

# PSYCHOLOGY

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# DEVELOPMENT OF PSYCHOLOGY

Psyche – mind

Logy – study

Psychology is the scientific study of behavior and mental processes of an individual.

Cont....

The person who studies behavior and mental process of individuals is known as a psychologist

Behavior is all the activities involved in life i.e. actions, feelings, thinking and conscious activities that can be observed.

# Definition of commonly used terms

- **Psychology** -A science of behavior and mental process.
- **Mental process**- Refers to thoughts, emotions, feeling in an individual that others can not directly observe.
- **Behavior** - Actions of the individual that can be observed by other people.

Cont...

- **Behaviorism** -A school of psychology that emphasis the process of learning and measuring behavior.
- **Perception**- Process of organizing, interpreting information received from outside world.

Cont.....

- **Conscious mind** - Refers to mental activities which an individual is aware.
- **Unconscious mind** – are all mental activities of which a individual is unaware.
- **Trait** - An inborn characteristic such as kindness.
- **Motive** – An internal state that activities behavior and gives it direction
- **Cognition**- It is intellectual knowledge process mainly dealing with perceiving, thinking and deciding.

Cont.....

- **Intelligence;** It is cognitive ability of an individual to learn from experience to reason well and to cope with demands of daily living.
- **Emotions;** It is either negative or positive feeling generally in reaction to stimulus that are accompanied by psychological arousal and related behavior.

Cont....

**Personality** – it refers to mental characteristics that determine the behavior of a person

**Attitude** – it's the way that an individual thinks, feel or behave. It can be positive or negative.

**Motivation** – it is the force propelling a person into activity.

**Instincts/Drives**- basic force in personality and behavior.



Cont.....

**Value** – it's the personal believe about the worth of a given idea or behavior.

**Belief** – its is an idea, set of attitudes or opinions held with a personal conviction or confidence based on faith or facts.

**Prejudice** - unfair opinion formed without adequate knowledge or experience

# Goal ( Aim) of Psychology

- To influence behavior
- To understand behavior and mental process
- To predict future behavior
- To describe a psychological phenomena more accurately and completely

# IMPORTANCE OF PSYCHOLOGY IN NURSING

- Influence the clients behavior in beneficial ways
- Help to prevent future behaviors which may be predicted by current incidences
- Help the individual cope with stress
- Used as a psychological therapy eg individual or psychoanalytic methods
- Helps psychiatric nurses in understanding behavior that otherwise seems unreasonable, illogical or intolerable

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- Equips the nurse with knowledge to offer counseling to clients.
- Helps one to know how to control their own emotions

Cont.....

## **Fields of psychology**

The field of psychology is divided into two main field;

- Biological Psychology
- Applied Psychology

# Biological Psychology

This study ways in which our body systems provide basis for our behavior.

- Perception and sensation are concerned with how sense organs operate and how individuals interpret incoming sensory information commonly used in psychiatry setting.  
Learning and memory involves acquiring new skills or information and being able to remember.

Cont.....

- Emotional and motivation - deals with human needs that activate and guide behavior.
- Personality- A distinct and relatively consistent way of thinking, feeling and behaving.

# Applied Psychology

Deals with basic psychological knowledge to solve human problems.

This entails the following;

- Clinical psychology; Deals with understanding and treatment of emotional behavior.
- Counselling Psychology; Deals with maintaining a focus on facilitating personal and interpersonal functioning across the life span.
- Educational psychology; This deals with learning theories.



# GROWTH AND DEVELOPMENT

- GROWTH

It is an increase in the physical size of the body and it involves increase in number of cells.

- DEVELOPMENT

Entails increase in skills, measured in terms of developmental milestones.

# Developmental milestones

Milestones are mental activities that an individual can do at certain age or mental skills acquired at certain age.

# Measurements of growth and development

- Weight
- Head circumference
- Height
- Upper arm circumference

# Principals of growth and development

- Growth and development are continuous processes from birth to old age.
- All individuals do not generally develop similar milestones at the same time.
- All body systems do not develop at the same time.

# Factors influence growth and development

1. Hereditary (Genetic ) factors - e.g. sex differences, ethnicity (Race) & Intelligence including physical characteristics.
2. Environmental factors; This are divided into two; -  
Intrauterine and Extra-uterine factors

## **Intrauterine factors** that affect growth and development;

- Maternal malnutrition
- Maternal infections eg Malaria, Syphilis
- Exposure to ultraviolet light
- Drugs during pregnancy
- Hypoxia

## **Intra uterine factors period;**

➤ Labor that last more than 18hrs, Meconium aspiration

## **After Birth factors;**

Poor nutrition -This leads to growth retardation

Poverty - Children from poverty stricken families

Ignorance - Lack of knowledge by the parents or guardians

Cont.....

Maternal deprivation - Absences of the mother figure in the child's life

Position of the child in the family-Position of the child in the family

Endocrine disorders -Abscess or excess has negative effects on the child's growth and development

Emotional factors – loss of a guardian or mistreatment in the family



# CONCEPT OF PERSONALITY DEVELOPMENT

The concept of **Personality** refers to the profile of stable beliefs, moods, and behaviors that differentiate among children (and adults) who live in a particular society.

# Four (4) different hypotheses regarding the early origins of personality

These are.

- One assumes that the child's inherited biology, usually called a temperamental bias, is an important basis for the child's later personality.
- ❖ Temperamental bias are distinctive patterns of feelings and behaviours that originate in the child's biology and appear early in development

Cont.....

- A second hypothesis regarding personality development comes from Sigmund Freud's suggestion that variation in the sexual and aggressive aims of the **id**, which is biological in nature, combined with family experience, leads to the development of the **ego** and **superego**. Freud suggested that differences in parental socialization produced variation in anxiety which, in turn, leads to different personalities

# Cont.....

- A third set of hypotheses emphasizes direct social experiences with parents. It is argued that the nature of the infant's relationship to the caretakers and especially the mother created a profile of emotional reactions toward adults that might last indefinitely.

# Cont.....

- A final source of hypotheses regarding the origins of personality comes from inferences based on direct observations of a child's behavior. This strategy, which relies on induction, focuses on different characteristics at different ages.

# Influences on personality development

The four ((4) important influences on personality include;

- ❖ Identification (Heredity)
- ❖ Ordinal position (Culture)
- ❖ Social class (Environment)
- ❖ Parental (Family) socialization

Cont.....

- Identification is important. By six years of age, children assume that some of the characteristics of their parents belong to them and they experience vicariously the emotion that is appropriate to the parent's experience.

E.g A six-year-old girl identified with her mother will experience pride should mother win a prize or be praised by a friend. However, she will experience shame or anxiety if her mother is criticized or is rejected by friends. The process of identification has great relevance to personality development.

# Cont...

- The child's ordinal position in the family has its most important influence on receptivity to accepting or rejecting the requests and ideas of legitimate authority. E.g. First-born children in most families are most willing than later-borns to conform to the requests of authority. They are more strongly motivated to achieve in school, more conscientious, and less aggressive.



Cont.....

- The child's social class affects the preparation and motivation for academic achievement. Children from middle-class families typically obtain higher grades in school than children of working or lower-class families because different value systems and practices are promoted by families from varied social class backgrounds.

# Cont.....

- The patterns of socialization used by parents also influence the child's personality. Baumrind suggests that parents could be classified as authoritative, authoritarian, or permissive. More competent and mature preschool children usually have authoritative parents who were nurturant but made maturity demands

# Sequence of development

The 4 (four) fields with a sequence of development

- Gross Motor - the development of locomotion
- Vision and fine manipulation - the development of eye-hand control
- Hearing & speech - the development of language
- Personal & social - integration of acquired abilities to reflect understanding of environment.

# Periods of Development (Milestone)

## **The Prenatal Period**

The time from conception to birth;

- From a single cell to an organism complete with a brain and behavioral capabilities
- Approximately a 9-month period

- At birth, a normal baby weighs 3.5g at birth, length of app. 50cm, heart rate of 120beats per minutes, and a respiration of 36-40 breaths per minute.

- Reflex is an automatic response to an event and does not require thought.

## **A new born has the following reflexes**

- ❖ Survival/protective reflexes; includes breathing, corneal/blinking, rooting reflex, sucking reflex, pupillary reflex, yawning reflex, sneezing.
- Physical reflexes
- Primitive: grasping reflex, moro reflex, stepping reflex, babinski reflex.

# Infants/Babies (0 – 2 years)

- ❖ This is a time for developing the bonds that will last a lifetime providing the child with the inner resources to develop self-esteem and the ability to relate positively with others.
- It is also the time for parents to begin to discover who this new person really is and a time of extreme dependency on adults.
- Each child is unique and it is imperative that parents learn to understand, respect, support and encourage the unique characteristics and abilities of each child.
- Many psychological activities are just beginning.

At 8 weeks,

- ❖ The baby can hold its head when being supported but if allowed to sit on its own it has head lag.
- ❖ It is attentive to familiar voice, smiles to familiar voice too, can watch movements.
- ❖ Posterior fontanel closes.



## ➤ **At 16 weeks: 4months**

- ❖ Can lift its chest from a surface.
- looks very active.
- ❖ Is able to turn the head from side to side.
- No head lag when pulled up to a sitting position.

## ➤ **At 24 weeks: 6months**

- Weighs approximately 6kg.
- Sprouting of 4 incisors (2 upper and 2 lower).

- ❖ Has full control of his hands and can pick objects and put them into the mouth.
- ❖ Can turn or sit without support.
- Can use squeaking toys.

### ➤ **At 9 months**

- ❖ Anterior fontanel starts to close but fully closes at 18 months.
- ❖ Can sit steadily and crawl.
- ❖ Is able to identify familiar faces.
- Can utter few words clearly E.g. mom, bye
- Enjoys toys and can play independently with them.
- Can stand with support.

## ➤ **At 12 months: 1 year**

- Some take few steps and can walk when held on one hand.
- Can drink from a small cup, and can use a spoon with some little success.
- Has a vocabulary of around 3 words.
- ❖ Baby's weight is triple the birth weight, the length is 72cm.

## ➤ **At 14 months: 1 year 2 months**

- Can walk and run steadily.
- Can pick objects on the floor without falling

- Can pronounce some words clearly.

- Understands simple commands.

➤ **At 18 months: 1year 6months**

- Can sit on a chair.

- Can squat

- Has good muscle co-ordination

- Has 10-12 teeth

- ❖ Anterior fontanel closes

- Can be toilet trained.

- Can flip pages of a book, name parts of the body, most declines diapers at night.

- Can make short sentences and assist in household work such taking cups to the sink

# Early Childhood (2-5 or 6years)

The stage is also known as Toddlers/Preschoolers

- When a child takes the first step on his or her own, a new phase in development begins.
- ❖ At this stage children are now free to roam around their world. It is a time for active exploration of their environment.
- Language development takes major leaps which leads to learning the names of objects of interest, the ability to ask for things and as they discover their independent nature, yes, they develop the ability to say “NO!”

# Cont.....

❖ This is also a stage of rapid physical and intellectual development preparing these children for starting school which includes interacting cooperatively with peers while at the same time being able to compete physically and intellectually.

Therefore, the child

- learn to become more self-sufficient
- develop school readiness skills
- spend many hours playing with peers

## At 24 months (2years)

- Talks frequently.
- Can jump slow low objects.
- ❖ Can run without falling.
- Can recognize people in photographs or pictures.
- Can remove clothes but is unable to unbutton.
- Introduces self by name.
- Very curious thus prone to home accidents.
- Likes performing adult duties.
- Has 16 teeth, almost doubles birth length

## **At 30 months (2yrs 6months)**

- Has 20 teeth.
- Has a strong ownership of toys
- Can hold pen with fingers
- Knows names of both parents
- Likes clearing the table after meals and they can walk on tip-toe
- Like going to places with the parents



## **At 36 months (3years)**

- Can pedal a cycle
- Can dress self button and unbuttoning clothes
- Can go to the toilet alone
- Can carry breakable things without breaking them
- Identifies their sex and those of others
- Can talk using plurals
- Very inquisitive
- Can learn second language very fast.
- Can start schooling
- Can wash their hands and eat without spilling. Like using one

# At 42 months ( 3years 6months)

- Can stand on one foot
- Is able to use preposition such as; over, under, out, in
- Is able to associate with other children
- Can brush teeth
- Can wash hands and face

## **At 48 months (4years)**

- Is in nursery school
- Height of about 120cm
- Expected weight is 21kg
- Can do skipping
- Learns their identity in school
- Very inquisitive and likes exploring new things
- Can tie his shoe laces
- Can perform simple tasks at home

# **Middle and Late Childhood-Latent stage (6 to11)**

- No major emotional disturbances
- Has a feeling of security
- Period of slow growth
- Child concentrates more on school and friends and likes imitating other children

# Cont.....

- Children become gradually ready for more independence. Fundamental skills of reading, writing, and arithmetic are mastered.
- As children struggle with these important tasks parents must be able to provide praise and encouragement for achievement but parents must also be able to allow them to sometimes experience the natural consequences for their behavior or provide logical consequences to help them learn from mistakes.
- Child is formally exposed to larger world and its culture

# Adolescence/Teenagers (13 -18 or 22 years)

- Begins with rapid physical changes.
- Pursuit of independence and identity are prominent
- It is a time to really begin defining ones self and realistically contemplating the future. Thought is now more logical, abstract, and idealistic
- Skill development is accelerated to prepare for college or job training programs. Talents are perfected. Social skills are honed and relationships take on more of a serious nature.
- Peer pressure is at its max and in today's teen society there are more tempting sidetracks than ever.

# Early Adulthood (23-39 years)

- The developmental period beginning in the late teens or early twenties and lasting through the thirties
- A time of establishing personal and economic independence
- Also a time of career development
- Early adults select a mate, start a family, and rear children

# Middle Adulthood (40-60 years)

- The developmental period beginning around 40 years of age and extending to about 60
- ❖ A time of expanding personal and social involvement and responsibility
- Also a time of assisting the next generation in becoming competent
- Middle adults reach and maintain satisfaction in a career



# Late Adulthood (60 years plus)

- The developmental period beginning in the sixties or seventies and lasting until death
- A time of adjustment to decreasing strength and health
- Also a time of life review, retirement, and new social roles

# Why study growth and development as nurses

- To monitor growth and development in clients/patient
- To identify any deviation from normal growth and development
- Be able to prevent any abnormalities early in relation to growth and development
- To apply various actions in order to facilitate growth and development
- As a basis to our study to psychology to various changes that occur during the period

# LEVELS OF MIND

•  
According to Sigmund Freud ( Psychoanalytic theorist), the mind can be divided into three different levels:

▶ **The conscious mind** includes everything that we are aware of. This is the aspect of our mental processing that we can think and talk about rationally.

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▶ **The Preconscious Mind** is the part of the mind that represents ordinary memory. While we are not consciously aware of this information at any given time, we can retrieve it and pull it into consciousness when needed.

▶ The **Unconscious mind** is a reservoir of feelings, thoughts, urges, and memories that outside of our conscious awareness. Most of the contents of the unconscious are unacceptable or unpleasant, such as feelings of pain, anxiety, or conflict.

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- According to Freud, the unconscious continues to influence our behavior and experience, even though we are unaware of these underlying influences.

# **The psychic structures**

These are hypothetical conceptualizations of important mental functions and not physical areas within the brain.

## • ID

The id operated at an unconscious level according to the pleasure principle (gratification from satisfying basic instincts). He wants only to eat, drink, urinate, defecate, be warm, and gain sexual pleasure. In pursuit of these ends, the id demands immediate gratification:

- The id will not stand for a delay in gratification. For some urges, such as urination, this is easily satisfied. However, if the urge is not immediately discharged, the id will form a memory of the end of the motivation:  
e.g. the thirsty infant will form an image of the mother's breast. This act of *wish-fulfillment* satisfies the id's desire for the moment, though obviously it does not reduce the tension of the unfulfilled urge.



# Ego

Develops from the id during infancy. Formation of the ego, is ruled by the *reality principle*. The ego acts as a go-between in the id's relations with reality, as it operates in both the conscious and unconscious mind.

The ego's goal is to satisfy the demands of the id in a safe a socially acceptable way.

The Ego often suppress the id's urge until an appropriate situation arises. This is **repression** of inappropriate desires and urges represents the greatest strain on, and the most important function of, the mind. The ego often utilizes **defense mechanism** to achieve and aid this repression.

## Cont....Ego

Where the id may have an urge and form a picture which satisfies this urge, the ego engages in a strategy to actually fulfill the urge.

Eg. The thirsty five-year-old now not only identifies water as the satisfaction of his urge, but forms a plan to obtain water, perhaps by finding a drinking fountain.

While the ego is still in the service of the id, it borrows some of its psychic energy in an effort to control the urge until it is feasibly satisfied. With the formation of the ego, the individual becomes a self, instead of an amalgamation of urges and needs.

# SuperEgo

- The superego operates on the morality principle and motivates us to behave in a socially responsible and acceptable manner.
- The superego uses guilt and self-reproach as its primary means of enforcement for these rules. But if a person does something which is acceptable to the superego, he experiences pride and self-satisfaction.

Cont.....

- The superego is sub-dividable into two parts: conscience and ego ideal.
  - Conscience tells what is right and wrong, and forces the ego to inhibit the id in pursuit of morally acceptable, not pleasurable or even realistic, goals.
  - The ego ideal aims the individual's path of life toward the ideal, perfect goals instilled by society.

# Functions of the superego

- It **inhibits impulses of the ID** especially the sexual and aggressive impulses
- It **persuades the ego** to substitute moral for realistic actions
- It **strives for perfection** but like the ID it is non-rational
  - NB- the conflicts of the three results to anxiety

Sigmund described **three forms** of anxiety

- Reality – responds to real dangers in the world out of real situations e.g falling, burning etc
- Neurotic (ID, ego and superego conflicts) – it's the fear that instincts will get out of control and punishment may result
- Moral (ID and superego conflicts) – its due to fear of the conscious of superego.
- ❖ Anxiety warns an individual of impending danger when the ego cannot cope with anxiety in a rational manner it results to a defense mechanism.

# Theories of personality development

- Psychosexual (Emotional) Theory-Sigmund Freud
- Psychosocial Theory-Eric Erickson
- Cognitive Devt Theory - Jean Piaget

# **Psychosexual (Emotions) Stages of personality Development by Sigmund Freud**

Mnemonic of psychosexual stages of development: “old (oral) age (anal) pensioners (phallic) love (latent) grapes (genital).



# Oral Stage (0-1 year)

- In the first stage of personality development the libido is centered in a baby's mouth. It gets much satisfaction from putting all sorts of things in its mouth to satisfy the libido, and thus its id demands. Which at this stage in life are oral, or mouth orientated, such as sucking, biting, and breastfeeding.
- Freud said oral stimulation could lead to an oral fixation in later life. We see oral personalities all around us such as smokers, nail-biters, finger-chewers, and thumb suckers. Oral personalities engage in such oral behaviors, particularly when under stress.

# Anal Stage (1-3 years)

The libido now becomes focused on the anus and the child derives great pleasure from defecating. The child is now fully aware that they are a person in their own right and that their wishes can bring them into conflict with the demands of the outside world (i.e. their ego has developed).

Freud believed that this type of conflict tends to come to a head in potty training, in which adults impose restrictions on when and where the child can defecate.

Cont.....

Early or harsh potty training can lead to the child becoming an anal-retentive personality who hates mess, is obsessively tidy, punctual and respectful of authority. They can be stubborn and tight-fisted with their cash and possessions.

Cont.....

The anal expulsive, on the other hand, underwent a liberal toilet-training regime during the anal stage. In adulthood the anal expulsive is the person who wants to share things with you. They like giving things away.

# Phallic Stage (3 to 5 or 6 years)

Sensitivity now becomes concentrated in the genitals and masturbation (in both sexes) becomes a new source of pleasure.

The child becomes aware of anatomical sex differences, which sets in motion the conflict between erotic attraction, resentment, rivalry, jealousy and fear which Freud called the **Oedipus complex** (in boys) and the **Electra complex** (in girls).

This is resolved through the process of identification, which involves the child adopting the characteristics of the same sex parent.

## **Oedipus Complex**

The Oedipus complex or more correctly, conflict, arises because the boy develops sexual (pleasurable) desires for his mother. He wants to possess his mother exclusively and get rid of his father to enable him to do so. Irrationally, the boy thinks that if his father were to find out about all this, his father would take away what he loves the most. During the phallic stage what the boy loves most is his penis. Hence the boy develops **castration anxiety**.

Cont.....

- This problem is resolved by imitating, copying and joining in masculine dad-type behaviors. This is called **identification**, and is how the three-to-five year old boy resolves his Oedipus complex. Identification means internally adopting the values, attitudes and behaviors of another person.

# Electra Complex

- For girls, the Oedipus or Electra complex is less than satisfactory. The girl desires the father, but realizes that she does not have a penis. This leads to the development of **penis envy** and the wish to be a boy.
- The girl resolves this by repressing her desire for her father and substituting the wish for a penis with the wish for a baby. The girl blames her mother for her 'castrated state' and this creates great tension. The girl then **represses** her feelings (to remove the tension) and identifies with the mother to take on the female gender role.



# Latency Stage (5 or 6 to puberty)

- No further psychosexual development takes place during this stage (latent means hidden). The libido is dormant. Freud thought that most sexual impulses are repressed during the latent stage and sexual energy can be sublimated (re: defense mechanism) towards school work, hobbies and friendships.
- Much of the child's energy is channeled into developing new skills and acquiring new knowledge and play becomes largely confined to other children of the same gender.

# Genital Stage (puberty to adult)

- This is the last stage of Freud's psychosexual theory of personality development and begins in puberty. It is a time of adolescent sexual experimentation, the successful resolution of which is settling down in a loving one-to-one relationship with another person in our 20's.
- Sexual instinct is directed to heterosexual pleasure, rather than self pleasure like during the phallic stage.

# **Psychosocial personality development according to Eric Erikson**

## **Trust vs. Mistrust (0 – 18 months)**

**Theme:** Give and Receive

Trust is the foundation of all psychosocial tasks

Trust is developed via

- Satisfying needs of infants on time
- Care that is consistent and adequate
- Giving experiences that will add security e.g. touch, eye to eye contact.

# Autonomy vs. Shame & Doubt (18m to 3 years)

Development takes place during early childhood and is focused on children developing a greater sense of personal control.

**Theme:** independence and self-governance

- Give opportunity for decision making, offer choices
- Encourage the child to make decision rather than judge.

Cont.....

- At this point in development, **children are just starting to gain a little independence. They are starting to perform basic actions on their own and making simple decisions about what they prefer.** By allowing kids to make choices and gain control, parents and caregivers can help children develop a sense of autonomy.
- Children who successfully complete this stage feel secure and confident, while those who do not are left with a sense of inadequacy and self-doubt.

# Initiative vs. Guilt (4 – 6 years)

The third stage of psychosocial development takes place during the preschool years.

- Learns how to do basic things
- Give opportunity exploring new places and events

Activity recommended should enhance creativity and imagination and facilitates fine motor development.

# Industry vs. Inferiority (7-12 years)

Children who are encouraged and commended by parents and teachers develop a feeling of competence and belief in their skills. Those who receive little or no encouragement from parents, teachers, or peers will doubt their abilities to be successful. Learns how to do things well.

- Give appropriate short assignments and projects.
- Unfinished project will develop inferiority

Through social interactions, children begin to develop a sense of pride in their accomplishments and abilities.



## **Identity vs. Role Confusion (12 – 18 or 20 years)**

This stage plays an essential role in developing a sense of personal identity which will continue to influence behavior and development for the rest of a person's life.

They learn who they are or what kind of person they will become by adjusting to new body image and seeking freedom from parents.

# Cont.....

- During adolescence, children explore their independence and develop a sense of self.
- Those who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and a feeling of independence and control. Those who remain unsure of their beliefs and desires will feel insecure and confused about themselves and the future.

# Intimacy vs. Isolation (18-25 or 30 years)

This stage covers the period of early adulthood when people are exploring personal relationships.

- Career focus
- Search for a lifetime partner.
- This was vital that people( Adolescence) develop close, committed relationships with other people. Those who are successful at this step will form relationships that are enduring and secure which results in the virtue known as **love**
- Erikson believed that a strong sense of personal identity was important for developing intimate relationships.

# Generativity vs. Stagnation (30 – 45 years).

- **Care** is the virtue achieved when this stage is handled successfully. Being proud accomplishments, watching children grow into adults, and developing a sense of unity with life partner are important accomplishments of this stage.
- Those who are successful during this phase will feel that they are contributing to the world by being active in their home and community. Those who fail to attain this skill will feel unproductive and uninvolved in the world.

# Ego Integrity vs. Despair (45 years and above).

This is the final stage occurring during old age and is focused on reflecting back on life.

At this point in development, people look back on the events of their lives and determine if they are happy with the life that they lived or if they regret the things they did or didn't do.

- Those who are unsuccessful during this stage will feel that their life has been wasted and will experience many **regrets**. The individual will be left with feelings of **bitterness** and **despair**.
- Those who feel proud of their accomplishments will feel a **sense of integrity**. Successfully completing this phase means looking back with few regrets and a general feeling of satisfaction. These individuals will attain **wisdom**, even when confronting death.

# COGNITIVE DEVT - JEAN PIAGET

- According to psychologist Jean Piaget, children progress through a series of **four key stages of cognitive development** marked by shifts in how they understand the world.
- Piaget believed that children are like "little scientists" and that they actively try to explore and make sense of the world around them.

Cont.....

- Cognitive development involves changes in cognitive process and abilities.
- In Piaget's view, early cognitive development involves processes based upon actions and later progresses into changes in mental operations.

# Stages of Cognitive Development

- The Sensorimotor Stage: During this stage, infants and toddlers acquire **knowledge through sensory experiences and manipulating objects.**
- The Preoperational Stage: At this stage, kids learn through pretend play **but still struggle with logic and taking the point of view of other people.**



Cont.....

- The Concrete Operational Stage: Kids at this point of development begin to **think more logically, but their thinking can also be very rigid**. They tend to struggle with abstract and hypothetical concepts.
- The Formal Operational Stage: The final stage of Piaget's theory involves an increase in logic, **the ability to use deductive reasoning, and an understanding of abstract ideas**.

# Key Concepts of Jean development

- Schemas - A schema describes both the mental and physical actions involved in understanding and knowing.
- Assimilation- The process of taking in new information into our previously existing schemas is known as assimilation.

Cont....

- Accommodation- Another part of adaptation involves changing or altering our existing schemas in light of new information, a process known as accommodation.
- Equilibration- Piaget believed that all children try to strike a balance between assimilation and accommodation, which is achieved through a mechanism Piaget called equilibration.

# Application to personality theories in nursing

- Helps the nurse to understand the client and patient with problem
- Helps in assessing patients especially those with psychological problems
- Helps in counseling clients
- Gives us good learning principles which can be applied when teaching other nurses and patients

# Human Behavior

- All activities and actions of an individual which can be observed by other people E.g. walking.

# HUMAN BEHAVIOUR

Behavior are all activities and actions of an individual which can be observed by other people.

# DETERMINANTS OF BEHAVIOUR

## ➤ **Biological factors**

- Neuroscience believes that human behavior is facilitated by neurotransmitters

E.g. dopamine excites an individual causing a state of euphoria while serotonin causes depression due to its inhibiting.

## ➤ **Psychodynamic factors**

- Believes that behaviour is motivated by unconscious inner forces of which an individual has little control over.

Cont.....

➤ **Environmental factors**

- Good environment leads to a good behaviour

➤ **Cognitive factors**

- Intellectual ability influences human behavior

➤ **Humanistic factors**

- Human behavior is influenced by physical human growth and development.



Cont.....

➤ **Culture, ethnicity, and race.**

➤ **Free will.** Factors beyond human control

➤ **Traits**

- Inborn characteristics determine human behaviors

➤ **Social learning theory**

- The most vital part of human behavior is learnt from others in the society

➤ **Classical conditioning theory**

- New behavior can be learnt through association or conditioning E.g. Ivan Pavlov's (association) and Jean Watson's theories (trial and error)

# Factors influencing behavior change

- Society influence can be negative or positive  
E.g. family members, peer pressure, school, church etc.
- Conformity: changing one's behavior to coincide more with the group standard E.g. school rules and regulations
- Obedience especially to the authority and can be negative or positive
- Compliance: this is conformity without believing in what you are doing and compliant is due to direct influence

# Factors affecting human behavior

- Attitude
- perception
- Genetics
- Culture
- Social norms and ethics of a society
- Religious inclination and influence by authority

# Behavior change

Behavior change can refer to any transformation or modification of human behavior.

# Process of behavior change

## THE STAGES OF BEHAVIOR CHANGE

### 1. PRE-CONTEMPLATION;

- Never thought about change or never seriously thought about change and therefore ideas about things we might need to change are received from others—family, friends, doctors—but react negatively by reflex.

## 2. Contemplation.

Individual recognizes the problem and is seriously thinking about changing. This stage can last from a moment—to an entire lifetime.

- What exactly causes us to move from this stage to the next is the change of an idea though this is different for everyone and largely unpredictable.
- Remember, it's all about finding and activating a *motivating belief*.

### 3. Determination (Preparation).

- In this stage, people begin preparing themselves mentally and often physically for action. ie Individual recognizes the problem and intends to change the behavior within the next month.

E.g. a smoker may throw out all his cigarettes or an overweight may join a gym.

- The strongest compelling power to change is the intrinsic motivation.

## 4. Action.

- The actual action is undertaken that demonstrates that change has occurred or is in the process of change ie Individual has enacted consistent behavior change for less than six months.



## 5. Maintenance.

Individual maintains new behavior for six months or more

- Since initiating a new behavior usually *seems* like the hardest part of the process of change, individuals often fail to adequately prepare for the final phase of Maintenance.
- Maintaining a new behavior is the most challenging part of any behavior change.

# Summary

- Human beings are biological creatures and biological make up influence their behavior.
- Every person is different yet much the same
- People can be understood fully only in the context of their culture, ethnic, identity, and gender identity

# Cont.....

- Human lives are a continuous process of change
- Behavior is motivated by human needs
- Human beings play an active role in creating their own experiences
- Behavior can be adaptive or mal-adaptive

# Concept of stress and crisis

## STRESS

- Is any circumstance (biological or psychological) that strains the adjustment mechanism of an individual
- It is a persons response in events that are threatening or challenging

## Causes of stress

- External environment
- Internal environment

# External environment

- *Physical Stressors*

- • Sleep debt                      Chronic pain
- • Excess/to little exercise      Poor diet
- • Drug misuse                      Alcohol misuse
  
- • Excess heat                      Excess caffeine
- • Chronic hyperventilation      Excess cold
  
- • Illness                              Surgery
  
- • Smoking                          Lack of relaxation
  
- • Hypoglycaemia
- • . . .

- *Psychological Stressors*

- • Excess anger                      Health worries
- • Unrealistic beliefs              Unemployment
- • Excess pessimism              Boredom
- Unrealistic expectations      Personality
- Excessive worrying              Negative self talk
- Unhappy childhood              People pleasing
- • Financial problems              Loneliness
- • Perfectionism                  Rigid thinking style
- Low self esteem
- Low levels of assertion

## *Environmental Stressors*

- Poor housing
- Damp conditions
- Traffic jam
- Pollution
- Excess noise

## *Work Stressors*

- • Commuting
- • Time pressures
- • Job insecurity
- • Excess working hours
- • Workplace bullying
- • Company takeovers
- • Understaffing
- • Conflicts with colleagues
- • Low pay
- • Role ambiguity
- • Delegation problems
- • Lack of work recognition
- • Poor support/supervision
- • Workaholic

## ***Family Stressors***

- Caring for a chronically ill relative
- Partner with health problems
- Partner with alcohol/drug problems
- Relationship difficulties
- Arguments with children
- Bereavement
- Children leaving home

## ***Social Stressors***

- Fear of crime
- Living in an urban area
- Poverty
- Low social support
- Bureaucracy/red tape
- Rude, aggressive, unhelpful people
- Victim of crime
- Problem neighbours
- Racial harassment

- Psychosocial factors such as divorce, separation, unfriendly neighbors, change of status, after rites of passage, promotion in work place, etc.



# Internal environment

- Involves conflict of good and bad, hormonal changes etc.

## NOTE

- Stress depends on age and sex of the individual
- Mild stress make people ambitious and help individual to adopt, severe stress leads to mal-adaptation
- Stressful events differ from one person to another

# Types of stress

Stress factors broadly fall into four types or categories:

➤ Physical stress;

- trauma

eg injury, infection, surgery

- illness

eg viral, bacterial, or fungal agents

- fatigue, inadequate oxygen supply, hypoglycemia (low blood sugar)

- dietary stress (nutritional deficiencies, food allergies and sensitivities, unhealthy eating habits)

## ➤ Psychological stress

- Emotional stress (resentments, fears, frustration, sadness, anger, grief/bereavement),
- Cognitive stress (information overload, worry, guilt, shame, jealousy, resistance, etc )
- Perceptual stress (beliefs, roles, stories, attitudes, world view).

- Psychosocial stress; relationship/marriage difficulties, lack of social support, lack of resources for adequate survival, loss of employment/investments/savings, loss of loved ones, and isolation.
- Psychospiritual stress; : A crisis of values, meaning, and purpose; joyless striving instead of productive, satisfying, meaningful and fulfilling work; and a misalignment within one's core spiritual beliefs.

# EFFECTS OF STRESS

- **Emotional reaction:** such as shock, anger, fear, irritability, or regression.
- **Cognitive effect:** is an intellectual affect where an individual gets impaired concentration, mental confusion, poor self image, guilty feelings etc.
- **Biological:** body produces adrenalin hormone leading to increased BP and heart rate, thus amnesia, nightmares and constipation.

Cont.....

- **Psychosocial:** one becomes isolated and depressed, and may go drug abuse to minimize stress.
- **Immunity:** low immunity due to stress.

# Adaptation to stress

Selye , a psychologist wrote about general adaptation syndrome (GAS)classified into three stages namely:

- **Alarming stage** whereby here is warning of a stressor and taking action to avoid it.
- **Resistance stage** where an individual tends to cope with the stress.
- **Exhaustion stage** where one is overwhelmed by stress and thus goes over to crisis

# Characteristics for stress Adaptation

- Have **commitment** and see stress as important and meaningful
- **Challenge** in that they see stress as an incentive rather than a threat
- **Control** in that they are very optimistic about stress.



# Methods of coping with stress

## Emotional focused coping

- An individual tries to manage his/her own emotions by accepting that there is a problem e.g. by crying and accepting you have a problem

## Problem focused coping

- Through the use of support system, the individual modifies stress by identifying adequate support from self and close friends in order to solve the problem.

Cont.....

## **Social support**

- The ability to express a problem by getting support from family and friends

.

# Management of stress

- ✓ Four A's-**A**void, **A**lter, **A**dapt and **A**ccept
- ✓ Relaxation
- ✓ Aromatherapy.
- ✓ Loving and being loved.
- ✓ Engaging in sexual activities-release of endorphins.
- ✓ Physical activity-engages the mind.
- ✓ Sleeping –but not excess
- ✓ Reflexology
- ✓ Acupuncture
- ✓ Use of drugs e.g. antidepressants, anxiolytics hypnotics etc

# CRISIS

- Is a situation when the stress exceeds the adaptive capacities of a person or group

## Types of crisis

- **1. Maturation crisis**-any event that is related to the normal growth and development process e.g. adolescent crisis, mid age crisis etc
- **2. Situational crisis**-events that are precipitated by anticipated stress e.g. death of loved ones, mental illnesses etc
- **3. Social crisis**-occur as a result of ineffective social interactions(networks).
- **4. Dispositional crisis**- due to a problem in family or in school

# Development of a crisis

**Phase 1:** person perceives a threat/stressor becomes anxious/tense, attempts to use usual problem solving techniques

**Phase 2:** Person's coping mechanisms fail, causing further upset and disequilibrium

**Phase 3:** Person mobilizes all possible internal and external resources as tension begins to build.

**Phase 4:** Failure to resolve the problem leads to a state of disorganization, immobilization, anxiety or depression.

# Crisis intervention

- *Def:* An acute temporary entry into the life situation of an individual, group or family during a period of crisis.
- An attempt to resolve an immediate crisis when a person is in a problem and his/her normal coping mechanisms can't work out.

# GOALS:

- Reduce Emotional Stress.
- Assist victim in organizing, mobilizing all resources to resolve the problem hence prevent:
  - Hospitalization.
  - Risk of chronic maladaptive behavior.And Promote adaptive family dynamics
- Restore the victim back to previous or higher functioning level.

# Nursing management of crisis

1. Listen actively and with concern.
2. Encourage open expression of feelings
3. Help patient/client gain understanding of the crisis.
4. Help patient/client gradually accept the reality
5. Assist p/c explore new ways of coping with problems
6. Link p/c to a social network/support system
7. Utilize problem solving techniques.
8. Reinforcing newly learnt coping strategies & evaluating them on follow ups after resolution of the crisis



# Coping mechanisms including psychological defense mechanisms

## **Coping mechanisms;**

An adaptation to environmental stress that is based on conscious or unconscious choice and that enhances control over behavior or gives psychological comfort.

Cont.....

## **Use of adequate coping mechanism**

- Via the use of problem solving technique,
- Can also use previous experience in problem solving
- Turning threat into challenge
- Taking into physical activities e.g. running.
- Being proactive by anticipating stress prior it's occurrence

# Defense mechanisms

- Unconscious intra-psychic process. Protective in nature, it is used to relieve the anxiety and conflict arising from one's impulses and drives.
- They distort reality in a way that makes life more comfortable and bearable.
- They operate unconsciously so that the individual does not realize that he is being unrealistic. Sometimes they maybe continued and becomes part of the personality.

# Examples of Defense Mechanism

- **(i) Repression**

Unconscious mechanism employed by ego to keep disturbing or threatening thoughts from becoming conscious

E.g. You can't remember your father's funeral.

- **(ii) Repression**

Burying a painful feeling or thought from awareness though it may resurface in symbolic form.

E.g. you can't remember your father's funeral or During Oedipus complex aggressive thoughts about the same

sex parents are repressed.

Cont....

- **Denial**

Not accepting reality because it is too painful.

E.g. you are arrested for drunk driving but don't want to believe you have a problem with alcohol.

- **Regression**

Reverting to an older, less mature way of handling stresses and feelings.

E.g. A child may begin to suck the thumb again or wet the bed when they need to spend some time in the hospital.

Cont.....

- **Projection**

Attributing your own unacceptable thoughts or feelings to someone or something else.

E.g. You get really mad at your husband but scream that he's the one mad at you.

- **Splitting**

Everything in the world is seen as all good or all bad with nothing in between.

E.g. You think your best friend is absolutely worthless because he forgot a lunch date with you.

Cont.....

- **Isolation of affect**

Attempting to avoid a painful thought or feeling by objectively and emotionally detaching oneself from the feeling

E.g. Acting aloof and indifferent toward someone when you really dislike that person

Cont.....

- **Displacement**

Channeling a feeling or thought from its actual source to something or someone else.

Eg When you get mad at your sister, you break your drinking glass by throwing it against the wall or a mother may yell at her child because she is angry with her husband. Or some who is frustrated by his or her boss at work may go home and kick the dog.



# Cont....

- **Reaction Formation**

Adopting beliefs, attitudes, and feelings contrary to what you really believe.

Eg When you say you're not angry when you really are.

Cont.....

## **Rationalization**

Justifying one's behaviors and motivations by substituting "good", acceptable reasons for these real motivations

Eg I always study hard for tests and I know a lot of people who cheat so it's not a big deal I cheated this time.

Cont....

- **Altruism**

Handling your own pain by helping others

Eg After your wife dies, you keep yourself busy by volunteering at your church or neutralizing an argument with kind words and positivity.

- **Sublimation**

Redirecting unacceptable, instinctual drives into personally and socially acceptable channels

Eg Intense rage redirected in the form of participation in sports such as boxing or football

Cont....

- **Suppression**

The effort to hide and control unacceptable thoughts or feelings

Eg You are attracted to someone but say that you really don't like the person at all.

- **Undoing**

Trying to reverse or "undo" a thought or feeling by performing an action that signifies an opposite feeling than your original thought or feeling

Eg You have feelings of dislike for someone so you buy them a gift.

Cont.....

- **Fantasy:**

Tendency to retreat into fantasy in order to resolve inner and outer conflicts or When life seems distressing, people often use fantasy as a way of escaping reality.

Eg One may fantasize about boarding an airplane or having lunch with a very special person such as the First lady of the president.

Cont....

- **Idealisation**

Idealisation involves creating an ideal impression of a person, place or object by emphasising their positive qualities and neglecting the those that are negative.

Eg Recollections of being on holiday or memories from childhood, seeing them as ‘happier times’, but fail to recollect arguments or stresses during those periods

# **LEARNING**

Is the acquisition of knowledge, skills and development of attitude which results in a relatively permanent change in behavior as a result of experience.

## **Domains of learning**

- I. Knowledge (cognitive)
- II. Skills (psychomotor)
- III. Attitudes (affective)

# Memory

Process by which information is acquired, stored in brain and later retrieved.

## **INFORMATION PROCESSING**

Takes place in 3 stages:

a) Sensory memory-stores exact replicate of the stimuli. Holds information in original form

- Has large capacity and Lasts for a brief period.



Cont.....

b) Short-term memory/working memory: Where information is held while it is processed.

c) long-term memory: relatively permanent storage of virtually unlimited information.

# Memory Process

- a) **Encoding:** the conversion of information into a form that can be stored in memory.
- b) **Storage:** the retention of information in memory.
- c) **Retrieval:** the recovery of information from memory
- d) **Forgetting:** the failure to retrieve the information from memory/ inability to recall previously stored information.

# **Intelligence;**

The global capacity to act purposefully, to think rationally and deal effectively with the environment ie refers to intellectual functioning.

## **Types of intelligence**

1. Mechanical- skill to manipulate tools and gadgets and in managing the working of machines.
2. Social: understanding people and ability to act wisely in human relationships. e.g diplomats, salesmen
3. Abstract: ability to handle words, numbers, formulae and scientific principles.e.g nurses, doctors, lawyers

# Learning Process

There are five main phases of the learning process according to the cognitive school of thought namely;

- **Attention-** We pay attention to what is interesting and important.
- **Perception-** processing of information into our short term memory. This Depends on our motivation levels.
- **Acquisition-** depends on what we already know and how well information is organized.
- **Retention-** Storage of information in the long- term memory until when required.
- **Transfer-** application of knowledge and skills acquired in familiar and new situations

# FACTORS AFFECTING LEARNING

- External factors:
  - Heredity
  - Status of the student
  - Physical environment
- Internal factors:
  - Goals
  - Behaviour
  - Interest

# Internal factors..

- Attention
- Drill/practice
- Fatigue
- Aptitude (natural ability)
- Attitude
- Emotional condition
- Speed accuracy and retention
- Learning activities
- Testing
- guidance

# Learning theories

Are applied in mental health and mental illness, counseling, and behavioral modification.

## Types

1. Cognitive theory of learning
  - B.S. Bloom: Three domains of learning
  - J. Brunner: Discovery learning

Cont.....

- Benjamin .S. Bloom: Emphasized on three domains of learning;
  - Cognitive**: intellectual capability, i.e. **knowledge**, or **'think'**)
  - Affective**: feelings, emotions and behavior, ie.**attitude** or **'feel'**
  - Psychomotor**: manual or physical skills (*skills or do*)



Cont.....

- Bloom's model consists of six levels of cognitive processes, starts from the simplest to the most complex with the three lower levels (**Remembering** (knowledge), **understanding** (comprehension), and **Applying** (application) being more basic than the higher levels (**Evaluating** (synthesis) and **Creating** (evaluation)).

Cont.....

The five levels of attitude(RRVOE) according to Bloom include:

- Receive ( Awareness)
- Respond ( React)
- Value ( understanding)
- Organize personal value
- finally internalize the value

Cont.....

The five levels of skills according to Bloom include

1. Imitation (copy)
2. Manipulation (follow instructions)
3. Develop Precision (exactness or accuracy)
4. Articulation (combine, integrate related skills)
5. Naturalization (automate, become expert)

- J. Brunner: Discovery learning

Discovery learning is a method of inquiry-based instruction. The theory emphasizes that it is best for learners to discover facts and relationships for themselves.

Cont.....

Discovery learning is an inquiry-based, constructivist learning theory that takes place in problem solving situations where the learner draws on his or her own past experience and existing knowledge to discover facts and relationships and new truths to be learned.

# Cont.....

- Students interact with the world by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments.
- As a result, students may be more more likely to remember concepts and knowledge discovered on their own, eg problem-based learning, simulation-based learning, case-based learning,

# Proponents of this theory believe that discovery learning:

- Encourages active engagement
- Promotes motivation
- Promotes autonomy, responsibility, independence
- Develops creativity and problem solving skills.
- Tailors learning experiences

Cont.....

## 2. Behaviorism theory of learning

- B. F. Skinner: operant conditioning
- Ivan Pavlon – Stimulus conditioning
- R. M. Gagne: Conditioning learning

## 3. Social learning theory

- Albert Bandura

## 4. Constructivism theory of learning

- Lev Vygotsky's



## 5. Humanistic and social psychologists

- Carl Rogers: Principles of adult learning
- Abraham Maslow: students should have self knowledge and develop set of values which will guide them in their working life .

# Comparing the two sets of Theories of cognitive and behavior learning

- Cognitive Learning Theories – focuses on the **internal mental processes**, how they change, and how they affect external behavior changes.
  - Knowledge is learned.
  - Reinforcement is feedback or information.
  - Student-centered instruction

# Cont.....

- Behavioral Learning Theories - focus on observable changes in **outward behavior** & on the impact of external **stimuli** to effect change to explain learning.
- According to the theory, learning is the acquisition of new behavior through conditioning.
  - New behaviors are learned.
  - Reinforcement strengthens responses.
  - Teacher-centered instruction

# Behaviorist ( Behavioral theory)

## **B. F. Skinner:** *operant conditioning*

The operant response is affected by what happens after the behavior – that is by its *consequences*.

- People learn by doing.
- Learn through *reinforcement & punishment*.
  - **Reinforcer** – A stimulus that increases the frequency of behaviors.

## - Positive Reinforcement

Any stimulus or event that increases the likelihood of the occurrence of a behavior that it follows.

## - Shaping

This reinforces the behaviors as they get closer and closer to the desired behavior.

Cont.....

- Negative Reinforcement

This anything that increases a behavior that results in the reinforcers removal

• Punishment

Any consequences that decreases the future occurrence of a behavior that produces it

## **Assumption of operant conditioning**

- Responses that are rewarded are likely to be repeated.
- Responses that are not reinforced will become extinct or are not likely to be repeated.
- Responses that result in painful or undesirable consequences will be suppressed but may reappear if reinforcement contingencies change.

# Application of operant conditioning

- Animal training
- Child upbringing
- Education improvement



# **Ivan Pavlov – Classical conditioning**

In classical conditioning, the conditional behavior (CR) is triggered by the particular stimulus (CS) and is therefore called an elicited behavior. The behavior (CR) is affected by something that occurs before the behavior.

Cont.....

Includes stimuli and responses

- **Unconditioned Stimulus (US)** – automatically produces a response
- **Unconditioned Response (UR)** – naturally occurring response
- **Conditioned Stimulus (CS)** – an object used to stimulate a response
- **Conditioned Response (CR)** – learned response

- In classical conditioning, an **unconditioned response** is the unlearned **response** that occurs naturally in reaction to the **unconditioned** stimulus.

Eg For example, if the smell of food is the **unconditioned** stimulus, the feeling of hunger in **response** to the smell of food is the **unconditioned response**

Cont.....

- *A conditioned response* is a behavior that does not come naturally, but must be learned by the individual by pairing a neutral stimulus with a potent stimulus.

- He had come to learn this concept of conditioned reflex when examining the rates of salivations among dogs.
- Pavlov had learned that when a sound was sounded in subsequent time with food being presented to the dog in consecutive sequences, the dog would initially salivate when the food was presented.  
The dog would later come to associate the sound with the presentation of the food and salivate upon the presentation of that stimulus.

- **Robert Mills Gagne - Conditions of learning**  
Theory stipulates that there are several different types or levels of learning. The significance of these classifications is that each different type requires different types of instruction which are most likely to bring about these different types of learning.

Cont.....

Gagne identifies five (5) major categories of learning:

-Verbal information; Rote memorization of names, faces, dates, phone numbers, etc.

-Intellectual skills; Create individual competence and ability to respond to stimuli.

# Cont.....

- Cognitive strategies; Capability to learn, think, and remember
- Motor skills; Capability to learn to drive, ride a bike, draw a straight line, etc.
- Attitudes; Approach to ideas, people, or situations, that affects how one acts towards these things.



Cont....

Each category requires different methods in order for the particular skill set to be learned.

**For example:**

-For cognitive strategies to be learned, there must be a chance to practice developing new solutions to problems

-To learn attitudes, the learner must be exposed to a credible role model or persuasive arguments.

### **3. Social learning theory-Albert Bandura**

- Social learning theory suggests that human behavior is learned as individuals interact with their environment.
- Problem behavior is maintained by positive or negative reinforcement

Theory says that people can learn by watching other people perform the behavior hence learning occurs through *observing and modeling*.

- Observational learning – when a person observes or imitates someone else's behavior.
- Self-efficacy – the belief that one can master a situation and produce positive outcomes.

- Continuous interaction; behaviors are learned through continuous interaction of personal and environmental determinants and all learning from direct experience occurs by observing other people's behavior. People are not driven by either inner forces or environmental stimuli in isolation.

Observational learning explains the nature of children to learn behaviors by watching the behavior of the people around them, and eventually, imitating them.

## 4 Factors that influence Observational Learning

1. Attention – Learners must **attend** to the model.
2. Retention – Learners must **retain** the behavior.
3. Production – Learners *attempt* to produce the behavior.
4. Motivation – **Desire** to reproduce the behavior.

## 4. Constructivism- Lev Vygotsky's theory

- This school of thought argues that learners construct their own reality or at least interpret it based upon their perceptions of experiences.
- Therefore, *an individual's knowledge is a function of one's prior experiences, mental structures and beliefs that are used to interpret objects and events.*
- It tries to explain learning in terms of information processing patterns in our minds and meaningful learning.

Cont.....

The theory emphasis that;

- Individuals must experience learning.
- Meaning must occur.
- Prior knowledge must exist.



Cont.....

Constructivism states that learning is an active, contextualized process of constructing knowledge rather than acquiring it.

❖ Knowledge is constructed based on personal experiences and hypotheses of the environment.

Cont.....

Learners continuously test these hypotheses through social negotiation.

Each person has a different interpretation and construction of knowledge process. The learner is not a blank slate (tabula rasa) but brings past experiences and cultural factors to a situation.

# Cont.....

## **Argument**

Constructivism theory argues that;

- Knowledge is constructed when individuals engage socially in talk and activities about shared problems or tasks.
- that the memory system is an active organized processor of information
- That prior knowledge is important in learning.
- The theory promotes students free exploration within a given framework.
- The teacher acts as a facilitator.

Cont.....

- Constructivism assumes that all knowledge is constructed from the learner's previous knowledge, regardless of how one is taught. Thus, even listening to a lecture involves active attempts to construct new knowledge.

# Humanistic and social psychologists

- **Abraham Maslow:** Hierarchy of human needs
- His theory is based on the needs which are necessary for the human being.
- Believed once one need is satisfied another need becomes dominant.
- Said that a need may not be fully satisfied but satisfied enough to allow the individual to move to the next need.

Cont.....

- Students should have self knowledge and develop set of values which will guide them in their working life.
- All students are intrinsically motivated to self actualize or learn
- Learning is dependent upon meeting a hierarchy of needs (physiological, psychological and intellectual)
- Learning should be reinforced.

# TYPES OF NEEDS

1. Physiological needs: needs that are very essential for the existence in life. E. g air water.
2. Security and safety: absence of danger or threat which can be internal or external
3. Love and belonging: all individual appreciate love and belonging, acceptance is also vital.
4. Self esteem: positive self esteem boosts the individuals confidence and capabilities, while the opposite makes one to feel weak.

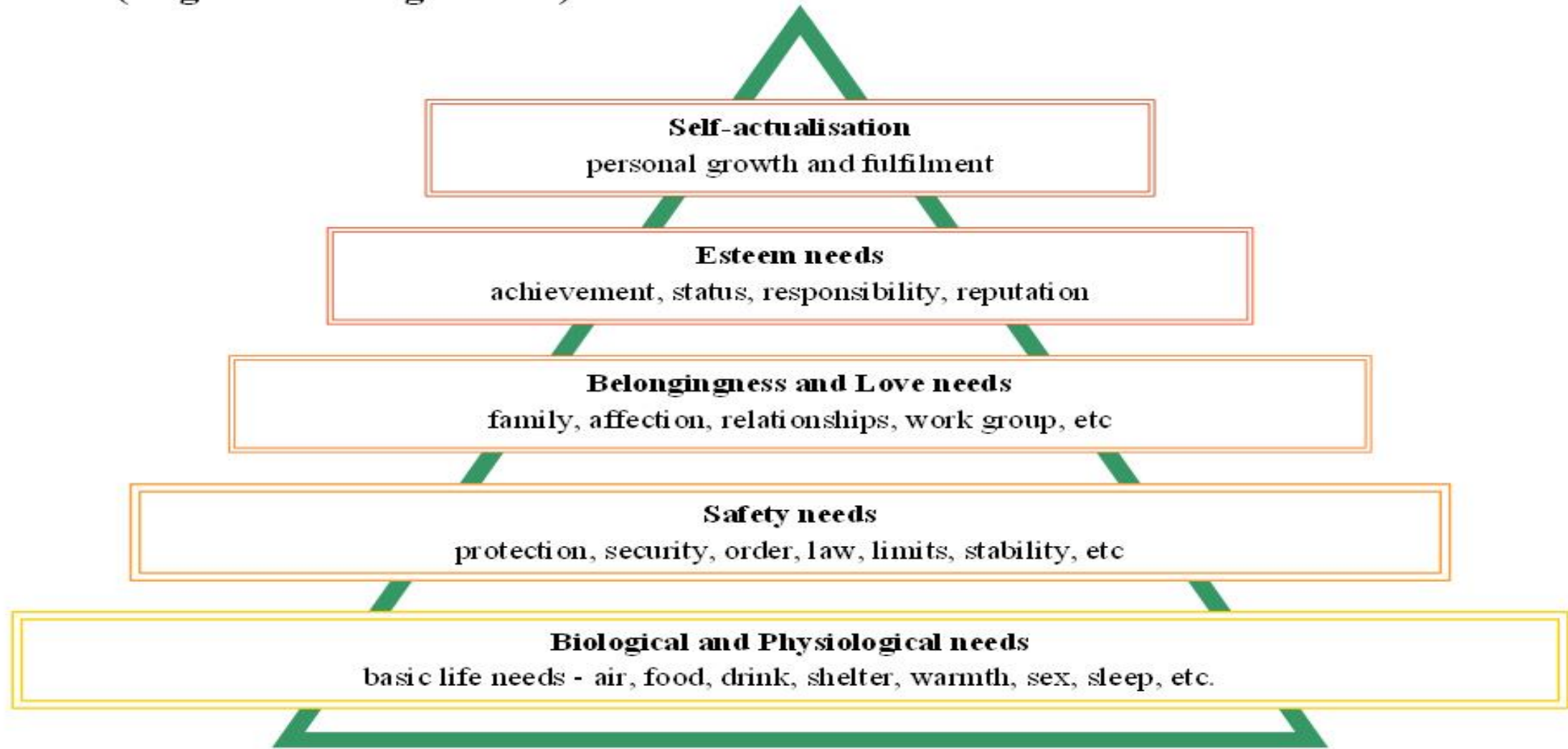
Cont.....

5. Self actualization: is the attainment of self fulfillment.

- Self actualized individual has reached the highest level of development and has fully reached his potential



# Maslow's Hierarchy of Needs (original five-stage model)



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# CARL ROGERS-Principles of adult learning

- Believed in humanistic theory that states that human beings possess an inner tendency to improve and determine their lives through the decisions they make.
- He believed that personality is determined by social cultural environment and that early childhood determines personality of an individual

# Carl's self concept theory

- Self concept is a subjective perception of who we are.

## Types of self

- Self as it is: the person I think I am
- Others self: what other people think about self.
- Ideal self. Similar to Freud's ego, and Maslow's self actualization

# Carl's principles of adult learning

- Have motivation to learn
- Learn what has relevance and useful to them
- Learn first in a conducive environment
- Demonstration enhances learning
- Self initiative
- Self evaluation
- Openness to change

# Cont.....

- Learn when the material is presented in a logical, sequential order.
- Learn when they are actively involved.
- Learn when they receive feedback on their performance.

# Sensory stimulation theory

- It has a basic premise *that effective learning occurs when all the senses are stimulated.*
- Research has shown that adults learn 75 % through seeing, 13% through hearing and 12% through other senses such as touch, smell and taste.

# Application in teaching/learning

This school of thought implies that as a teacher ;

- You should present information in small steps, using many illustrations, giving reinforcement, asking questions and providing feedback.
- Associate Information presented to students with something they like or want.
- Reinforce students' responses appropriately.
- You should be aware that the learning environment of the learner determines his/her learning.

## Cont.....

- Learning is purely an individual activity
- Practice enhances retention
- If learning takes place within a certain context it will be easier to remember
- Within that context rather than in a new context.
- Use of Mnemonics (strategies used by learners to organize relatively meaningful input into more meaningful mental images) enhances retention.



# Application to learning

- Your lessons should be interesting and motivating.
- Vary the stimulus in your teaching.
- Recognize the variations in learners' abilities to learn.
- Avoid distractions during the learning process
- Relate what you are teaching to what students already know.
- Engage students in active rehearsals with what is learnt through repeated practice or review.

Learning is encouraged in an atmosphere that:

- Encourages people to be active
- Emphasizes the personal nature of learning
- Accepts that difference is desirable
- Recognizes people's right to make mistakes
- Tolerates imperfection
- Encourages openness of mind and trust in self
- Makes the individual feel respected and accepted
- Facilitates discovery
- Puts emphasis on self evaluation and cooperation
- Permits confrontation

**THANKYOU**