

NURSING

Definition:

"VIRGINIA HENDERSON"

Nursing is the unique function of the nurse, that is to assist the individual [sick/well] in the performance of those activities contributing to health or its recovery [or a peaceful death] that he would perform unaided, if he had the necessary strength, will or knowledge.

Health:

"WHO"

It is the complete state of physical, mental and social well-being and not merely the absence of any disease or deformity.

Introduction to psychology psychology

Psychology - Behaviour

Father of psychology - "William Wundt"

Meaning of psychology:

The word psychology is derived from greek words "psych" and "logos". psych means soul or spirit and logos means study or science.

That for in the first phase, psychology is understood as "psychology is the study of soul and spirit". In the second stage the meaning of psychology was changed by William James as "psychology is the study of consciousness". In the fourth stage pps psychology is understood as "psychology is the study of human behaviour".

Behaviour:

psychology studies both human as well as behaviour.

Behaviour: It refers to all the activities of man, in every life.

They are:

Physical activities [motor activities]

Emotional activities [happiness or sad]

cognitive activities [thinking].

✓ Definition of psychology:

1) "psychology is the science of study of conscious experience" by Helm and Wundt.

2) "phy psychology as the science of human as well as animal behaviour."

Nature of psychology:

- * psychology explains psychological laws & theories.
- * psychology as applied branches also.
- * psychology believes that every behaviour has its roots [cause].
- * Psychology assess human behaviour.
- * Psychological methods are scientific.

Thus human behaviour including anything the individual does in every day life. All forms of human behaviour is the result of response to situations, Human behaviour is based upon and mental factors.

scope of psychology:

pure psychology

Applied psychology - ③

[sub field or branches]

- a) general psychology
- b) abnormal psychology
- c) social psychology
- d) para psychology
- e) veeo psychology
- f) developmental psychology

- a) Educational psychology
- b) clinical psychology
- c) Experimental psychology
- d) Industrial psychology
- e) legal psychology
- f) political psychology
- g) military psychology.

[metaphysical psychology]

ESP - Extra sensory perception

Pure psychology: [general]

It deals with normal mental life of human behaviour. It explains about the normal behaviour.

Abnormal psychology:

It explains the abnormal people. It also explains the causes for abnormal behaviour and treatment of abnormal people.

social psychology:

It deals with various types of groups and groups and group dynamics. It deals with group behaviour.

Para psychology:

It deals with ESP

Eg: Telepathy [ability to understand things faraway]

and pre-recognition [predicts events before it happens].

5. Geo psychology:

It explains the relationship of geographical environment with human behaviour.

(4)

6. Developmental psychology: [Genetic]

It explains the behaviour of individuals from birth to old age.

Applied psychology: [sub field or branches]

1. Educational psychology: It explains all the aspects of education these includes, motivation, personality, learning, intelligent etc... psychology and its theories, laws are very useful in educational situation. Thus educational psychology explains all aspects of education.

2. Clinical psychology: It is focussed on the assessment, diagnosis & treatment of mentally dis-ordered people. It explains the causes of mental illness, of individual.

3. Experimental psychology: It studies individual behaviour. It explains psychological experiment in a lab situation for the study of individual behaviour.

4. Industrial psychology: It apply psychological laws, theories, techniques for the study of human behaviour in relation to industrial environment.

5. Legal psychology: It studies the behaviour of clients, criminals, witness within the help of psychological knowledge. It is also helps to know the cause of crime dispute etc...

6. Military Psychology: It concern with the military science and other techniques of military science.

1. political psychology:

It is very useful to study politics leadership qualities forming the government the art of diplomacy etc...

5

Relevance [importance or uses of psychology in Neg].

- * It helps to understand the nurse him or herself.
- * It helps to understand the other people [pt relative].
- * It helps the nurse to understand the need of pts.
- * It helps the nurse to motivate the pts for speedy recovery.
- * It helps to understand emotions and feelings of the pt's.
- * It helps to understand behaviour of pts.

Methods of psychology:

- * Introspection method [old method]
- * Observation method [scientific method]
- * Experimental method [behavioural problem]
- * The survey method [large information]
- * The test method [to know ability of the person]
- * The interview method [to collect large information]
- * The Questionnaire method ["]]
- * The clinical (or) case history method [to collect family history].

[BIOLOGY OF BEHAVIOUR]

⑥

[Basis of human behaviour]

Heredity:

Man's biological heredity begins with the union of sperm cell from the male reproductive organ, with the [ovum] egg cell in the female womb [uterus], at the time of sexual intercourse. The male cell which is more number out of which only one cell contact with one female egg cell. Hence, each cell (1+1) from male & female make it fertilised.

The fertilised egg cell is technically known as "zygote". Ovum consist of cytoplasm, cytoplasm consist of chromosomes, chromosomes consist of genes.

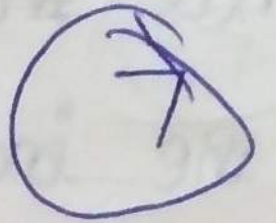
Genes determines certain physical traits. such as skin colour, colour of the eye, Body structure, Blood ^{chemical} composition of blood etc.....

Thus only few characteristics transferred from parents to children through sexual relation by means of genes is known as Heredity.

Unit-II

* PRINCIPLES OF HEREDITY [LAWS] 5 MARK

1. Identity
2. Variance
3. Inheritance
4. Regression



* ENVIRONMENT [4] [2 M]

Environment means the surrounding of man is environment. It is within us and around us.

MECHANISM OF HEREDITY: [5 M]

Male parent

Sperm cell [↔]

23 chromosomes

22x (or) 22y

Female parent

Egg cell [⊙]

23 chromosomes

22x only

∴ If $22x + 22x =$ female baby

If $22y + 22x =$ male baby.

* TWINS HEREDITY:

It can be classified into two

1) Identical twins

2) Fraternal twins

i) Identical twins:

It develops from the same zygote of a

female. If zygote divides into two cells. Each cell

has the same genes then the heredity is of the individual will be the same. (8)

ii) FRATERNAL TWINS:

If a female more than one egg cell is fertilised [Matured] at the same time by more than one sperm cell, the result is fraternal twins. [Non-identical twins].

BODY MIND RELATIONSHIP:

Body and mind cannot act separately, the two are interrelated and interact with each other.

Human behaviour involves body, mind, relation.

THE EFFECTS OF MIND UPON BODY:

* All motor activities begin by the motivation of the mind.

* Negative emotion produce illness of the body.

* Deep thinking can cause tiredness.

THE EFFECTS OF BODY UPON MIND:

* Dyspepsia [Indigestion] make people gloomy

* septic throat can reduce concentration.

* Raise in BP will cause

THE ESTIMATE OF ABSOLUTE THRESHOLD

Sense organ	Threshold
Eye [vision]	A candle flame seen at 30 miles on a dark condition.
Ear [hearing]	The tick of a watch under quite condition can hear at 20 feet.
Tongue [taste]	One teaspoon of sugar in a gallons of water gives sweet taste.
Nose [smell]	One drop of perfume diffused into a room will induce the smell
Skin [feeling]	The wing of a fly falling on a cheek could be feel.

MUSCLES AND GLANDS: [GLANDS & BEHAVIOUR]

(Muscular and glandular controls of behaviour)

Our glands are called responding organ. They play a important role in human behaviour. Glands assist in digestion of food, elimination waste products in the human body. The glands are of two types

- i) Duct glands
- ii) Ductless glands [Endocrine].

DUCT GLANDS:

(10)

Duct glands release their chemical secretion, through duct [tube]. Duct glands help to remove waste particles in the body. They are:

- * Salivary gland
- * Gastric gland
- * Tear gland
- * Sex gland

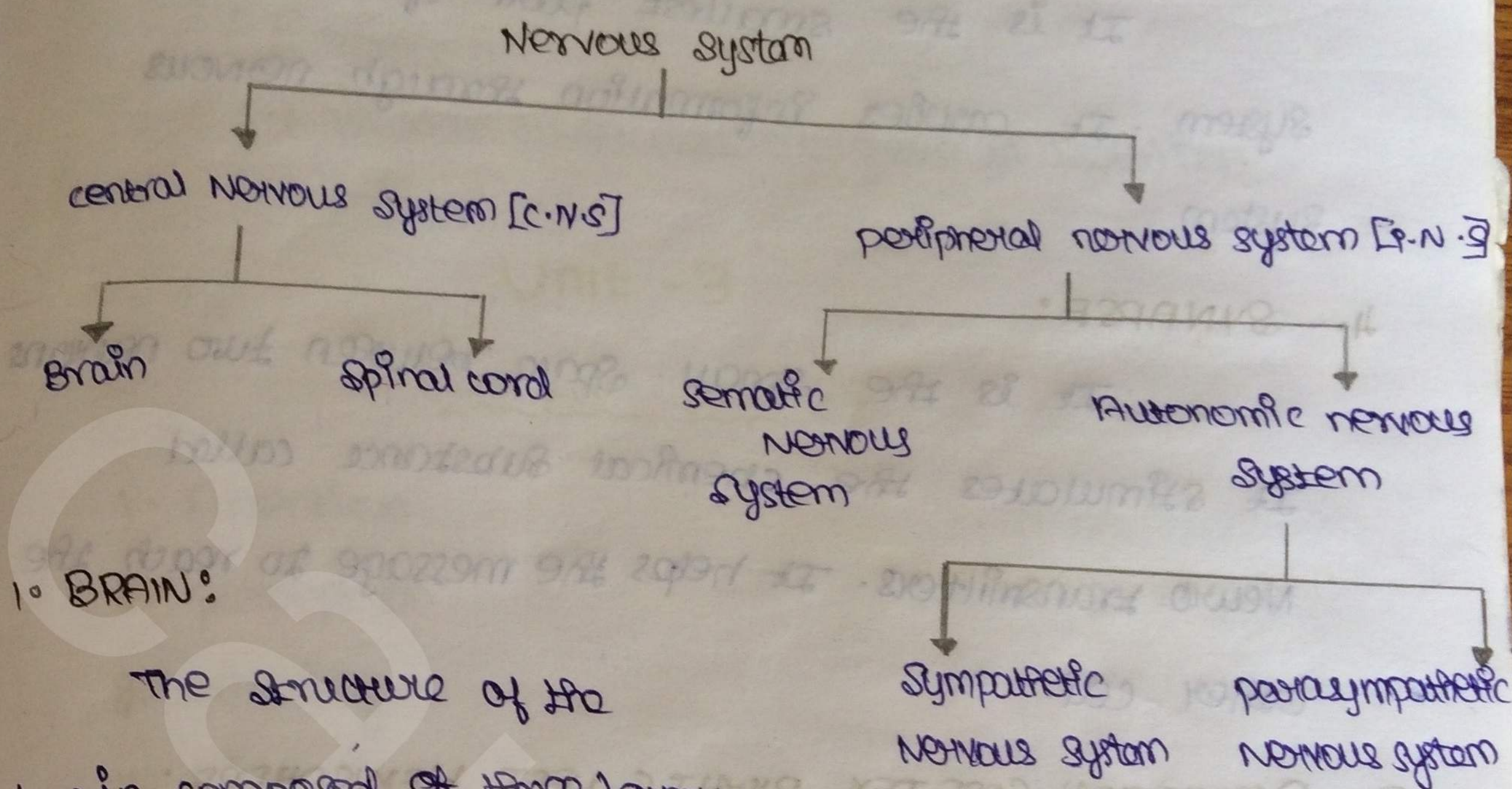
DUCTLESS GLANDS:

The ductless ~~are~~ or endocrine glands produce chemical substance called hormones. These ductless glands help to develop human personality.

The ductless glands are as follows:

- * The pituitary gland
- * The thyroid gland
- * The parathyroid gland
- * Adrenal gland
- * Sex gland
- * The pancreas

Nervous System:



1. BRAIN:

The structure of the brain composed of three layers:

- * A central core
- * The limbic system
- * The cerebrum

2. The other main division of the brain are:

- * cerebellum
- * Medulla oblongata
- * Thalamus

2. SPINAL CORD:

Spinal cord, it is the part of central nervous system. It communicates with sense organ and muscles below the level of head.

3. NEURON:

It is the smallest part of nervous system - It carries information through nervous system

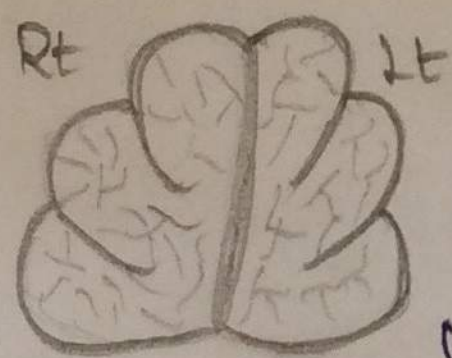
4. SYNAPSE:

It is the small space between two neurons. It stimulates the chemical substance called Neuro transmitters. It helps the message to reach the other cell.

5. ASSOCIATION CORTEX RIGHT & LEFT HEMISPHERE:

Association cortex: control special functions like language, memory, thinking, artistic abilities.

6. RIGHT AND LEFT HEMISPHERE:



The left hemisphere controls the right side of the body, and the right hemisphere controls the left side of the body.

INTEGRATED RESPONSE

[Nature & characteristics of human organisms]

1. unity
2. Autonomous
3. self-maintaining

4. self changing

5. self regulating

6. Growth

7. Human body does not grow in isolation

13

Unit - 3

cognitive process

1. Attention
2. perception
3. Learning
4. Memory
5. Forgetting
6. Thinking
7. Intelligence
8. Aptitude

1. ATTENTION :

It is a selective mental activity. Thus, attention is a process of getting a object very clearly before the the mind.

* Types of attention:

* Involuntary attention

* Voluntary attention

i) Involuntary attention:

It is given without conscious effort.

Eg: loud noise, bright lights, colourful pictures,

opposite sex etc..

ii) Voluntary attention:

It is a deliberate attention to a situation

[stimuli]. Eg: un-interesting lecturer,

Determination of attention: [Factors]

i) Internal factors

ii) External factors

i) Internal factors:

a) Interest

b) Habit

c) mood (mindset)

d) motivation

ii) External factors:

a) Size

b) change in the intensity

c) ~~Repetition~~ Repeatability

d) Movement

Types of attention:

iii) Division of attention [span of attention] → 2m

When a person performs more than one work at a time is known as span or division of attention.

iv) Distraction of attention: [disturbance] (15)

Anything that interfere with the attention of an individual is distraction of attention.

[Disturbance]

E.g: loud noise, phone call, music sound etc...

v) Duration of attention: [shifting or fluctuation]

An individual's conscious attention shift from one situation to another is called duration of attention (or) shifting of attention.

2. PERCEPTION: [Observation]

It is a noticing something through our sense organ is perception. Thus converting input into output is perception.

Law / principles of perception:

* principle of figure ground relation

* Grouping of stimuli --> situation

i) principle of figure ground relation [background relation]

According to this principle a figure perceived in relation to its background

Eg: Black animal can be seen easily of white snow, but not black animal.

ii) Grouping of stimuli:

It refers to organisational way of understanding.

It can be classified into :

=> proximity

=> closure

=> similarity

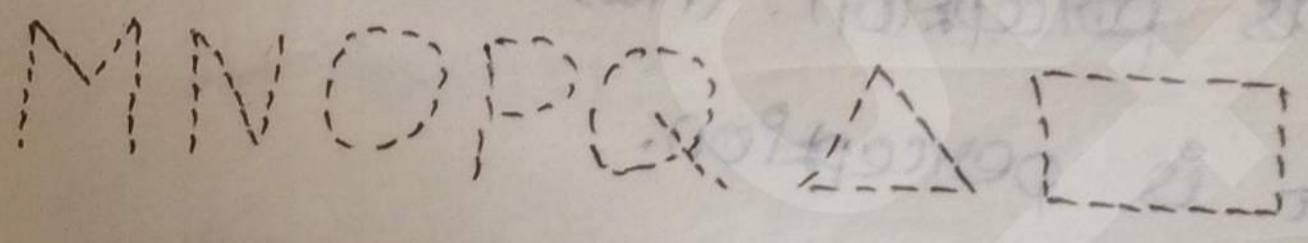
=> continuity

* PROXIMITY:

When an object are close to each other, we have to perceive together, rather than separately.

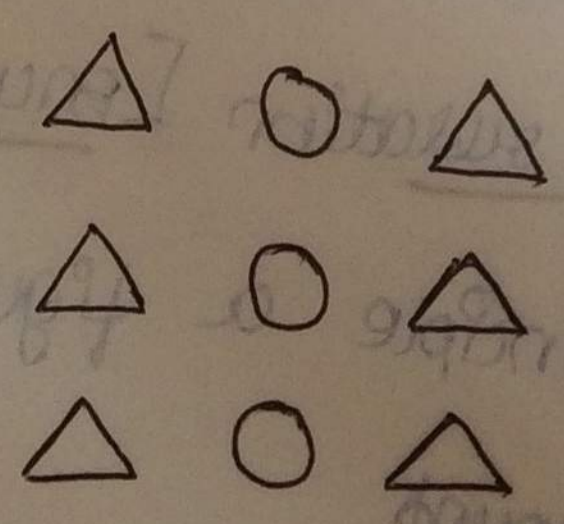
Eg: The above figure composed of 3 sets of 2 lines, and not separate lines.

* CLOSURE:



Here, grouping is made in terms of complete figure rather than opened figure.

* SIMILARITY:

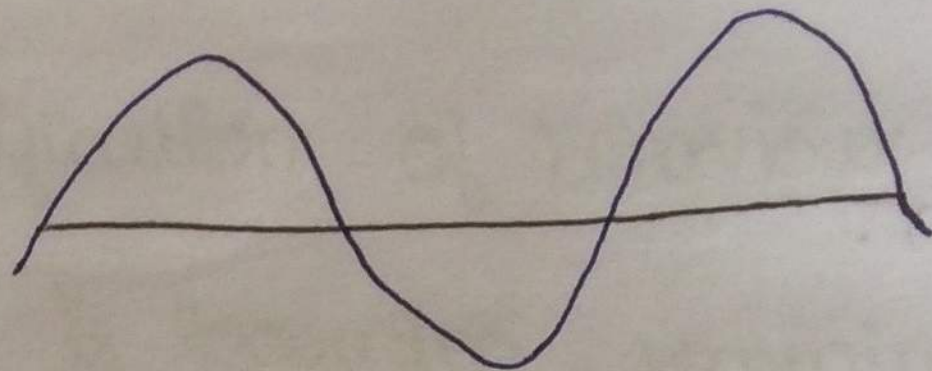


Here, on the basis of similarity, look ~~the~~ alike are usually perceived.

alike
same

* CONTINUITY:

17



Anything which extend itself in a space in the same shape and size without a break or perceived as a whole figure.

* Factors influencing perception

* past experience

* Personal Interest

* Memory

* Mind set

* Belief

* Opinion etc..

* ERRORS IN PERCEPTION:

1) poor sense organ

2) weak stimuli

3) Too many stimuli

4) Abnormality

5) Illness

6) Wrong perception etc..

⇒ ABNORMALITY IN PERCEPTION

- * Illusion
- * Hallucination

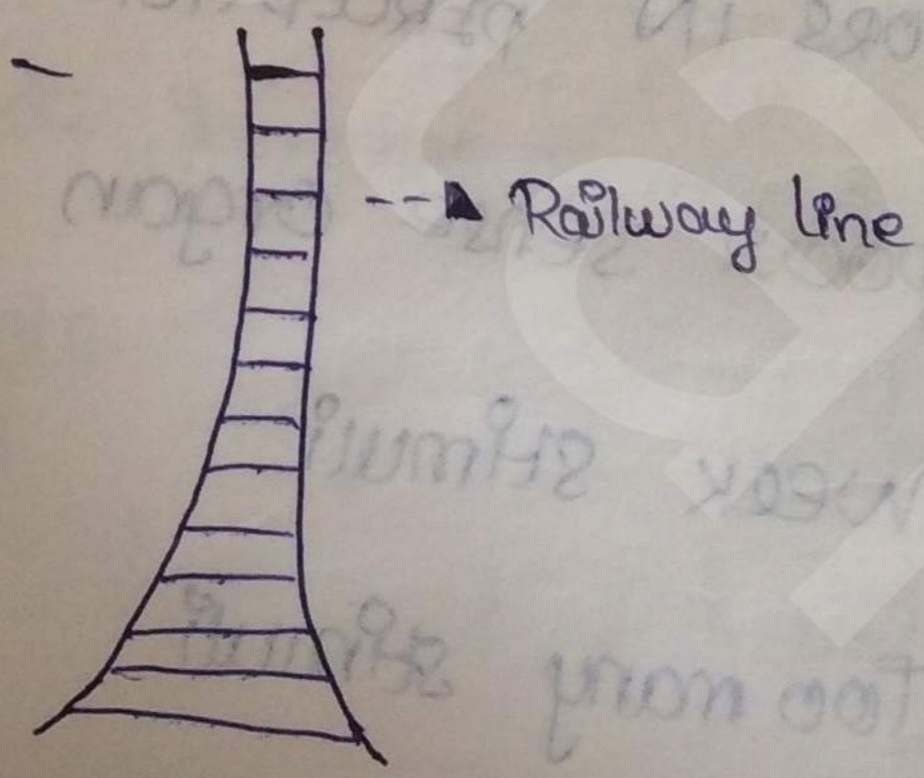
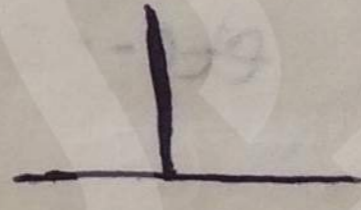
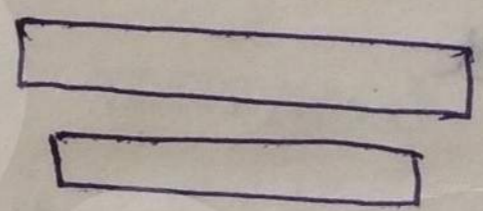
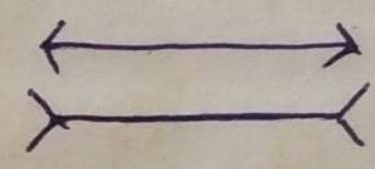
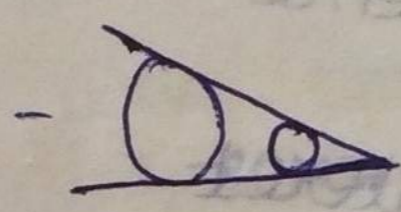
1) ILLUSION:

Wrong interpretation is illusion. [or] Wrong interpretation of a stimuli

Eg. We mistake rope for snake in the dark. ★

Types of Illusion:

- 1) Illusion by size
- 2) Illusion of length
- 3) Illusion of proportion
- 4) Illusion of vertical and horizontal
- 5) PONZA Illusion



2M ⊕

Theories of Learning:

1. Trial and Error Learning Theory - cat by Thorndike
2. classical conditioning theory - dog by pavlov
(or)
[conditioned respond theory]
3. operant conditional theory - rat by skinner
(or)
[Re - Reinforcement theory]
4. Insight Learning Theory - chimpanzee by Kohler

1. TRIAL & ERROR LEARNING THEORY

CAT

By Thorndike

Thorndike put an hungry cat in a box, there was only one door for exit, which could be operated by latch [lock] and a fish was placed out side the box. The smell of the fish make the cat to come out of the box.

The cat made many attempt to come

out of the box but after 29th attempt the cat could able to open the door in 7 seconds.

Finally, the cat recognised to open the door after number of attempts and satisfy by eating ~~the~~ Fish.

2) CLASSICAL CONDITIONING THEORY [OR]

CONDITIONED RESPONSE THEORY - pavlove

Dog Experiment:

Pavlove kept a hungry dog for a whole night. Then, fed the dog to the experimental table. Every time the food was presented a bell was rung, there was a saliva from the mouth of the dog. This was repeated several times.

Then dog was given no food, but the bell was rung. It was found that even when there was absence of food. The ringing of the bell make dog to salivate.

This kind of learning parlove called

22

classical conditioning theory.

3. Operant conditioned theory [or]

Re-inforcement theory.

- Skinner.

Rat experiment:

Skinner designed a experiment to

prove that all human behaviour is a

product of Re-inforcement [behaviour to be

repeated]. Skinner prepared a experimental

box with lever mechanism composed of pellet

of food [round shape], Skinner let an hungry

Rat in the experimental box [puzzle box]

Skinner watched the rat movement.

Every time the rat manipulate (operate)

the lever, rat got food this makes rat

keep going on touch the lever &

satisfied the food. Skinner called this

learning as operant conditioned theory.

[or] Re-inforcement theory.

4) Insight - learning theory:

- Kohler & others.

23

chimpanzee experiment:

Kohler put the chimpanzee hungry in the cage, and a bunch of banana was hunged from the top of the cage. A box was placed inside the cage after several attempt, the chimpanzee placed the box below the banana bunch got upon the box, & reached the banana.

In an another experiment Kohler hung the banana bunch from the top of the cage & put two boxes inside the cage, chimpanzee after a sudden flash of idea put two boxes one on the top reached the banana and satisfied.

Further experiment, Kohler hung the banana from the top of the cage once again, but this time Kohler put two sticks inside the cage,

one is hollow stick another is normal. The chimpanzee after a sudden flash joined the two sticks together and got the banana.

Based on the above experiment with chimpanzee, Kohler pointed out that INSIGHT - LEARNING requires past experience of the learner helps to reach the desired goals.

FACTORS INFLUENCING LEARNING:

- 1. Maturation [Intellectual maturity]
- 2. Motivation [Encourage the learner]
- 3. Attention [physical & mental attention].

LAW OF LEARNING:

- 1. Law of Readiness [willing to learn]
- 2. Law of practice [Exercise or practice]
- 3. Law of effect [we do things for happiness].

FACTORS IMPROVING LEARNING:

- 1. Memory
- 2. Good sense organ
- 3. Environment
- 4. Experience
- 5. Accurate observation.

6. Special skills etc...

25

Developing a - good study habit [How to improve study habit].

1. Written schedule for study.
2. Set-up suitable place for study.
3. Begin to study immediately.
4. Avoid distraction
5. Study one subject at a time
6. Review subject material
7. Learn to take lecture notes
8. Use SQ3R method
9. Take short-break b/w learning
10. Avoid expectation of questions.

MEMORY

Meaning of memory: [remembering]

⇒ It can be defined as the ability to recall the past experience.

⇒ Memory is a special ability of our mind, to store the information.

TYPES OF MEMORY:

1. Sensory memory [Immediate memory]
2. Short-term memory [working memory]
3. Long-term memory [permanent memory].

⇒ SENSORY MEMORY:

Sensory memory is also called immediate memory that occurs within the senses for 1 or 2 seconds only.

⇒ SHORT-TERM MEMORY:

Short term memory stores the information for a shorter duration.

⇒ LONG-TERM MEMORY:

Long term memory, it is a permanent memory in which informations are stored for a long time. i.e) a day or a week or a month or a year or a lifetime.

Methods to improve memory:

- * proper learning method
- * Mene monicks [memory tricks]

PROPER LEARNING METHOD:

- * The whole method
- * The part method
- * The whole and the part method
- * Unspaced method
- * The spaced method
- * The meditation method

MENE MONICKS METHOD:

- * Rhyming system
- * Make a story
- * Study schedule
- * Rehearsal
- * Self feedback
- * SQ3R method etc...

⇒ SQ3R Method:

- S - survey ⇒ look over main headings
- Q - Question ⇒ convey each heading into a question
- R₁ -
- R₂ -

R₁ - Read ⇒ Find the answer

28

R₂ - Recite ⇒ Read the whole chapter
on your own words.

R₃ - Read the whole chapter on your own words.

FORGETTING

Forgetting:

Forgetting is a failure of re-call an
Idea a fact (or) a group of Ideas.

"According to munn"

Forgetting is defined as the temporary
loss of the ability to remember.

TYPES OF FORGETTING:

- * Natural forgetting [Lapse of time]
- * Abnormal forgetting [deliberate] / [compulsory]
- * Specific forgetting [voluntary]
- * Psychological forgetting [age, fear, sorrow, fear etc.]
- * Biological forgetting [sickness]

CAUSES FOR FORGETTING:

29

1. Later learning with earlier learning

[refraction inhibition]

2. Earlier learning with later learning

[proaction inhibition].

3. Repression [motivated forgetting]

4. Emotional forgetting [happiness / sorrow]

5. Amnesia [forgetting during sickness]

Theories of forgetting:

1. The trace decay theory [natural forgetting]

2. The interference theory [lapse of time]

3. The Repression theory [deleberate]

4. The consolidation theory [due to shock].

⇒ The trace decay theory:

According to many psychologists lapse of time [Natural forgetting] is the cause for forgetting.

⇒ The interference theory:

Later - Learning with earlier learning

(or) earlier learning with later learning is responsible

for forgetting.

⇒ The Repression theory:

According to this theory Repression is the cause for forgetting [painful experience of the past].

⇒ The Consolidation theory:

According to this theory people under a emotional shock are experience forgetfulness.

THINKING

Thinking is a higher mental activity, which involves:

- Verbal
- Symbols [mathematical] & signs
- Visual
- Meditory Auditory
- Images
- Concept

Thus thinking usually takes place when the individual is facing a problem or unfamiliar situation.

Tools of thinking:

31

[Levels / Instrument) Elements]

- ⇒ Image level thinking
- ⇒ Concept level thinking
- ⇒ Symbols and signs
- ⇒ Language
- ⇒ Logical or scientific thinking

Types of thinking: [kinds of thinking]

1. Concrete thinking [based on actual object]
2. Abstract thinking [not required any object]
3. Logical thinking [scientific or reflective thinking]
4. Creative thinking [create something new]
5. problem solving thinking [higher thinking]

⇒ CREATIVE THINKING: [* ques]

creating thinking is aimed at

creating something new.

⇒ PROBLEM SOLVING THINKING: [* ques]

It occurs in difficult situation,

It requires past experience and a similar situation.

⇒ ERRORS IN THINKING:

32

1. Emotion
2. Wrong perception or false perception
3. Fear of failure
4. Superstitious belief
5. Lack of information
6. Guessing
7. ~~Intelligence~~

INTELLIGENCE

It is an ability to understand and overcome difficulties. According to "Terman".

"Intelligence is the ability to carry on abstract [flexible] thinking".

Terman: classification of intelligence

1. Genius
2. Near genius
3. Superior
4. Normal
5. Mental deficiency
6. Feeble mind.

⇒ Distribution of Intelligence: $\frac{M.A.}{C.A.} = IQ$

33

(or)

"Terman and Merrill" classification of individuals according to IQ score.

IQ Range	Distribution
130 and above	Very superior
120 to 129	Superior
110 to 119	Bright
90 to 109	Normal
70 to 89	Border line
below 70	Mentally retarded

⇒ Measurement of IQ: (Intelligent Quotient) [5M]

IQ is the measurement of intelligent possessed by an individual.

$$\text{ie, } IQ = \frac{MA}{CA} \times 100$$

MA - mental age

CA - Body age [chronological age].

Example:

A child with a M.A of 8 years and

C.A of 8 years has 100% IQ.

$$\text{ii) } IQ = \frac{M.A}{C.A} \times 100$$

$$= \frac{8}{8} \times 100 = 100\% \text{ IQ}$$

34

Characteristics of intelligent person:

1. Display good vocabulary
2. Display curiosity
3. Take good decision
4. Determine how to reach the goal
5. Awareness of world around him
6. Ability to adjust with the environment
7. Ability to solve the problem immediately
8. Time conscious
9. Ability to use own experience
10. Ability to use others experience.

Theories of intelligence:

1. Monarch theory (or) unitary theory
2. Anarch theory
3. Two factor theory
4. Group factor theory
5. Eysenck theory

⇒ MONARCH THEORY:

This is the oldest theory explained that intelligence consist of power (or) Energy which affects all the activities of individual.

⇒ ANARCH THEORY:

According to this theory, intelligence is a combination of numerous seperate elements, but not single factor

⇒ TWO FACTOR THEORY:

According to this theory, there are only two factors of intelligence.

- * General intelligence
- * Specific intelligence.

⇒ GROUP FACTOR THEORY: [9 factors] ⊗

1. Verbal factor
2. Spatial factor
3. Numerical factor
4. Memory factor
5. word fluency factor
6. Reasoning factor
7. Deductive factor [General to particular]
8. Inductive factor [particular to general]
9. problem solving factor.

⇒ EYSENCK THEORY:

36

According to Eysenck, it is the cognitive factor to handle the new situation or problems successfully.

★ ASSESSMENT OF INTELLIGENCE

* Binet Simon test

* Terman classification of intelligence

* Wechsler adult intelligent test

* Verbal & non-verbal test

* Individual or group test

APTITUDE:

[Special ability of an individual]

Aptitude is the special ability or capacity to learn in specific area:

eg

* Mechanical

* Engineering

* Medicine

* Nursing etc...

⇒ Development of aptitude:

* Parents

* Teachers

* friends

* Religion

* Mass media [tv, radio, newspaper etc.]

* Government. //

Individual difference in Intelligence :

* causes for individual difference

1. Age
2. sex (male or female)
3. Difference in motor activity
4. Difference in emotion
5. Difference in interest
6. Difference in aptitude
7. Difference in social & economic background
8. Environment difference
9. Cultural difference
10. Difference in belief.

— x —

very @ chapter

MOTIVATION, EMOTION, FRUSTRATION,

STRESS AND ATTITUDE

1. MOTIVATION : [Drive (or) motives]

Meaning - It is concern with internal process [inner force] that initiate an individual to reach the goal (or) purpose.

* Components (or) elements of motivation:

- Because of
1. Need
 2. Drive
 3. Response
 4. Goal

Thus, motivation is an expression of individual needs means, it is personal.

TYPES OF MOTIVATION:

1. Biological motives

(Primary motives (drives) motivation) or physiological drives.

- * Hunger drive
- * Thirst drive
- * Sex drive
- * Need for rest
- * Need for sleep
- * Elimination human waste
- * Maternal drive etc...

2. social or psychological motives or secondary motives

- * Achievement
 - * Affiliation
 - * power
 - * Curiosity
- ↓
to know new knowledge

Theories of motivation :

39

1. psycho analytic theory → Sigmund Freud
2. Social wage theory → Adler
3. Cognitive cognitive goal oriented theory - William James
4. Hierarchy theory of needs - Maslow
5. Achievement theory - David C. McClelland, McClelland
6. Behaviourist theory - Watson
 - Clark
 - Hull
 - Skinner
7. Optimum level theory - Claude Bernard
8. Arousal theory - Berlyne.

1. psycho analytic theory - Sigmund Freud

According to this theory motivation is based on biological instinct such as Hunger (food), Thirst (water) & sex.

2. Social wage theory - Adler

Alfred Adler Jung a student of Sigmund Freud explains that human beings are motivated by safety and security to maintain social life.

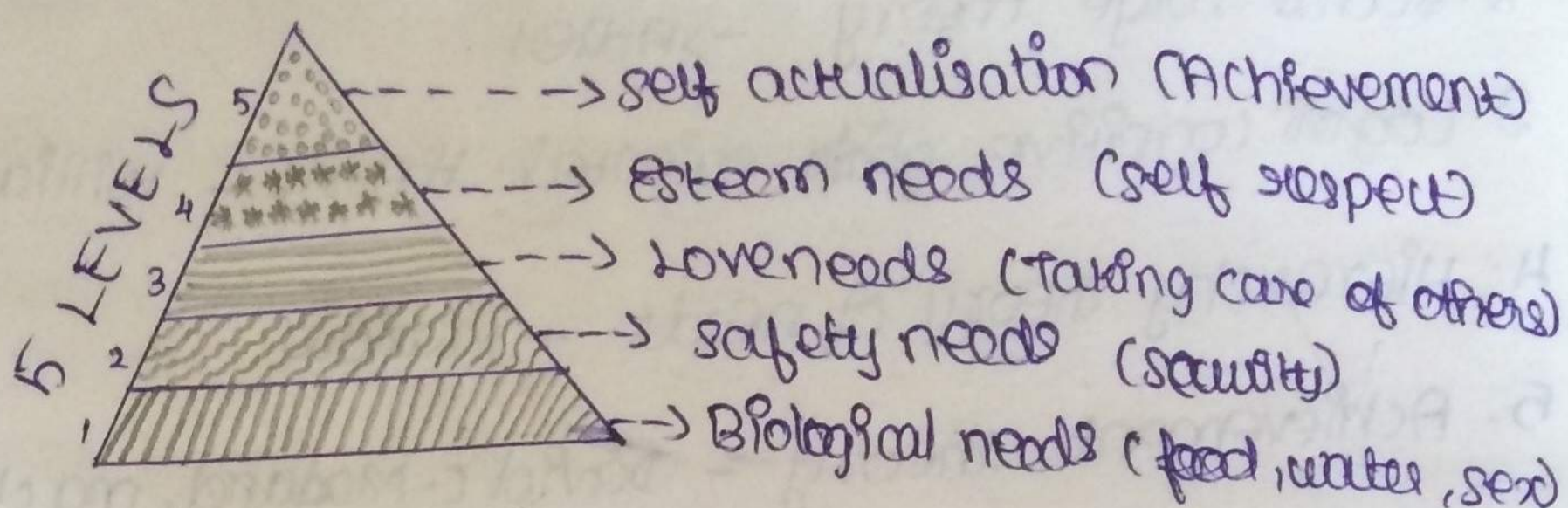
3. Cognitive goal oriented theory - William James & George Miller.

According to this theory, motivation is necessary to bridge the gap b/w mind & body.

(psycho motor gap). that is Ideas & action.

40

4) Hierarchy theory of needs - Maslow



Maslow's Hierarchy theory of needs.

5) Achievement theory of motivation - David C. MacLellan

According to this theory, high achievement achievers challenge the failure, low achievers accept the failure, this theory also says that, protected children become low achievers, children freedom from their parents will become high achievers.

6) Behaviourist theory - Watson - Clark - Hull - Skinner

According to this theory needs & drives are the two factors responsible for motivation that is love and affection, social security, provision of food, clothing, shelter etc...

7) Optimum level theory - Claude Bernard

According to Claude Bernard stability of inner factor that is optimum level of Body temperature

water, blood, sugar, B.p etc.. [Healthy body] are the factors of motivation.

41

8) Arousal theory - Berlyne Berlyne Berlyne
Feeling of excitement

According to this theory when arousal is too, we experience boredom, when arousal is too high, we want to reduce it, thus people want to maintain required level of arousal.

CONFLICT :

Meaning: When the individual cannot make a choice b/w two alternative goals they experience conflict.

Types of conflict :

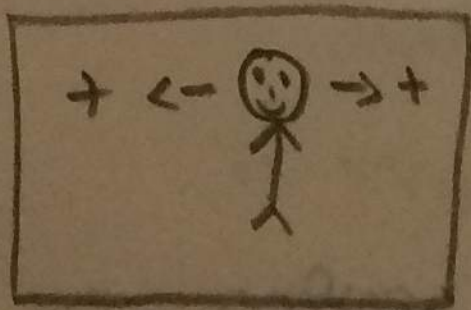
1. Approach - Approach conflict

2. Avoidance - Avoidance conflict

3. Approach - Avoidance conflict

4. Double - Approach conflict

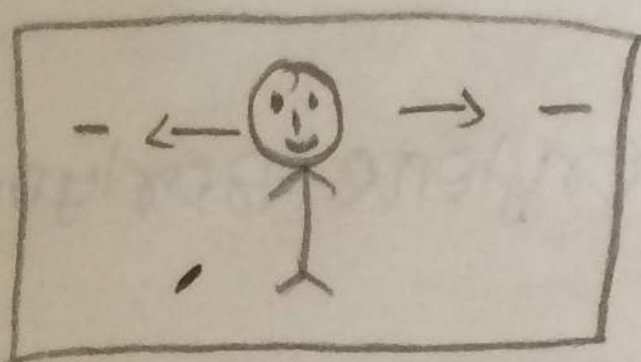
1 \Rightarrow Approach - Approach conflict:



This type of conflict occurs b/w two positive goals.

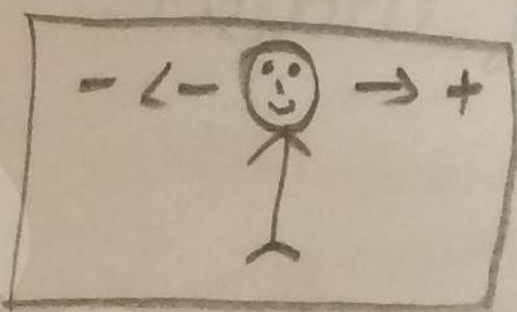
2. Avoidance-Avoidance conflict:

42



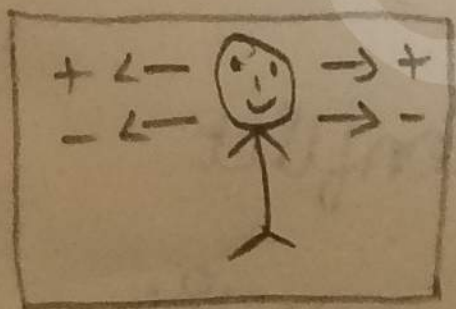
Avoidance-Avoidance conflict occurs when the individual is forced to choose between two negative goals.

3. Approach-Avoidance conflict:



It is the most difficult to solve because one side wants to satisfy and the other side wants to escape.

4. Double-Approach conflict:



In this type of conflict, the individual has taken a decision for a job, but he will be provoked by another offer for a better job.

FRUSTRATION:

Meaning: It is a negative feeling. It is an extreme tension when an individual is prevented from reaching a goal.

Nature of frustration: (sources of frustration)

43

1. Environment
2. Personal inadequacy
3. Conflict with other people
4. Social restriction
5. Conflict within the individual

Effects of frustration:

1. It will affect individual personality
2. Anger
3. Dejection (sad)
4. Hostility (enemity)
5. Suicide
6. Drug addiction
7. Alcoholism

homicide - Murder

Measures to overcome frustration / How to control

frustration:

1. change of goals
2. Modification of desires
3. compromise
4. Review the situation
5. Make correct judgement.

EMOTION: [Happiness / Sorrow]

44

Meaning: The word emotion is derived from the Latin word 'Emovere' which means "Agitate".

Eg:

Anger, fear, sad etc... Thus emotion is the sudden force in the mind in response to situation

5M*

* Kinds / parts of emotion * [classification]

- Primary emotion
- Mixed emotion
- Positive emotion
- Negative emotion

⇒ primary emotion:

* Fear

* Surprise

* Sadness

* Anger

* Joy etc...

⇒ Mixed emotion:

* Love

* Aggression

* Tolerance

* Optimism etc...

⇒ positive emotion:

* LOVE
 { Fondness
Infatuation

45

* JOY

⇒ Negative emotion:

* Anger

* Sad

* Fear

* changes in emotion *

1) Internal change

2) External change

1) ⇒ Internal change:

a) Heart rate

b) B.P

c) Respiration will increase

d) Sweating

e) Blood sugar will increase

2) ⇒ External change:

a) change in the voice

b) surprise

c) Anger

d) shame

e) Fear etc..

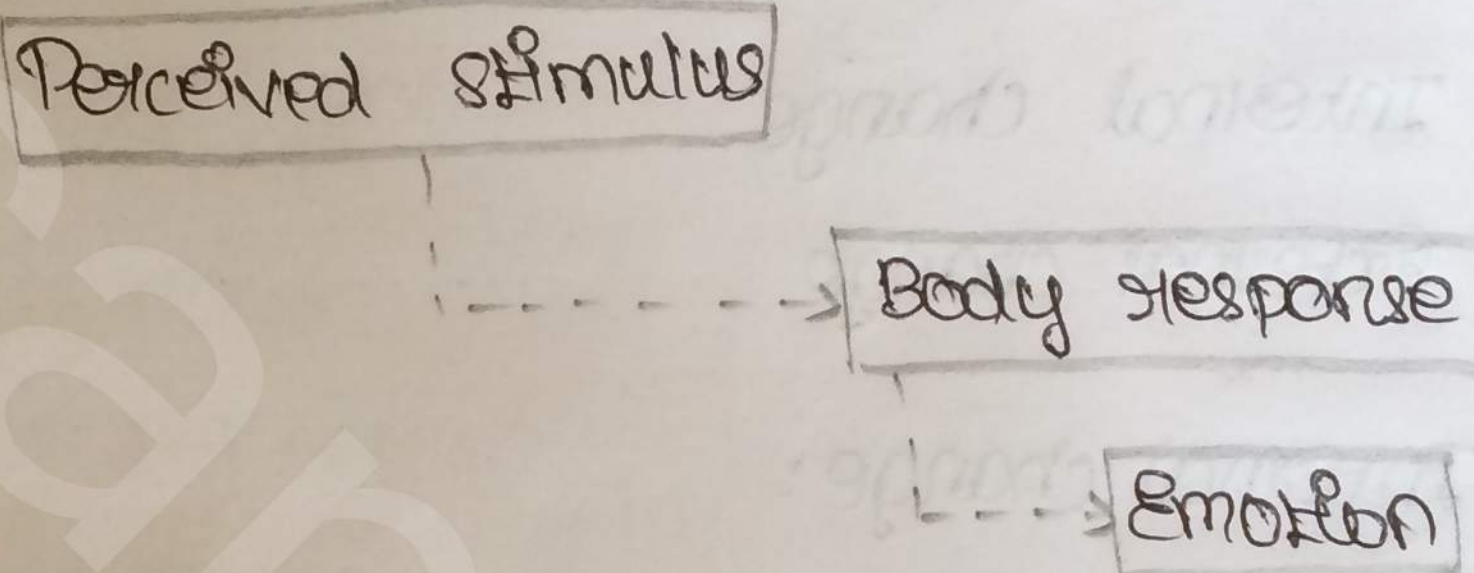
Theories of emotion:

46

1. James-Lange theory
2. The Cannon-Bard theory
3. Schachter-Singer theory

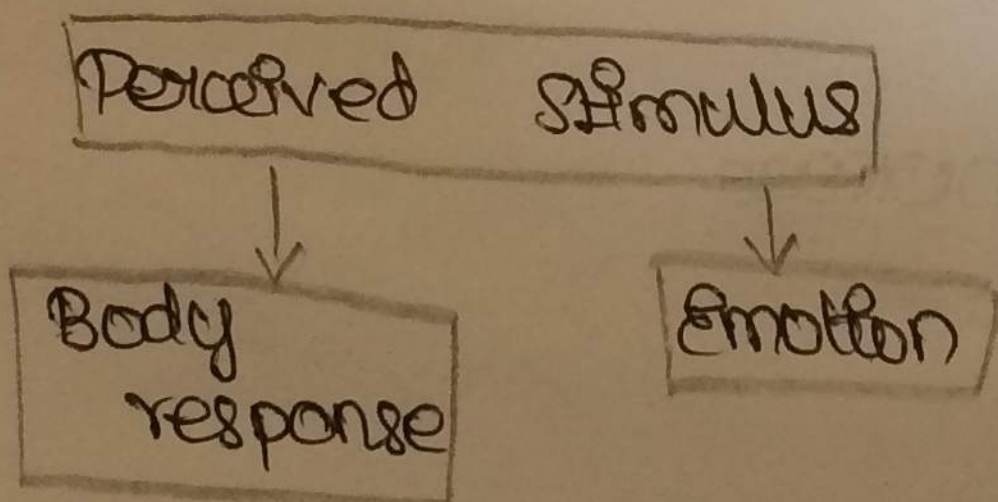
1. ⇒ James Lange theory:

According to James-Lange emotion springs from physiological reaction i.e.,



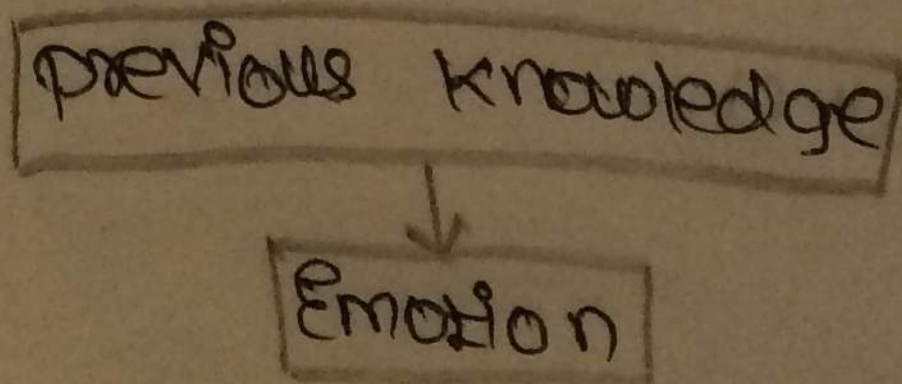
2. ⇒ The Cannon-Bard theory:

According to this theory, body response and emotion occur at the same time.



3. Schachter-Singer theory ⇒:

According to this theory, previous knowledge [past experience] is the cause for emotion.



Emotion in illness: (disease) ^{5m}

47

[Emotional response to illness]

Emotion	Illness
1. Anxiety	Uneasiness
2. Worry	Lack of concentration
3. Fear	Unhappiness
4. Shock	High BP stroke
5. Angry	Heart attack, Ulcer
6. Boredom	Stress, Defecation
7. Uncontrol happiness / sad	Forgetfulness, ^{degenerate of brain} Alzheimer disease.

Emotion & Health:

Emotions in health:

1. Love
2. Forgiveness
3. Laughter
4. Brotherhood
5. Peace
6. Mutual understanding

STRESS:

Meaning:

Stress as the 'wear' and 'tear' of living in everyday life. Wear means physical & emotional

Tear means pressure in everyday life.

48

Hence, stress is the arousal of mind & body in response to demand made upon them.

SOURCE OF STRESS:

1. Environment [Traffic, home, hospital etc..]
2. Physiological [Illness, injuries, loss of sleep etc..]
3. Social [Financial probm, family probm, love failure, death of close relative etc..]
4. Complex stress [war, tsunami, earth quake etc..]
5. Day to day stress [Argument, traffic jam etc..]

INDICATION / SYMPTOMS OF STRESS:

1. Muscle and neck pain
2. Shoulder and neck pain
3. Sweaty palms
4. Cold hands and feet
5. Head ache
6. High pitched voice
7. Vomiting
8. Change in urinary frequency
9. Loss of sleep
10. Diarrhoea etc..

CAUSES FOR STRESS:

49

1. Age
2. Environment
3. Pain
4. Illness
5. High noise level
6. Loss of motor level.

How to control stress:

1. planning
2. Be realistic in life
3. Good decision making
4. Learn to like yourself
5. Think positively
6. Share your ~~to~~ problem to others
7. make limited good friends
8. Make some time for yourself
9. Learn some relaxation technique etc...

* ATTITUDE *

Likes and dislikes of an individual towards a person, objects, ~~in~~ things (events) is called attitude.

Types of attitude:

1. positive attitude
2. Negative attitude

① ⇒ positive attitude:

50

Respecting the elders, loving one's own country, kindness, sympathy, co-operation etc...

② ⇒ Negative attitude:

Hatred to persons, objects / things.

* Development of attitude:

Attitude can be develop from

1. parents
2. Teachers
3. Friends
4. Mass media (TV, news paper, cinema etc...)
5. Religion etc...

* Attitudinal change * [modification of behaviour]
(or)

[Factors affecting attitudinal change].

1. Status - (position)
2. Novelty - (new thing)
3. Fear - (stress)
4. Living other people
5. Situation etc...

Personality

Meaning:

Personality is the total quality of an individual, behaviour. It includes thinking, attitudes, talent, skill etc...

Characteristics of personality:

1. Heredity and Environment cognitive
2. It consist of motor, (physical), & emotional
3. It is adjustment to environment
4. It is unique
5. It differs from person to person.

* Development of personality *

1. Infants - Birth to one year
2. Early childhood - 2 to 6 yrs
3. Late childhood - 6 to 11 yrs
4. Adolescence - 12 to 19 yrs
5. Early adulthood - 20 to 40 yrs
6. Middle adulthood - 41 to 60 yrs
7. Late adulthood - 60 and above
8. Old age - 65 and above

* [Father of modern medicine - Hippocrates]

* Types of personality *

52

(classification of personality)

1. Hippocrates type of personality (the type approach)
2. Kretschmer's approach (the trait approach)
3. Karl Jung's approach (developmental approach)
4. 'Berman' classification (glandular type of personality)
5. Sigmund Freud type of personality.

* [Father of psychiatry - Sigmund Freud]

① ⇒ Hippocrates type of personality

He classified human personality includes,

- a) Sanguine personality
- b) Phlegmatic personality
- c) Melancholic personality
- d) Choleric personality

② ⇒ Sanguine personality: [More blood in the body]

* Light hearted people

* Happy

* Confident & hopeful.

③ ⇒ Phlegmatic personality: [More phlegm in body]

* cold

* calm

* Slow

9) Melancholic personality: [More black bile in body]. ^{salt}

53

* Sad

* Depressed

* Miserable

d) Choleric personality: [More yellow bile in body]

* Angry

* Active

* Strong

2. Kretschmer's approach:

He classified human being into

a) Asthenic - Tall, shy, introvert, lack in strength

b) Athletic - Active, balanced body, large hand & feet

c) Pyknic - fat body, extrovert, round face, easy going

d) Dysplastic - ill balanced body.

3. Kraus - Jung:

He classified people into two:

a) Introvert - shy

b) Extrovert - sociable

4. "Berman" type of personality:

He classified people into

a) adrenal personality

b) pituitary personality

5. Sigmund - Freud - type of personality:

54

He explained about psycho sexual development of an individual i.e.,

- * Mouth - oral stage - sucking
- * Anus - toilet training - Anal stage
- * Phallic stage - Attraction towards opposite sex
- * Latency stage - silent
- * Genital stage - direct sex

Theories of personality:

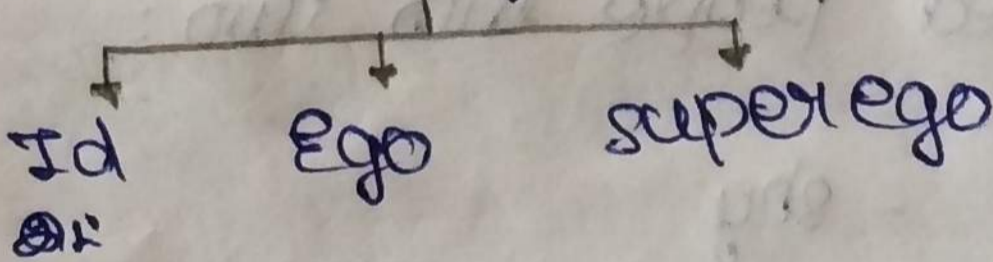
1. Sigmund Freud - psycho analytic (or)

Psycho analysis theory.

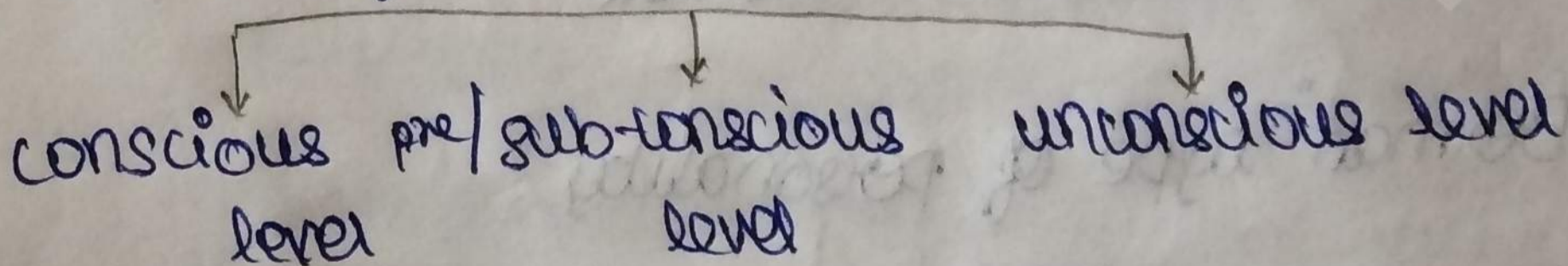
According to Sigmund Freud human personality

can be classified into: 5M (or) 2M

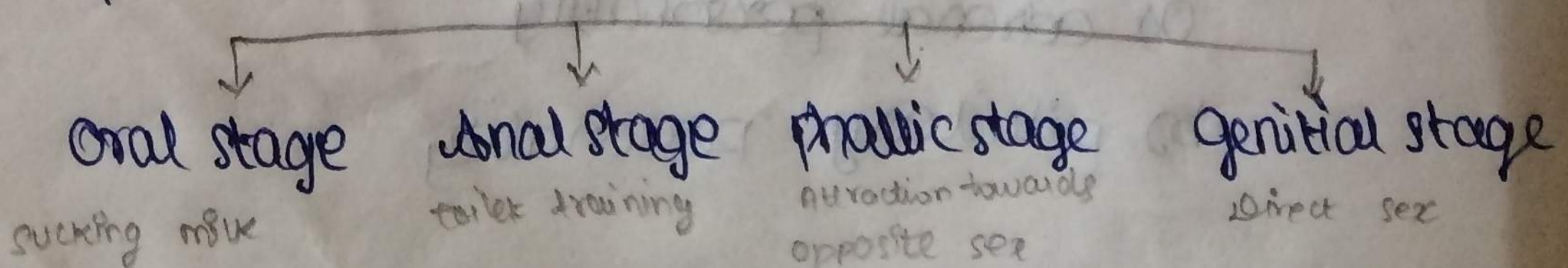
a) Structure of mind:



b) Levels of mind:



c) psycho - sexual stages:



Id - Satisfaction

Ego - self-respect

Super ego - following rules and regulation.

55

2. Karl-Jung theory of personality:

Karl Jung believed that people are motivated by psychological energy.

According to him personality can be classified in to:

1. Feminine in male
2. Masculine in female
3. Introvert (shy)
4. Extrovert (sociable)

3. Harry Stack Sullivan theory

According to him personality develops through "Seven Stages" they are:

1. Infancy
2. Childhood
3. Juvenile era ^{Jung period}
4. pre-adolescence
5. Early adolescence
6. late-adolescence ^{parents}
7. Adulthood

4. Alfred Adler theory of personality

According to Alfred Adler personality development is based on Birth order i.e.,

1. The first born

2. The later born

The first born have close relation with these their family members. The later born become more famous, sociable, rich etc...

5. Cognitive theory of personality:

(or) by Bandura.

Modelling theory

(or)

Identification theory (or) social learning theory.

According to this theory, imitation (or) observation is the ways to learn and develop human personality.

6. "Erick Erickson theory of personality

According to this theory personality development composed of eight stages:

1. Infancy - (0 to 18 months)
2. Toddlerhood - 18 month to 3 yrs
3. Middle childhood - 3 to 5 yrs
4. Late childhood - 5 to 12 yrs
5. Adolescence - 13 to 19 yrs
6. Early adulthood - 20 to 30 yrs
7. Middle age - 30 to 65 yrs
8. Old age - 65 and above.

1. psychology of infancy [psychological needs of infancy]

- a) Fear of strangers
- b) Love
- c) Trust
- d) Need for physical care
- e) Need for nourishment
- f) Need for security

* ques: 5H

1. Adjustment problem of among adolescence.

(or)

2. Adjustment problem among old age.

2) psychology of childhood:

- a) Honesty
- b) Obedience
- c) Trust
- d) Satisfaction
- e) Reward
- f) Happiness
- g) Guidance
- h) protection etc...

3. psychology of adolescence:

- a) Want freedom
- b) tension
- c) Day dreamers
- d) Moodiness
- e) Satisfaction
- f) Attraction towards opposite sex.
- g) Body fitness
- h) Digestive problem
- i) Eating disorder
- j) Confusion.

4. psychology of adulthood:

58

- a) Commitment
- b) Status
- c) Security
- d) Responsibility
- e) sacrifice
- f) goal oriented
- g) socialisation etc...
- RE -

5. psychology of old age:

- a) Loneliness
- b) Tension
- c) Worries
- d) Sorrow
- e) Depression
- f) Alzheimer's disease (Brain shrinking)
- g) loss of memory
- h) loss of money
- i) loss of physical strength
- j) Neglect
- k) Fear of death.

6) psychology of Vulnerable individuals:

- a) Mentally retarded
- b) physically handicapped
- c) chronically ill
- ↓
- 1) Isolation
- 2) slow rate of learning
- 3) loss of interest in life
- 4) poor in problem solving
- 5) Neglect personal hygiene
- 6) slow reaction
- 7) Depression
- 8) loss of intelligence
- 9) Anger etc...

Mental hygiene and Mental health

59

1st Concept of mental hygiene: (meaning)

Mental hygiene is concerned with preserving good mental health, by avoiding, tension, worries, jealousy, fear, conflict etc...

2nd Concept of mental health: How well the individual is adjusted with the environment is good mental health.

3rd Characteristics of mentally healthy person:

1. Tolerance
2. Self-confidence
3. Emotional stability
4. Ability to adjust
5. Self evaluation
6. Strong will power -

* Wrong signs of poor mental health:

1. Sleep disturbance
2. Loss of digestion
3. Personal appearance may be neglected.
4. Lack of interest in sex.
5. Peculiar behaviour
6. Memory disturbance
7. Disturbance in perception.

8. Disturbance in emotion

9. Disturbance in motor activities

10. Disturbance in attention.

60

* promotive mental health :

1. Accept personal feeling

2. Develop talent and skill

3. Share self with others

4. positive attitude

5. Know your weakness.

* preventive mental health :

1. Mental hospitals

2. psychiatric department in medical colleges

3. Psychiatrist.

COM/SM/2H

Defence mechanism [Adjustment mechanism (or) Ego

Mental dynamics] defence mechanism

Meaning :

When an individual is faced with problems

(or) difficulties or failure, he or she adopt certain mechanism that mechanism is called

Defence mechanism (or) Adjustment mechanism

(or) ego defence mechanism.

Defence mechanism :

1. Repression

2. Rationalisation

3. Intellectualisation

4. Compensation

5. Suppression

6. Reaction-formation

7. Sublimation

8. Displacement

9. Denial

10. Projection

11. Regression

12. with withdrawal [fantasy / day dreaming]

61

① Repression: It helps to provide to forget painful experiences of the ~~past~~ past.

② Rationalisation: It is a face saving device but that is instead of accepting failure (or) mistake, individual tries to justify their misbehaviour.

③ Intellectualisation:

It is nothing but keep distance from threatening (or) emotion situation.

④ Compensation:

It means something to replace a loss.

⑤ Suppression:

It is an act of pushing away from unwelcome ideas.

⑥ Reaction-formation:

It is the process of expressing

the reverse of what one feels [reverse action].

⑦ Sublimation:

It is a process of re-directing the energy produced by unacceptable desire.

⑧ Displacement:

Emotional feeling, eg: Angry transferred

to lesser object or person.

⑨ Denial: (not accepting)

A person admitted in a mental hospital says that he has admitted to take rest.

⑩ Projection:

Finding fault in others is projection.

⑪ Regression:

It means ~~behaving~~ behaving in a less matured manner.

⑫ Wishful thinking: [fantasy / day dreaming].

It is an escape to avoid social relation.

* Guidance and Counselling: *

1. Concept of guidance:

It refers to personal assistance to solve a problem.

* Kinds of guidance *

1) Vocational guidance

2) Recreational guidance

3) civic guidance

4) service guidance

5) leadership guidance

63

Counselling:

concept of counselling (meaning)

Counselling helps to ~~some~~ find solution to a problem. Example: Education, Business, personal problem etc.

Characteristics of counselling:

① counselling is a person to person relationship.

② counselling involves ~~to~~ two individuals. (counsellor & counsellee)

③ counselling helps to solve a problem.

④ counselling is a self-direction to solve a problem.

⑤ counselling is the part of guidance.

Qualities of a counsellor:

1. IPR

2. personal adjustment

3. M.Sc in psychology with guidance & counselling

① ⇒ IPR :

a) friendly

f) Trust

b) Understanding

g) care

c) Sympathy

h) Tolerance

d) patience

i)

e) Good listener

② personal adjustment:

- ① Matured behaviour
- ② Flexibility
- ③ Emotional stability
- ④ ~~...~~

64

③ M.sc in psychology & guidance & counselling.

④ Educational qualification

⑤ M.sc in psychology & guidance & counselling as a speciality.

Principles or techniques of counselling:

1. Counsellor should develop good relation to the client / pt.
2. Counsellor should avoid dictatorship.
3. Counsellor should develop confidence to pt.
4. Friendly to the client.
5. Counsellor should have warmth to pt.
6. Counsellor should have listening skill.