

What is Psychology?

Personality

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TABLE OF CONTENTS

Slides.....	S1
Handouts.....	H1
<u>Activities</u>	
Vocabulary Activity # 1	1
Vocabulary Activity # 1: <i>Answer Key</i>	2
Vocabulary Activity # 2	3
Vocabulary Activity # 2: <i>Answer Key</i>	5
Characteristics of Self-Actualized People	7
Personality Test	8
<u>Quiz</u>	
Multiple Choice Quiz: <i>Personality</i>	10
Multiple Choice Quiz: <i>Answer Key</i>	13

Personality



Slide # 1

The word “personality” comes from the Greek word *persona*, which means “mask.” When the Greeks performed on stage, they held masks over their faces to portray specific emotions such as anger, fear, sadness, joy, and depression. According to some psychologists, we wear a variety of masks as well. Carl Jung talked about how we all have a “public self” that differs from our “private self.” In other words, we act differently around people with whom we feel safe than we do with strangers out in public. No two people have exactly the same personality, although identical twins come close because they share the same genes and usually grow up in the same environment. In this presentation, we will look at how people have viewed the idea of personality from antiquity to the present.

Greek Theories/Galen



- Galen divided personality into four types:
 1. Phlegmatic: cool, patient
 2. Sanguine: sociable
 3. Choleric: strong willed
 4. Melancholic: analytical

Slide # 2

Bullet # 1 The ancient Greek theorist Galen developed a trait theory of personality based on the now-antiquated concept of “bodily humors.” For centuries, people believed that the body produced four different types of fluids which they called “humors.” Each humor was associated with a certain personality trait and a certain medical condition. An imbalance in bodily humors was believed to cause disease; people also thought that an imbalance could cause changes in personality.

Bullet # 2 People with an excess of “phlegm” (considered cold and moist) were thought to be listless, apathetic, and fearful; however, they would also be calm, cool, collected, and patient.

Bullet # 3 The Greeks believed sanguine people had “too much blood,” making them cheerful, sociable, optimistic, playful, and sexy—the “life of the party.”

Bullet # 4 Choleric people were thought to have too much “yellow bile,” a humor Greeks believed was secreted by the liver and caused anger. In Galen’s system, choleric people were viewed as strong-willed and natural born leaders, since they tended to be brave and decisive; however, they could also be hot-tempered and irritable.

Bullet # 5 Melancholic personalities were thought to be caused by an excess of “black bile,” a humor Greeks believed was secreted by the kidneys or spleen and caused sadness. Melancholics were viewed as analytic, sensitive, and thoughtful, but prone to be depressed and bashful. Galen felt that many geniuses were melancholics.

Note to teacher: The next few slides contain drawings of people who correspond to Galen’s personality types. Have students look for signs that give away which type each is.

Sanguine



Slide # 3

This slide shows a portrait of Amber, a student who always had a smile on her face and had a real zest for life.

Melancholic



Slide # 4

This slide shows a portrait of actress Patty Duke, who suffers from depression.

Choleric



Slide # 5

This photo shows McKenna, a strong-willed, decisive young lady who is also an excellent organizer.

Phlegmatic



Slide # 6

This slide shows a portrait of Lindsey, a student who possessed the ability to remain calm and cool, even in a crisis. In her junior year, her father passed from cancer. Lindsey not only managed to keep things together and stay in school, but she also took over running her father's business.

Phrenology

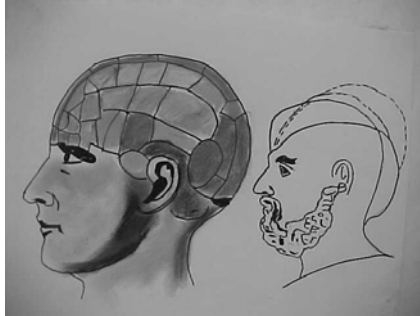
- Founded by Franz Joseph Gall
- *Phrenos* = mind, *logy* = scientific study of
- It had an important influence on early psychology

Slide # 7

Bullet # 1 Franz Gall was an 18th-century biologist who felt that anatomy determined personality.

Bullets # 2–3 He developed a system he called “phrenology,” from the Greek *phrenos* (mind). Phrenology was based on the incredible misconception that one can determine a person’s abilities and personality by “reading” the bumps on their skull. Phrenology was a sort of forerunner to psychology, and it influenced some early psychological theorists.

Gall's Theory



- The outer configurations of the skull indicate strength or intensity of various mental facilities
- 37 separate functions: 23 emotional, 14 cognitive

Slide # 8

Bullet # 1 Gall believed that the bumps on a person's skull related to specific cognitive or emotional functions. He also believed that greater intelligence affected the size and contour of the cranium, resulting in a larger skull.

Bullet # 2 Phrenology identified 37 separate functions, 14 of which were cognitive, and 23 functions that were amative (emotional or sexual).

Flexing



- Phrenology turned into a national industry
- Different parts of the brain could be altered or “flexed”
- Concern for the plight of the insane

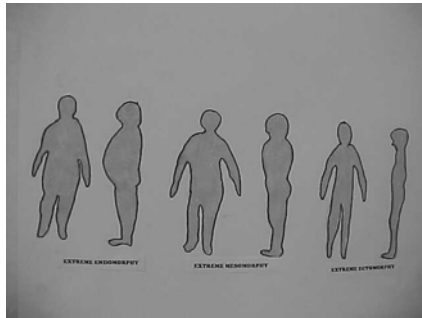
Slide # 9

Bullet # 1 Phrenology soon became immensely popular, and phrenology parlors seemed to spring up everywhere. For a price, you could go to one of these parlors and have a phrenologist examine the bumps on your skull. Charts were published indicating prominent protuberances on the skull. Employers often required a phrenological exam, and even marriage brokers consulted phrenologists. Phrenology, of dubious scientific value to begin with, quickly devolved into a quack-ridden scam.

Bullet # 2 Followers of phrenology believed that the brain could be altered, trained, or “flexed” just like other parts of the body. They also believed that a person could exercise their brain like a muscle by practicing creativity or thoughtfulness.

Bullet # 3 For all its faults, phrenology did accomplish one good thing: it influenced some people to become concerned with the mentally ill. Phrenologists felt that they could “fix” insane people, or at least modify their behavior. Famous people who believed in phrenology included educational reformer Horace Mann, scientist Charles Darwin, and writers Edgar Allen Poe and Walt Whitman.

Sheldon's Biological Theory of Personality



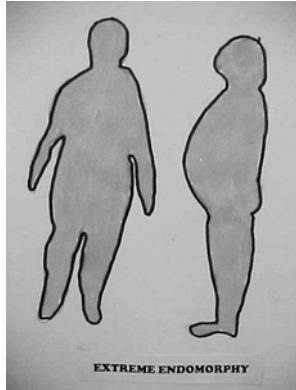
- Body build is associated with personality
- His theory has not been supported
- Endomorph, mesomorph, ectomorph

Slide # 10

Bullets # 1–2 In 1940, William Sheldon proposed a theory linking personality to physique, since genetics strongly influence both. He asserted that different types of body builds were associated with certain personality traits. Subsequent research failed to support his theory, but his categorization of body types has remained influential.

Bullet # 3 Sheldon identified three types of male bodies: endomorphs (fat, round, and soft), mesomorphs (hard, strong, and muscular) and ectomorphs (thin and frail). In addition, he associated each body type with a corresponding temperament: viscerotonic (endomorphs), somatotonic (mesomorphs), and cerebrotonic (ectomorphs). Sheldon rated each of his test subjects on a 7-point scale for all three categories.

Endomorphs/Viscerotonic



- Pleasure in food and physical comfort
- Likes people
- Does not handle pain well

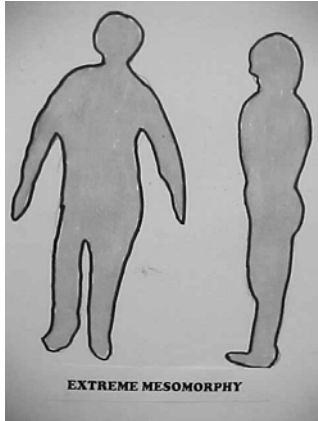
Slide # 11

Bullet # 1 Sheldon believed that endomorphic/viscerotonic people enjoy eating and tend to avoid exercise.

Bullet # 2 They are usually sociable, likable, and friendly.

Bullet # 3 They do not withstand pain easily.

Mesomorphs/Somatotonic



- Energetic, competitive, muscular
- Aggressive and bold
- Withstands pain easily (soldiers and athletes)

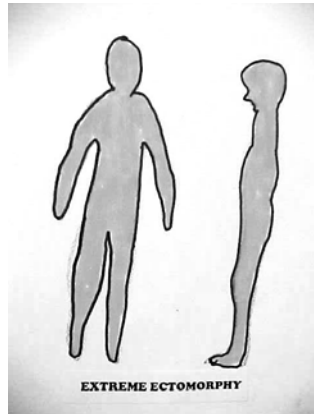
Slide # 12

Bullet # 1 Mesomorphs are well-built and muscular (the term *meso* means “muscle”). Athletes and others who try to stay in peak physical condition are usually mesomorphs.

Bullet # 2 Sheldon believed that mesomorphic/somatotonic people tended to be aggressive and bold, or even ruthless.

Bullet # 3 Mesomorphs withstand pain easily. Many athletes and soldiers fall into this category.

Ectomorphs/Cerebrotonic



- Physically restrained, mentally oriented, secretive
- Prefer solitude

Slide # 13

Bullet # 1 “Cerebrotonic” comes from the word *cerebrum*, meaning “brain.” Sheldon characterized ectomorphic/cerebrotonic people as mentally oriented, but somewhat secretive and private.

Bullet # 2 He also felt ectomorphs could be inhibited, apprehensive, introverted, and self-conscious.

Special note: Sheldon also came up with 50 personality “dimensions,” which he used to rate test subjects. He found high correlations between the three body types and clusters of personality traits. Most psychologists today feel he fell prey to his own personal biases—he may have merely seen what he expected to see. Though his correlations between body types and personalities remain questionable, his work does have relevance to today’s notions of body image. How would you rate yourself according to his body types? Do you think that an ideal body type exists? Are body types different for men and for women?

Body Image/Karen Carpenter



- Anorexia Nervosa: severe eating disorder
- Gender issues

Slide # 14

Bullet # 1 Anorexia nervosa is a severe psychological disorder in which a person suffers from delusions that they're fat. They usually starve themselves, becoming emaciated and risking not only their health but their lives.

Bullet # 2 Anorexia nervosa appears far more commonly among women than men, perhaps because women tend to be more concerned with body image. Women account for about 90 percent of cases of anorexia. The photo in this slide shows 1970s singer Karen Carpenter. Along with her brother Richard, she won three Grammy Awards and sold over 60 million records. She also battled anorexia and bulimia all of her adult life and died of a heart attack at age 32. At one point, the 5'4" Carpenter weighed only 85 pounds.

The Impact of Culture



Slide # 15

Someone once said that “women reside in their bodies; men reside in their heads.” As simplistic as this may sound, on a certain level it does seem to make sense. Women and young girls in our society tend to be much more anxious about their physical appearance than men are. The media conditions all Americans—especially women—as to how they should look. For example, if a middle-aged woman develops wrinkles and gray hair, society tends to view her as “old”; if a middle-aged man develops wrinkles and gray hair, society often regards him as appearing “distinguished.” Women who develop anorexia nervosa often become obsessed with being thin because they want to look like glamorous television stars and fashion models. Women’s magazines tell women and girls how their skin, hair, and body should look. Fashion models and performing artists set an often unrealistic image of beauty and glamour, leading many girls and women to desire unobtainable goals. Psychologist Albert Bandura has addressed the importance of observational learning and role models, which we will discuss later in this presentation.

Today's Adolescent Girl



Slide # 16

Today's teens essentially get "programmed" from a very early age as to how to look, what to wear, and how to fit in. Like it or not, cultural influences and pressures often shape (or at least temper) personality. This slide shows a portrait of an eighth-grade student. Her bare-midriff look echoes that of pop icons like singers Britney Spears and Christina Aguilera. Since such a look doesn't work for everyone, however, what happens to the young teen whose beauty would be better expressed in other ways?

Cultural Changes



Slide # 17

The paintings in this slide depict two women: on the left, the voluptuous Marilyn Monroe, and on the right, the model Twiggy. Social psychologists have studied how notions of ideal body image have changed over time. In the late 1950s, many considered Marilyn Monroe the epitome of beauty, glamour, and sexiness. Monroe was anything but skinny and wore a size 12 dress. By the 1970s, the thin, almost anorexic look had come into vogue. Twiggy (Leslie Hornby), who wore a size 3 dress, was 5'4" and weighed 90 pounds. At school, Twiggy endured endless taunts about her physique and earned the nicknames "Sticks" and "Twigs." She once said, "I really hated what I looked like as a teenager...they called me an elongated matchstick. You were supposed to look like Brenda Lee, very curvy and round." Once she started modeling, however, she became an icon for women who wanted to break away from looking like the stereotypically plump and nurturing housewife. It seems ironic that a young girl who hated being thin inspired many to want to become like her. Today's supermodels and movie stars still set the standard for many teenage girls. Though these models are surprisingly thin, the majority of Americans are not. Many teens still try to live up to the supermodel ideal.

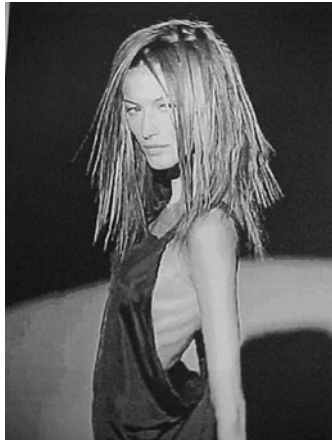
Anorexia Nervosa



Slide # 18

This slide shows two extreme examples of anorexia nervosa.

Warning Signs



- Self-starvation
- Constant exercising
- Sensitivity to cold
- Absent or irregular periods
- Hair loss/breast changes

Slide # 19

Bullet # 1 The most obvious sign of anorexia nervosa is self-starvation, resulting in significant weight loss.

Bullet # 2 Anorexics often combine self-starvation with strenuous, daily exercise. Many anorexics also keep daily records of their caloric intake and their weight.

Bullet # 3 As anorexics get thinner, they become much more sensitive to cold. Fine hair often forms all over the body as a defense.

Bullet # 4 Anorexia can damage the thyroid gland and cause changes in the body's metabolism. Anorexic girls often stop having regular menstrual periods or their periods become highly irregular. Damage to the reproductive organs can result as well, causing an anorexic to become infertile.

Bullet # 5 Scalp hair may begin to disappear, and the hair in general becomes very thin and stringy. Since breasts are made up of fat, an anorexic girl's bust will disappear as she gets thinner.

Bulimia

- Episodes of binge eating
- Inappropriate methods of weight control
- Compulsive exercising
- A secretive ritual

Slide # 20

Bullets # 1–2 Bulimia, an eating disorder related to anorexia, was first diagnosed in the 1980s. It involves a ritual known as “binging and purging.” The bingeing usually occurs as a response to stress, depression, or a drop in self-esteem. After gorging on as many as 20,000 calories at a time, purging begins. Bulimics try to rid themselves of all the calories from the binge by vomiting, fasting, using diuretics and laxatives, or other methods.

Bullet # 3 Bulimics also often engage in strenuous exercise.

Bullet # 4 Most of the time, bulimics treat their gorging and purging as secret, private rituals. Unlike anorexics, bulimics rarely look different from ordinary people. Most bulimics deny their condition.

Medical Issues/Bulimia



- Dental decay
- Stomach ulcers or rupture of stomach or esophagus
- Electrolyte imbalance/dehydration
- Heart problems

Slide # 21

Bullets # 1–2 Constant vomiting resulting from bulimia erodes tooth enamel and can also cause cavities. Repeated vomiting affects the salivary glands and can cause the stomach to ulcerate, or even to rupture, which results in death.

Bullet # 3 Bulimia also tends to disrupt the body's electrolyte balance.

Bullet # 4 In addition, constant purging can cause an irregular heartbeat, and even cardiac arrest.

Actress Jane Fonda (pictured in this slide) suffered bouts of bulimia throughout much of her life. She said the disorder “nearly destroyed my life;” she also commented, “For 25 years, I could never put a forkful in my mouth without feeling fear, without feeling scared.”

What Are Steroids?



- Similar to testosterone (anabolic)
- Injected or ingested (androgenic)
- Stacking

Slide # 22

Bullet # 1 Steroids are synthetic substances that are chemically similar to testosterone, a primary male hormone. Anabolic steroids help people build muscle tissue. Sometimes doctors prescribe steroids for legitimate medical problems like anemia. It is illegal, however, to prescribe steroids to young, healthy people just so that they can become more muscular.

Bullet # 2 Most steroid users either ingest or inject them. Steroid injections need to go directly into the muscle. Abusers have been known to take 10 to 100 times higher than amounts that would be prescribed for medical reasons. Androgenic steroids also tend to make users appear more masculine.

Bullet # 3 “Stacking” refers to taking two or more steroids at once, presumably to help a person get “bigger” more quickly.

Short-Term Side Effects of Steroid Use

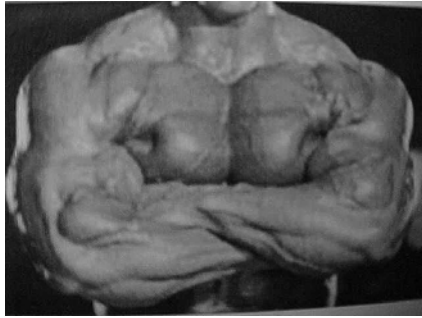


- Hair loss, acne, changes in sex drive, mood swings, irritability

Slide # 23

Bullet # 1 Short-term steroid use can cause many side effects. It can cause a person's hair to fall out, produce severe acne on several different parts of the body, make one's sex drive disappear or magnify it to an uncomfortable level, cause a person to become irritable and easily agitated, and produce extreme mood swings similar to those in bipolar disorder (manic depression).

Long-Term Risks



- Sterility/impotence
- Damage to the heart, liver, and kidneys
- Liver cancer
- Stroke
- Extreme depression

Slide # 24

Bullets # 1–5 Long-term steroid use carries many extremely dangerous risks. It can cause sterility and impotence. It often damages vital body organs like the liver, kidneys, and heart. It can also cause fatal strokes and cardiac arrest. Abuse has also been known to lead to depression and even psychosis. Some abusers have suffered paranoid delusions and hallucinations. Most teens avoid steroid use, but 2.5 percent of 8th graders, 3.5 percent of 10th graders, and 4 percent of 12th graders have admitted trying them. Many men feel that having large muscles increases their self-esteem and makes them more attractive and appealing to women. Social psychologists have conducted studies, however, that indicate women tend to prefer men who are thinner and less muscular.

Freud's Theory of Personality



Slide # 25

The most famous personality theorist was Sigmund Freud. He began to formulate his ideas based on experiences he had working with patients during psychoanalysis.

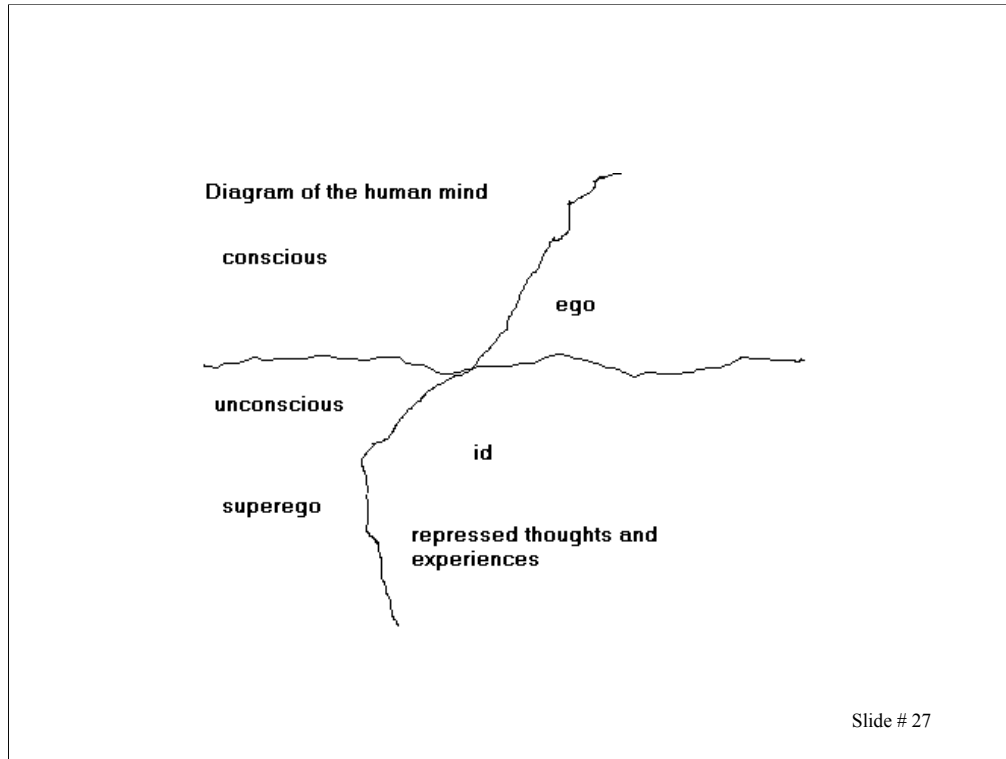
Freud's Background

- Neurology
- Psychoanalysis
- Id, ego, superego



Slide # 26

Freud was born into a middle-class Jewish family in 1856. As a young doctor, he specialized in neurology. He came to find that he could not always find physical reasons for his patient's problems. This led to a long intellectual journey, during which he came up with landmark theories about the nature and treatment of mental illness. He also developed a theory of personality based on the hypothesis that human personality consisted of three parts: the id, the ego, and the superego.



Modern psychologists often use the metaphor of an iceberg in order to explain Freud's theory of personality. Typically, more of an iceberg lies beneath the surface of the water than above. In Freudian psychology, the iceberg represents thoughts, memories, and cognitions; those above the waterline are conscious, those below the waterline are unconscious. According to Freud, the id and superego are unconscious. The ego, which often gets described as the decision-making branch of our personality, is conscious.

The Id



- Inborn and unconscious
- It is where the instincts reside
- Life instincts are called *Eros*

Slide # 28

Bullets # 1–3 Freud postulated that a person's id develops first. The id represents the innate, instinctive parts of our mind. Id is biological rather than learned. It relates to drives that reduce hunger, thirst, and sex. Life instincts (which Freud called "*Eros*") are drives that promote self-preservation. One such early instinct is the drive to nurse or suck.

The photo in this slide shows a mother and her one-month-old newborn.

Death Instinct

- *Thanatos*
(aggression)
- Lessons from World War I
- Lessons from anti-semitism



Slide # 29

Bullet # 1 *Thanatos* is the drive which opposes *Eros*. Freud believed that in addition to the life instincts of *Eros*, people also had a desire to give up the struggle of life and embrace death. Freud believed *Thanatos* to be just as strong as *Eros*.

Bullet # 2 Freud was very affected by the outbreak of World War I and the horror that brought to an end the lives of 17 million people in just four years. Freud had three sons in the Austrian army.

Bullet # 3 Freud was also dramatically affected by the strong anti-Semitism that already existed in Europe at the time. It was particularly strong in his hometown of Vienna, and Freud found that his work was not gaining a wider audience there in large part because he was Jewish. He describes how anti-Semitism caused him both to more fully embrace his Jewish identity and to change his intellectual approach as well: "Because I was a Jew I found myself free from many prejudices which limited others in the use of their intellect, and being a Jew, I was prepared to enter opposition and to renounce agreement with the 'compact majority.'"

The Id is the First to Form



- The id operates on the “pleasure principle”
- The id demands immediate satisfaction
- The id does not care what society thinks

Slide # 30

Bullet # 1 The id is very impatient and it operates on what Freud called the “pleasure principle,” trying to gain immediate pleasure and to avoid any type of pain.

Bullet # 2 The id is very demanding and not very patient. For children, learning to wait and behave takes some time. For example, when a child is hungry, they refuse to wait to be fed.

Bullet # 3 The id is not bound by society’s rules or restrictions. It does not care about social prohibitions or taboos.

The Id (cont.)

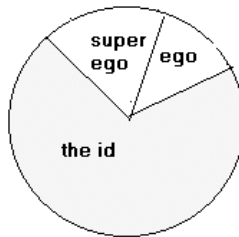


- The id is aggressive
- The id is playful
- The id represents the child in all of us

Slide # 31

Bullets 1–3 The id is powerful throughout our lives, but as we get older, we learn to control its aggressive urges. The id also has a playful side—one that perhaps shouldn't be as tightly controlled as its aggressive side. According to Freud, our feelings of sex and aggression begin at a relatively young age. Most psychologists today will remind their patients that it is important to hold onto the playful aspects of the child in all of us, but that we must also temper its aggressive side.

Diagram of the Id



Slide # 32

The child in us is important, but “me first” can’t last forever. We learn from our parents about beginning to consider the needs of others. This diagram suggests that in our earliest years, the id is disproportionately large compared to the ego and the superego.

The Formation of the Superego



- The superego is the next component to form
- It is like your conscience
- Parents play a major role
- Schools and churches

Slide # 33

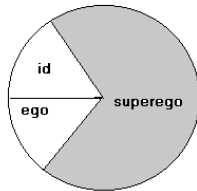
Bullet # 1 The superego represents society's rules, prohibitions, and restrictions. It is often equated with morality.

Bullet # 2 The superego acts as a person's conscience; in a sense, it's the "Jiminy Cricket" of your personality. It tells you the difference between right and wrong.

Bullet # 3 Parents are clearly the most important factors in the socialization of their children. Their actions teach children how to control their feelings and emotions. Instead of "sparing the rod and spoiling the child" to socialize their children, today's parents are more inclined to use "time outs" that give children the opportunity to reflect on their behavior.

Bullet # 4 Schools and churches also can be important contributors to the development of the superego, since they teach children the difference between right and wrong.

Diagram of the Superego



- Gaining experience with rules and values
- The superego is not always conscious
- Too much superego leads to inflexibility

Slide # 34

Bullet # 1 As people gain experience with the rules and values of society, they tend to adopt and internalize them. Children develop a superego because it leads to a sense of self in relation to others. As the superego develops, the self-centered aspects of early childhood begin to diminish. We don't remember where the rules came from once we have internalized them.

Bullet # 2 The superego is usually unconscious. It resides among repressed thoughts and memories.

Bullet # 3 Some people seem to develop too much superego. As they grow into adulthood, they become dogmatic, inflexible, and judgmental. The superego can be just as relentless and unreasonable as the id in its demand to be obeyed.

Superego Survey



Slide # 35

Let's check your superego. Listen to the following story. You will be expected to create an ending for the story. Sheri is a freshman at a large college. She is feeling somewhat overwhelmed by her studies. Between her study sessions she attends a party, where she meets Roy. In their discussions, Roy tells Sheri that he helps tutor students and in some cases even writes term papers for them for a fee. Sheri explains to Roy that she really wants to do her own work. Roy gives her his phone number just in case she changes her mind.

Like many college students, Sheri waits until the last minute to begin her term paper. In desperation she calls Roy and tells him that she has changed her mind and that she wants him to write her term paper. Roy said that for \$100 he would complete the paper and that she could pick it up in a week. Sheri went to Roy's house, looked at the paper, and paid the fee. The next day she turned in the paper to her professor.

Now you finish the story.

Missing a Superego



- Can you grow up without a superego?
- Case study: Ted Bundy

Slide # 36

It is possible to grow up without a superego and to have no guilt or conscience. Serial killer Ted Bundy was implicated in the deaths of 37 women throughout the United States. He never showed any remorse or guilt even as he sat on death row in Florida awaiting execution.

The Ego



- The ego is logical
- The ego is the decision maker
- The ego compromises between the id and the superego

Slide # 37

The ego is responsible for organizing ways to get what a person wants in the real world. It is logical and unemotional. If people have too much ego, they seem like Mr. Spock on TV's *Star Trek*. They are all cognition and no emotion. They are not very playful. The ego is the only component of personality that is conscious. As we grow, the ego mediates between what we want (the id) and what society will allow us to have (the superego).

Review



Slide # 38

According to Freud, the human personality is like a horse and buggy with a driver. The horse represents the raw energy or the id. The road represents the superego. The driver represents the ego. A more contemporary translation would use a car and driver. The car represents the id, the driver the ego, and the rules of the road the superego.

Defense Mechanisms



Unconscious
distortions of
reality

Slide # 39

Freud's theory of personality rests largely on the concept of "defense mechanisms"—the ways in which our minds unconsciously distort reality in order to spare us from anxiety and stress.

Anna Freud



Slide # 40

Although Sigmund Freud defined defense mechanisms, it was his daughter Anna who best explained them. Some critics suggest that she just “piggybacked” on her father’s reputation, but she was an original thinker in her own right.

Physical vs. Psychological

- Just as our bodies are attacked by germs and poisons, so is the mind
- Threatening circumstances in life which can overwhelm the mind can cause us to become ill



Slide # 41

Bullet # 1 Our minds are attacked by psychological “toxins,” just like our bodies are attacked by viruses and germs.

Bullet # 2 Sometimes the mind gets overwhelmed by circumstances. Situations like this not only threaten our psychological well-being, but can cause us to become physically ill as well.

Four Ways to Deal with Conflict

1. Attack/fight
2. Take flight
3. Reinterpret/
compromise
4. Use defense
mechanisms



Slide # 42

Bullets # 1–2 Sometimes it makes good sense to stand your ground and fight, especially if you think you can win. When your opponent has a clear edge in resources or strength, a speedy retreat makes sense. Today's world rarely requires most people to defend themselves physically or to actually run from a situation. Instead, threats are often subtle and complicated, requiring a mental response rather than a physical one. For example, when we daydream or show a lack of interest and attention, we are “taking flight” from the stress that boredom can cause.

Bullet # 3 We can deal with some of these threats by reinterpreting them or by compromising. If we perceive something as a threat, we can sometimes look at it from another angle in order to show ourselves that it does not really pose the danger we thought it did at first. Compromising can allow us to resolve a threat, thus freeing ourselves from the stress and anxiety we felt in trying to figure out what to do.

Bullet # 4 If fight, flight, and reinterpret/compromise all fail or seem likely to fail, we resort to defense mechanisms.

Rationalization: Two Types

- Rationalization occurs when an individual attempts to justify feelings, behavior, and motives which would otherwise be unjustifiable
- Two types: “sour grapes,” “sweet lemons”

Slide # 43

Bullet # 1 Rationalization is a defense mechanism which people use to justify questionable choices or actions. For example, the legendary medieval hero Robin Hood is a thief, but he rationalizes his crime by “stealing from the rich and giving to the poor.” Most societies define thievery as wrong; to portray his actions as “right,” Robin Hood provides an exception to this definition and justifies his actions.

Bullet # 2 Rationalization lies at the heart of one of the most famous of Aesop’s fables, “The Fox and the Grapes.” In the story, a hungry fox, spying some succulent grapes hanging from a tree, tries in vain to reach them. He ultimately leaves the vineyard muttering, “The grapes were probably sour anyway.” In other words, he rationalized away the pain of failure by making himself believe that the “prize” he had tried to reach wasn’t really worth the effort. “Sweet lemons” rationalizations operate in a similar way. For example, after losing an important athletic contest an athlete grumbles, “That team should be in a different league than us. Their school is larger and more competitive.” “Sweet lemons” assumes the same defensive posture as “sour grapes”; it just phrases things in a different way.

Projection



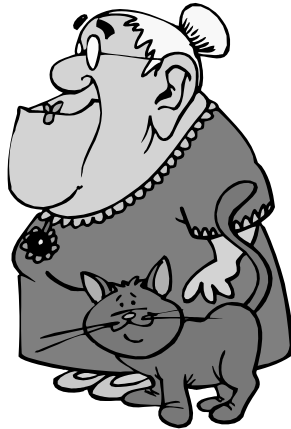
- Unconsciously rejecting emotionally unacceptable things about oneself and then attributing those things to others
- A common reason for prejudice

Slide # 44

Bullet # 1 People use projection to take all of the things that they don't like about themselves and attribute them to others. Projection works as a defense mechanism because it allows people to avoid taking responsibility for their own shortcomings and failures.

Bullet # 2 One of the best psychological explanations for prejudice claims that bigoted/biased people often use projection.

Displacement



- An emotion is transferred from its original source to a more accessible substitute

Slide # 45

The defense mechanism known as displacement can take two forms, one of which may be more beneficial than the other. For example, if a widow transfers her affection from her deceased husband onto her cat, it is strange but relatively harmless to her psychologically and helps her meet some of her emotional needs.

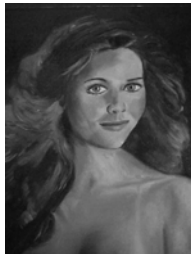
Displacement



Slide # 46

In the negative type of displacement, anger is misdirected. For example, say a person has a bad day at school or at work. Taking out their frustration by kicking a vending machine is displacement. Attacking a convenient, accessible target (usually one that won't fight back) sometimes seems easier than attacking the real source of one's frustrations.

Fantasy

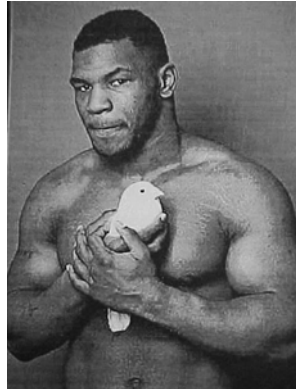


- An imagined sequence of events or mental images used to gratify unconscious wishes
- An “excursion” from reality

Slide # 47

Fantasy is a very common defense mechanism that provides a temporary “escape” from the real world. People often fantasize by daydreaming, which usually occurs when our minds wander while we’re doing something that requires little attention. For example, a rather alarming study showed that about 80 percent of all truck drivers daydream.

Sublimation



- Instinctual drives which are consciously unacceptable are diverted into socially acceptable channels

Slide # 48

Former heavyweight boxing champ Mike Tyson offers a good example of a famous person who unconsciously practiced sublimation. At the start of his career, Tyson channeled his powerful aggressive and sexual feelings into a socially acceptable outlet: boxing. Inevitably, sublimation didn't provide a permanent solution for him: he later served time in prison for rape; he got into fights outside the ring and was accused many times of assault; and in one notorious incident, he bit off a piece of opponent Evander Holyfield's ear during a fight.

Repression

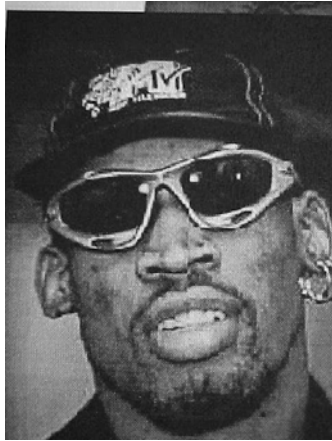


- Unacceptable thoughts or impulses are banished from consciousness
- They may reappear in disguised form

Slide # 49

Freud probably focused more on repression than any other defense mechanism. He believed that our minds take thoughts that our conscious mind would find unacceptable and push them down—repress them—into the great vast reservoir of the unconscious. Freud also believed that such thoughts and impulses don't always remain repressed; instead, they may trickle back through dreams, slips of the tongue, or in therapy. The photo in this slide shows children who have lost limbs because of land mines. Chances are at least some of them have repressed the horrible experience.

Fixation



- Arrested psychosocial development

Slide # 50

According to Freud, some individuals become fixated at a certain developmental stage. This slide shows former NBA player Dennis Rodman, renowned as much for his off-the-court exploits as for his achievements on the court. His drag-queen attire, makeup, ever-changing hair color, outrageous tattoos, and infantile behavior seem to indicate a fixation in Freud's phallic stage, which focuses on the development of sexual roles. Even Freud himself, because of his addiction to cigars (he would often smoke up to 25 in one day), would seem to have had an oral fixation. This addiction/fixation ultimately resulted in a fatal case of cancer.

Reaction Formation



- Adopting attitudes and behavior which are the opposite of impulses an individual harbors, either consciously or unconsciously

Slide # 51

In reaction formation, people outwardly express attitudes and behavior that contradict repressed beliefs and feelings they have. In some instances, moral zeal may replace strongly repressed asocial impulses. For example, there have been cases where people who led moral crusades against pornography later were discovered to be secretly addicted to pornography themselves. They had essentially tried to cleanse their own feelings and attitudes at the expense of others.

Reaction Formation

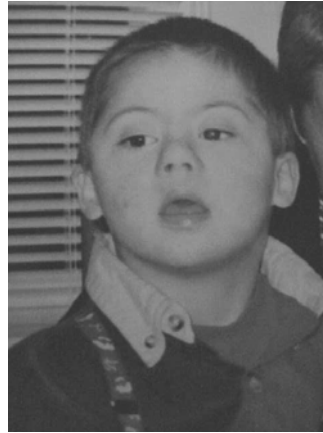


Slide # 52

A couple of dramatic examples of reaction formation took place during the 1980s, centering around two prominent television evangelists. Jim Bakker and his wife Tammy Faye (depicted in the lower left corner of the drawing in this slide) had a television show that raked in millions of dollars. They had built a theme park where attendance nearly rivaled that of Disneyland and Disney World. Bakker was soon discovered to have swindled shareholders and supporters out of millions of dollars. Bakker also had an affair with his 19-year-old secretary, Jessica Hahn (pictured in the center of the drawing). When Bakker's transgressions came to light, fellow evangelist Jimmy Swaggart (pictured in the lower right corner of the drawing) fumed publicly, calling Bakker a hypocrite. Later that year, however, Swaggart was seen leaving a motel room with a prostitute.

Denial

- Defense mechanism used when confronted with an intolerable reality
- A person refuses to accept painful truths

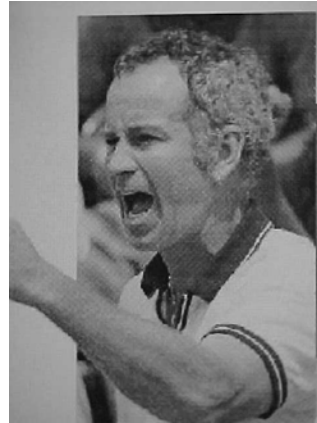


Slide # 53

Here's an example of denial: Say that a doctor tells a woman that her child is mentally retarded, yet she refuses to accept this opinion. She then spends great amounts of time and money searching for a doctor who will give her the diagnosis she wants to hear: that her child's problem is temporary, and he will eventually be fine.

Regression

- Reverting to childlike behavior



Slide # 54

Former tennis star John McEnroe was renowned for his on-court tirades against the officials. When a call went against him occasionally, he would erupt, shouting at the umpire and gesturing wildly. McEnroe's antics provide a good example of regression. Since his outbursts tended to be more humorous than threatening, however, some people felt that he was just acting, trying to "psych out" his opponent or intimidate the umpires and linesmen.

Carl Jung

- Analytical psychology
- The personal unconscious vs. the collective unconscious
- Archetypes
- Introversion vs. extroversion



Slide # 55

Bullet # 1 Carl Jung was born in Switzerland in 1875, the son of a Protestant pastor. Though very introverted and lonely, he was an excellent student. He earned a medical degree and was already an established psychiatrist before he met Freud. He began to write to Freud in 1906. When they first met, they talked nonstop for hours. They exchanged 359 letters before their friendship and theoretical alliance began to unravel. Jung called his philosophy “Analytical Psychology” to differentiate it from Freud’s Psychoanalytical Psychology.

Bullet # 2 Like Freud, Jung focused on the unconscious part of our personality, but he felt that it had two parts or two layers: the personal unconscious and the collective unconscious.

Bullet # 3 Jung believed that the collective unconscious holds collective memories, which he called “archetypes.” He saw these archetypes as universal, forming a part of all cultures. Jung believed that symbols from very different cultures showed striking similarities because they emerged from archetypes shared by the entire human race. For example, the stallion or bull is a symbol of male virility in nearly all cultures.

Bullet # 4 Jung identified two distinct personality types: introverts and extroverts. Most introverted people are highly contemplative and aloof. Extroverts are more likely to be outgoing, talkative, and friendly.

Alfred Adler's Individual Psychology

- Early years in Vienna
- Medical degree
- The Vienna Psychoanalytic Society
- He developed his own theories



Slide # 56

Bullet # 1 Adler, like Freud, grew up in a middle-class Jewish home. He was a sickly, weak child. He had rickets and nearly died from complications from pneumonia. He had an older brother who was extremely bright and successful.

Bullet # 2 Adler earned his medical degree in ophthalmology and general practice. Then he turned his attention to psychiatry.

Bullet # 3 Adler joined Freud's Vienna Psychoanalytic Society but started to develop his own theories.

Bullet # 4 Adler broke with Freud and was denounced by him in 1911. Adler was forced to resign from the Vienna Psychoanalytic Society. He took nine of its 23 members with him and formed his own organization.

Individual Psychology



- Adler felt Freud had gone overboard on centering his theories on sexual conflicts
- More important is striving for superiority

Slide # 57

Bullet # 1 Like Jung, Adler felt that Freud overemphasized the importance of sexual conflicts in the development of personality.

Bullet # 2 Because Adler had an older brother who was very successful, he began to focus on the concept of feelings of inferiority versus feelings of superiority. Adler felt that striving for superiority was a universal drive to improve oneself and to master the problems of life. He believed that children feel helpless and weak when compared to more successful siblings. These feelings then motivate them to develop new talents.

Compensation



- Compensation involves efforts to overcome deficiencies
- Inferiority complex
- Overcompensation

Slide # 58

Bullet # 1 Adler believed that compensation was a perfectly normal process.

Bullet # 2 In some people, feelings of deficiency can become excessive, resulting in what's known as an "inferiority complex," which Adler defined as "feelings of weakness and inadequacy."

Bullet # 3 Adler's theory has been used to describe and analyze the tragic life of Marilyn Monroe. She suffered intense parental neglect that gave her feelings of inferiority as a child. These feelings led her to overcompensate. She flaunted her sexuality and married celebrities like Joe DiMaggio (a famous baseball player) and Arthur Miller (a famous playwright). Adler theorized that people with inferiority complexes work hard to achieve status and gain power over others. They tend to flaunt their successes in order to cover up their feelings of inferiority.

Ordinal Position



- Birth order is a major factor in the development of personality
- Different environments for different siblings

Slide # 59

Bullet # 1 Adler was one of the first psychologists to focus on the importance of ordinal position or birth order. According to Adler, firstborn children have an advantage over middle children or younger children.

Bullet # 2 Adler also theorized that the environmental setting for each child within the family is different. Children without siblings are spoiled. Firstborns are often “problem children” because they become upset when a second child is born into the family. Second-born children tend to be competitive because they are trying to catch up with an older sibling.

Trait Theories



Slide # 60

A trait is a stable, internal characteristic that people display consistently over time and across a variety of situations. Prominent trait theorists include Gordon Allport, Raymond Cattell, and Hans Eysenck (among others). From their work, modern researchers believe that there are five basic factors in personality.

Special note to the teacher: To assemble the puzzle in this slide, make sure you're in the slide show view (F5), then click on and drag the pieces into place. This puzzle implies that we all possess very different and unique traits that fit together in a variety of combinations.

Gordon Allport

- He made systematic distinctions among traits in terms of their relative importance
 1. Cardinal traits
 2. Central traits
 3. Secondary traits

Slide # 61

Bullet # 1 Most approaches to personality assume that some traits are more basic than others. Researcher Gordon Allport pored through an unabridged dictionary in order to help him identify more than 4500 personality traits, which he called “dispositions.” He divided these into three general categories:

1. Cardinal traits are dominant and characterize a person as a whole. Allport believed cardinal traits rarely appeared and that only a few individuals possessed these traits. As an example of someone with a cardinal trait, he cited Mother Teresa, who devoted her entire life to the welfare of others.
2. Central traits are prominent dispositions found in almost any person. Allport believed that central traits function as the “building blocks” of personality but do not control behavior like cardinal traits do. He theorized that most people have between 5 and 10 central traits.
3. Secondary traits only surface in certain situations, but they do so consistently and form an important part of an individual’s personality.

Raymond Cattell

- He used factor analysis to reduce Allport's list of traits to 16 "clusters"
- Key traits: outgoing, intelligent, emotionally stable, dominant, happy-go-lucky, conscientious, venturesome, sensitive, suspicious, imaginative, shrewd, apprehensive, experimenting, self-sufficient, controlled, tense

Slide # 62

Bullet # 1 Factor analysis employs statistical correlations to identify related items. Researcher Raymond Cattell used factor analysis to reduce Allport's list of traits to 16 "clusters," which he believed functioned as the roots of all human behavior.

Eysenck's Theory



- Prominent British psychologist
- Personality has a biological component and intelligence is inherited
- Hierarchy of traits
- Introversion-extroversion, emotional stability, psychoticism

Slide # 63

Bullets # 1–2 Hans Eysenck, a German-born psychologist who fled from the Nazis and ended up in England, believed that personality has a biological component and that intelligence is inherited.

Bullets # 3–4 Eysenck saw personality as a hierarchy of traits in which many superficial traits derived from a smaller number of more basic traits. He believed that personality could be reduced to three basic components: introversion-extroversion, emotional stability, and psychoticism. Introversion-extroversion builds on Jung's ideas and refers to the degree to which a person is outgoing or socially withdrawn. Emotional stability refers to how well people control their emotions. Psychoticism refers to the degree to which a person is susceptible to becoming psychotic or sociopathic. It involves a continuum of behavior: at one end lie traits like recklessness, a lack of common sense, insensitivity, and uncooperativeness; the other end includes traits like helpfulness, sympathy/empathy, and open-mindedness.

Eysenck's Model

INTROVERTED	
Passive	Quiet
Careful	Unsociable
Thoughtful	Reserved
Peaceful	Pessimistic
Controlled	Sober
Reliable	Rigid
Even-tempered	Anxious
Calm	Moody
STABLE	UNSTABLE
Leadership	Touchy
Carefree	Restless
Lively	Aggressive
Easygoing	Excitable
Responsive	Changeable
Talkative	Impulsive
Outgoing	Optimistic
Sociable	Active
EXTROVERTED	

Slide # 64

Eysenck laid out a model of personality built on a quadrant system. One axis indicated the range between stability and instability; the other showed the range between introversion and extroversion. Each of the four quadrants then lists specific personality traits. The quadrants also seem to correspond to the four ancient “bodily humors.”

Extroverted vs. Introverted



SOCIABLE

PASSIVE

OUTGOING

CAREFUL

EASYGOING

CONTROLLED

LIVELY/CAREFREE

CALM/EVEN

Slide # 65

The two girls shown in this slide are best friends. Haley (on the left) is an excellent example of an extrovert and possesses the characteristics shown on the left part of the slide. Justine (on the right) is an introvert who possesses the characteristics shown on the right part of the slide. Hippocrates would have labeled Haley as “sanguine” and Justine as “phlegmatic.”

The “Big Five” Theory

- Built on the work of Allport, Eysenck, and Cattell
- Openness, conscientiousness, extroversion, agreeableness, and neuroticism

Slide # 66

Bullet # 1 Modern researchers used and redefined the work of Allport, Cattell, and Eysenck to come up with what is known as the “Big Five Model” of personality. (Costa, McCrae, Goldberg, Saucier, 1995)

Bullet # 2 The following slides provide descriptions of each of these dimensions of personality.

Openness

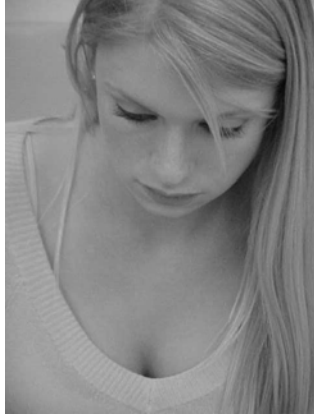


- Artistic, intellectual, original insights
- Unusual thought processes

Slide # 67

No special notes.

Conscientiousness



- Efficient, productive, good organizer, ethical, reliable, dependable

Slide # 68

No special notes.

Extroversion



- Active, assertive, social, talkative, expressive, energetic

Slide # 69

No special notes.

Agreeableness



- Compassionate, considerate, kind, trustworthy, warm, non-critical

Slide # 70

No special notes.

Neuroticism



- Anxious, worrisome, unstable, vulnerable, tense

Slide # 71

No special notes.

B.F. Skinner



- Human responses are shaped by conditioning
- Reinforcement, punishment, extinction
- Personality development is a lifelong process

Slide # 72

Bullet # 1 Considered a “pure” behaviorist, B.F. Skinner believed that all human tendencies are acquired from learning.

Bullet # 2 Skinner believed that a series of rewards (reinforcements) and punishments works to shape behavior. Removing a reward or creating a punishment can result in the extinction (eliminating) of that behavior.

Bullet # 3 Skinner believed that personality development occurs throughout the course of our lives. He therefore rejected theories about stages of development and also discounted the importance of early childhood traumas and experiences.

Albert Bandura



- Social Learning Theory
- He helped reshape behaviorism in a cognitive way
- He objected to Skinner's work
- Personality is shaped through learning

Slide # 73

Bullet # 1 Albert Bandura incorporated cognitive theory into a behaviorist model of personality. He championed what is known as Social Learning Theory, which asserts that people can learn simply by observing.

Bullet # 2 Bandura took issue with Skinner's approach to behaviorism, especially since Skinner's focus on rewards and punishments ignored cognitive, thinking processes.

Bullet # 3 Bandura believed that learning shapes an individual's personality. He also demonstrated that learning can take place without the presence of rewards and punishments.

Observational Learning



- We are exposed to “models”
- Products of imitation
- Some models are more influential than others

Slide # 74

Bullet # 1 All of us are exposed to what Bandura called “models”—people whose behavior we observe and learn from.

Bullet # 2 According to Bandura, most of us (especially the young) imitate what we see in the dress, behavior, and demeanor of those who we perceive as models. For example, many teenaged girls admire and try to look like fashion models. As the models change, so does the behavior of those who look up to them.

Bullet # 3 As you’d expect, some models wield more influence over a person than others. According to Bandura, models can have a great impact on personality development.

Influential Models



- We imitate models whom we like and respect
- Attractive or powerful models are imitated more often

Slide # 75

Bullet # 1 Children and adults tend to imitate those people they like or respect. According to Bandura, imitation is more likely to occur when people see similarities between models and themselves. Children and teens tend to imitate same-sex role models more than opposite-sex models.

Bullet # 2 Models we perceive as more attractive or powerful are more likely to be imitated or copied.

Note: This slide shows a painting of Jimi Hendrix, considered by many to be the greatest rock guitarist of all time.

Humanistic Theories



Slide # 76

Humanistic psychology developed as a response to psychoanalytic and behaviorist theories that claimed people are controlled by their emotions or by rewards and punishments. Most humanistic psychologists viewed such theories as demeaning. Humanistic psychology emphasizes an individual's potential for growth and the role of perception in guiding mental processes and behavior.

Abraham Maslow



- The “third force” in psychology
- His studies were based on healthy personalities
- Successful and important people share a number of common traits

Slide # 77

Bullet # 1 Abraham Maslow wanted to make humanism a “Third Force” that transcended behaviorism and Freudian psychoanalysis.

Bullet # 2 Whereas psychoanalytical thinkers based many of their theories on studies of abnormal personalities, Maslow built his theories on the study of healthy, creative individuals. Maslow began his journey by studying important people in history and society, such as Abraham Lincoln, Albert Einstein, and Eleanor Roosevelt. He found that they all shared a number of common traits.

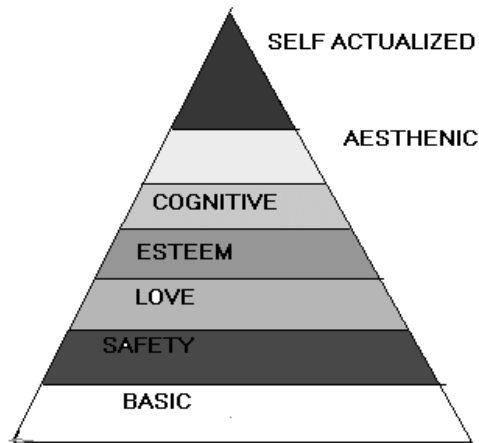
Abraham Lincoln: A Self-Actualized Personality



Slide # 78

In humanistic psychology, “self-actualized” refers to people who have fulfilled their maximum potential. Maslow found that self-actualized people tend to be spontaneous and problem-centered. They have a strong sense of who they are and also possess a good sense of humor. Abraham Lincoln, someone who Maslow identified as self-actualized, often incorporated spontaneous humor when speaking publicly. During a series of famous debates, Lincoln’s opponent Stephen Douglas characterized him as “two-faced” regarding the issue of slavery in the territories. Lincoln, who often joked about his looks, immediately retorted, “If I had another face, don’t you think I’d wear that one instead?”

Maslow's Pyramid



Slide # 79

Maslow believed that people have many needs which differ in terms of importance and priority. He created a pyramid chart like the one shown in this slide to illustrate what he called the “hierarchy of needs.” The top of the pyramid represents self-actualization. Maslow theorized that in order to become self-actualized, a person had to first meet the more primary needs of food, shelter, safety, belonging, love, and self-esteem. He also believed that when a person managed to satisfy a level of need reasonably well, this would activate the need at the next level. Critics who take issue with Maslow's ideas feel that not all people have the same needs or meet them in a hierarchical fashion. For example, some people may prioritize self-esteem higher than safety or security.

Carl Rogers

- Clients, not patients
- Paths to self-actualization
- Two ways in which we view ourselves
- Positive self-regard (conditions of self-worth)



Slide # 80

Bullet # 1 Carl Rogers, another important humanist, took humanism and applied it in his therapy sessions. Instead of referring to those who he worked as “patients,” Rogers used the term “clients” instead. He felt that the term “patient” implied sickness and pathology.

Bullet # 2 Rogers developed an new approach known as “client-centered therapy” (CCT), which attempted to help people achieve self-actualization. In CCT, the therapist tries to create an unconditional and loving environment for the client by providing a supportive and caring atmosphere.

Bullet # 3 Rogers believed that all of us view ourselves in two different ways: who we think we are and who we ideally want to be. He theorized that anxiety occurs when people see their ideal selves as significantly different from how they see their actual selves. This discrepancy formed a major obstacle on the road to self-actualization and could cause low self-esteem and a sense of worthlessness.

Bullet # 4 Rogers felt that he could combat this discrepancy with “unconditional positive regard.” “Positive regard” in general refers to the love and approval we get from others. “Conditional positive regard” occurs when one person makes the love and approval they give another person contingent upon that person’s behavior. “Unconditional positive regard” refers to giving a person acceptance and love regardless of how that person behaves. Rogers believed that we need to have unconditional positive regard in order to close the gap between our real selves and our ideal selves.

Psychological Testing

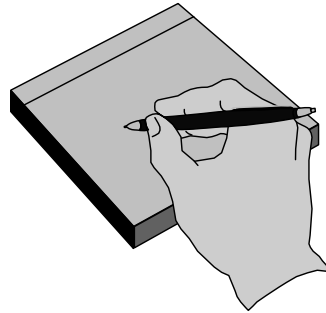


Slide # 81

There are many ways of assessing intelligence and personality. Elaborate standardized tests like the MMPI (Minnesota Multiphasic Personality Inventory) try to objectively rate personality. Other tests, like the Rorschach Ink Blot Test or the Thematic Apperception Test (TAT), are projective and try to elicit a wide range of responses.

Goals of Psychological Testing

- Skills and knowledge
- Personality assessment
- Career aptitudes/choices
- Diagnosis of emotional problems
- Mate selection



Slide # 82

Bullets # 1–5 Psychologists use several different types of tests to try to determine a wide range of things. Some tests measure a person's basic skills or previous knowledge. Others assess personality. Still others (such as the Kuder Preference Inventory) try to identify career aptitudes and choices. Some tests help psychologists diagnose emotional disorders. There are even tests that measure romantic and sexual compatibility between two potential mates.

Testing Factors

- Reliability
- Validity
- Establishing norms

Slide # 83

Information to follow on each of these factors.

Reliability

- Refers to a test's consistency and its ability to yield the same results under a variety of different circumstances

Slide # 84

No special notes.

Validity

- The ability of a test to measure what it is supposed to measure
- Raw score does not tell us where a particular child stands in relation to other kids of the same age
- Establishing norms

Slide # 85

A test needs to measure exactly what it purports to measure. An examiner must also be able to take raw test data, process it, and come to a useful conclusion. For example, suppose a student answered 32 out of 50 questions correctly. Is that a good score? The answer to this question depends on how other students scored on the same test. If 32 represented the highest score in the group, then it would be considered good; if it represented the lowest score out, it would be poor. A raw score like “32 out of 50” does not tell us much; we need to compare it the scores of others who took the same test to find out what the score actually signifies. By interpreting test data as a whole rather than in pieces, researchers can establish norms.

IQ Testing

- Early history: Alfred Binet
- David Wechsler: WAIS and WISC
- Group testing
- Controversy over testing



Slide # 86

Bullet # 1 French psychologist Alfred Binet (along with colleague Theodore Simon) was asked to devise a useful intelligence test which would separate the slow learners from the other students. Binet made an assumption that intelligence increased with age, and he and Simon constructed a series of 30 small tasks of increasing difficulty. The easiest involved following a moving object with their eyes; the hardest asked children to distinguish between closely related abstract terms such as “esteem” and “affection” or “weariness” and “sadness.” The children tested would continue through the series of 30 tasks until they could no longer complete one correctly. From his findings, Binet came up with the idea of “mental age” (as opposed to chronological age); “slow learner” would thus refer to a child whose mental age was less than his or her chronological age. Later, Stanford psychologist L.M. Terman adapted Binet’s work to create what’s now known as the Stanford-Binet Intelligence Scale; he also coined the term “intelligence quotient” (IQ).

Bullet # 2 In 1939, psychologist David Wechsler wanted to devise an intelligence test that would be more suitable for adults. He came up with the Wechsler Adult Intelligence Scale, or WAIS. It also involved a series of tasks, but divided them into two areas: verbal and performance (tasks which don’t involve the use of language). He later developed a version of the test for children known as the Wechsler Intelligence Scale for Children, or WISC. In both the WAIS and the WISC, an examiner tests subjects one at a time.

Bullet # 3 Group testing involves giving a pencil-and-paper test to several people at one time. It’s much cheaper than individual testing and generates data much more quickly.

Bullet # 4 Standardized testing has always been dogged by controversy. Some feel it’s culturally biased, while others feel that it discriminates against people who have comprehension problems unrelated to their general intelligence (e.g., non-native English speakers, people with learning disabilities like dyslexia, etc.)

IQ Increases with Age

- IQ tests: benefits and flaws
- Mental age over chronological age divided by 100 = IQ
- Most people score near 100
- Statistically, three out of 100 who take an IQ test will score above 130, and three will score below 70

Slide # 87

Bullet # 1 IQ can sometimes predict school achievement or help identify children with learning disabilities, but it does not measure all forms of intelligence. In addition, IQ tests give middle-class white children an advantage over those who come from other cultures or lower socioeconomic classes. Adrian Dove, a social worker in the 1960s, designed a culturally unfair test to point out this discrepancy. One of the questions that he asked on his test was “How long should you cook cheap chitlins?” Most middle-class kids had no idea what chitlins were (they’re pork intestines), so they couldn’t answer the question; however, many African American children could.

Bullet # 2 This explains the formula for calculating IQ. An example: if the test determines that a 10-year-old has a mental age of 12, the child has an IQ of 120.

Bullets # 3–4 The statistical norm for an IQ test is around 100. Statistics also indicate that three people out of 100 will score above 130, and three will score below 70. The average IQ of a college graduate is about 120; the average IQ of a PhD is about 130.

Personality Testing

- Objective: MMPI
- Projective:
Rorschach ink blots,
Thematic
Apperception Test
(TAT)



Slide # 88

Personality testing can be either objective or projective. The most elaborate objective personality test, the MMPI, contains more than 550 true-false questions. Some examples: “I wake up most mornings tired,” “I like tall women,” and “I read mechanics magazines.” The creators of the MMPI believed that the test could reveal a person’s habits, fears, defenses, sexual attitudes, and also identify symptoms of mental problems. One of the flaws of objective tests is that test subjects can often figure out what the correct or most appropriate answer should be. E.E. Kemper III, a patient at Atascadero State Hospital in California, memorized the correct answers for 28 different psychological tests. He essentially faked his way out of the hospital only to kill again once he was free.

Note to teacher: See the activities section for a modified high-school version of MMPI.

Bullet # 2 Psychologists created projective tests in an attempt to eliminate the problems associated with objective tests. Projective tests have no right or wrong answers, only “normal” and “abnormal” responses.

Rorschach Ink Blot Test

- A method of personality assessment developed by Hermann Rorschach in 1923
- A projective test



Slide # 89

Bullet # 1 Hermann Rorschach created his famous ink blot test in 1923 as a tool for assessing personality.

Bullet # 2 A projective test assumes that we respond according to our past experiences. In the Rorschach test, a subject is presented with an ink blot and then asked to report what images are seen in the blot, if the blot reminds them of anything, or what feelings the blot evokes. The original test consisted of five black ink blots and five multicolored ones. If administered correctly, Rorschach believed the test could measure intelligence, identify a person as introverted or extroverted, and reveal anxiety, depression, or suicidal tendencies and preoccupations. Scoring and interpreting a subject's responses is a very complicated and subjective process.

Note: The photo in this slide shows a student named Lindsey taking the Rorschach test. The test is administered individually and has no time limit, so subjects can take as long as they need to answer.

Evaluation



- How did you arrive at your answers?
- Did you see things in pairs?
- Did you get your answers from the whole inkblot or just the edges?

Slide # 90

Rorschach placed a great deal of emphasis not only on a subject's answers but on how they arrived at those answers. For example, he believed that subjects who saw things in pairs were common and ordinary. Subjects who got their answers from the edges or from the blank spaces around the ink blot were nonconformists. Subjects who saw explosions lacked emotional control. Subjects who saw sexual images had a crude and vulgar personality. Subjects who saw masks felt the need to present a façade. Subjects who saw clouds suffered from free-floating anxiety.

The Rorschach test is still used today in many clinical settings. Most therapists, however, see it as a way to get a patient talking rather than a personality assessment tool.

Thematic Apperception Test (TAT)



- Developed by Henry Murray
- What is happening?
- Who are the people?
- How will it end?

Slide # 91

Developed by Henry Murray, the Thematic Apperception Test (TAT) involves 19 cards with pictures like the one in this slide and one blank one. About half of the pictures are somewhat bizarre, and the other half are normal. Test subjects must answer three questions: “What is happening?” “Who are these people?” and “How will it end?” In essence, the test asks the subject to tell a story. The TAT is also a projective test and has no right or wrong answers.

Instructions



Slide # 92

An examiner tells the subject the following: “This is a test of imagination, which is one form of intelligence. I am going to show you some pictures one at a time, and your task will be to make up as dramatic a story as you can for each. Tell what has led up to the event shown in the picture, describe what is happening in the picture (including what the characters are feeling and thinking) and then tell how the scene will end.” Subjects receive about five minutes to come up with each story.

What Does the Test Reveal?



Slide # 93

When properly administered, the TAT can reveal dominant drives, emotions, conflicts, and unconscious inhibitions. Test subjects need to be at least four years old so that they need have an adequate vocabulary for describing the images. For each subject, the examiner needs to know the person's age, marital status, number of siblings, and whether or not their parents are divorced.

TAT Scoring: Needs



Slide # 94

Murray believed that we tell stories that project our needs. He felt that all people share basic needs, including those for achievement, order, affiliation, reflection, intimacy, and control.

This slide shows a drawing of one of the 20 pictures actually used in the TAT.

TAT Scoring: Presses



Slide # 95

Murray also believed that when we tell stories we relate our problems, which he called “presses.” Common presses include a lack of support from one’s family, dangers or misfortunes, lack or loss, retention or withholding, dominance, aggression, deception, and betrayal. This slide shows a drawing of another picture used in the TAT.

Note to teacher: As an activity, have students come up with a story about this picture.

Drawing a Picture of a Person



Slide # 96

Another important projective personality test involves drawing a picture of a person. When people draw, they project part of themselves into their work. The following slides show a series of self-portraits drawn by second graders.

Note to teacher: The notes pages for these slides will explain how each of these pictures shows key elements of personality.



Slide # 97

Bev was an excellent student. She was happy and had an excellent self-concept, illustrated by the fact that in this drawing she made herself larger than the apple tree. In addition, her tree is loaded with apples.



Slide # 98

Chris evidently wanted to reinforce the fact that people who looked at this picture knew that it depicted him. His drawing indicates that he has good self-concept. People who have good self-concept draw themselves as larger than life, filling up all the space on the paper and using bright colors. They almost always show themselves smiling.



Slide # 99

This young lady's drawing not only indicates good self-concept, but it also shows that she has some real artistic skill for someone so young. She drew herself larger than life, used bright colors, and took up most of the space on the paper. Note that she decided to draw herself in profile. Ask students what they think this might indicate.



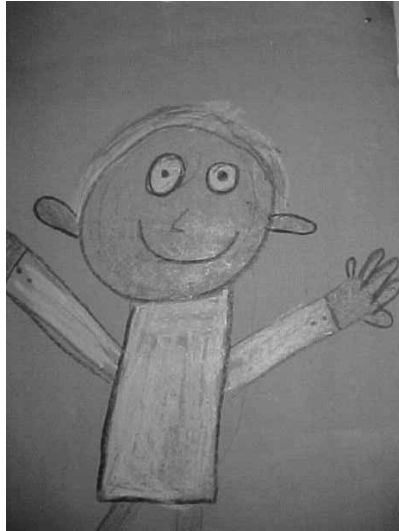
Slide # 100

This drawing and the two that follow also come from good students who had strong senses of self-concept.



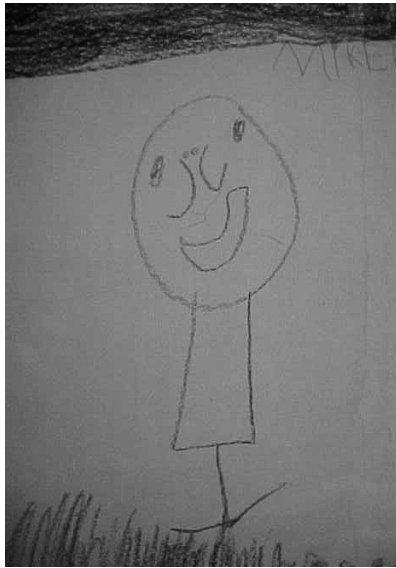
Slide # 101

Students who have good-self concepts nearly always depict themselves as happy and whole.



Slide # 102

No special notes.



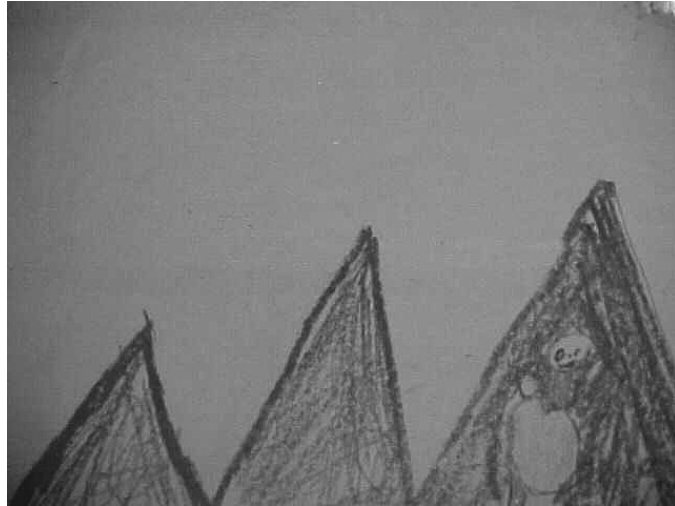
Slide # 103

This self portrait comes from a student with very low self-esteem. Note that the figure in the drawing has no arms. Children with low self-esteem often leave off arms or other limbs, even though they are more than capable of drawing them. Arms are psychologically important because they represent power and control over the environment. Arms also aid in a variety of basic needs, from self-defense to hugging.



Slide # 104

Carlos, whose parents were migratory workers and never stayed in one place for very long, also drew a self-portrait without arms. He did something rather disturbing: he put a big “X” through his face.



Slide # 105

This slide shows what Carlos drew on the back side of the picture from the slide before. The “X” in the previous drawing may have simply indicated that he felt he’d made a mistake and needed to start over. Notice how the figure in this drawing is much smaller, and that it also has no arms.



Slide # 106

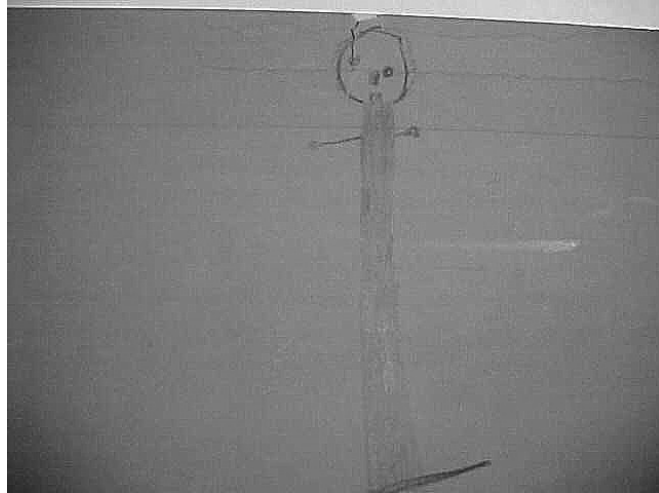
The student who drew this also suffered from low self-esteem. Note how the figure only has minimal body development and also lacks arms.



Slide # 107

Studies have found that minority students often produce self-portraits without arms. At the time students created these drawings, racial tensions in America were high and discrimination was still widespread. Some psychologists believe that discrimination can significantly affect a child's self-esteem and behavior.

Note to teacher: For more on this issue, see *Black Rage* (Cobbs and Grier, authors). It describes cases involving black patients who had experienced discrimination.



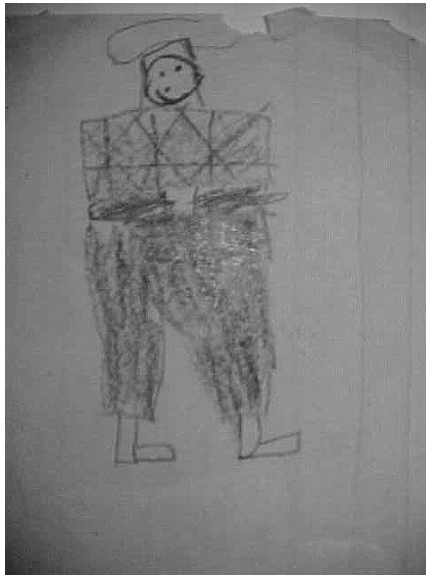
Slide # 108

This self-portrait was produced by a student who was mentally retarded. Mentally retarded individuals often see themselves very differently than others do.



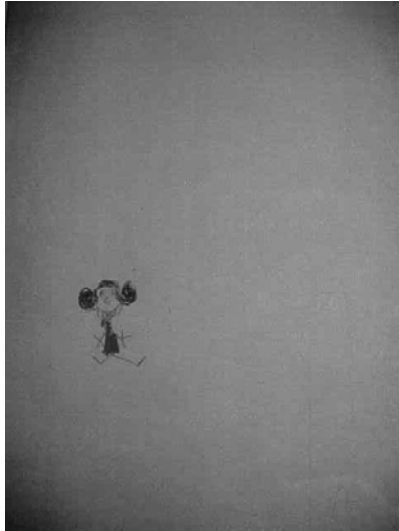
Slide # 109

This is a portrait of Doreen. Notice again the lack of arms.



Slide # 110

This self-portrait was created by an African American child.



Slide # 111

The girl who created this drawing saw herself as very small in relation to her environment. She used only a small portion of the paper, indicating that she felt overwhelmed and perhaps even overpowered by things around her. She turned out to have serious trouble throughout her years in school.



Slide # 112

This self-portrait was created by a Korean child. Note the attention paid to the clothing, and especially note the way in which this student drew his eyes. This child was an excellent student who had exceptional self-concept.



Slide # 113

This self-portrait was produced by a black child with excellent self-esteem. Note that she colored her arms and legs brown but did not color her face. While she probably did this in order to avoid obscuring the facial features she'd drawn, some people might interpret it as influenced by racial discrimination the girl might have experienced. (Note to teacher: Briefly discuss this with your students.)

In the final section of this presentation, we'll look at some new research on multiple forms of intelligence and creativity.

Getting Smart About IQ



Slide # 114

Traditional IQ tests can't measure all forms of intelligence; the tests make almost no provisions for any form of linguistic, artistic, or mechanical ability. A new wave of educators and psychologists have tried to redefine what intelligence actually involves and have devised new ways to improve thinking skills once thought to be fixed for life.

Multiple Intelligences



- Howard Gardner
- Lots of successful people do not do well on regular IQ tests

Slide # 115

Bullet # 1 Harvard psychologist Howard Gardner felt that traditional intelligence tests put too much emphasis on practical skills. Instead of seeing intelligence as one big undifferentiated category, Gardner postulated that there are actually many forms of intelligence, most of which can't be measured or quantified using traditional intelligence tests.

Bullet # 2 Gardner also criticized traditional intelligence tests for questioning people on things that require prior knowledge or information because this only tests a narrow range of abilities. According to Gardner, many smart and successful people do not do well on traditional IQ tests because their particular "intelligence" lies outside the scope of the test.

What Standardized IQ Tests Measure



- Verbal, logical, mathematical (all left-brain skills)
- Screening for special education and gifted classes

Slide # 116

Bullet # 1 Traditional IQ tests measure verbal, logical, and mathematical abilities, all of which are left-brain skills. There had been no real attempt in the past to measure right-brain skills, which include artistic, musical, and mechanical aptitudes.

Bullet # 2 Traditional IQ tests have been used as screening devices for both special education and gifted placement in the schools. Many have criticized the use of IQ tests for these purposes, and some schools have even been sued over the placement of special education students in special classes based solely on an IQ test.

Seven Ways to Be Smart

- Different parts of the brain have different abilities
- The concepts of “smart” and “stupid” do not make sense
- You can be smart in one thing and stupid in something else
- Gardner’s multiple intelligences

Slide # 117

Bullet # 1 Psychologists have long known that different parts of the brain have very different abilities. For example, each hemisphere of the brain excels at certain functions. Music and art are better understood by the right hemisphere. Creativity and intuition are also right hemisphere functions. Most curriculum is left-brain driven as well as IQ tests and most standardized tests.

Bullets # 2–3 Gardner claimed that the concepts of “smart” and “stupid” make no sense at all because a person can be adept in one area and inept in another. The terms are especially inappropriate for describing teenagers because adolescents’ brains have not fully developed yet. According to Sandra Witelson, a neuroscientist at McMaster University in Ontario, “The teen brain is a work in progress.” MRI images confirm that the corpus callosum, the bundle of nerve fibers that connect the two hemispheres of the brain, does not fully develop until young adulthood.

Bullet # 4 Originally, Gardner identified seven different intelligences; he later added two more. The nine intelligences are: linguistic, logical/mathematical, musical, spatial, bodily/kinesthetic, interpersonal, intrapersonal, naturalistic, and existential.

Intelligence #1: Linguistic

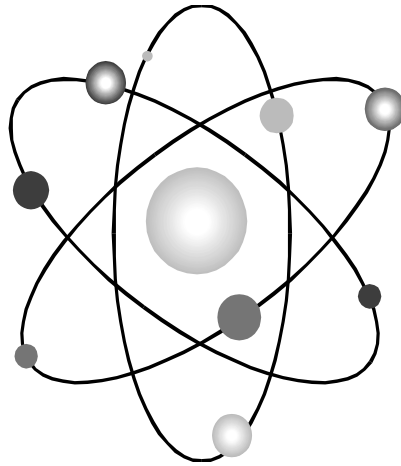


- Language skills include a sensitivity to subtle shades of the meanings of words

Slide # 118

People who are good at public speaking and thinking on their feet possess good linguistic intelligence.

Intelligence #2: Logical/Mathematical

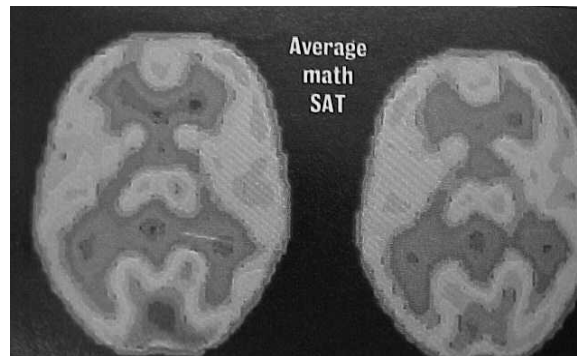


- Both critics and supporters acknowledge that IQ tests measure this ability well

Slide # 119

IQ tests have had the most success measuring logical/mathematical intelligence; even critics of IQ testing concede this fact. People who possess this intelligence can mentally process logical problems and equations and are also skilled at answering multiple-choice questions.

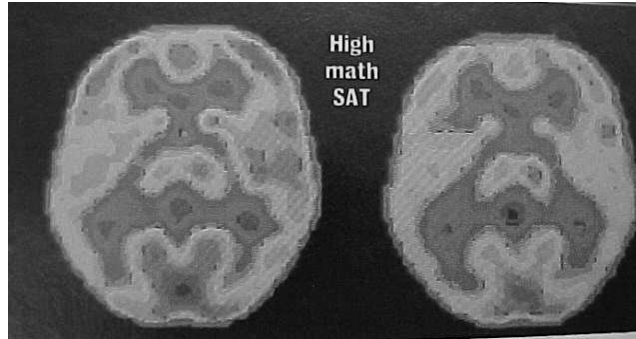
On Different Wavelengths



Slide # 120

In one study, 22 male and female students received PET scans while they solved SAT math problems. PET (positive emission tomography) scans can detect which areas of the brain use the most blood and can pinpoint the most active regions. This slide shows the PET scans of two students. The one at the left is male, the one at the right is female. Both students had average SAT math scores. The dark red spots indicate regions that use the most blood. The lighter red spots at the top and sides indicate blood flow between the frontal and temporal lobes. You can see that there is very little difference between these two scans.

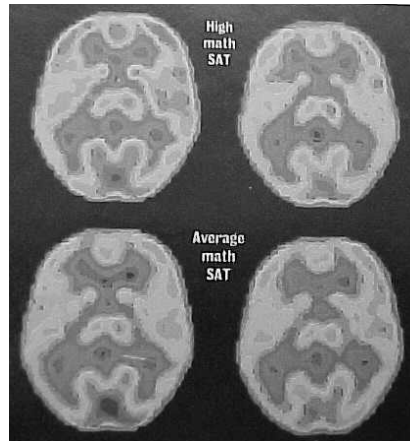
High SAT Scores



Slide # 121

This slide shows PET scans from two students who did very well on the math section of the SAT. The scan for the male is on the left; the female is on the right. Males with high SAT scores showed much more intense activity in the temporal lobes (the red spots at the top and sides of the scan) than males with average scores. It would seem then that for males, a correlation exists between test-taking ability and how hard the brain works. Brain activity in women with high math SATs appeared less intense than in the high SAT men, even though their scores were comparable. These women's scans showed that they expended no more neural effort than the women who got average scores.

Comparisons



Slide # 122

Note to teacher: This slide simply puts the images from the last two slides next to each other. Take a minute or two with the class to discuss the differences between the images.

Intelligence #3: Musical



- Like language, music is an expressive medium

Slide # 123

Like language, music is an expressive medium. In addition, people with good musical intelligence often have good mathematical intelligence because musical scales and musical notations are highly mathematical.

Intelligence #4: Spatial

- Sculptors and painters can accurately perceive, manipulate, and re-create forms



Slide # 124

Though sculptors and painters might not necessarily score well on a traditional IQ test, they possess superior spatial ability. Just as they might not do well on an IQ test, a high-IQ person might not be able to manipulate or recreate forms using paint or clay.

Intelligence #5: Bodily-Kinesthetic

- Body control and skilled handling of objects
- Mechanics, dancers, athletes



Slide # 125

People with good bodily-kinesthetic intelligence either possess superior control of their physical movements and actions (as dancers and athletes do) or are particularly adept at manipulating certain objects (mechanics fall into this latter category).

Intelligence #6: Interpersonal

- Skilled at reading the moods and intentions of others
- Politicians tend to possess this type of intelligence



Slide # 126

Bullets # 1–2 People with interpersonal intelligence excel at reading the moods and intentions of others. Many good politicians possess this intelligence. Ronald Reagan (depicted in the drawing in this slide) had excellent speaking skills and interpersonal skills. He earned nicknames such as “The Great Communicator” (because of his speaking skills) and the “Teflon president” (because the public never seemed to blame him when something went wrong or when his administration became embroiled in a scandal). He remains one of our most popular presidents.

Intelligence #7: Intrapersonal

- An emotional intelligence
- People who have an exceptional understanding of their own feelings and use that insight to guide their behavior



Slide # 127

Presidents like FDR (depicted in the drawing in this slide) possessed intrapersonal intelligence. This is a kind of emotional intelligence that cannot be measured in traditional ways. A case of polio left FDR unable to walk, yet he overcame this obstacle and won the presidency in 1932. The strength he used to overcome the crippling effects of polio helped him guide the nation through two of its most difficult times: the Great Depression and World War II.

Special note: Gardner's additional two types of intelligence are naturalist (ability to identify and classify patterns in nature) and existential (intelligence that concerns itself with the experience of existence).

Can IQ Be Increased ?



- Enrichment programs can increase IQs as much as 15 points
- Parents have a responsibility to provide a rich environment; so do schools

Slide # 128

Enrichment programs at schools have been shown to increase IQ by as much as 15 points. Parents and caregivers also have a tremendous responsibility to provide a rich environment that piques children's curiosity and inspires them to develop skills. Even simply spending quality time with a child can make all the difference in the world.

Personality



Slide # 1

Greek Theories/Galen



- Galen divided personality into four types:
- 1. Phlegmatic: cool, patient
- 2. Sanguine: sociable
- 3. Choleric: strong willed
- 4. Melancholic: analytical

Slide # 2

Sanguine



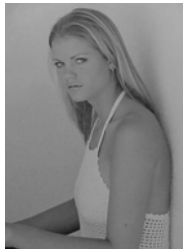
Slide # 3

Melancholic



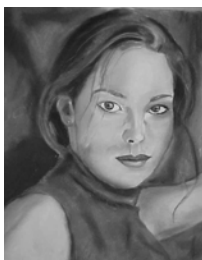
Slide # 4

Choleric



Slide # 5

Phlegmatic



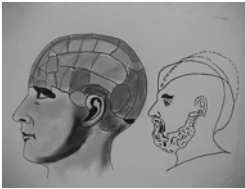
Slide # 6

Phrenology

- Founded by Franz Joseph Gall
- *Phrenos* = mind, *logy* = scientific study of
- It had an important influence on early psychology

Slide # 7

Gall's Theory



- The outer configurations of the skull indicate strength or intensity of various mental facilities
- 37 separate functions: 23 emotional, 14 cognitive

Slide # 8

Flexing



- Phrenology turned into a national industry
- Different parts of the brain could be altered or "flexed"
- Concern for the plight of the insane

Slide # 9

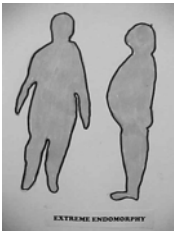
Sheldon's Biological Theory of Personality



- Body build is associated with personality
- His theory has not been supported
- Endomorph, mesomorph, ectomorph

Slide # 10

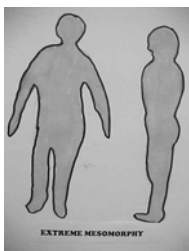
Endomorphs/Viscerotonic



- Pleasure in food and physical comfort
- Likes people
- Does not handle pain well

Slide # 11

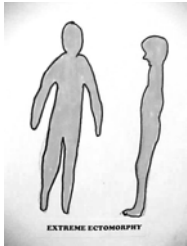
Mesomorphs/Somatotonic



- Energetic, competitive, muscular
- Aggressive and bold
- Withstands pain easily (soldiers and athletes)

Slide # 12

Ectomorphs/Cerebrotonic



- Physically restrained, mentally oriented, secretive
- Prefer solitude

Slide # 13

Body Image/Karen Carpenter



- Anorexia Nervosa: severe eating disorder
- Gender issues

Slide # 14

The Impact of Culture



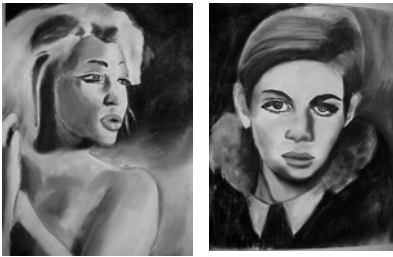
Slide # 15

Today's Adolescent Girl



Slide # 16

Cultural Changes



Slide # 17

Anorexia Nervosa



Slide # 18

Warning Signs



- Self-starvation
- Constant exercising
- Sensitivity to cold
- Absent or irregular periods
- Hair loss/breast changes

Slide # 19

Bulimia

- Episodes of binge eating
- Inappropriate methods of weight control
- Compulsive exercising
- A secretive ritual

Slide # 20

Medical Issues/Bulimia



- Dental decay
- Stomach ulcers or rupture of stomach or esophagus
- Electrolyte imbalance/dehydration
- Heart problems

Slide # 21

What Are Steroids?



- Similar to testosterone (anabolic)
- Injected or ingested (androgenic)
- Stacking

Slide # 22

Short-Term Side Effects of Steroid Use



- Hair loss, acne, changes in sex drive, mood swings, irritability

Slide # 23

Long-Term Risks



- Sterility/impotence
- Damage to the heart, liver, and kidneys
- Liver cancer
- Stroke
- Extreme depression

Slide # 24

Freud's Theory of Personality



Slide # 25

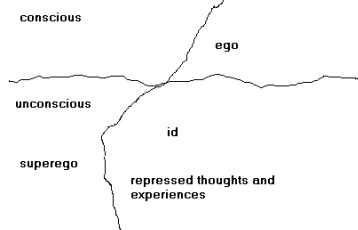
Freud's Background



- Neurology
- Psychoanalysis
- Id, ego, superego

Slide # 26

Diagram of the human mind



Slide # 27

The Id



- Inborn and unconscious
- It is where the instincts reside
- Life instincts are called *Eros*

Slide # 28

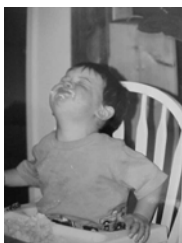
Death Instinct

- *Thanatos* (aggression)
- Lessons from World War I
- Lessons from anti-semitism



Slide # 29

The Id is the First to Form



- The id operates on the "pleasure principle"
- The id demands immediate satisfaction
- The id does not care what society thinks

Slide # 30

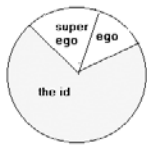
The Id (cont.)



- The id is aggressive
- The id is playful
- The id represents the child in all of us

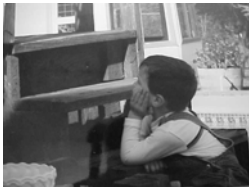
Slide # 31

Diagram of the Id



Slide # 32

The Formation of the Superego



- The superego is the next component to form
- It is like your conscience
- Parents play a major role
- Schools and churches

Slide # 33

Diagram of the Superego



- Gaining experience with rules and values
- The superego is not always conscious
- Too much superego leads to inflexibility

Slide # 34

Superego Survey



Slide # 35

Missing a Superego



- Can you grow up without a superego?
- Case study: Ted Bundy

Slide # 36

The Ego



- The ego is logical
- The ego is the decision maker
- The ego compromises between the id and the superego

Slide # 37

Review



Slide # 38

Defense Mechanisms



Unconscious
distortions of
reality

Slide # 39

Anna Freud



Slide # 40

Physical vs. Psychological

- Just as our bodies are attacked by germs and poisons, so is the mind
- Threatening circumstances in life which can overwhelm the mind can cause us to become ill



Slide # 41

Four Ways to Deal with Conflict

1. Attack/fight
2. Take flight
3. Reinterpret/compromise
4. Use defense mechanisms



Slide # 42

Rationalization: Two Types

- Rationalization occurs when an individual attempts to justify feelings, behavior, and motives which would otherwise be unjustifiable
- Two types: “sour grapes,” “sweet lemons”

Slide # 43

Projection



- Unconsciously rejecting emotionally unacceptable things about oneself and then attributing those things to others
- A common reason for prejudice

Slide # 44

Displacement



- An emotion is transferred from its original source to a more accessible substitute

Slide # 45

Displacement



Slide # 46

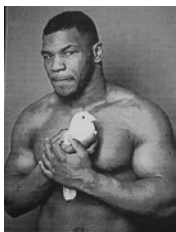
Fantasy



- An imagined sequence of events or mental images used to gratify unconscious wishes
- An "excursion" from reality

Slide # 47

Sublimation



- Instinctual drives which are consciously unacceptable are diverted into socially acceptable channels

Slide # 48

Repression



- Unacceptable thoughts or impulses are banished from consciousness
- They may reappear in disguised form

Slide # 49

Fixation



- Arrested psychosocial development

Slide # 50

Reaction Formation



- Adopting attitudes and behavior which are the opposite of impulses an individual harbors, either consciously or unconsciously

Slide # 51

Reaction Formation



Slide # 52

Denial

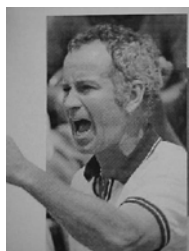
- Defense mechanism used when confronted with an intolerable reality
- A person refuses to accept painful truths



Slide # 53

Regression

- Reverting to childlike behavior



Slide # 54

Carl Jung

- Analytical psychology
- The personal unconscious vs. the collective unconscious
- Archetypes
- Introversion vs. extroversion



Slide # 55

Alfred Adler's Individual Psychology

- Early years in Vienna
- Medical degree
- The Vienna Psychoanalytic Society
- He developed his own theories



Slide # 56

Individual Psychology



- Adler felt Freud had gone overboard on centering his theories on sexual conflicts
- More important is striving for superiority

Slide # 57

Compensation



- Compensation involves efforts to overcome deficiencies
- Inferiority complex
- Overcompensation

Slide # 58

Ordinal Position



- Birth order is a major factor in the development of personality
- Different environments for different siblings

Slide # 59

Trait Theories



Slide # 60

Gordon Allport

- He made systematic distinctions among traits in terms of their relative importance
- 1. Cardinal traits
- 2. Central traits
- 3. Secondary traits

Slide # 61

Raymond Cattell

- He used factor analysis to reduce Allport's list of traits to 16 "clusters"
- Key traits: outgoing, intelligent, emotionally stable, dominant, happy-go-lucky, conscientious, venturesome, sensitive, suspicious, imaginative, shrewd, apprehensive, experimenting, self-sufficient, controlled, tense

Slide # 62

Eysenck's Theory



- Prominent British psychologist
- Personality has a biological component and intelligence is inherited
- Hierarchy of traits
- Introversion-extroversion, emotional stability, psychoticism

Slide # 63

Eysenck's Model

INTROVERTED			
Passive			Quiet
Careful			Unsociable
Thoughtful			Reserved
Peaceful			Pessimistic
Controlled			Sober
Reliable			Rigid
Even-tempered			Anxious
Calm			Moody
Phlegmatic		Melancholic	
STABLE			UNSTABLE
Leadership	Sanguine	Choleric	Tough
Carefree			Restless
Lively			Aggressive
Easygoing			Excitable
Responsive			Changeable
Talkative			Impulsive
Outgoing			Optimistic
Sociable			Active
EXTROVERTED			

Slide # 64

Extroverted vs. Introverted



SOCIABLE	PASSIVE
OUTGOING	CAREFUL
EASYGOING	CONTROLLED
LIVELY/CAREFREE	CALM/EVEN

Slide # 65

The "Big Five" Theory

- Built on the work of Allport, Eysenck, and Cattell
- Openness, conscientiousness, extroversion, agreeableness, and neuroticism

Slide # 66

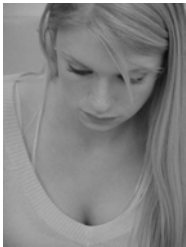
Openness



- Artistic, intellectual, original insights
- Unusual thought processes

Slide # 67

Conscientiousness



- Efficient, productive, good organizer, ethical, reliable, dependable

Slide # 68

Extroversion



- Active, assertive, social, talkative, expressive, energetic

Slide # 69

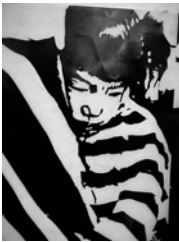
Agreeableness



- Compassionate, considerate, kind, trustworthy, warm, non-critical

Slide # 70

Neuroticism



- Anxious, worrisome, unstable, vulnerable, tense

Slide # 71

B.F. Skinner



- Human responses are shaped by conditioning
- Reinforcement, punishment, extinction
- Personality development is a lifelong process

Slide # 72

Albert Bandura



- Social Learning Theory
- He helped reshape behaviorism in a cognitive way
- He objected to Skinner's work
- Personality is shaped through learning

Slide # 73

Observational Learning



- We are exposed to "models"
- Products of imitation
- Some models are more influential than others

Slide # 74

Influential Models



- We imitate models whom we like and respect
- Attractive or powerful models are imitated more often

Slide # 75

Humanistic Theories



Slide # 76

Abraham Maslow



- The “third force” in psychology
- His studies were based on healthy personalities
- Successful and important people share a number of common traits

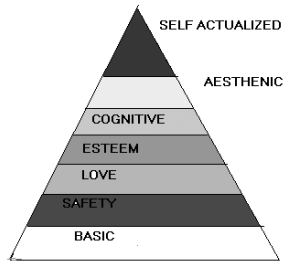
Slide # 77

Abraham Lincoln: A Self-Actualized Personality



Slide # 78

Maslow's Pyramid



Slide # 79

Carl Rogers

- Clients, not patients
- Paths to self-actualization
- Two ways in which we view ourselves
- Positive self-regard (conditions of self-worth)



Slide # 80

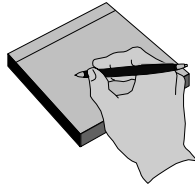
Psychological Testing



Slide # 81

Goals of Psychological Testing

- Skills and knowledge
- Personality assessment
- Career aptitudes/choices
- Diagnosis of emotional problems
- Mate selection



Slide # 82

Testing Factors

- Reliability
- Validity
- Establishing norms

Slide # 83

Reliability

- Refers to a test's consistency and its ability to yield the same results under a variety of different circumstances

Slide # 84

Validity

- The ability of a test to measure what it is supposed to measure
- Raw score does not tell us where a particular child stands in relation to other kids of the same age
- Establishing norms

Slide # 85

IQ Testing

- Early history: Alfred Binet
- David Wechsler: WAIS and WISC
- Group testing
- Controversy over testing



Slide # 86

IQ Increases with Age

- IQ tests: benefits and flaws
- Mental age over chronological age divided by 100 = IQ
- Most people score near 100
- Statistically, three out of 100 who take an IQ test will score above 130, and three will score below 70

Slide # 87

Personality Testing

- Objective: MMPI
- Projective:
Rorschach ink blots,
Thematic
Apperception Test
(TAT)



Slide # 88

Rorschach Ink Blot Test

- A method of personality assessment developed by Hermann Rorschach in 1923
- A projective test



Slide # 89

Evaluation



- How did you arrive at your answers?
- Did you see things in pairs?
- Did you get your answers from the whole inkblot or just the edges?

Slide # 90

Thematic Apperception Test (TAT)



- Developed by Henry Murray
- What is happening?
- Who are the people?
- How will it end?

Slide # 91

Instructions



Slide # 92

What Does the Test Reveal?



Slide # 93

TAT Scoring: Needs



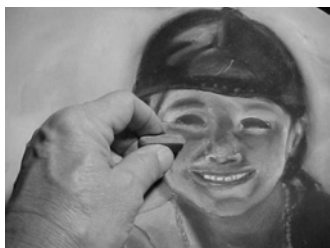
Slide # 94

TAT Scoring: Presses



Slide # 95

Drawing a Picture of a Person



Slide # 96



Slide # 97



Slide # 98



Slide # 99



Slide # 100



Slide # 101



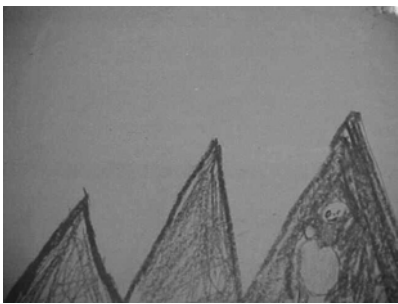
Slide # 102



Slide # 103



Slide # 104



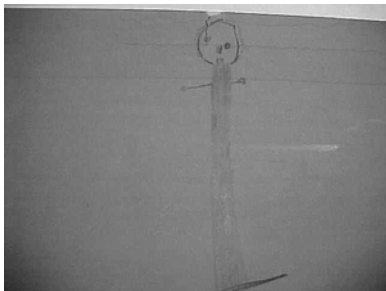
Slide # 105



Slide # 106



Slide # 107



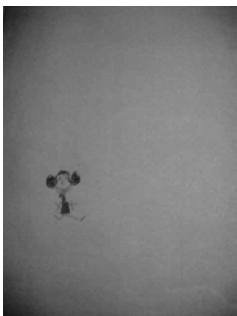
Slide # 108



Slide # 109



Slide # 110



Slide # 111



Slide # 112



Slide # 113

Getting Smart About IQ



Slide # 114

Multiple Intelligences



- Howard Gardner
- Lots of successful people do not do well on regular IQ tests

Slide # 115

What Standardized IQ Tests Measure



- Verbal, logical, mathematical (all left-brain skills)
- Screening for special education and gifted classes

Slide # 116

Seven Ways to Be Smart

- Different parts of the brain have different abilities
- The concepts of “smart” and “stupid” do not make sense
- You can be smart in one thing and stupid in something else
- Gardner’s multiple intelligences

Slide # 117

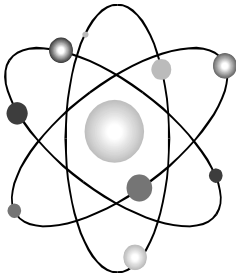
Intelligence #1: Linguistic



- Language skills include a sensitivity to subtle shades of the meanings of words

Slide # 118

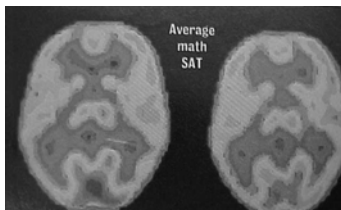
Intelligence #2: Logical/Mathematical



- Both critics and supporters acknowledge that IQ tests measure this ability well

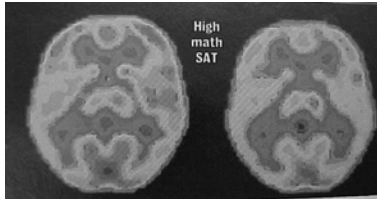
Slide # 119

On Different Wavelengths



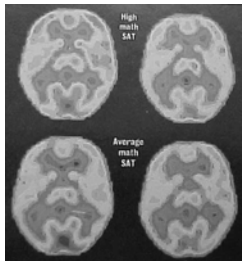
Slide # 120

High SAT Scores



Slide # 121

Comparisons



Slide # 122

Intelligence #3: Musical



- Like language, music is an expressive medium

Slide # 123

Intelligence #4: Spatial

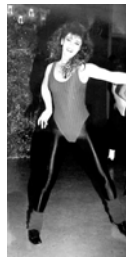
- Sculptors and painters can accurately perceive, manipulate, and re-create forms



Slide # 124

Intelligence #5: Bodily-Kinesthetic

- Body control and skilled handling of objects
- Mechanics, dancers, athletes



Slide # 125

Intelligence #6: Interpersonal

- Skilled at reading the moods and intentions of others
- Politicians tend to possess this type of intelligence



Slide # 126

Intelligence #7: Intrapersonal

- An emotional intelligence
- People who have an exceptional understanding of their own feelings and use that insight to guide their behavior



Slide # 127

Can IQ Be Increased ?



- Enrichment programs can increase IQs as much as 15 points
- Parents have a responsibility to provide a rich environment; so do schools

Slide # 128

Name _____ Date _____ Period _____

Vocabulary Activity #1

Directions: Write the letter of the response that best completes the sentence in the blanks to the left of each sentence.

- ___ 1. The ability of a test to measure what it is intended to measure is called
 - a. norm
 - b. percentile system
 - c. reliability
 - d. validity
- ___ 2. If you divide a test in half, score each half separately, and the two scores are approximately the same, the test has split-half
 - a. norms
 - b. percentile system
 - c. reliability
 - d. validity
- ___ 3. Standards of comparison for test results developed by giving the test to large, well-defined groups of people are the test's
 - a. norms
 - b. percentile system
 - c. reliability
 - d. validity
- ___ 4. Ranking of test scores in a way that indicates the ratio of scores lower and higher than a given score is done in the
 - a. norm
 - b. percentile system
 - c. reliability
 - d. validity
- ___ 5. How well a test predicts performance is called its predictive
 - a. norm
 - b. percentile system
 - c. reliability
 - d. validity
- ___ 6. The ability of a test to arrive at the same results under a variety of different circumstances is its
 - a. norm
 - b. percentile system
 - c. reliability
 - d. validity

Directions: Answer the following question in the space provided.

- 7. What does a percentile score on an aptitude test such as the Scholastic Assessment Test (SAT) indicate?

Name _____ Date _____ Period _____

Vocabulary Activity #1

Directions: Write the letter of the response that best completes the sentence in the blanks to the left of each sentence.

- D 1. The ability of a test to measure what it is intended to measure is called
a. norm c. reliability
b. percentile system d. validity
- C 2. If you divide a test in half, score each half separately, and the two scores are approximately the same, the test has split-half
a. norms c. reliability
b. percentile system d. validity
- A 3. Standards of comparison for test results developed by giving the test to large, well-defined groups of people are the test's
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- C 6. The ability of a test to arrive at the same results under a variety of different circumstances is its
a. norm c. reliability
b. percentile system d. validity

Directions: Answer the following question in the space provided.

7. What does a percentile score on an aptitude test such as the Scholastic Assessment Test (SAT) indicate?

The percentile score reflects a subject's standing among people their age who have also taken the test.

—

Name _____ Date _____ Period _____

Vocabulary Activity #2

Directions: Read each statement below and then write the letter of the correct answer in the space provided.

- ___ 1. When taking a(n) _____, a person must select one of a limited number of possible responses.
- a. objective test
 - b. personality test
 - c. projective test
- ___ 2. A(n) _____ encourages test takers to respond freely and often invites them to tell stories about pictures, diagrams, or objects.
- a. objective test
 - b. personality test
 - c. projective test
- ___ 3. The Meyers-Briggs personality test is an example of a(n) _____ because the test takers answer a series of multiple-choice questions.
- a. objective test
 - b. subjective test
 - c. projective test
- ___ 4. The Minnesota Multiphasic Personality Inventory (MMPI) is an example of a(n) _____ because the test takers responses are limited to *true*, *false*, or *cannot say*.
- a. objective test
 - b. subjective test
 - c. projective test
- ___ 5. A(n) _____ is used to assess a person's characteristics, identify problems and psychological disorders, and to predict future behavior.
- a. objective test
 - b. personality test
 - c. projective test
- ___ 6. The Thematic Apperception Test (TAT) is an example of a(n) _____ of personality because the test taker is asked to tell a story about 20 different pictures.
- a. objective test
 - b. subjective test
 - c. projective test

Personality

Directions: Answer the following question in the space provided.

7. What is the theory that underlies the Rorschach inkblot test?

Name _____ Date _____ Period _____

Vocabulary Activity #2

Directions: Read each statement below and then write the letter of the correct answer in the space provided.

- A 1. When taking a(n) _____, a person must select one of a limited number of possible responses.
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 - b. subjective test
 - c. projective test

Personality

Directions: Answer the following question in the space provided.

7. What is the theory that underlies the Rorschach inkblot test?

The underlying theory behind the Rorschach test is that any thing someone says or does can reveal some aspect of his or her personality.

—

Name _____ Date _____ Period _____

Characteristics of Self-Actualized People

They are realistically oriented.

They accept themselves, other people, and the natural world for what they are.

They have a great deal of spontaneity.

They are problem-centered rather than self-centered.

They have an air of detachment and a need for privacy.

They are autonomous and independent.

Their appreciation of people and things is fresh rather than stereotyped.

Most of them have had profound mystical or spiritual experiences, although not necessarily religious in character.

They identify with humanity.

Their intimate relationships with a few specially loved people tend to be profound and deeply emotional rather than superficial.

Their values and attitudes are democratic.

They do not confuse means with ends.

Their sense of humor is philosophical rather than hostile.

They have a great fund of creativeness.

They resist conformity to the culture.

They transcend the environment rather than just coping with it.

Name _____ Date _____ Period _____

Personality Test

1. Do you tend to worry because you are too thin, or short, or tall, or stout?
2. Do you think that you will be a success in life?
3. Do you believe that people of other cultures and beliefs are inferior to you?
4. Can you get along with your acquaintances without argument?
5. Do you often find things get so bad that you doubt that life is really worth living?
6. Do other people seem to get their feelings hurt easily by the things you say?
7. If someone else makes a mistake, do you try to help him or her not feel bad about it?
8. Does it usually take a long time for you to forget about any mistreatment you may have received?
9. Do you enjoy talking to both young men and young women of your own age?
10. Do you enjoy life most of the time?
11. Do you make a practice of trying to help other people?
12. Do you often get out of trouble by stretching the truth a little?
13. Do you often worry about what is going to happen to you in the future?
14. Do you envy movie or TV stars?
15. Do you enjoy teasing young children?
16. Can you take criticism without being upset by it?
17. If a teacher criticizes the class, do you usually feel that the criticism was directed at you personally?
18. Do you believe that you have no more hard luck than most people?
19. Do you enjoy the receiving of compliments to an excessive degree?
20. Do you accept without resentment the authority exercised by teachers or other school officials?
21. Do you like to "toot your own horn" whenever you accomplish something?
22. Do you like to wear clothing that is so different that your appearance is noticeable?
23. Do you study very hard in order to make up for lack of athletic skill, or do you go in for athletics in a big way in order to make up for lack of success in the classroom?
24. Do you talk in a loud voice so that those around will notice you?
25. Does it seem to you that you can do most things as well as most people?
26. Do you believe that your clothing is a handicap to you socially?
27. Do you wish that you had been born the other sex?
28. If you have done your best at a given piece of work, are you satisfied for the present even though it is not perfect?
29. If you receive a poor mark on your report card, do you usually tell your friends that you did not want a good mark?
30. Can you lose an important game without resentment?
31. Do you often have trouble deciding what to do next?
32. In so far as possible, would you prefer to earn most of your own money rather than have your parents give it to you?
33. Do you usually pitch in and tackle unpleasant duties rather than try to get out of them?

Personality

34. As a rule, do you find it better not to tell people about what you consider to be their faults?
35. Do you often imagine that you are a famous person?
36. Can you appear before a group without having stage fright?
37. At the movies or while watching TV, do you often wish that you could live the kind of life you see on the screen rather than the kind you have to live?
38. Do you often seclude yourself so that people cannot bother you?
39. Do you worry for a long time over any humiliating experience that you may have had?
40. Do you feel that most of your teachers do not know much more about the subject matter they teach than you do?
41. Do you feel that you know enough etiquette to enable you to attend social affairs without being embarrassed?
42. Do you have a share in making family decisions?
43. Do you feel that there are too many regulations affecting your freedom?
44. Do you feel that you have as much liberty as you deserve at your age?
45. Have you ever felt that you needed professional psychiatric help?
46. Do members of your family think well of you?
47. Do you feel that your parents should make most of your decisions for you?
48. Have you been, or do you think you could be, away from home for some time without being homesick?
49. Do you usually find it much more pleasant to think about accomplishing something than actually doing it?
50. Do you often daydream of being ill or injured?

Personality

Name _____ Date _____ Period _____

Multiple-Choice Questions

1. Which early thinker divided personality into four types: phlegmatic, sanguine, choleric, and melancholic?
 - a. Franz Gall
 - b. Galen
 - c. Socrates
 - d. Sigmund Freud
 - e. Carl Jung
2. Which personality type best describes someone who is fun-loving and the life of the party?
 - a. Sanguine
 - b. Phlegmatic
 - c. Choleric
 - d. Melancholic
 - e. Enigmatic
3. Which of these best describes actress Patty Duke?
 - a. Choleric
 - b. Sanguine
 - c. Melancholic
 - d. Phlegmatic
 - e. Schizophrenic
4. Which of Sheldon's body types best describes someone who is very muscular?
 - a. Endomorph
 - b. Ectomorph
 - c. Mesomorph
 - d. Visceratonic
 - e. Cerebrotonic
5. Which famous celebrity died from anorexia nervosa?
 - a. Jane Fonda
 - b. Karen Carpenter
 - c. Twiggy
 - d. Marilyn Monroe
 - e. Janis Joplin

Personality

6. Which disease involves binge eating followed by purging?
 - a. Anorexia nervosa
 - b. Bulimia
 - c. Anabolic disorder
 - d. Schizophrenia
 - e. Bipolar disorder
7. According to Freud, which component of personality forms first?
 - a. The superego
 - b. The id
 - c. The ego
 - d. The conscience
 - e. The phallic stage
8. Which psychologist researched defense mechanisms?
 - a. Alfred Adler
 - b. Anna Freud
 - c. Carl Jung
 - d. Carl Rogers
 - e. B.F. Skinner
9. Which defense mechanism best explains how an emotion can be transferred from its original to a more accessible substitute?
 - a. Regression
 - b. Displacement
 - c. Projection
 - d. Rationalization
 - e. Reaction Formation
10. Which psychologist is most often identified with the term “archetypes”?
 - a. Carl Jung
 - b. Sigmund Freud
 - c. Alfred Adler
 - d. Sheldon
 - e. Carl Rogers
11. Which psychologist was most instrumental in combining the dimensions of introversion and extroversion?
 - a. Carl Jung
 - b. Alfred Adler
 - c. Hans Eysenck
 - d. Raymond Cattell
 - e. Henry Murray

Personality

12. Which of the following is NOT one of the traits in the “Big Five Theory” of personality?
- a. Neuroticism
 - b. Agreeableness
 - c. Extroversion
 - d. Conscientiousness
 - e. Suspiciousness
13. Which psychologist is associated with the concept of observational learning?
- a. Albert Bandura
 - b. B.F. Skinner
 - c. Carl Rogers
 - d. Abraham Maslow
 - e. Carl Jung
14. Which psychologist developed an early IQ test?
- a. Sigmund Freud
 - b. Alfred Binet
 - c. Henry Murray
 - d. Herman Rorschach
 - e. Howard Gardner
15. Which of the following terms refers to a test’s consistency or its ability to yield the same results under a variety of different circumstances?
- a. Group norms
 - b. Reliability
 - c. Validity
 - d. Group testing
 - e. The Wechsler method

Personality

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1. Which early thinker divided personality into four types: phlegmatic, sanguine, choleric, and melancholic?
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Personality

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 - e. Suspiciousness (CORRECT ANSWER)
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- a. Group norms
 - b. Reliability (CORRECT ANSWER)
 - c. Validity
 - d. Group testing
 - e. The Wechsler method