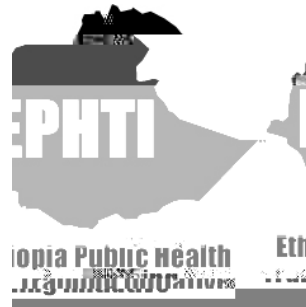


**LECTURE NOTES**

***Introduction  
to Psychology***

*For Health Extension Workers*



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Defense University College

In collaboration with the Ethiopia Public Health Training Initiative, The Carter Center,  
the Ethiopia Ministry of Health, and the Ethiopia Ministry of Education

November 2004



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*This material is intended for educational use only by practicing health care workers or students and faculty in a health care field.*

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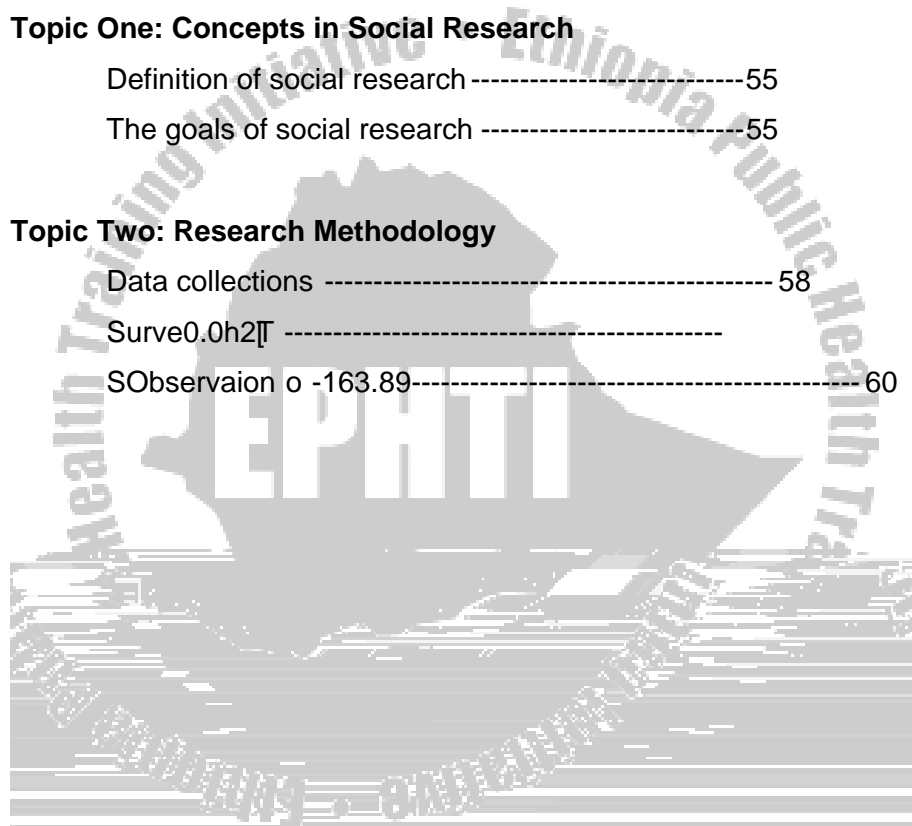
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## UNIT ONE

### Psychology An Overview

**General Objective:** At the end of the unit the trainee will be able to describe the introductory aspects of psychology.

#### 1.1. Nature of Psychology

**Specific objective:** At the end of the lesson the trainee will be able to describe the nature of psychology.

**Activity:** Start the lesson by forwarding the following brainstorming questions.

Have you ever read any material or heard anything related to psychology?

Specify the source?

Did you appreciate?

Psychology originated from two Greek words i.e.,

Psyche \_\_\_\_\_ soul

Logos \_\_\_\_\_ study

Psychology broke away from philosophy and physiology and emerged as a separate discipline some 100 years ago.

since its emergence as a separate science it has undergone a series of changes in its research methodology and definition.

**Widely used definition:** Psychology is the science of human and animal behavior.

When explaining the definition underline the main components of the definition.

What is science?

### **Steps in scientific Study**

Problem identification (example: sanitary problems in the family)

Data collection (family size, age, gender, expenditure, access to potable water)

Instruments for data collection (observation, interview, questionnaire, case studies, focus group discussions)

Organizing the data and reporting

Based on the conclusions arrived putting into practice

Behavior is an action, activity or process that we can observe and measure indirectly.

**Example:** to know health practices of a family we can interview members of the family or head of the household by asking different questions.

## 1.2 Scope of psychology

**Specific objective:** At the end of the lesson the trainee will be able to state the scope of psychology.

**Activity:** Start the lesson by asking this question (What is the role of psychology in your future career?)

Compared to other sciences psychology is a young discipline but it is growing at a faster rate. These days, directly or indirectly, psychology contributes something to all aspects of human life. Explain the following relationships:

Psychology and politics.

Psychology and economics.

Psychology and health.

## 1.3 Branches of psychology

Leading question In Biology the sub fields are zoology, botany, anatomy and physiology. What do you think are the sub fields of psychology?

### 1.3.1 Educational psychology

It is about Ways and methods of educating people.

**Example:** Which seating arrangement (chairs in rows, chairs in small groups, chairs in a circle) increases participation of community members in discussing the following community problem. (How can we protect the spring water in the community to make it safe and clean?)

Remind the trainees on the advantages of participatory learning in health education in the acquisition of new knowledge and skills.

### 1.3.2 Developmental psychology

Deals with aspects of human development over the entire span of life.

Span of life covers from conception to death.

Aspects of human development are the following:

Physical

Mental

Social

### 1.3.3 Social psychology

It is the study of how people's thoughts, feelings and actions are affected by others.

Social psychologists study aggressive behaviors (example: violence, rape, alcoholism in the community)

Social psychologists study conflict between groups, communities, and ethnic groups and methods of solving it.

### 1.3.4 Behavioral psychology

It is about the role of environment in developing behavior

It is about ways of learning new knowledge and skills

**Example:** When introducing a new way of thinking in health start from what community members already know and proceed from the known to the unknown.

It is about shaping human behavior using rewards.

Toilet training in children

Dietary habit in the family

Sanitation practices in the family



## UNIT TWO

### Human Development

**General Objective:** At the end of the unit trainees will be able to describe human development.

#### 2.1. Introduction to human development

**Specific objective:** At the end of the lesson the trainees will be able to describe the introductory aspect of human development.

Reflection: Start the lesson by review questions from their previous experience.

Which branch of psychology studies development?

What do you understand by the word development?

Describe a well-developed personality?

**Development:** It is the sequence of changes over a full span of life.

development is about how the biological infant turns into the social adult.

development is regulated by the interaction of hereditary traits with environmental factors - (D=H X E)

**Development Vs Growth:** we use these two terms interchangeably. More often we use growth to mean an increase in body size. Average growth rate during prenatal stage of development is shown below.

**Example**

At 4 weeks \_\_\_\_\_ the embryo is one-fifth of an inch

At 8 weeks \_\_\_\_\_ the embryo is 1 inch

At 28 weeks \_\_\_\_\_ the fetus is 16 inches

At 38 weeks \_\_\_\_\_ the fetus is 20 inches

we





7 months\_\_\_\_\_ can sit up and stand up holding or a chair.

**2. Development is irreversible**

it is uni-directional

it does not switch back and forth.

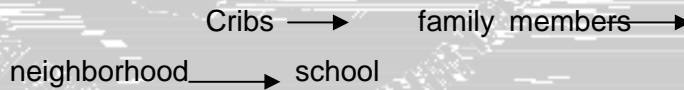
Under normal condition we expect mental and social developments to go with biological development.

**3. Development is progressive change**

A lower level leads to a higher one

**Example:** In cognitive (mental) development the progress is from sensory knowledge to abstract thinking.

**Activity:** Form small groups and encourage trainees to explain how the social network of the child changes as his/her interaction with his/her environment increases.



**2.2. Stages of human development**

**Specific objective:** At the end of the lesson the trainees will be able to describe the stages of human development.

### 2. 2.1. Nature or nurture

**Brain storming:** Before you start explaining the topic pose this question (which factor is responsible in shaping human development; heredity or environment?) consider the case of identical twins who were separated in the womb and raised in different environments. Consider the case of identical twins who were raised together in the same environment.



Although girls have less muscle tissue and weigh less than boys, on the average infants are 20 inches tall and weigh seven and half pounds at birth.

Behavioral reflexes are present from the moment of birth.

**Example:** Infants can react to stimuli such as gentle touch or moving light.

It can extend and flex arms and legs when touched, smack lips, chew fingers, grasp an object.

During the first year of life motor development (sitting, walking) is largely dependent on biological maturation, even though, practice can speed up the whole process.

### **Sensory motor coordination**

- during 1 month \_\_\_\_\_ can stare at an attractive object
- during 2 and half months \_\_\_swipe at an object
- during 4-months \_\_\_\_\_ raise hands to catch the object

- during 5 months \_\_\_\_\_ reach and grasp the object

**Childhood (preschool children)**



Each day on average, five to eight words, are added to the child's vocabulary.

**Question:-** (why do we send children to school at the age of seven?)

### **Childhood (middle childhood 6 (7) - 12 years)**

- Physical growth begins to slow down.
- A adolescent growth spurt begins at the age of 10 and 12 for girls and boys respectively.
- Muscle tissue increases and they grow stronger.
- Motor development tends to be smooth accurate and well coordinated.

### **Adolescence (18-25)**

- It is a period between childhood and adulthood
- Puberty is a biological event in which hormonal changes promote rapid physical growth and sexual maturity in both sexes. It is marked by menarche (the first menstrual cycle in girls) and Nocturnal emission (sperm ejaculation) in boys. Puberty is not a period by itself. It is a gate way to adolescence.

- Adolescents become sexually active, delinquent,



- Relationship with friends
- Occupational worries
- Health fears

**NOTE:**



- For the child out of sight is out of mind (**example:** hide his toy under the blanket for the child the toy is non-existent)

**Reason:** language and memory are not developed.

**Stage two:** preoperational stage (two to seven years)

- With developed language the child is now capable of thinking in the absence of the object.
- Now the child sees the world only from his own point of view (**example:** The child says that other people see me if I see them)
- The Child's thought is also centered on only one feature of a situation.

**Example:** For a child at the preoperational stage sausage shaped bread is bigger than a ball shaped bread even though both are equal in their size.

**Stage three:** Concrete operational stage (7 – 11 years)

- The child has the ability to think reversibly. He can easily understand that a sausage shape can be changed into round shape and back to sausage shape without necessarily seeing the object.
- The child has also the ability to see more than one feature of an object. He can see for example the height, width and length of an object.



**Stage four:** Formal operational stage (11 years onwards)

The ability to reason out abstractly without concrete objects or events starts.

It is a form of adult thinking. This helps the child to learn science and mathematics and other subjects set in the curriculum material.

**Implications:**

- The health extension worker and parents should be aware of to the Child's level of development.
- Active participation and interaction with the environment is important.
- Encouraging children to ask questions on several topics and encouraging them to explore their environment develops their cognitive (mental) capacity.

**2.3.2. Psychoanalytic theory of development**

**General**

- Sigmund Freud is the founder of the psychoanalytic theory of development (1856-1939)

- Children pass through a series of developmental stages.
- Failure in to resolve problems at a particular stage results in halting in development. In psychoanalysis this is called fixation.
- Fixation at a particular stage may result in adult emotional problems.



### **Anal stage (second year of life)**

The child exercises withholding and expelling of feces.

Important event at this stage is toilet training.

Fixation may occur due to conflict between the child's need and adults' restrictions during toilet training. Some parents are extremely strict and others are reluctant in the training process.

Possible adult life problems are excessive cleanliness and orderliness.

**Reflection:** encourage trainees to reflect toilet training practices and their implications in our society.

### **Phallic stage (three to six years)**

Day dreaming for sexual intimacy with parents of opposite sex.

Through the socialization process, however, boys and girls understand and change in their belief system that this is forbidden wish.

To avoid the sense of being guilty, they **identify** themselves with parents of the same sex (**how?**)

By adopting gender roles in the society.



## UNIT THREE

### Learning

**General Objective:**



**L = S → R → C**

**Where**

L = Learning

S = Stimulus

R = Response

C = Consequence (some kind of reward or punishment)

**Drive**

The degree of desire to learn

Expectation of the learner from the instructional process

**Stimulus**

- A stimulus is any form of energy from the environment to which a person is capable of reacting.
- When the learner is activated by a stimulus learning takes place.
- In the learning process the learner should be provided with adequate stimuli.

**Example:** guidelines, principles, and steps.

**Response involves**

- Reaction to environmental stimuli.
- Learning is not a spectator sport.

**Response of the learners includes:**

- Discussing about what they listen.
- Relating to past experience.
- Applying it to their daily activities.

**NB.** Tell me and I will listen. Show me and I will understand.  
Involve me and I will learn.

**Reinforcement**

It is the process of increasing the probability of a specific response. Reinforcement increases the association between a stimulus and its response. For example, good communication and establishment of common understanding with the community can increase the cooperation of the community. Provision of maternal and child services encourages and reinforces mothers to seek the services and increases utilization. Reinforcers are of two kinds.

**Primary reinforcers** satisfy some kind of biological needs.

**Example:** food, warmth, and cessation of pain.

**Secondary reinforcers** work when they are associated with primary reinforcers

**Example:** Money.

It becomes a reinforcer when we use it to improve life condition in the family.





<b>B. During conditioning</b>	<b>Unconditioned response</b>
Conditioned Stimulus	<b>(SALIVA)</b>
Sound of a bell ( <b>CS</b> )	<b>(UCR)</b>

+

Meat (unconditioned stimulus **UCS**)

<b>C. After conditioning</b>	<b>Conditioned response</b>
<b>(CS)</b> alone	<b>(CR)</b> saliva

Unconditioned stimulus (ucs) in this case meat leads to unconditioned response(ucr) which is secretion of saliva. Secretion of saliva (UCR) to a piece of meat (UCS) is natural. It is not learned. It is inborn.

During conditioning or training the sound of the bell which is the conditioned stimulus (CS) is transformed into conditioned response (CR) saliva.

UCR and CR are similar. In both cases it is secretion of saliva. But the CR is learned. It is the result of training or conditioning

### **Some features of classical conditioning**

**Extinction:** when the sound of the bell is presented repeatedly without the meat, the dog

stops secreting saliva. The relationship between the two stimuli becomes loose. We call this process extinction. Extinction is a form of forgetting.

**Spontaneous recovery**

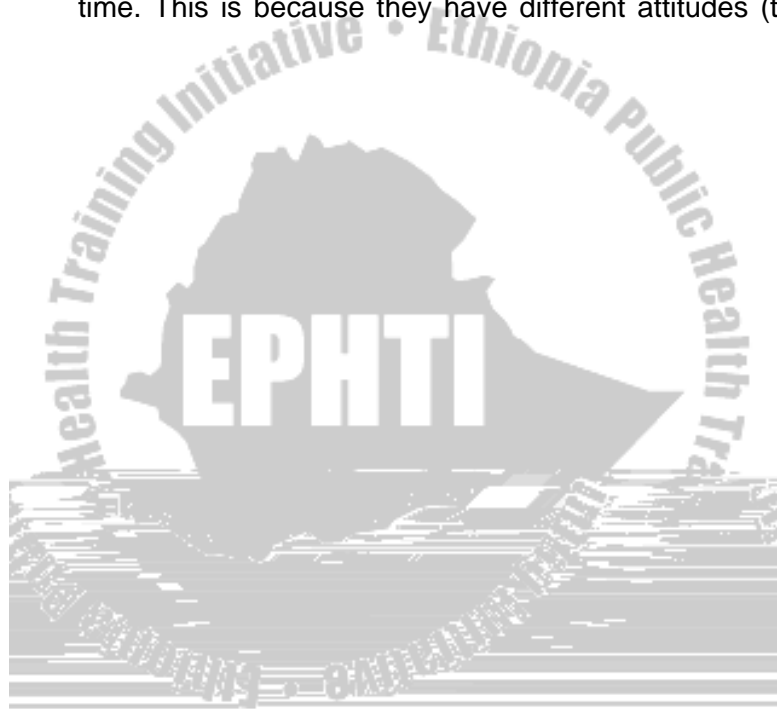


- Reinforcement is an important aspect of operant



### 3.3.2 Attitudes of learning

**Attitudes:** It is a tendency to behave or think in a certain way. For example, one health worker may refuse to see patients when the health center is closed. Another may be willing to see patients at any time. This is because they have different attitudes (t)02e

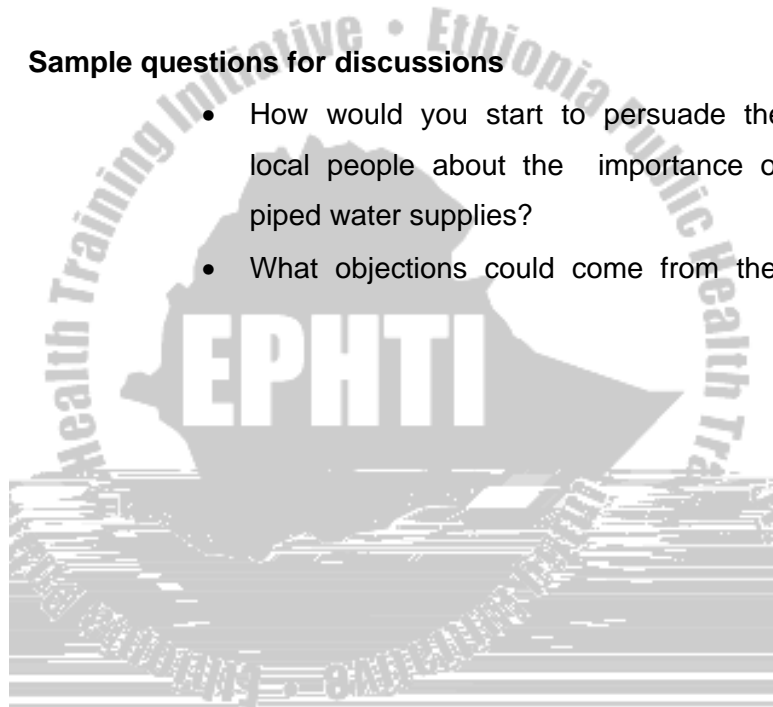




- Discuss the experiences that they have had with clients.
- Let some students say their opinions and see the reaction of other students.

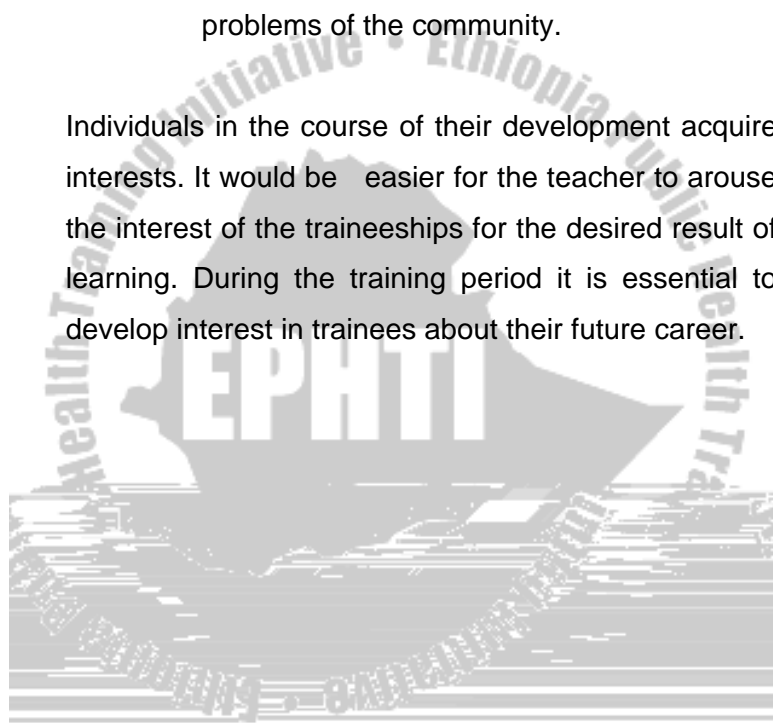
**Sample questions for discussions**

- How would you start to persuade the local people about the importance of piped water supplies?
- What objections could come from the



- Intrinsic interest is an internal satisfaction that one gains by simply doing or performing an activity .
- The health extension worker may be intrinsically interested to solve health problems of the community.

Individuals in the course of their development acquire interests. It would be easier for the teacher to arouse the interest of the traineeships for the desired result of learning. During the training period it is essential to develop interest in trainees about their future career.



## UNIT FOUR

### Memories And Forgetting

Genera Objective:







### 3. Long term memory.

- It is the process of placing (encoding) information in the memory.
- When we need the information, we can easily recall it and use it.

#### How to recall information from the long term memory

- By expanding the already existing information
- By meaningful repetition

The human long term memory has unlimited capacity to restore and retrieve information.

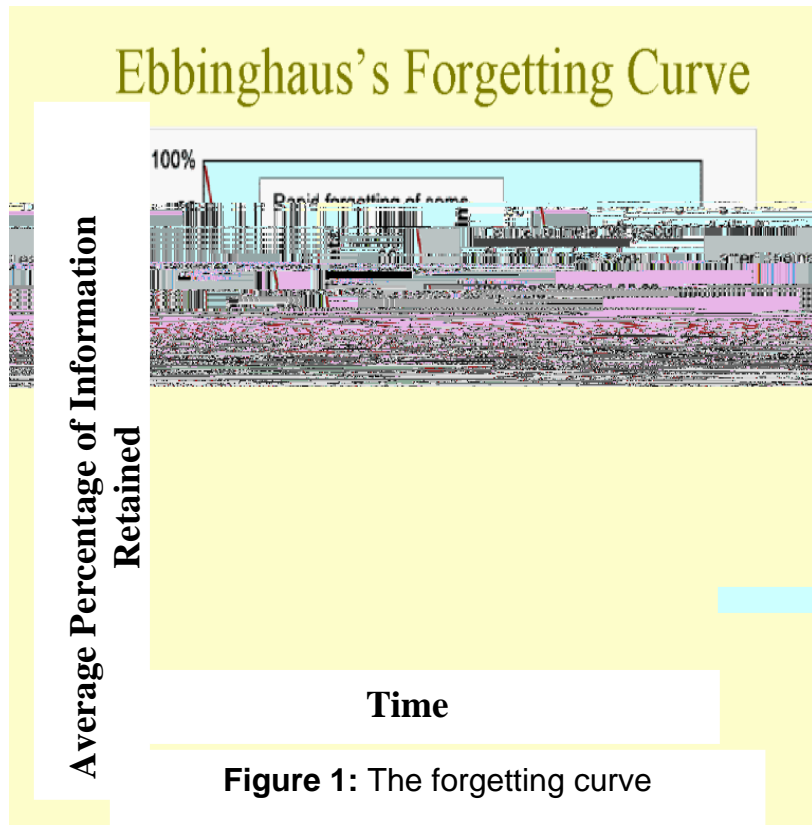
**NB.** Adults learn best about health extension packages when learning experiences are related to life (for further reading see pedagogy of the oppressed by Paulo ferrere)

### 4. 2. Theories of forgetting

#### Decay theory

- It is the earliest theory of memory
- At early stage memory is sharp and clear but fades or decays with the passage of time. (it is like a photograph left in the sun)

- Time and presentation of the material are contributing factors of forgetting. (faster presentation lesser time)



#### **interference theory**

When one task interferes in the performance of another task then forgetting takes place.

Interference can happen in two ways.

### 1. Retroactive interference

- it takes place when later learning interferes with the recall of prior learning.

**Example:** task one- student learns the anatomical structure of the heart.

Task two-student learns the functions of the heart.

- The student confuses some of the functions of the heart with anatomical structures of the heart.

### 2. Proactive interference

- When prior learning interferes with later learning we call it proactive interference.

**Example:** task one- student memorizes names of certain species.

Task-two student memorizes names of another set of species.

- Information from task one interferes when the student wants to recall facts from task two.

### Consolidation theory

- It is the degree to which a new material is remembered.
- It is processing information in depth.

- To consolidate information, use cues
- Processing information in terms of physical aspect (learning by doing, using demonstration when teaching new skills)
- By associating new knowledge with past experience

#### **Motivated forgetting theory**

It is repressing or pushing unacceptable thoughts and feelings into the unconscious part of the mind so as to avoid confronting them directly.

It is deliberate forgetting.

Repressive forgetting is common among people who have committed crimes

**Example:** rape (the victim as well as the rapist attempt to repress the thought into the unconscious part of the mind). They don't want to remember the situation.

### **4.3. Motivation in learning**

#### **The role of motivation**

Expectation and knowing the benefits of the goal will influence us to behave in a certain manner.

**Example:** The degree to which the trainee is motivated to study hard to complete the training program depends upon his expectation how much completing the training will pay off.

- In terms of good grade
- and the value the trainee places on getting good grade.
- If both expectations and benefits are high the trainee will be motivated to study hard.
- If expectations or benefits are low the trainees motivation to study will be relatively low.

**Activity:** Let the trainees list down their expectations from the training program in the Training Center.

Let them explain the value they attach to the fulfillment of their expectations.

- **Cues:** I expect to gain basic knowledge and understanding on health problems of Ethiopia during my stay in the college (expectation)
- The knowledge and skills I get from the training will enable me to contribute something to alleviate the health problem in my country.

### Use of mnemonics

- The word mnemonics originated from the Greek word mneme which means “memory.”
- Mnemonics are strategies to organize and remember given information.
- By using mnemonics we can improve our retention of information.
- The method of loci for example involves associating information to remember with a series of places that are firmly fixed in our memory.

#### **Example:** digestive systems

Mouth \_\_\_\_\_ the gate of your house

Esophagus \_\_\_\_\_ the corridor in the waiting room

Stomach \_\_\_\_\_ the dining table (similarly you can relate the rest of the digestive system with sections of your rooms.

When we learn the rhyme thirty days have September, April, June, and November all the rest have ....) We use mnemonics.

## UNIT FIVE

### Personality

**General Objective:**





**ACTIVITY**

**MAN**



It is inborn.

It is governed by the pleasure principle.

its main goal is to reduce tensions created by primitive drives and get maximum satisfaction of the biological needs.

(Example: hunger, sex)

## 2. The ego

It is executive of personality. All decision making processes of the personality are done by the ego.

- It Makes decision.
- It Controls action.
- It allows thinking and problem solving approach when the personality faces problems.

## 3. The super ego

- It helps to integrate broad moral values of society. These broad moral values are learned through the socialization process in the family, religious institutions and from the community at large. Through the socialization process we learn all the dos and don'ts.
- It prevents us from doing immoral things.

- The super ego motivates us to do what are morally accepted things by the society.

**Remark.** The three personality structures interact in actual life situation. The ego is mediator and helps the personality to adjust to its environment. It tries to bring together opposing tendencies of the id and the superego and enables the personality to adjust to the environment. See the following example.

Bereket, a seven year old boy spot a candy in the supermarket. He wanted to possess the candy. His biological id pushed him to get the candy as soon as possible. The super ego tells him that stealing is forbidden. His ego tells him that it is wise and appropriate to ask his father to buy him the candy.

**Activity:** form small groups and help your students to discuss the problem of HIV/AIDS and how the three personality structures work together to bring behavioral change to reduce and control the epidemic.

### 5.1.2. Trait theory

- A trait is a way in which one individual differs from another. They are modes of behavior and are relatively stable for a long period of time.

#### **Example: extraversion.**

It is a personality trait. People with extraversion personality are characterized by:

Active and interactive in social gatherings

Gregarious and sociable

Easily excited by things

#### **Introversion.**

It is another form of personality trait.

people with introvert personality are characterized by:

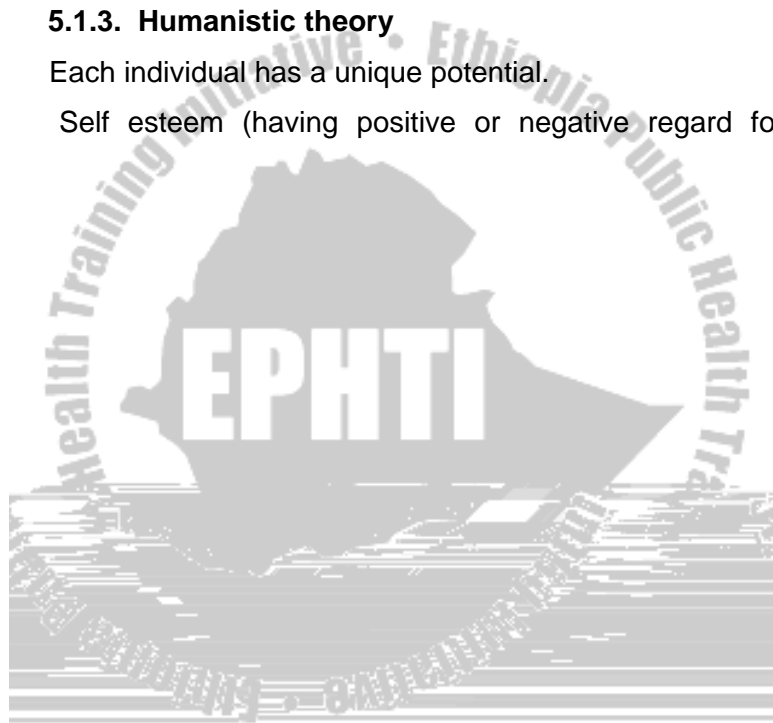
- they are Passive
- they are Quiet and in most cases spend their time lonely.
- they are cautious very careful when doing things.
- they are reserved and they do not interact easily with other people.

**Activity:** Divide your students into small groups and ask them to list down words or adjectives that describe human personality in our society and how these personality traits affect a person's life.

### 5.1.3. Humanistic theory

Each individual has a unique potential.

Self esteem (having positive or negative regard for



## 5.2. Social and personality development



Adults should react positively to the Child's attempts.

**How can the child be protected from failure and other unwanted consequences in his activity?**

- By easing autonomy (not to be authoritative)
- Permitting children to participate in decision-making at home.
- Encouraging children not to give up their plans.

From 6-12 years

- The child shows competency in all areas.
- Social interaction widens (influence of peer groups is great)
- Academic skills develop.
- Enters into the wider culture

**5.2.3. Social and personality development in adolescent (18-25 years)**

The adolescent raises the identity question (who am I?)

**Pressure due to:**

- Physical change (primary and secondary sex characters develop)

- Societal expectation changes (they consider themselves as adults, yet they are dependent on their parents)

To avoid confusion appropriate role model formation is important.

#### **5.2.4. Social and personality development in adult hood.**

Formation of close relationship with others.

Relationship could be on physical, intellectual or emotional level.

**Example:** marriage, becoming member of professional associations.

Contribution to the family, community and his country becomes great during this period.

**NOTE:** Remind the trainees that the responsibility of the health extension worker is multi-dimensional. In addition to promoting the preventive aspect and health in the communities health extension workers are also social agents. They have responsibility to educate the community on child rearing practices and sensitizing the community on problems of adolescents and gender issues.



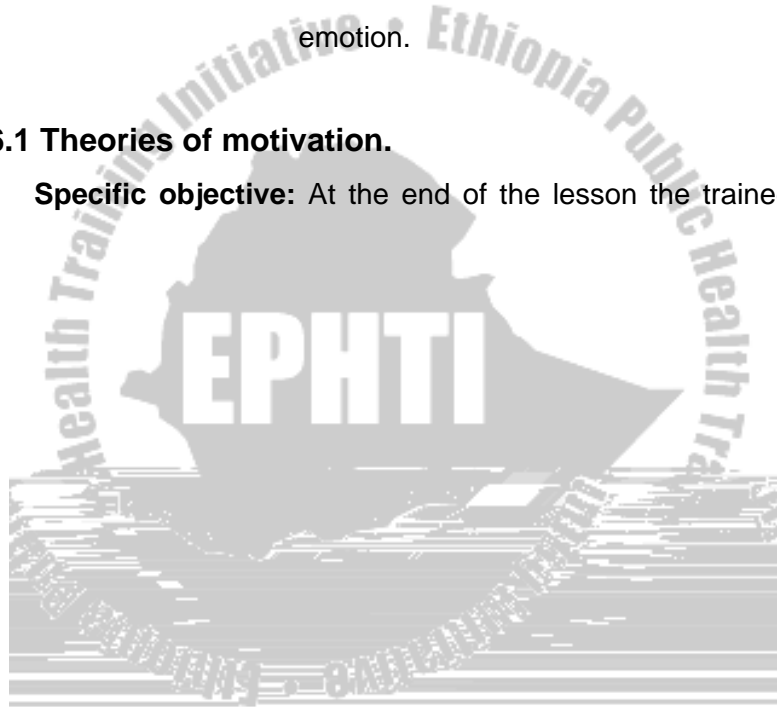
## UNIT SIX

### Motivation And Emotion

**General Objective:** At the end of the unit the trainee will be able to describe motivation and emotion.

#### 6.1 Theories of motivation.

**Specific objective:** At the end of the lesson the trainee



**Example:** Curiosity, reproduction and repulsion (babies have built-in tendency to become attached to adults who care for them)

Compared to lower animals human instincts are



## 6.2. Social motivation and emotion

**Specific objective:** At the end of the lesson the trainee will be able to describe social motivation and emotion.

Need hierarchy theory, by Abraham Maslow, is one of the theories of motivation.

According to this theory when lower needs are met higher needs emerge.

Basically we can put human needs into categories.

These are:

1. Basic or biological needs (the need for food, water, shelter, security needs)
2. Social needs (love, recognition,)
3. Achievement motivation

Emphasizes the role of setting life goals and the influence of success or failure experiences to attain these goals.

It is an aspiration to succeed at the greatest level possible and the desire to avoid the disappointment that results from failure.

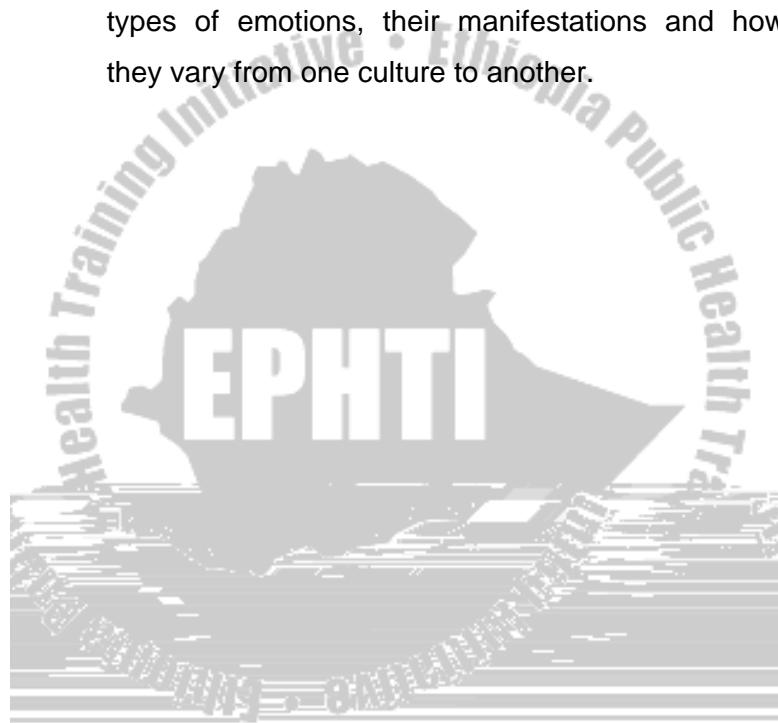
Extremely high goals may lead to failure and low-level goals may result in less satisfaction from accomplishments

4. Affiliation need



**Example:** Joy, acceptance, fear, surprise, sadness, disgust, anger, and anticipation are different forms of emotions.

**Activity:** Form small groups (preferably on cultural backgrounds) and ask them to identify the different types of emotions, their manifestations and how they vary from one culture to another.



## UNIT SEVEN

### Health Stress And Coping

**General Objective:** At the end of the unit the trainee will be able to describe health stress and coping.

#### 7.1. Stress and Health

**Specific Objective:** at the end of the lesson the trainee will be able to describe stress and health.

**Stress – (definition)**



**Physiological stress response**

The human body passes through three stages when confronted by stressors. These are:



- Ulcers
- Asthma
- Arthritis
- High blood pressure
- Eczema

Cognitive impairments:

- Stress prevents people from coping with life adequately.
- People's understanding of their environment may be clouded.

At emotional level:

- Minor criticisms made by a friend are blown out of proportion.
- Anger and aggression
- Apathy and depression

## 7.2 Coping skills

**Specific objective:** At the end of the lesson the trainee will be able to describe coping skills in stress.

**Coping - definition:** It is the effort to control or to reduce the threats that lead to stress.



**There are eight types of coping skills. These are:-**

**Emotion focused coping:** It is an attempt to reduce disturbing emotions, which accompany the experience of stress.

Emotion focused coping strategies are:

- Getting social support from the society and institutions.
- Getting psychological assistance from friends and relatives.
- Getting support from ones working place.

**Defense mechanisms coping:** These are mental strategies we use when we do not wish to face reality.

**Example:**

Avoidance

Denial

Repression

**Mal-adaptive coping methods**

**Example:** Taking drugs, heavy alcohol and other stimulants to cover the problem for only a limited period of time.

**Problem focused coping:**

- it is trying to think and understand the problem situation better and taking action to deal with the





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