

1: Erikson's stages of psychosocial development - Wikipedia

psychosocial theory of development Erik Erikson () ([link]), another stage theorist, took Freud's theory and modified it as psychosocial theory. Erikson's psychosocial development theory emphasizes the social nature of our development rather than its sexual nature.

Saul McLeod , updated There are various approaches in contemporary psychology. An approach is a perspective i. There may be several different theories within an approach, but they all share these common assumptions. You may wonder why there are so many different psychology perspectives and whether one approach is correct and others wrong. Most psychologists would agree that no one perspective is correct, although in the past, in the early days of psychology, the behaviorist would have said their perspective was the only truly scientific one. Each perspective has its strengths and weaknesses, and brings something different to our understanding of human behavior. For this reason, it is important that psychology does have different perspectives on the understanding and study of human and animal behavior. Below is a summary of the six main psychological approaches sometimes called perspectives in psychology. Behaviorism is different from most other approaches because they view people and animals as controlled by their environment and specifically that we are the result of what we have learned from our environment. Behaviorism is concerned with how environmental factors called stimuli affect observable behavior called the response. The behaviorist approach proposes two main processes whereby people learn from their environment: Classical conditioning involves learning by association, and operant conditioning involves learning from the consequences of behavior. Though looking into natural reflexes and neutral stimuli he managed to condition dogs to salivate to the sound of a bell through repeated associated with the sound of the bell and food. The principles of CC have been applied in many therapies. These include systematic desensitization for phobias step-by-step exposed to a feared stimulus at once and aversion therapy. Skinner investigated operant conditioning of voluntary and involuntary behavior. Therefore behavior occurs for a reason, and the three main behavior shaping techniques are positive reinforcement, negative reinforcement, and punishment. Behaviorism also believes in scientific methodology e. Behaviorism rejects the idea that people have free will, and believes that the environment determines all behavior. Behaviorism is the scientific study of observable behavior working on the basis that behavior can be reduced to learned S-R Stimulus-Response units. Behaviorism has been criticized in the way it under-estimates the complexity of human behavior. Many studies used animals which are hard to generalize to humans, and it cannot explain, for example, the speed in which we pick up language. There must be biological factors involved. Freud believes that events in our childhood can have a significant impact on our behavior as adults. He also believed that people have little free will to make choices in life. Instead, our behavior is determined by the unconscious mind and childhood experiences. It is the original psychodynamic theory and inspired psychologists such as Jung and Erikson to develop their own psychodynamic theories. Freud, the founder of psychoanalysis , explained the human mind as like an iceberg, with only a small amount of it being visible, that is our observable behavior, but it is the unconscious, submerged mind that has the most, underlying influence on our behavior. Freud used three main methods of accessing the unconscious mind: He believed that the unconscious mind consisted of three components: If this conflict is not resolved, we tend to use defense mechanisms to reduce our anxiety. Psychoanalysis attempts to help patients resolve their inner conflicts. It shows how early experiences affect adult personality. Stimulation of different areas of the body is important as the child progresses through the important developmental stages. Too much or too little can have bad consequences later. The most important stage is the phallic stage where the focus of the libido is on the genitals. However, it has been criticized in the way that it over emphasizes the importance of sexuality and under emphasized of the role of social relationships. Nevertheless, psychoanalysis has been greatly contributory to psychology in that it has encouraged many modern theorists to modify it for the better, using its basic principles, but eliminating its major flaws. Humanism Humanistic psychology is a psychological perspective that emphasizes the study of the whole person know as holism. Humanistic psychologists look at human behavior, not only through the eyes of the observer, but through the eyes of the

person doing the behaving. The humanistic perspective centers on the view that each person is unique and individual, and has the free will to change at any time in his or her lives. The humanistic perspective suggests that we are each responsible for our own happiness and well-being as humans. We have the innate i. Because of this focus on the person and his or her personal experiences and subjective perception of the world the humanists regarded scientific methods as inappropriate for studying behavior. Two of the most influential and enduring theories in humanistic psychology that emerged in the s and s are those of Carl Rogers and Abraham Maslow. Cognitive Psychology Psychology was institutionalized as a science in by Wilhelm Wundt , who found the first psychological laboratory. His initiative was soon followed by other European and American Universities. These early laboratories, through experiments, explored areas such as memory and sensory perception, both of which Wundt believed to be closely related to physiological processes in the brain. The whole movement had evolved from the early philosophers, such as Aristotle and Plato. Today this approach is known as cognitive psychology. Cognitive Psychology revolves around the notion that if we want to know what makes people tick then the way to do it is to figure out what processes are actually going on in their minds. It views people as being similar to computers in the way we process information e. For example, both human brains and computers process information, store data and have input an output procedure. This had led cognitive psychologists to explain that memory comprises of three stages: It is an extremely scientific approach and typically uses lab experiments to study human behavior. The cognitive approach has many applications including cognitive therapy and eyewitness testimony. Biological Psychology We can thank Charles Darwin for demonstrating the idea that genetics and evolution play a role in influencing human behavior through natural selection. Theorists in the biological perspective who study behavioral genomics consider how genes affect behavior. Now that the human genome is mapped, perhaps, we will someday understand more precisely how behavior is affected by the DNA we inherit. Biological factors such as chromosomes, hormones and the brain all have a significant influence on human behavior, for example, gender. The biological approach believes that most behavior is inherited and has an adaptive or evolutionary function. For example, in the weeks immediately after the birth of a child, levels of testosterone in fathers drop by more than 30 per cent. This has an evolutionary function. Testosterone-deprived men are less likely to wander off in search of new mates to inseminate. They are also less aggressive, which is useful when there is a baby around. Biological psychologists explain behaviors in neurological terms, i. Many biological psychologists have concentrated on abnormal behavior and have tried to explain it. For example, biological psychologists believe that schizophrenia is affected by levels of dopamine a neurotransmitter. These findings have helped psychiatry take off and help relieve the symptoms of the mental illness through drugs. However, Freud and other disciplines would argue that this just treats the symptoms and not the cause. This is where health psychologists take the finding that biological psychologists produce and look at the environmental factors that are involved to get a better picture. Evolutionary Psychology A central claim of evolutionary psychology is that the brain and therefore the mind evolved to solve problems encountered by our hunter-gatherer ancestors during the upper Pleistocene period over 10, years ago. The Evolutionary approach explains behavior in terms of the selective pressures that shape behavior. Observed behavior is likely to have developed because it is adaptive. It has been naturally selected, i. Behaviors may even be sexually selected, i. A strength of this approach is that it can explain behaviors that appear dysfunctional, such as anorexia, or behaviors that make little sense in a modern context, such as our biological stress response when finding out we are overdrawn at the bank. Perspectives Conclusion Therefore, in conclusion, there are so many different perspectives in psychology to explain the different types of behavior and give different angles. No one perspective has explanatory powers over the rest. Only with all the different types of psychology, which sometimes contradict one another nature-nurture debate , overlap with each other e. The fact that there are different perspectives represents the complexity and richness of human and animal behavior. A scientific approach, such as behaviorism or cognitive psychology, tends to ignore the subjective i. The humanistic perspective does recognize human experience, but largely at the expense of being non-scientific in its methods and ability to provide evidence. The psychodynamic perspective concentrates too much on the unconscious mind and childhood. As such, it tends to lose sight of the role of socialization which is different in each

country and the possibility of free will. The biological perspective reduces humans to a set of mechanisms and physical structures that are clearly essential and important e. However, it fails to account for consciousness and the influence of the environment on behavior. How to reference this article:

2: Theories Used in Social Work Practice & Practice Models

Theories of Development. Development is the series of age-related changes that happen over the course of a life span. Several famous psychologists, including Sigmund Freud, Erik Erikson, Jean Piaget, and Lawrence Kohlberg, describe development as a series of stages.

Is it okay to have been me? Reflection on life Hope: Mistrust oral-sensory, Infancy, under 2 years [edit]
Existential Question: Can I Trust the World? If caregivers are consistent sources of food, comfort, and affection, an infant learns trust “ that others are dependable and reliable. If they are neglectful, or perhaps even abusive, the infant instead learns mistrust “ that the world is an undependable, unpredictable, and possibly a dangerous place. While negative, having some experience with mistrust allows the infant to gain an understanding of what constitutes dangerous situations later in life; yet being at the stage of infant or toddler, it is a good idea not to put them in prolonged situations of mistrust: Is It Okay to Be Me? As the child gains control over eliminative functions and motor abilities , they begin to explore their surroundings. Parents still provide a strong base of security from which the child can venture out to assert their will. Children at this age like to explore the world around them and they are constantly learning about their environment. Caution must be taken at this age while children may explore things that are dangerous to their health and safety. At this age children develop their first interests. For example, a child who enjoys music may like to play with the radio. Children who enjoy the outdoors may be interested in animals and plants. Highly restrictive parents, however, are more likely to instill in the child a sense of doubt, and reluctance to attempt new challenges. As they gain increased muscular coordination and mobility, toddlers become capable of satisfying some of their own needs. They begin to feed themselves, wash and dress themselves, and use the bathroom. If caregivers encourage self-sufficient behavior, toddlers develop a sense of autonomy“a sense of being able to handle many problems on their own. But if caregivers demand too much too soon, or refuse to let children perform tasks of which they are capable, or ridicule early attempts at self-sufficiency, children may instead develop shame and doubt about their ability to handle problems. Guilt locomotor-genital, Early Childhood, 5“8 years [edit]
Existential Question: Initiative adds to autonomy the quality of planning, undertaking and attacking a task for the sake of just being active and on the move. The child is learning to master the world around them, learning basic skills and principles of physics. Things fall down, not up. They learn how to zip and tie, count and speak with ease. At this stage, the child wants to begin and complete their own actions for a purpose. Guilt is a confusing new emotion. They may feel guilty over things that logically should not cause guilt. They may feel guilt when this initiative does not produce desired results. The development of courage and independence are what set preschoolers, ages three to six years of age, apart from other age groups. Young children in this category face the challenge of initiative versus guilt. As described in Bee and Boyd , [12] the child during this stage faces the complexities of planning and developing a sense of judgment. During this stage, the child learns to take initiative and prepare for leadership and goal achievement roles. Activities sought out by a child in this stage may include risk-taking behaviors, such as crossing a street alone or riding a bike without a helmet; both these examples involve self-limits. Within instances requiring initiative, the child may also develop negative behaviors. These negative behaviors are a result of the child developing a sense of frustration for not being able to achieve a goal as planned and may engage in negative behaviors that seem aggressive, ruthless, and overly assertive to parents. Aggressive behaviors, such as throwing objects, hitting, or yelling, are examples of observable behaviors during this stage. Preschoolers are increasingly able to accomplish tasks on their own, and can start new things. With this growing independence comes many choices about activities to be pursued. But if, instead, adults discourage the pursuit of independent activities or dismiss them as silly and bothersome, children develop guilt about their needs and desires. Inferiority latency, Middle Childhood, years [edit]
Existential Question: The aim to bring a productive situation to completion gradually supersedes the whims and wishes of play. The fundamentals of technology are developed. The failure to master trust, autonomy, and industrious skills may cause the child to doubt his or her future, leading to shame, guilt, and the experience of defeat and inferiority. Allen and Marotz [15] also list some perceptual cognitive

developmental traits specific for this age group. Children grasp the concepts of space and time in more logical, practical ways. They gain a better understanding of cause and effect, and of calendar time. At this stage, children are eager to learn and accomplish more complex skills: They also get to form moral values, recognize cultural and individual differences and are able to manage most of their personal needs and grooming with minimal assistance. Erikson viewed the elementary school years as critical for the development of self-confidence. Ideally, elementary school provides many opportunities to achieve the recognition of teachers, parents and peers by producing things—drawing pictures, solving addition problems, writing sentences, and so on. If children are encouraged to make and do things and are then praised for their accomplishments, they begin to demonstrate industry by being diligent, persevering at tasks until completed, and putting work before pleasure. They may begin to choose to do more activities to pursue that interest, such as joining a sport if they know they have athletic ability, or joining the band if they are good at music. If not allowed to discover their own talents in their own time, they will develop a sense of lack of motivation, low self-esteem, and lethargy. They may become "couch potatoes" if they are not allowed to develop interests.

Role Confusion Adolescence, 13–19 years [edit] Existential Question: The adolescent is newly concerned with how they appear to others. The ability to settle on a school or occupational identity is pleasant. In later stages of adolescence, the child develops a sense of sexual identity. As they make the transition from childhood to adulthood, adolescents ponder the roles they will play in the adult world. Initially, they are apt to experience some role confusion—mixed ideas and feelings about the specific ways in which they will fit into society—and may experiment with a variety of behaviors and activities. Eventually, Erikson proposed, most adolescents achieve a sense of identity regarding who they are and where their lives are headed. The teenager must achieve identity in occupation, gender roles, politics, and, in some cultures, religion. Erikson is credited with coining the term "identity crisis". This passage is necessary because "Throughout infancy and childhood, a person forms many identifications. But the need for identity in youth is not met by these. In relation to the eight life stages as a whole, the fifth stage corresponds to the crossroads: What is unique about the stage of Identity is that it is a special sort of synthesis of earlier stages and a special sort of anticipation of later ones. The problem of adolescence is one of role confusion—a reluctance to commit which may haunt a person into his mature years. Given the right conditions—and Erikson believes these are essentially having enough space and time, a psychosocial moratorium, when a person can freely experiment and explore—what may emerge is a firm sense of identity, an emotional and deep awareness of who he or she is. Often, this leads to conflict with adults over religious and political orientations. Another area where teenagers are deciding for themselves is their career choice, and often parents want to have a decisive say in that role. Once someone settles on a worldview and vocation, will he or she be able to integrate this aspect of self-definition into a diverse society? According to Erikson, when an adolescent has balanced both perspectives of "What have I got? *Italics in original* [18] Given that the next stage Intimacy is often characterized by marriage, many are tempted to cap off the fifth stage at 20 years of age. Erikson does note that the time of Identity crisis for persons of genius is frequently prolonged. So—we do not have an exact time span in which to find ourselves.

Isolation Early Adulthood, years [edit] Existential Question: Isolation conflict is emphasized around the age of At the start of this stage, identity vs. Young adults are still eager to blend their identities with friends. They want to fit in. Erikson believes we are sometimes isolated due to intimacy. We are afraid of rejections such as being turned down or our partners breaking up with us. We are familiar with pain and to some of us rejection is so painful that our egos cannot bear it. Erikson also argues that "Intimacy has a counterpart: Once people have established their identities, they are ready to make long-term commitments to others. They become capable of forming intimate, reciprocal relationships. If people cannot form these intimate relationships—perhaps because of their own needs—a sense of isolation may result; arousing feelings of darkness and angst.

Stagnation Middle Adulthood, 40–59 years [edit] Existential Question: Generativity is the concern of guiding the next generation. Socially-valued work and disciplines are expressions of generativity. The adult stage of generativity has broad application to family, relationships, work, and society. When a person makes a contribution during this period, perhaps by raising a family or working toward the betterment of society, a sense of generativity—a sense of productivity and accomplishment—results. In

contrast, a person who is self-centered and unable or unwilling to help society move forward develops a feeling of stagnation—a dissatisfaction with the relative lack of productivity. Central tasks of middle adulthood Express love through more than sexual contacts. Maintain healthy life patterns. Develop a sense of unity with mate. Help growing and grown children to be responsible adults.

3: Theoretical Perspectives

The three important theories regarding development I have chosen are Erickson's psychosocial theory, Freud's psychosexual theory, and Piaget's cognitive-stage theory. Erickson believes that a child's personality develops in stages.

Theravive has thousands of licensed counselors available to help you right away. The following article may have multiple collaborators and thus, parts of it may not represent the official positions of Theravive. The Theories of Psychosocial Development Erik Erikson focused on the socializing of children, instead of cognitive development, believing children develop in a predetermined order. The Theory of Psychosocial Development has eight different stages and every stage has two possible outcomes. Acquiring a healthy personality and thriving relations with others comes when successfully completing a stage. However, failing a stage makes it more difficult to complete further stages, resulting in an unhealthy personality and sense of self. Nevertheless, these stages can be successfully resolved later. These are the stages of his theory and their description. This is when a child learns the ability to trust others. The child learns that he will be given food when he is hungry or his diaper will be changed when it is dirty. Developing trust successfully, will assure the child confidence, and enable the child to feel safe and secure. Inconsistent and emotionally unavailable caretakers contribute mistrust feelings. The second stage is identified as Autonomy vs. From one through three years of age, independence is asserted and there is a greater sense of personal control. Walking, choosing toys and toilet training is a vital piece of this stage. Completing this stage means a feeling of freedom, increasing confidence and a secure feeling. Those who fail are left with a sense of self-doubt, low self-esteem, and inadequacy. Stage three is Initiative vs. Between ages three to six preschool years, children assert themselves more frequently, asserting power and control of their environment. They orchestrate their play and other social endeavors. Being successful at this stage makes a child feel capable of leading others. If failure occurs on this step, there is a sense of guilt, lack of initiative, and self-doubt. Erikson labeled stage four Industry vs. From age 6 to puberty early school years, accomplishments and abilities help children develop a sense of pride. At this stage teachers and parents commending and encouraging children helps them develop feelings of competence and they believe in the skills they are developing and achieving their goals. If teachers and parents restrict encouragement, the child starts to feel inferior; their own abilities doubted and may not reach their potentials. Stage five is known as Identity vs. Adolescence starts the transition from child to adult, which is an important stage. Looking at the future in terms of a profession, housing, relationships, and a family, they are also exploring their possibilities and beginning to form their own identity upon exploration. Encouragement and reinforcement will carry these children through this stage where they will conclude this stage having control, independence, and a strong sense of self. Without the encouragement, they can be confused, insecure, and unsure about their future, beliefs, and themselves. The children were encouraged to get an education and to work hard for what they wanted to accomplish. The sixth stage is Intimacy vs. During early adulthood we explore private relationships and intimately sharing ourselves with others. Successful achievement of this stage will lead to long-term commitment and calm relationships. Avoiding relationships, intimacy, and dedication will lead to lonesomeness, seclusion, and depression. Stage seven is recognized as Generativity vs. During adulthood, we put together our lives, family and careers are our main focal point. Being active in your community, home and organizations will make you succeed in this stage. Failing to manage your skills feels as if you are detached, stagnant, and unproductive. Both parents are also involved in the community as well as the lives of their children. The eighth and final stage is Ego Integrity vs. Growing older and becoming senior citizens, our productivity slows down. Recalling our accomplishments, we can develop integrity as we view ourselves as leading a life of success. Feeling remorse about the past, not accomplishing set goals, we become dissatisfied and despair develops, this leads to depression and misery. They make a list of those things and attempt to accomplish them before they die. Egocentrism, put simply, is a belief that everyone else shares your views, your concepts, and your ideas. Along with his colleague Barbel Inhelder, the two devised a test to establish this theory. The child was positioned in front of a table-top model of three mountains. The child was

then asked to select an image showing the view he or she can see from a set of substitutes. Invariably, the child does this correctly, indicating that he or she understands the concept. The child is then shown a doll sitting at another position at the table. He or She is then asked to choose the view the doll can see from an assortment of alternative pictures. Children under the age of seven typically chose the view that they, themselves, saw. This indicated that they had no concept of others point of views. It was children in the age range of , however, that were able to define an alternative point of view and appreciate that others had a different perspective. In the study by McDonald and Stuart-Hamilton, the two researchers decided to use the Three Mountains Task not with children, but with adults. The test was set up quite similar to the original, but with a few small changes. For example, instead of doll being positioned at the table, there was a picture of a farmer. The results were somewhat surprising. It was determined that older adults had trouble with the test. Some critics of Piaget simply believe that the test is too hard; too hard at least for the subjects he was examining. What McDonald and Stuart-Hamilton found was that adults had trouble with the test for two reasons. One was that they simply erred when giving an answer. They understood the concept that was being asked of them, they simply lacked the spatial skills to answer correctly. The second reason was more interesting. It was determined that older adults really are egocentric. Only slightly, it would seem. However, it seems certain that older adults do regress to some level of egocentrism. One study that was conducted analyzed the effects of spanking children. During this study a relationship was discussed between spanking and behavioral problems. The lessons learned were that African-American and European-American children who were spanked as a punishment had significantly more behavior problems in school than Hispanic children who were spanked. The reason that Hispanic children had less behavioral problems was because the traditional Hispanic household consists of many family members, many who have a hand in the raising of a child. In a traditional African-American and European-American household parents are generally the only authority figures at home. As a child grows older, tensions tend to grow between the child and their parents. When authority is distributed among several family members, as it is in a typical Hispanic household, a child is less likely to act up in spite of their parents Bradley, et al, Children rebel against their parents in different ways and at different stages of their lives. The difference between the ethnic groups shows that the environment in which we live can change the degree to which we respond to stimuli. According to Piaget, there are four stages in which the most changes occur in young mental development. The first is sensory-motor, which takes place from birth until two years of age. The second stage, according to Piaget, is the preoperative stage which takes place from the time the child begins to express themselves through verbal communication and roughly seven years of age. The next two stages are concrete and formal observations. The concrete stage occurs from about first grade until early adolescence. The formal operations stage occurs during adolescence and is the final form of cognition. Through these developmental stages, a child will evolve from an extremely egocentric view to a perceptual understanding of themselves and the world in which they and others exist. Thus, a healthy mind develops and learns in a specific order. Erikson focuses more on social factors that influence development and further believes that there are numerous possible outcomes that can occur during stages of development which are based on the social interactions of the child. In conclusion, cognitive development and its stages are relevant and an established pattern in which both children and adults learn and evolve. Relations with Behavioral Development through Age Thirteen. *Child Development*, 72 6 , A Dictionary of Sociology. The Oxford University Press. Retrieved November 7, , from <http://> Retrieved November 2, , from All Psych Online: The Virtual Psychology Classroom: Egocentrism in Older Adults: Retrieved November 2, , from About.

4: Theoretical Perspectives of Psychology

Intimacy versus isolation is the sixth stage of Erik Erikson's theory of psychosocial development. This stage takes place during young adulthood between the ages of approximately 18 to 40 yrs. During this period, the major conflict centers on forming intimate, loving relationships with other people.

Why do you act the way you do? Have you ever wondered why some people are the life of the party and others prefer to curl up with a good book? Or why you remember certain events but not others? Since Wilhelm Wundt opened the first psychology lab in , psychologists have studied various aspects of human behavior, such as personality, brain functions and socio-cultural influences. As psychology progressed, it began to tackle the question of why we do what we do from different angles, including: Biological Approach Biopsychologists look at how your nervous system, hormones and genetic makeup affect your behavior. So what does that mean? It means that for the biological approach, you are the sum of your parts. All of your choices are based on your physical body. The biological approach attempts to understand the healthy brain, but it also examines the mind and body to figure out how disorders like schizophrenia develop from genetic roots. Psychologists in this school of thought believe that unconscious drives and experiences from early childhood are at the root of your behaviors and that conflict arises when societal restrictions are placed on these urges. There are a lot of jokes about Freud and his now mostly outdated theories. But have you ever thought that something about who you are today comes from your experiences as a child? Say, you blame your smoking habit on an oral fixation that stems from being weaned from breastfeeding too early as a baby. They believe that you learn through a system of reinforcements and punishment. The influence of these theories affects us every day and throughout our lives, impacting everything from why we follow the rules of the road when driving to how advertising companies build campaigns to get us to buy their products. You also solve problems based on your memory of past experiences. So, with this approach, we turn away from people as machines without free will and delve back into thoughts and feelings. How you act is based upon internal processes, and there is much more stress upon individuals. Psychologists from this camp focus on how you can feel good about yourself by fulfilling your needs and goals. In contrast to the behavioral approach, the humanistic approach works on individual empowerment. Whether you are right or not, in a larger sense, you are motivated to be the best person you can be. All your choices come from trying to improve your life. Psychology is the scientific study of human thought, feelings and behavior. The five major perspectives in psychology are biological, psychodynamic, behavioral, cognitive and humanistic. Each perspective provides its own view on the roots of why you do what you do. Powered by Create your own unique website with customizable templates.

5: 5 Major Perspectives in Psychology - Mr. McNabb

Erikson expanded Freud's theories to relations include social and cultural factors as influences on the child's development as well as to extend the theory into a lifespan www.enganchecubano.comsocial Stages of Development (Post-Freudian) 1.

Consequently, several different theoretical approaches to the study of development and the life course have been proposed and advocated. The purpose of this paper is to examine the differences and similarities between these three broad approaches. However, this exposition would be incomplete without a discussion of the concept of world views Kuhn, ; Pepper, This world view not only affects how an individual conceptualizes a particular field of study but also influences the questions they ask within that field of study. Therefore, this paper will also include a discussion of the three major world views influencing developmental psychology: World Views There are three major world views which influence developmental psychology. They are the organismic, mechanistic, and contextual world views Pepper, Each of these world views will be briefly discussed below. This will be followed by an analysis of five developmental issues as they relate to the concept of world view. The first world view to be discussed is the organismic world view Pepper, According to this metaphor, the organism is composed of interconnected, interrelated parts which constitute a complex, organized system. This system, while composed of parts, can only be understood as a whole. In other words, only by examining the system as a whole does it have meaning; the whole is equal to more than the sum of the parts. Additionally, the biological organism is seen as active rather than passive. Thus, according to this world view, change and movement come from within rather than in response to environmental or external influences. The influence of the organismic world view on the conceptualization of the individual in relation to developmental psychology can be described as follows: First, according to this view, the individual can be conceptualized and understood only as a whole entity; a gestalt. A developmental psychologist operating from an organismic world view would examine individual as a whole and the parts as they relate to the whole. Second the individual is seen as the source of their acts. Development comes from within as opposed to being in response to external forces; development is genetically prewired. Third, change is qualitative and unidirectional. Developmental psychologists operating from this perspective define development as a series of progressive changes in structure. This structural change is assumed to be directed toward some end point or goal; a teleological perspective. According to this metaphor, the organism is primarily reactive by nature; the organism does not serve as the source of its own acts. The computer metaphor is a good example. The computer does not create its own output but rather only responds to the input of data or, in other words external forces. Thus, according to the mechanistic world view, the organism is passive. In addition, the mechanistic world view examines the specific parts that make up the whole as opposed to the whole. This view assumes that the whole is equal to the sum of the parts. For example, if one were examining the basis of a computer output, one would study the initial program. One would look at each line of input data separately to determine the effect on the whole. Thus, the mechanistic world view maintains that through the study of the individual parts, the individual as a whole can be understood. The influence of the mechanistic world view on the conceptualization of the individual in relation to developmental psychology can be described as follows: First, the individual can be conceptualized and understood only by understanding the parts which make up the whole. For example, a developmental psychologist would study a behavior or emotional response by reducing it to its most simple elements. Second the individual is described principally as a passive-reactive entity. Development does not occur from within the individual but rather is in response to external forces. Third, change is quantitative. Changes in behavior are viewed as differences in degree as opposed to differences in kind and as such can be operationally defined and measured. Last, as individuals are reactive, passive beings, there is no overall purpose to human activity - no teleology. Thus, development and change are not directed towards some end point or goal. This world view uses the historic event or the dialectic as its metaphor. The contextual world view defines reality as an ongoing and dynamic event. Therefore, the event is active. However, the event is also reactive; it occurs within the context of other events that are also dynamic and

ongoing. In this sense, they share a reciprocally active and reactive interrelationship. Thus, one can not examine a single isolated event; an organism can only be understood by examining the parts of the organism within the context of the entire system within which the organism is a part. The influence of the contextual world view on the conceptualization of the individual in relation to developmental psychology can be described as follows: First, the individual is seen as constantly changing. In addition, the change that occurs is viewed as an interaction of the individual and the context within which they live. Second, the individual is seen as both active and reactive. Development comes from within the individual but is also responsive to environmental influences. Third, change is both quantitative and qualitative. Development and change are due to differences in degree as well as in kind. And last, as external forces do play a role in development, development is not presumed to be directed toward some endpoint or goal. Five corollary developmental issues have been proposed with respect to the world views described above. They have been identified by Reese and Overton as the following: Each of these will be discussed below. The first developmental issue to be discussed is that of holism versus elementarism. This dichotomy represents two ways with which to view the individual. The basic premise underlying holism is that the whole is greater than the sum of the parts. According to this view, one must examine the system of parts interacting with each other. This interaction gains meaning only through the examination of the whole system. For example, if a holist wanted to study visual processing, they would need to examine the functioning of the visual system as an interacting whole as opposed to separately examining the function of the cornea or retina. It should be noted, however, that a holistic viewpoint does not preclude a study of the individual parts. For example, a holist could study retinal or corneal functioning. However, a holist position does necessitate that the parts be examined in relation to how they fit with the organized whole. Thus, a holist would examine how retinal functioning fits with the organized whole of the individual visual processing system. Elementarism is based upon the assumption that the whole is equal to the sum of the parts. Thus, to understand a behavior one needs only to break down the system to its most simple elements; it is reductionistic. As elementarism is associated with a reactive viewpoint, these simple elements are to be found in the environment. The holistic viewpoint distinguishes internal structures from external forces. The holistic viewpoint is associated with both the organismic world view and the contextual world view. The contextual world view extends the holistic perspective to include one's context. The elementarism viewpoint is associated with the mechanistic world view. The second developmental issue to be discussed is that of structure-function versus antecedent-consequent. The concept of structure-function is based upon the biological metaphor. The organism according to this metaphor has a definite structure, and each part of the organism has a function in relation to the whole. For example, the human biological organism is inherently structured. In addition, the organism is active and change comes from within the organism. All change is directed towards some end point or goal. For example, the human body is said to be directed toward health and maturity. This perspective is therefore teleological. This can be contrasted with the antecedent-consequent perspective. According to this perspective, the organism is reactive. As all change comes in response to external forces, there is no need to examine or presume the existence of internal structures that are relevant to psychological functioning and development. In addition, no end point or goal is assumed with this perspective. Thus change is not seen as purposeful or goal-directed. The structure-function perspective is best exemplified by the organismic world view. For example, early Piaget argued that cognitive change functional change resulted from structural change within the developing neurological system. The antecedent-consequent viewpoint is associated with the mechanistic world view. The contextual world view is based upon neither of these perspectives. Rather, it is associated with the viewpoint that change can best be explained by the interaction between the organism and the context. In particular, change occurs as a result of continual contradictions within or between the interactions of the individual and the context; this can be seen in the historic event and dialectic models for this world view. Structural change versus behavioral change represents the third developmental issue to be discussed. This particular developmental issue is a direct extension of the structure-function versus antecedent-consequent developmental issue. Essentially, this developmental issue addresses the question, "What changes and what direction does it change? Structural change refers to change within the organism. The organism according to

this viewpoint is active and change occurs and is directed towards some end point or goal.

6: Erik Erikson | Psychosocial Stages | Simply Psychology

One of the theoretical perspectives of psychology is cognitive. It focuses on mental processes such as thinking, memory, problem solving, and language. Cognitive psychology believes that internal mental states such as desire, belief, ideas, and motivation exist.

A theory may explain human behavior, for example, by describing how humans interact or how humans react to certain stimuli. Social work practice models describe how social workers can implement theories. Practice models provide social workers with a blueprint of how to help others based on the underlying social work theory. While a theory explains why something happens, a practice model shows how to use a theory to create change. Social Work Theories There are many social work theories that guide social work practice. Here are some of the major theories that are generally accepted in the field of social work: It is premised on the idea that an effective system is based on individual needs, rewards, expectations, and attributes of the people living in the system. According to this theory, families, couples, and organization members are directly involved in resolving a problem even if it is an individual issue. New behavior will continue if it is reinforced. According to this theory, rather than simply hearing a new concept and applying it, the learning process is made more efficient if the new behavior is modeled as well. Erikson believed everyone must pass through eight stages of development over the life cycle: Each stage is divided into age ranges from infancy to older adults. This social work theory describes the personality as consisting of the id responsible for following basic instincts, the superego attempts to follow rules and behave morally, and the ego mediates between the id and the ego. In healthy individuals, these stages contribute to creativity, wisdom, and altruism. In people lacking healthy ego development, experiences can lead to psychosis. Social Work Practice Models There are many different practice models that influence the way social workers choose to help people meet their goals. Here are some of the major social work practice models used in various roles, such as case managers and therapists: Rather than tell clients what to do, social workers teach clients how to apply a problem solving method so they can develop their own solutions. Social workers and clients collaborate together and create specific strategies and steps to begin reaching those goals. In the story, the client is not defined by the problem, and the problem exists as a separate entity. Social workers assist clients in identifying patterns of irrational and self-destructive thoughts and behaviors that influence emotions. The model includes seven stages: This social work practice model is commonly used with clients who are expressing suicidal ideation.

7: 5 Major Theoretical Perspectives of Psychology Explained | www.enganchecubano.com

The Theories of Psychosocial Development Erik Erikson focused on the socializing of children, instead of cognitive development, believing children develop in a predetermined order. He was interested in how socialization affects a child's sense of self.

Mistrust Is the world a safe place or is it full of unpredictable events and accidents waiting to happen? The crisis is one of trust vs. During this stage, the infant is uncertain about the world in which they live. To resolve these feelings of uncertainty, the infant looks towards their primary caregiver for stability and consistency of care. If the care the infant receives is consistent, predictable and reliable, they will develop a sense of trust which will carry with them to other relationships, and they will be able to feel secure even when threatened. Success in this stage will lead to the virtue of hope. By developing a sense of trust, the infant can have hope that as new crises arise, there is a real possibility that other people will be there as a source of support. Failing to acquire the virtue of hope will lead to the development of fear. For example, if the care has been harsh or inconsistent, unpredictable and unreliable, then the infant will develop a sense of mistrust and will not have confidence in the world around them or in their abilities to influence events. This infant will carry the basic sense of mistrust with them to other relationships. It may result in anxiety, heightened insecurities, and an over feeling of mistrust in the world around them. This stage occurs between the ages of 18 months to approximately 3 years. The child is developing physically and becoming more mobile, and discovering that he or she has many skills and abilities, such as putting on clothes and shoes, playing with toys, etc. For example, during this stage children begin to assert their independence, by walking away from their mother, picking which toy to play with, and making choices about what they like to wear, to eat, etc. Erikson states it is critical that parents allow their children to explore the limits of their abilities within an encouraging environment which is tolerant of failure. So, the parents need to encourage the child to become more independent while at the same time protecting the child so that constant failure is avoided. A delicate balance is required from the parent. They must try not to do everything for the child, but if the child fails at a particular task they must not criticize the child for failures and accidents particularly when toilet training. Success in this stage will lead to the virtue of will. If children in this stage are encouraged and supported in their increased independence, they become more confident and secure in their own ability to survive in the world. If children are criticized, overly controlled, or not given the opportunity to assert themselves, they begin to feel inadequate in their ability to survive, and may then become overly dependent upon others, lack self-esteem, and feel a sense of shame or doubt in their abilities. During the initiative versus guilt stage, children assert themselves more frequently. Central to this stage is play, as it provides children with the opportunity to explore their interpersonal skills through initiating activities. Children begin to plan activities, make up games, and initiate activities with others. If given this opportunity, children develop a sense of initiative and feel secure in their ability to lead others and make decisions. Conversely, if this tendency is squelched, either through criticism or control, children develop a sense of guilt. They may feel like a nuisance to others and will, therefore, remain followers, lacking in self-initiative. The child takes initiatives which the parents will often try to stop in order to protect the child. The child will often overstep the mark in his forcefulness, and the danger is that the parents will tend to punish the child and restrict his initiatives too much. It is at this stage that the child will begin to ask many questions as his thirst for knowledge grows. Too much guilt can make the child slow to interact with others and may inhibit their creativity. Some guilt is, of course, necessary; otherwise the child would not know how to exercise self-control or have a conscience. A healthy balance between initiative and guilt is important. Success in this stage will lead to the virtue of purpose. Children are at the stage where they will be learning to read and write, to do sums, to do things on their own. The child now feels the need to win approval by demonstrating specific competencies that are valued by society and begin to develop a sense of pride in their accomplishments. If children are encouraged and reinforced for their initiative, they begin to feel industrious competent and feel confident in their ability to achieve goals. If this initiative is not encouraged, if it is restricted by parents or teacher, then the child begins to feel inferior, doubting his own abilities and therefore

may not reach his or her potential. If the child cannot develop the specific skill they feel society is demanding. Some failure may be necessary so that the child can develop some modesty. Again, a balance between competence and modesty is necessary. Success in this stage will lead to the virtue of competence.

Role Confusion During adolescence, the transition from childhood to adulthood is most important. Children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc. The individual wants to belong to a society and fit in. The fifth stage is identity vs. During this stage, adolescents search for a sense of self and personal identity, through an intense exploration of personal values, beliefs, and goals. The adolescent mind is essentially a mind or moratorium, a psychosocial stage between childhood and adulthood, and between the morality learned by the child, and the ethics to be developed by the adult Erikson, , p. It is during this stage that the adolescent will re-examine his identity and try to find out exactly who he or she is. Erikson suggests that two identities are involved: During this stage the body image of the adolescent changes. Success in this stage will lead to the virtue of fidelity. During this period, they explore possibilities and begin to form their own identity based upon the outcome of their explorations. Role confusion involves the individual not being sure about themselves or their place in society. In response to role confusion or identity crisis, an adolescent may begin to experiment with different lifestyles. Also pressuring someone into an identity can result in rebellion in the form of establishing a negative identity, and in addition to this feeling of unhappiness. This stage takes place during young adulthood between the ages of approximately 18 to 40 yrs. During this period, the major conflict centers on forming intimate, loving relationships with other people. During this period, we begin to share ourselves more intimately with others. We explore relationships leading toward longer-term commitments with someone other than a family member. Successful completion of this stage can result in happy relationships and a sense of commitment, safety, and care within a relationship. Avoiding intimacy, fearing commitment and relationships can lead to isolation, loneliness, and sometimes depression. Success in this stage will lead to the virtue of love. This stage takes place during middle adulthood ages 40 to 65 yrs. Generativity refers to "making your mark" on the world through creating or nurturing things that will outlast an individual. People experience a need to create or nurture things that will outlast them, often having mentees or creating positive changes that will benefit other people. We give back to society through raising our children, being productive at work, and becoming involved in community activities and organizations. Through generativity we develop a sense of being a part of the bigger picture. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world. By failing to find a way to contribute, we become stagnant and feel unproductive. These individuals may feel disconnected or uninvolved with their community and with society as a whole. Success in this stage will lead to the virtue of care. This stage begins at approximately age 65 and ends at death. It is during this time that we contemplate our accomplishments and can develop integrity if we see ourselves as leading a successful life. Erik Erikson believed if we see our lives as unproductive, feel guilt about our past, or feel that we did not accomplish our life goals, we become dissatisfied with life and develop despair, often leading to depression and hopelessness. Success in this stage will lead to the virtue of wisdom. Wisdom enables a person to look back on their life with a sense of closure and completeness, and also accept death without fear. Wise people are not characterized by a continuous state of ego integrity, but they experience both ego integrity and despair. Thus, late life is characterized by both integrity and despair as alternating states that need to be balanced.

Critical Evaluation By extending the notion of personality development across the lifespan, Erikson outlines a more realistic perspective of personality development. McAdams, Middle and late adulthood are no longer viewed as irrelevant, because of Erikson, they are now considered active and significant times of personal growth. Many people find that they can relate to his theories about various stages of the life cycle through their own experiences. However, Erikson is rather vague about the causes of development. What kinds of experiences must people have to successfully resolve various psychosocial conflicts and move from one stage to another? The theory does not have a universal mechanism for crisis resolution. Indeed, Erikson acknowledges his theory is more a descriptive overview of human social and emotional development that does not adequately explain how or why this development occurs. For example, Erikson does not explicitly explain how the outcome of one psychosocial stage influences

personality at a later stage. A study in psychoanalysis and history. The life cycle completed. The ego and the id. The science of mind and behavior. Personality trait structure as a human universal. American Psychologist, 52 5 , How to reference this article:

8: Theories of Development

Erik Erikson was an ego psychologist who developed one of the most popular and influential theories of development. While his theory was impacted by psychoanalyst Sigmund Freud's work, Erikson's theory centered on psychosocial development rather than psychosexual development.

Summary of the 5 perspectives of psychology

Biological Perspective

Also known as behavioural neuroscience, the biological perspective examines how our physiology body ultimately shapes our psychology mind. It is concerned with the structure and function of the brain, nervous system and hormones and the role they play in determining our thoughts, feelings and subsequent behaviours. For psychologists, the biological perspective means looking for treatments that alter the hormonal or biochemical status quo to try and redress an imbalance, such as in treatments for clinical depression. A second important aspect of biological psychology is the heritability of cognitive factors, including intelligence and personality traits. Before the advent of genome sequencing, such investigations into inherited traits were often conducted using twin studies. Identical twins allow a unique perspective of being genetically identical, so in the simplest terms, high correlation of a trait between twins that are raised apart therefore excluding environmental factors indicates a strong genetic component to the trait, such as intelligence. Low correlation indicates that the learning and development environment that the child is placed in is a stronger determining factor. In reality, most traits are developed as a combination of both nature and nurture.

Psychodynamic Theory

Arguably the most famous psychologist of all time, Sigmund Freud was the primary exponent of the psychodynamic or psychoanalytic theory. It attempts to explain personality and behaviour in terms of subconscious processes such as desires and fears, which we are not consciously aware of. It has wide-reaching influence still in many areas, particularly developmental psychology, though some of its tenets have been all but dismissed over a century later. Freud spoke of three states of the mind that work in harmony: It is without morality and works according to the pleasure principle, seeking instant gratification. The ego is the reality-centred, logical aspect of the mind, that allows humans to function effectively individually and as part of society. It helps us maintain our responsibilities to ensure longer-term benefits to ourselves and others. The superego is our sense of morality, our conscience. It is part of what makes us human and is culturally influenced, varying from person to person and society to society. For example, the superego prevents us from taking actions e. It furnishes us with the concept of guilt, and culturally acceptable morals. That the mind is not experiencing a constant battle between good and evil, but a steady state of neutrality.

Behaviourism

Behaviourists were the first psychologists to really see their work as science. They introduced the concepts of empirical data and reproducibility to their experiments, which were primarily concerned with observation of behaviours. Unlike the psychoanalysts, they were less concerned with the thoughts and feelings behind the behaviours. They believed that free will does not exist, and that all behaviours were determined by the environment, by conditioning. Pavlov was a very early exponent of behaviourism, which was not considered significant until the s. His famous experiments causing dogs to salivate by ringing a bell is an example of classical conditioning , involving a simple stimulus-response reaction. Operant conditioning differs from classical in the use of a reward or punishment to enforce positive or negative behaviour. This is used in many aspects of life without much thought for its psychological origins, from dog obedience to school detentions.

Cognitive Theory

The cognitive approach was largely borne out of dissatisfaction with behaviourist theories. Cognitive psychologists returned to looking introspectively again into the mind to study the origins of behaviour, rather than just observing the behaviours themselves. Ulric Neisser, in his book Cognitive Psychology, likened the human brain to a computer, that our thought processes are logical and that thoughts determine feelings and behaviours. We have free will to determine our behaviour, and behaving in a way that does not support our thought processes and feelings can lead to cognitive dissonance. Cognitive theory teaches that our behaviour starts with an event or stimulus: We interpret that stimulus using our thought processes. Then we react to it, first emotionally and then behaviourally. This is a continual set of processes that happens largely unconsciously as we go about our daily lives. It is only when a stimulus provokes a strong emotional response and we may have to use or suppress a

strong behavioural response, that we really even notice our feelings. Humanism Unlike the behavioural and cognitive approaches, Humanistic theory moved back towards an individualistic concept of psychology. Humanistic psychologists such as Carl Rogers preferred tailored therapies to scientific experimentation, stating that the latter created an artificial environment and could not be used to investigate the individual mind. While the conditions at the base of the hierarchy, such as food, shelter and safety are ubiquitous, as one climbs the pyramid, belongingness and esteem needs vary from person to person and can be fulfilled in different ways. At the top of the pyramid is self-actualisation, or self-fulfillment: These top-of-the-pyramid moments are only occasional in life for most people, and day-to-day contentment is met generally by the basic and psychological needs. Summary of the 5 perspectives of psychology All of the main perspectives are still used in the practice of psychology today. Each has their strengths and weaknesses, theories that have been subsequently quashed and ideas that have never been bettered. A combination of approaches appears to be most effective: While therapy needs can usually be best met with an individual approach, more scientific studies still have much to tell us about trends in human behaviour. All have their place and their function in giving us valuable insight into the human mind.

9: Erikson's Stages of Development - Learning Theories

Child development theories focus on explaining how children change and grow over the course of childhood. Such theories center on various aspects of development including social, emotional, and cognitive growth.

Check new design of our homepage! Theoretical Perspectives of Psychology Various perspectives of psychology try to explore the human mind in their own ways. They explain the different aspects of human nature and behavior and the reasons behind them. This article gives you an overview of the theoretical perspectives of psychology. PsycholoGenie Staff Last Updated: Mar 22, Reductionism vs. Holism Reductionism believes that behavior can be understood by breaking it down to its simplest forms. The biological perspective of psychology and behaviorism are examples of reductionist approaches to psychology. Holism believes in the subjectivity of human behavior. The humanistic perspective of psychology is an example of the holistic approach. The various ways of assessing human nature and behavioral patterns have given rise to different theoretical perspectives of psychology. Each of the perspectives tries to analyze the complex human mind in its own way. It employs different methods to analyze the complex nature of the psyche and study its working to assess the factors that shape our personality. Cognitive, affective, and conative are considered as the three parts of our mind. Affect indicates an instinctive reaction that is given to a stimulus. An affective reaction is manifested before the cognitive processes required to form an emotion take place. Some theorists believe that an affective reaction is the result of a prior cognitive processing of information, and that our likes and dislikes, and feelings of pleasure and displeasure are based on cognitive thought process. The cognitive theory describes behavior in terms of the flow of information. Cognitive science is used to analyze how the brain processes information. Trying to understand the surroundings and making sense of it, is cognition. The conative part of our mind determines how we act on our thoughts and emotions. Our instinctive style of acting is known as our conative style. In short, the cognitive part measures our mental abilities. The affective part deals with the experience of emotions and the conative part is related to how we act on those emotions. The ways of perception and processing of information differ across individuals, so do their reactions, and effectively their patterns of behavior. In this article, we are going to look at the factors that define human thinking and behavior, as given by the different perspectives of psychology. Cognitive - Thinking affects behavior. One of the theoretical perspectives of psychology is cognitive. It focuses on mental processes such as thinking, memory, problem solving, and language. Cognitive psychology believes that internal mental states such as desire, belief, ideas, and motivation exist. Memory structures are considered responsible for the way in which information is perceived and processed, as also how it is stored, remembered, and disremembered. The cognitive approach studies how our thought process shapes our behavior. It can be easily combined with other approaches in psychology. For example, cognitive-behavioral therapy combines the cognitive and behavioral perspectives. The cognitive perspective does not count factors like physiology or genetics that the biological perspective does. In trying to apply a scientific approach to behavior, the cognitive perspective fails to consider individual differences Biological - Biological factors affect behavior. This perspective of psychology deals with analyzing the association between physiology and psychology. It is based on the principle that genetics contribute to shaping our behavior. The genes we inherit and our hormonal levels affect behavior. From the understanding of the human nervous system, science has been able to analyze the functioning of the brain under various conditions and map its working in relation to psychology. Biological psychology tries to analyze how the structure of the brain and a stimulation or damage to its parts influence our behavior. The development of larger and more complex brains in vertebrates as compared to those in other animals further supports the idea that brain development and behavior are closely related. The biological perspective is closely associated with studies such as whether intelligence is inherited and the mechanism of drugs used to treat mental and behavioral disorders. Evolutionary - Evolution has shaped behavior. The evolutionary perspective of psychology focuses on the relation between evolution and psychology. According to this perspective, mental processes exist because they enable evolution and help survival. This approach also considers the evolutionary changes that have led to changes in behavioral

patterns. It studies the natural and sexual selection of behaviors. According to this psychological perspective, traits developed in the past are passed down in the process of evolution. Adaptations developed from the need of survival or propagation evolve into traits that shape our behavior. Psychodynamics - Emotional processes shape behavior. Psychodynamics is another important perspective of psychology. Sigmund Freud proposed the concept of psychodynamics. He suggested that psychological processes are actually the flows of psychological energy in the brain. This perspective studies how psychological processes drive our feelings and behavior. It focuses on the conscious and the unconscious parts of the human mind. Our mental forces could be emotional forces or those from interactions between the emotional and motivational forces acting at the subconscious level. According to Freud, ego lies at the core of all the psychological processes and our behavior mirrors the emotional processes active in our mind. The psychodynamic perspective assumes that our motives at the unconscious level influence our behavior and so do our childhood experiences, and that behavior is driven by instinct. It believes that every behavior has a cause and therefore, it is determined. Behaviorism - Behavior can be observed, learned, and measured. Classical conditioning made famous by Ivan Pavlov, demonstrated how an organism learns behavior. This learning theory forms the base of behaviorism. According to behaviorist John B. Behaviorism believes that behavior can be measured, trained, and modified. The behaviorist perspective of psychology proposes that all the things which organisms do are their behavior. According to this perspective, thinking and feeling are behavior. Skinner, a theorist in behaviorism is best known for the theory of radical behaviorism. It claims that animal and human behaviors are comparable and that the science of behavior is a natural science. It believes that our environment influences our behavior. Skinner said that human beings could generate linguistic stimuli, which would then guide their behavior. His theory focused on instructional control over human behavior. Behaviorism prevailed during the 19th century after which the cognitive perspective overtook it. Humanistic - Behavior is shaped by ideas and experiences. As a reaction to psychodynamics and behaviorism, humanistic psychology evolved in the s. Theorists who dealt with this perspective sought to understand the meanings of human behavior. They advocated that the understanding of human behavior is personal and subjective. Our behavior is the outcome of the link between our ideas and experiences. In his postulates of humanistic psychology, James Bugental says that human beings have a human context and that they are conscious about their behavior in the context of others. He suggested that human beings have choices and responsibilities and that they are able to derive a meaning from behavior and apply creativity to their thoughts. The humanistic perspective of psychology includes counseling and therapy. Self-help is a vital component of this perspective. Socio-cultural - Behavior is shaped by the society, our culture, and our environment. This perspective of psychology believes that our behavior is influenced by the society, our culture, and our environment. This approach to psychology tries to find how social norms affect behavior and how social groups such as race, religion, or gender can influence the way we behave. A cross-cultural perspective studies how behavior changes across cultures. Understanding the different theoretical perspectives of psychology takes us closer to understanding the complex nature of the human mind and the differences in personalities.

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