia, and...ect.

Positive Mental Health:

The World Health Organization (WHO): has recently defined mental health as “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses

of life, can work productively and fruitfully, and is able to make a contribution to his or her community”. The three core components of this definition are (1) well-being, (2) effective functioning of an individual, and (3) effective functioning for a community.

Descriptions of mental health and illness

Someone with a “healthy mind” has clear thoughts, the ability to solve the problems of daily life, enjoys good relationships with friends, family, and work colleagues, is spiritually at ease, and can bring happiness to others.

Mental illness can be defined as any illness experienced by a person which affects their emotions, thoughts or behavior, is out of keeping with their cultural beliefs and personality, and produces a negative effect on their lives or the lives of their families. Symptoms of illness can appear in

the form of persistent changes in mood, perception of reality, or capacity to organize or maintain thoughts. Such changes will interfere with the person's usual beliefs, personality or social function.

- This information has been prepared with some suggestions to help you strike and keep your balance.

Build A Healthy Self-Esteem

Self-esteem is more than just seeing your good qualities. It is being able to see all your abilities and weaknesses together, accepting them, and doing your best with what you have. For example, you may not play tennis well enough to be a star, but that should not stop you from enjoying the game.

Activity—Build Confidence: Take a good look at your good points. What do you do best? Where are your skills and interest areas? How would a friend describe you? Now, look at your weak points. What do you have difficulty doing? What things make

you feel frustrated? Take a look at this list. Remember that all of us have our positive and negative sides. We let our strengths shine, and we build on our weak points to help us mature and grow.

Receive As Well As Give

Many of us confuse having a realistic view of our good points with conceit.

We have trouble accepting kindness from others. We often shrug off a compliment with a, “Yes, but...” and put ourselves down.

Activity—Accept Compliments: The next time someone compliments you, say, “Thank you! I’m glad you think so.” Then think about other compliments you have had, and how good they made you feel.

Create Positive Family Relationships

Work on building good family relationships. Learn to value each member’s skills and abilities. Learn how to give and accept support.

Activity—Make Time: Make time just to be a family. Schedule time for both serious things and fun. Listen respectfully without interruption to what each person has to say. Do it frequently.

Make Friends Who Count

Friends help you understand that you are not alone. They help you by sharing your ups and downs, and

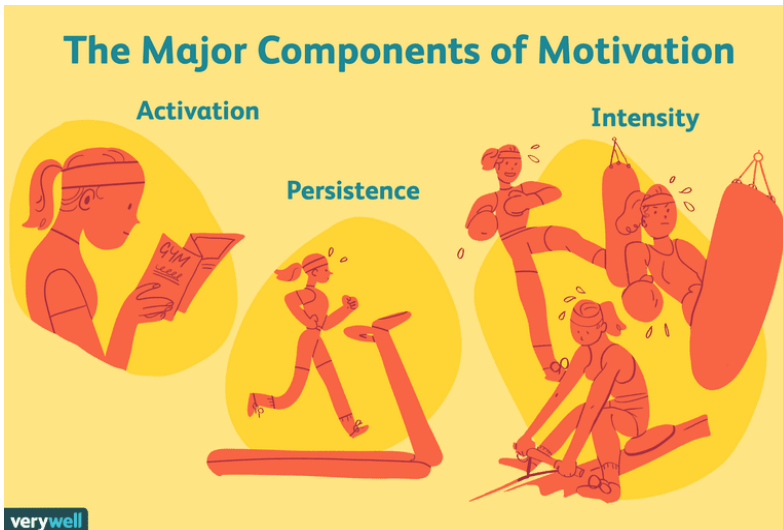
you in turn help them. Together, you and your friends share life's challenges and celebrate life's joys.

Activity—Build A Friendship Tree: Keep in touch—invite a friend to lunch. Encourage new friendships—ask your friend to bring someone you have never met.

Mental Health: Mental health is how a person thinks, feels, and acts when faced with life's situations. It is how people look at themselves, their lives, and the other people in their lives, evaluate their challenges and problems, and explore choices. This includes handling stress, relating to other people, and making decisions.

The Basic Concepts of Mental Health

Motivation:



Motivation is a theoretical construct used to explain behavior. It represents the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior, or what causes a person to want to repeat a behavior and vice versa.

Definition:

Motivation is defined as " the process that initiates, guides, and maintains goal-oriented behaviors".

It involves the biological, emotional, social, and cognitive forces that activate behavior.

Motivation in Education:

Motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning.

Motivation in education can have several effects on how students learn and how they behave towards subject matter.

It can:

- 1. Direct behavior toward particular goals**
- 2. Lead to increased effort and energy**
- 3. Increase initiation of, and persistence in activities.**
- 4. Enhance cognitive processing**
- 5. Determine what consequences are reinforcing**
- 6. Lead to improved performance.**

Components of Motivation:

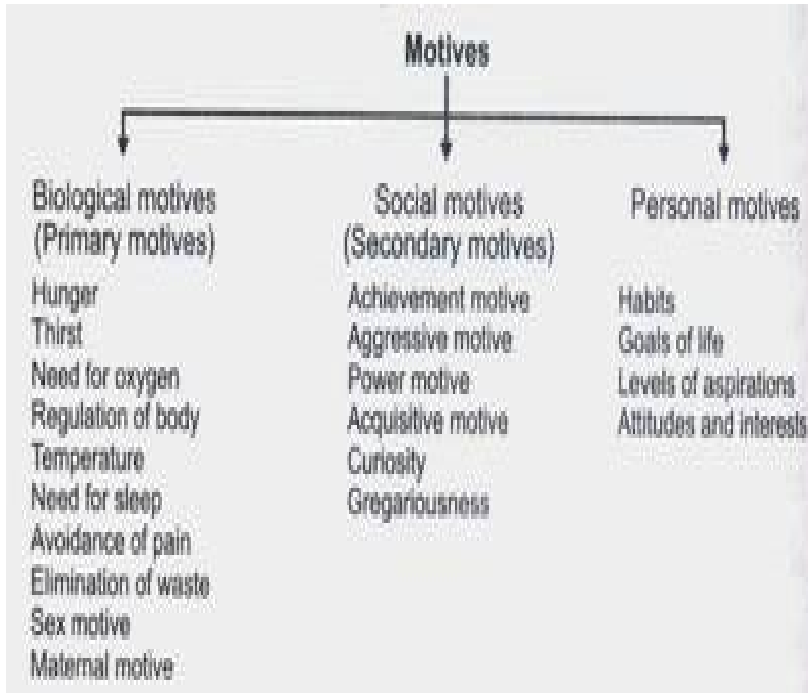
There are three major components to motivation:

a- Activation involves the decision to initiate a behavior, such as enrolling in a psychology class.

b- Persistence is the continued effort toward a goal even though obstacles may exist, such as taking more psychology courses in order to earn a degree.

c- intensity can be seen in the concentration that goes into pursuing a goal. For example, one student might coast by without much effort, while another student will study regularly, participate in discussions and take advantage of research opportunities outside of class.

Types of Motives



Biological Motivation and Homeostasis:

Biological motives are called as physiological motives. These motives are essential for the survival of the organism. The body always tends to maintain a state of equilibrium called

“Homeostasis” in many of its internal physiological processes.

1) Physiological Motives:

- a. Hunger motive:**
- b. Thirst motive:**
- c. Need for oxygen:**
- d. Motive for regulation of body temperature:**
- e. Need for sleep:**
- f. Need for avoidance of pain:**
- g. Sex motive:**
- h. Maternal drive:**

2) Social Motives:

Physiological motives discussed above pertain to both animals as well as human beings, but the social motives are specific only to human beings, because

they are learnt in social groups (family and social).

Some of the common social motives are:

a. Achievement motive:

Achievement motivation refers to a desire to achieve some goal. This motive is developed in the individual who has seen some people in the society attaining high success, reaching high positions and standards.

Parents must try to inculcate leadership qualities in children for better achievement in their future life.

They must allow children to take decisions independently, and guide them for higher achievement from the childhood, so that the children develop high achievement motivation.

b. Aggressive motive:

It is a motive to react aggressively when faced frustrations. Frustration may occur when a person

is obstructed from reaching a goal or when he is insulted by others. Individual expresses such behaviour to overcome opposition forcefully, which may be physical or verbal aggression.

c. Power motive:

People with power motive will be concerned with having an impact on others. They try to influence people by their reputation. They expect people to bow their heads and obey their instructions. They expect high prestige and recognition from others.

d. Acquisitive motive:

This motive directs the individual for the acquisition of material property (money or other property). It arises as we come across different people to have a good life.

e. Curiosity motive:

Curiosity is a tendency to explore and know new things. We see people indulge in a travelling to look

at new places, new things and new developments taking place outside their environment. People want to extend their knowledge and experiences by exploring new things. Curiosity motive will be very powerful during childhood.

f. Gregariousness:

This is also known as affiliation need. Gregariousness (socially) is a tendency to associate oneself with other members of the group or same species. He/she will be interested in participating in group activities.

In addition to the above there are some other social motives like need for self-esteem, social approval, self-actualization, autonomy, master motive, combat, defense, abasement, etc.

3) Personal Motives:

In addition to the above said physiological and social motives, there are highly personalized and very much individualized motives.

The most important among them are:

a. Force of habits:

We see different people having formed different habits like smoking, alcohol consumption, etc. There may be good habits also like regular exercising, reading, prayers, etc. Once these habits are formed, they act as drivers. they motivate the individual to indulge in that action automatically.

b. Goals of life:

Every normal individual will have some goals in the life. They may be related to education, occupation, sports, social service, etc. Once a goal is set, he will be motivated to fulfil that goal. The goals people set, depend upon various factors like knowledge, information, family and ... etc.

c. Levels of aspirations:

Aspiration is aspiring to achieve or to get something or a goal. Every individual will have a goal in his life and strive to reach that goal. But the effort to

attain that goal varies from one individual to another. The amount of satisfaction he gains depends upon his level of aspiration. If an individual aspires for higher level of achievement without possessing required ability, he will have to face frustration and disappointment.

d. Attitudes and interests:

Our attitudes and interests determine our motivation. These are specific to individual. For example, a person within the family, may have positive attitude towards family planning and all others having negative attitudes.

So also, interests differ from one individual to another. Example, interest in sports, T.V, etc. Whenever we have a positive attitude, we will have motivation to attain. In negative attitude, we will be motivated to avoid.

In this way, our personal motives determine our behavior.

Emotion:

In psychology, emotion refers to the conscious and subjective experience that is characterized by

mental states, biological reactions and psychological or physiologic expressions (e.g. facial expressions).

Emotion is different from “feelings” because feelings subjectively represent emotions, which means that feelings are only private to the person. Also, emotion is distinguished from “mood”. a mood lasts longer than an emotion.

Motivation and Emotion

Motivation and emotion are usually viewed as two psychological features that seemingly share cause-and-effect relationship.

Theorists such as Thayer, Newman and McClain explained that emotion is related to motivation. emotions could be viewed as a reward or punishment for a specific motivated behavior.

Psychological Conflict

The word conflict means " strike two things at the same time".

Conflicts occur in the individual when more than one, equally powerful desires or motives present at the same time and pressurize for immediate satisfaction.

If any one of the motive is weak, it will be suppressed and the stronger motive gains satisfaction. Conflicts give rise to a lot of tension in the individual, he becomes completely disturbed.

Sometimes, when he cannot resolve the conflicts, the individual will be put into severe consequences, which he cannot withstand and try to escape from the field itself through unhealthy means.

1. Types of Conflicts:

There are different types of conflicts. Very common among them are:

A. Approach-approach conflict:

In this type of conflict individual will have two desires with positive valence which are equally powerful. For example, a person has two attractive job offers and he has to choose any one of them tension arises.

Such conflicts are not so harmful, because after selecting one, the other one automatically subsides or loses its importance to him (a boy has to choose between two shirts). But in some situation choice will be difficult. For example, a girl has to choose either loving parents or a loving boy for inter-caste marriage. she will be psychologically torn and may lose equilibrium.

- Alternatively, this conflict is resolved by giving up one of the goals. Obviously, approach-approach conflict does not generate much anxiety, because the individual is not going to lose much.

This type of conflict is diagrammatically represented in Figure 4.3.



Fig. 4.3: Approach-approach conflict

B. Avoidance-avoidance conflict:

This conflict involves two goals with negative valence. At times the individual is forced to choose one among two negative goals. In such conflicts, both are unwanted goals, but he cannot keep quiet without opting also. For example, a woman/man must work at a job which she dislikes very much or else she/he has to remain unemployed.

Here the individual is caught between two repelling threats, fears or situations. When he/she cannot choose either of them, he/she may try to escape from the field itself. But the consequences of the escape may also be harmful. For example, a person who cannot convince the mother or the wife may

resort to Alcohol consumption which is otherwise dangerous or some people may even commit suicide.

- In the event of such conflicts when there is no way to escape, some people may find a way to reduce their tension by developing ‘amnesia’ or defence mechanisms like regression or fantasy.

Such type of conflict is diagrammatically represented in Figure 4.4.



Fig. 4.4: Avoidance-avoidance conflict

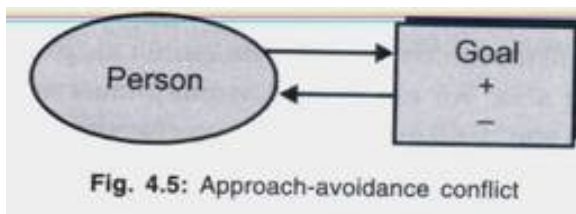
C. Approach-avoidance conflict:

This is also a most complex conflict and very difficult to resolve. Because in this type of conflict a person is both attracted and repelled by the same goal object. Here the goal object will have both positive and negative valences.

Attraction of the goal and inability to approach it leads to frustration and tension. For example, a person is approaching to accept a job offer, because the salary is attractive, but at the same time he is repelled back as the job is very risky. A man wants to marry to lead a family life, but does not want the responsibilities of family life.

- In approach-avoidance conflict, since there is only one goal object, it is very difficult to decide. Here, compromise with the situation is the only alternative solution to overcome stress resulting from conflict.

This type of conflict is diagrammatically represented in **Figure 4.5.**



D. Multiple-approach-avoidance conflict:

Some of the situations in life we come across will involve both positive and negative valences of multiple nature. Suppose a woman is engaged to be

married. The marriage to her has positive valences like-providing security to life and marrying a person whom she loves very much. Suppose, on the other hand, if the marriage is repellent to her because she has to quit her attractive job and salary, recognition which makes her dependent, the situation builds up tension in her.

- The resolution of this conflict depends upon the sum total of both valences. If the sum total of attractive valence takes upper hand, she will quit the job and go for marriage; otherwise she may reject marriage and continue the job if the sum total of negative valence is powerful. This type of conflict is shown diagrammatically in Figure 4.6.

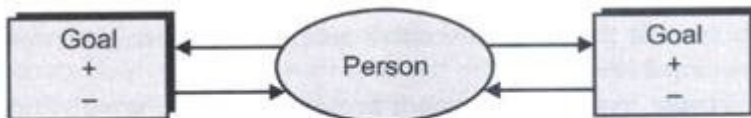


Fig. 4.6: Multiple-approach-avoidance conflict

Frustration:



The word frustration has been derived from a Latin word ‘Frusta’ means ‘obstruct’. The term frustration refers to the blocking of behaviour directed towards the goal. The course of motivation does not always run smoothly. Things that happen prevent us from reaching the goals toward which we are driven or pulled.

If motives are frustrated or blocked, emotional feelings and behavior often result. People who cannot achieve their important goals feel depressed, fearful, anxious, guilty or angry.

In psychology, frustration is a common emotional response to opposition. Related to anger and disappointment, it arises from the perceived resistance to the fulfillment of individual will. The greater the obstruction, and the greater the will, the more the frustration is likely to be. Causes of frustration may be internal or external. In people, internal frustration may arise from challenges in fulfilling personal goals and desires, instinctual drives and needs, or dealing with perceived deficiencies, such as a lack of confidence or fear of social situations. Conflict can also be an internal source of frustration.

External causes of frustration involve conditions outside an individual, such as a blocked road or a difficult task. While coping with frustration, some individuals may engage in passive–aggressive behavior, making it difficult to identify the original cause(s) of their frustration, as the responses are indirect. A more direct, and common response, is a propensity (tendency) towards aggression.

Symptoms:

Frustration can be considered a problem-response behavior, and can have a number of effects, depending on the mental health of the individual. In positive cases, this frustration will build until a level that is too great for the individual to contend with, and thus produce action directed at solving the inherent problem. In negative cases, however, the individual may perceive the source of frustration to be outside of their control,

and thus the frustration will continue to build, leading eventually to further problematic behavior (e.g. violent reaction).

Sources of Frustration:

There are three important sources of frustration:

1. Environmental forces:

Environmental obstacles can frustrate the satisfaction of motives by making it difficult or impossible for a person to attain a goal.

An obstacle may be physical- such as untimely rain, disruption in electric supply, auto strike, earthquake, war, floods, etc., or it may be people such as parents or society who obstruct the fulfillment of wants. For example, Inter-caste

marriage, change of religion, etc. Even the social norms, codes of conduct may cause frustration.

2. Personal inadequacies:

Unattainable goals or too high goals which are beyond the ability level of a person can be important sources of frustration.

These are learned goals, For instance, a student with average level of intelligence aspires to score 90% of marks in the examination will definitely face frustration. A physically handicapped person cannot aspire to compete against a normal person in running race.

Thus, people are often frustrated because they aspire for goals which are not attainable by them, or the goals are beyond their abilities.

3. Conflict Produced Frustration:

A major source of frustration is found in motivational conflict, Some common conflicts are

between independence and affiliation need, or career aspiration and economic realities.

For example, a person is motivated to be independent but at the same time he cannot neglect his affiliation motive. A student may have high aspiration to pursue higher education, but too much expenditure(expensive) comes in between.

In this way we come across many frustrations due to conflict as is said "life is full of conflicts and the frustrations arising from them".

Reactions to Frustrations:

Frustrations are unavoidable. Hence, as far as possible we should learn to grow facing these frustrations. Particularly in children, facing frustrations make them stronger and help them to develop self-confidence.

At the same time long, continued frustrations are not desirable. They may lead to serious psychological problems.

Generally, our reactions to frustrations will be as follows:

A. Attack or Direct Approach:

In this approach the individual will try to overcome obstacles to reach the goal. If necessary he may develop new and necessary skills, put more effort or change the mode of attack or approach. In case of failure he may change the goal to one that is available.

B. Reduce The Level of Goal:

When a person fails to attain his goal even after repeated attempts, he may realize his inabilities and limitations and try to reduce his level of goal to avoid further disappointment. For example,

a student, who fails to achieve high percentage of marks, may reduce his goal to an attainable level and avoid frustration.

C. Aggressiveness:

Many people may react to the situation in an aggressive way. Aggressive reaction is very common when some external obstacles like other people or object is the cause of frustration. He may attempt to cause damage to these sources.

D. Withdrawal:

When all the measures (methods) said above become ineffective, the individual develops feelings of helplessness, inadequacy and inferiority. These negative feelings make him to withdraw from the situation in order to avoid further damage.

E. Compromise:

In some cases the individual does not want to accept the humiliation due to failure, at the same time he is

unable to face the situation also. So finally he will resort (set) to compromise to save his self-respect.

DEFENCE MECHANISMS

In some areas of psychology (especially in psychodynamic theory), psychologists talk about “defense mechanisms,” or manners in which we behave or think in certain ways to better protect or “defend” ourselves. Defense mechanisms are one way of looking at how people distance themselves from a full awareness of unpleasant thoughts, feelings and behaviors.

Most defense mechanisms are fairly unconscious, that means most of us don’t realize we’re using them in the moment. Some types of psychotherapy can help a person become aware of what defense mechanisms they are using.

These Defence Mechanisms are:

1. Denial

Denial is the refusal to accept reality or fact, acting as if a painful event, thought or feeling did not exist. It is considered one of the most primitive of the defense mechanisms because it is characteristic of early childhood development. Many people use denial in their everyday lives to avoid dealing with painful feelings or areas of their life they don't wish to admit. For instance, a person who is a functioning alcoholic/smoking will often simply deny they have a drinking/smoking problem, pointing to how well they function in their job and relationships.

2. Regression

Regression is the reversion to an earlier stage of development in the face of unacceptable thoughts or impulses. For an example an adolescent who is

overwhelmed with fear, might become clingy and start exhibiting earlier childhood behaviors he has long since overcome, such as bedwetting. An adult may regress when under a great deal of stress, refusing to leave their bed and engage in normal, everyday activities.

3. Projection

Projection is the misattribution of a person's undesired thoughts, feelings or impulses onto another person who does not have those thoughts, feelings or impulses. Projection is used especially when the thoughts are considered unacceptable for the person to express. For example, a spouse may be angry at their significant other for not listening, when in fact it is the angry spouse who does not listen. Projection is often the result of a lack of insight and acknowledgement of one's own motivations and feelings.

4. Reaction Formation

Reaction Formation is the converting of unwanted or dangerous thoughts, feelings or impulses into their opposites. For instance, a woman who is very angry with her boss and would like to quit her job may instead be overly kind and generous toward her boss and express a desire to keep working there forever. (taking the opposite belief because the true belief causes anxiety)

5. Repression

Repression is the unconscious blocking of unacceptable thoughts, feelings and impulses. The key to repression is that people do it unconsciously, so they often have very little control over it. “Repressed memories” are memories that have been unconsciously blocked from access or view.

6. Displacement

Displacement is the redirecting of thoughts, feelings and impulses directed at one person or object, but taking out impulses on a less threatening target. People often use displacement when they cannot express their feelings in a safe manner to the person they are directed at.

The classic example is the man who gets angry at his boss, but can't express his anger to his boss for fear of being fired. He instead comes home and kicks the dog or starts an argument with his wife.

7. Rationalization

Person is supplying a logical or rational reason as opposed to the real reason stating that you were fired because you didn't kiss up the the boss, when the real reason was your poor performance.

8. Sublimation

Sublimation is simply the changing of unacceptable impulses, thoughts and emotions into more acceptable ones.

Sublimation can also be done with humor or fantasy. Humor, when used as a defense mechanism, is the changing of unacceptable impulses or thoughts into a light-hearted story or joke. Humor reduces the intensity of a situation, and places a cushion of laughter between the person and the impulses.

9. Compensation

acting out unacceptable impulses in a socially acceptable way sublimating your aggressive impulses toward a career as a boxer; becoming a surgeon because of your desire to cut; lifting weights to release 'pent up' energy.

10. Assertiveness

Assertiveness is the emphasis of a person's needs or thoughts in a manner that is respectful, direct and firm. Communication styles exist on a continuum, ranging from passive to aggressive, with assertiveness falling neatly inbetween. People who are passive and communicate in a passive manner tend to be good listeners, but rarely speak up for themselves or their own needs in a relationship. Becoming more assertive is one of the most desired communication skills and helpful defense mechanisms most people want to learn, and would benefit in doing so.

Videos:

<https://www.simplypsychology.org/defense-mechanisms.html>

<https://www.khanacademy.org/test-prep/mcat/behavior/theories-personality/v/defense-mechanisms>

<https://www.youtube.com/watch?v=xZpgQ-VK1Jw>

Learn more:

<https://www.simplypsychology.org/defense-mechanisms.html>

<https://www.khanacademy.org/test-prep/mcat/behavior/theories-personality/v/defense-mechanisms>

<https://www.youtube.com/watch?v=xZpgQ-VK1Jw>

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Chapter 3

Contents:

1- Personality

2- Personality disorder

3- Glossary

PERSONALITY

Personality psychology is a branch of psychology that studies personality and individual differences.

The word "personality" originates from the Latin word "persona", which means mask. Significantly, in the theatre of the ancient Latin-speaking world, the mask was not used as a plot device to disguise the identity of a character, but rather was a convention employed to represent or *typify* that character. Personality may also refer to the patterns of thoughts, feelings and behaviors consistently exhibited by an individual over time that strongly influence our expectations, self-perceptions, values and attitudes, and predicts our reactions to people, problems and stress. In a phrase, personality is not just who we are, it is also how we are.

The pioneering American psychologist Gordon Allport (1937) described two major ways to study personality: the nomothetic and the idiographic. Nomothetic psychology seeks general laws that can be applied to many different people, such as the principle of self-actualization, or the trait of extraversion. Idiographic psychology is an attempt to understand the unique aspects of a particular individual.

The study of personality has a broad and varied history in psychology, with an abundance of theoretical traditions. The major theories include dispositional (trait) perspective, psychodynamic, humanistic, biological, behaviorist and social learning perspective. Most researchers and psychologists do not explicitly identify themselves with a certain perspective and often take an eclectic

approach. Some research is empirically driven such as the "Big 5" personality model whereas other research emphasizes theory development such as psychodynamics. There is also a substantial emphasis on the applied field of personality testing. In psychological education and training, the study of the nature of personality and its psychological development is usually reviewed as a prerequisite to courses in abnormal or clinical psychology.

Definitions of Personality:

- Personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in various situations.

- Personality refers to individuals' characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms - hidden or not - behind those patterns.

"Although no single definition is acceptable to all personality theorists, we can say that personality is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behavior."

PERSONALITY DISORDERS

Personality disorders are a class of psychological conditions that are characterized by a pattern of long term behavior that deviates from societal expectations, and create serious problems in relationships and society.

People with personality disorders tend to be inflexible, rigid and manipulative. Although most feel that their behaviors are justified and perfectly fine, they often have a tunnel-vision view of the world and have problems connecting with others in socially acceptable ways.

The Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) has identified a list of personality disorders and classified them in three groups or clusters based on nature of the symptoms as :

- Paranoid personality disorder

Characterized by suspiciousness and a deep mistrust of people, paranoid personalities often think of others as manipulative, cunning or dishonest. This kind of a person may appear guarded, secretive, and excessively critical.

- Schizophrenia

Schizophrenia is a serious emotional disorder characterized by loss of contact with environment and personality changes. Hallucinations and delusions, disorganized speech, or catatonic behavior often exist as symptoms of this disorder, which is frequently manifest in young adulthood. The symptoms may also occur in younger children. There are a number of subtypes of schizophrenia, including Paranoid Type, Disorganized Type, Catatonic Type, Residual Type, and Undifferentiated Type.

- Antisocial/psychopath personality disorder

Individuals with this disorder are known to be manipulative, irresponsible, and have a history of legal difficulties. They show little respect for the rights of others and feel no remorse for their

actions. They also leave a trail of unfulfilled promises and broken hearts.

Antisocial personalities are also at high risk for drug abuse (e.g., alcoholism; meth) since many are “rush” seekers. While they seldom suffer from depression or anxiety, they often use drugs to relieve boredom and irritability.

- Borderline personality disorder

Borderline personalities are impulsive and have extreme views of people as either “all good” or “bad”.

These people are unstable in relationships and have a strong fear of abandonment. They may form an intense personal attachment with someone they barely know and end it without no apparent reason. They might also engage in a “pull” and “push” behavior that usually ends with their partner leaving permanently.

Self-mutilation, suicidal gestures or attention-seeking destructive behaviors are not uncommon. Borderline personalities are three times more likely to be female.

- Narcissistic personality disorder

Narcissistic personalities have a blown up perception of themselves and an excessive desire for attention and admiration. Individuals with this disorder have a false sense of entitlement and little respect for other people's feelings. They are oversensitive to criticism and often blame others for their failures.

the narcissistic personality tends to be manipulative in interpersonal relationships. But deep beneath the surface lies a vulnerable self-esteem, susceptible to depression and feelings of inferiority.

- Avoidant personality disorder

This disorder is described by chronic social withdrawal, feelings of inferiority, over-sensitivity and social withdrawal.

People with avoidant personality disorder are constantly fearful of rejection and ridicule. They form relationships only with people that they trust. The pain of rejection is so strong that these individuals prefer to isolate rather than risk disappointment.

- Dependent personality disorder

Dependent personalities have difficulty making their own decisions and seek others to take over most important areas in their lives. They will often go to great length to obtain nurturance from others, have separation anxiety when alone and desperately seek another partner when a close relationship ends.

- Adjustment Disorders

Adjustment Disorders describe emotional or behavioral symptoms that children may exhibit when they are un- able, for a time, to appropriately adapt to stressful events or changes in their lives. The symptoms, which must occur within three months of a stressful event or change, and last no more than six months after the stressor ends, are: marked distress, in excess of what would be expected from exposure to the event(s), or an impairment in social or school functioning. Adjustment disorders are relatively common, ranging from 5% to 20%.

- Anxiety Disorders

Anxiety Disorders are a large family of disorders (school phobia, posttraumatic stress disorder, avoidant disorder, obsessive-compulsive disorder, panic disorder, panic attack, etc.) where the main feature is exaggerated anxiety. Anxiety disorders may be expressed as physical symptoms, (headaches or stomach aches), as disorders in conduct (work refusal, etc.) or as inappropriate emotional responses, such as giggling(laughing) or crying. Anxiety occurs in all children as a temporary reaction to stressful experiences at home or in school. When anxiety is intense and persistent, interfering with the child's functioning, it may become considered as an Anxiety Disorder.

- Selective Mutism

Selective Mutism (formerly called Elective-Mutism) occurs when a child or adolescent persistently fails to speak in specific social situations such as at school or with playmates, where speaking is expected. Selective mutism interferes with a child's educational achievement and social communication. Onset of Selective Mutism usually occurs before the age of five, but may not be evaluated until a child enters school for the first time. The disorder is regarded as relatively rare, and usually lasts for a period of a few months, although a few children have been known not to speak in school during their entire school career.

- Attention Deficit/Hyperactivity Disorder

Attention Deficit/Hyperactivity Disorder is a condition, affecting 3%-5% of children, where the child shows symptoms of inattention that are not consistent with his or her developmental level. The

essential feature of Attention Deficit Hyperactivity Disorder is “a persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than is typically observed in individuals at a comparable level of development.” A few doctors have written articles on ADHD in early childhood, and some suggest that signs of the disorder can be detected in infancy. Most physicians prefer to wait until a clear pattern of inattentive behaviors emerge that affect school or home performance before attempting to diagnose ADHD.

- Conduct Disorder

Conduct Disorder which affects between 6% and 16% of boys and 2% to 9% of girls, has as the essential feature “a repetitive and persistent pattern of behavior in which the basic rights of others or major age-appropriate social norms or

rules are violated.” Children with Conduct Disorder often have a pattern of staying out late despite parental objections, running away from home. Children with Conduct Disorder may threaten others or may be physically cruel to animal and people.

- Anorexia Nervosa

Anorexia Nervosa can be thought of as a “distorted body image” disorder, since many adolescents who have Anorexia see themselves as overweight and unattractive. In Anorexia Nervosa, the individual refuses to maintain a minimally normal body weight, is intensely afraid of gaining weight, and has no realistic idea of the shape and size of his or her body. Signs of anorexia nervosa include extremely low body weight, dry skin, hair loss, depressive symptoms and low blood pressure.

- Bulimia Nervosa

Bulimia Nervosa is characterized by episodes of “binge and purge” behaviors, where the person will eat enormous amounts of food, then induce vomiting, abuse laxatives, fast, or follow an austere diet to balance the effects of dramatic overeating. Bulimia Nervosa symptoms include muscle weakness, gastrointestinal problems or intolerance of cold weather.

-Autistic Disorder

Autistic Disorder is a Pervasive Developmental Disorder, characterized by the presence of markedly abnormal or impaired development in social interaction and communication, and a markedly restricted level of activities or interests. Children with Autism may fail to develop relationships with peers of the same age, and may have no interest in establishing friendships. The impairment in communication (both verbal and nonverbal) is severe for some children with this disorder.

Learn more about Personality Disorders:

<https://www.healthline.com/health/personality-disorders>

<https://www.psychiatry.org/patients-families/personality-disorders/what-are-personality-disorders>

<https://www.mind.org.uk/information-support/types-of-mental-health-problems/personality-disorders/types-of-personality-disorder/>

<https://my.clevelandclinic.org/health/diseases/9636-personality-disorders-overview>

Adjustment Disorders

An adjustment disorder is a debilitating reaction, usually lasting less than six months, to a stressful event or situation. The development of emotional or behavioral symptoms in response to an identifiable stressor(s) occurring within three months of the onset of the stressor(s).

These symptoms or behaviors are clinically significant as evidenced by either of the following:

- Distress that is in excess of what would be expected from exposure to the stressor**
- Significant impairment in social, occupational, or educational functioning**

The symptoms are not caused by bereavement.

The stress-related disturbance does not meet the criteria for another specific disorder. Once the stressor (or its consequences) has terminated, the symptoms do not persist for more than an additional six months.

Adjustment Disorders Subtypes

- **With depressed mood**
- **With anxiety**

Conduct Disorder

What is conduct disorder?

Children with conduct disorder repeatedly violate the personal or property rights of others and the basic expectations of society. A diagnosis of conduct disorder is likely when symptoms continue for six months or longer. Conduct disorder is known as a “disruptive behavior disorder” because of its impact on children and their families, neighbors, and schools.

Another disruptive behavior disorder, called oppositional defiant disorder, may be a precursor of conduct disorder. A child is diagnosed with oppositional defiant disorder when he or she shows signs of being hostile and defiant for at least six months. Oppositional defiant disorder may start as early as the preschool years, while conduct disorder generally appears when children are older. Oppositional defiant disorder and conduct disorder are not co-occurring conditions.

How common is conduct disorder?

Conduct disorder affects 1 to 4 percent of 9- to 17-year-olds, depending on exactly how the disorder is defined. The disorder appears to be more common in boys than in girls and more common in cities than in rural areas.

Who is at risk for conduct disorder?

Research shows that some cases of conduct disorder begin in early childhood, often by the preschool years. In fact, some infants who are especially “fussy” appear to be at risk for developing conduct disorder. Other factors that may make a child more likely to develop conduct disorder include the following:

- Early maternal rejection**
- Separation from parents, without an adequate alternative**

caregiver

- **Early institutionalization**
- **Family neglect**
- **Abuse or violence**
- **Parental mental illness**
- **Parental marital discord**
- **Large family size**
- **Crowding**
- **Poverty**

Symptoms Of Conduct Disorder

- **Aggressive behavior that harms or threatens other people or animals**
- **Destructive behavior that damages or destroys property**
- **Lying or theft**
- **Truancy or other serious violations of rules**
- **Early tobacco, alcohol, and substance use and abuse**
- **Precocious sexual activity.**

Children with conduct disorder or oppositional defiant disorder also may experience the following:

- **Higher rates of depression, suicidal thoughts, suicide attempts, and suicide**
- **Academic difficulties**
- **Poor relationships with peers or adults**
- **Sexually transmitted diseases**
- **Difficulty staying in adoptive, foster, or group homes**
- **Higher rates of injuries, school expulsions, and problems with the law**

What help is available for families?

Although conduct disorder is one of the most difficult behavior disorders

to treat, young people often benefit from a range of services that include the following:

- **Training for parents on how to handle child or adolescent behavior**
- **Family therapy**

- **Training in problem solving skills for children or adolescents**
- **Community-based services that focus on the young person within the context of family and community influences**

☞ Remember!!

Some child and adolescent behaviors are hard to change after they have become ingrained. Therefore, the earlier the conduct disorder is identified and treated, the better the chance for success. Most children or adolescents with conduct disorder are probably reacting to events and situations in their lives.

Some recent studies have focused on promising ways to prevent conduct disorder among at-risk children and adolescents.

In addition, more research is needed to determine if biology is a factor in conduct disorder.

GLOSSARY

Aggression

overt or suppressed hostility, either innate or resulting from continued frustration and directed outward or against oneself

Anxiety

a state of apprehension and psychic tension occurring in some forms of mental disorder .

situation.

Behavior

a perspective on psychology that sees psychology as an objective science without reference to mental states

Conformity

adjusting behavior to meet a group's standard
Consciousness. one's awareness of one's environment and oneself
Control group.

Correlation coefficient

a positive one near (+1.0) indicates two variables are positively related; a negative number (-1.0) indicates a negative relationship; zero indicates no relationship

Correlational method

a type of research that is mainly statistical in nature; also, correlational studies determine relationship between two variables

Depression

a psychiatric disorder characterized by an inability to concentrate, insomnia, loss of appetite, feelings of

Experimental group

in an experiment, the group that is exposed to the treatment, that is, to one version of the independent variable

Extroversion

one of the Big Five, a personality trait orients one's interests toward the outside world and other people, rather than inward

Free association

a clinical technique of psychoanalysis devised by Sigmund Freud

Functionalism

William James's school of thought that stressed the adaptive and survival value of behaviors

Gestalt Psychology

sought to understand how the brain works by studying perception, arguing that percepts consist of meaningful wholes (in German, Gestalts.)

Instrumental behavior

is a concept stemming from the Behaviorist movement, which asserts that disorders are learned responses to traumatic experiences

Intelligence

the ability to learn from experience, to use information, to understand things.

Introversion

a personality trait that signifies that one finds energy from internal sources rather than external ones.

Longitudinal research

a type of study in which one group of subjects is followed and observed (or examined, surveyed, etc.) for an extended period of time (years)

Mental illness

a psychological or physiological pattern that occurs in an individual and is usually associated with distress or disability that is not expected as part of normal development or culture.

Nature vs. nurture

the long-standing discussion over the relative importance of nature (heredity) and nurture (environment) in their influence on behavior and mental processes

Phobias

a group of anxiety disorders involving a pathological fear of a specific object or situation

Prejudice

a negative attitude formed toward an individual or group without sufficient experience with the person or group.

Pro-social behavior

positive, constructive, helpful behavior; the opposite of antisocial behavior

Psychoanalytic theory

Freud's personality theory, basis for his therapeutic technique called Psychoanalysis

Psychosomatic disorder

condition in which psychological stresses adversely affect physiological (somatic) functioning to the point of distress.

Psychotherapy

Psychotherapy is a general term for a process of treating mental and emotional disorders by talking about your condition and related issues with an educated, trained and licensed professional

Socialization

the process by which children learn the behaviors, attitudes, and expectations required of them by their society or culture

Traits

a stable personality characteristics that are presumed to exist within the individual and guide his or her thoughts and actions under various conditions

Unconscious

in classical Freudian theory, the psychic domain of which the individual is not aware but that houses memories, desires, and feelings that would be threatening if brought to consciousness

EXam

I- Explain ?

- 1- How does cognitivism differ from behaviorism?
- 2- What is Educational Psychology?
- 3- What is the different between Structuralism and Functionalism?
- 4- What are the psychological research methods?

II- Indicate whether the flowing statements are true or false:

1- School psychologists help students maximize their education through an understanding of their psychological needs.

2- Comparative psychology is the branch of psychology concerned with the study of animal behavior.

3- The term frustration refers to the blocking of behaviour directed towards the goal. True or false?

4- Most defense mechanisms are fairly conscious.

Psychology is best defined as the study of personality and emotional well-being.

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