

PSYCHOLOGY *for* NURSES

Psychology for Nurses is a comprehensive book written for those taking diploma and degree programmes in nursing. It is also for the registered nurses (RN) who would like to enrich their nursing practice. Psychology as a subject must provide adequate insight for those who are embarking into the nursing profession, a healthcare profession which requires adjustment to the behaviour of the patients and those around them; understanding the patients' anxiety, fear or pain; and self-acceptance by the nursing care givers in order to function independently within the areas of their responsibility.

This book is unique in that the author who is a psychologist and a mental health nurse practitioner has introduced new concepts that are relevant to the nursing practice. Among these concepts are psychology of nursing care; psychological interventions, like the therapeutic smile; and the therapeutic use of self or presence. The basic concepts of psychology are also presented in this book since, as the author views it, it is very important that all nurses know and understand the origin and the development of psychology as a science.

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PSYCHOLOGY *for* NURSES

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CHAPTER 6

Theories of Personality

CHAPTER 7



EXPECTED LEARNING OUTCOMES

After studying this chapter, you are expected to:

1. define personality;
2. identify the various perspectives on studying personality;
3. discuss some concepts in Psychoanalytic Theory such as instincts and libido, the id, ego and superego, and the defense mechanisms;
4. explain how personality develops;
5. distinguish the other psychoanalytic theory of Freud; and
6. know the current personality theories.

Introduction

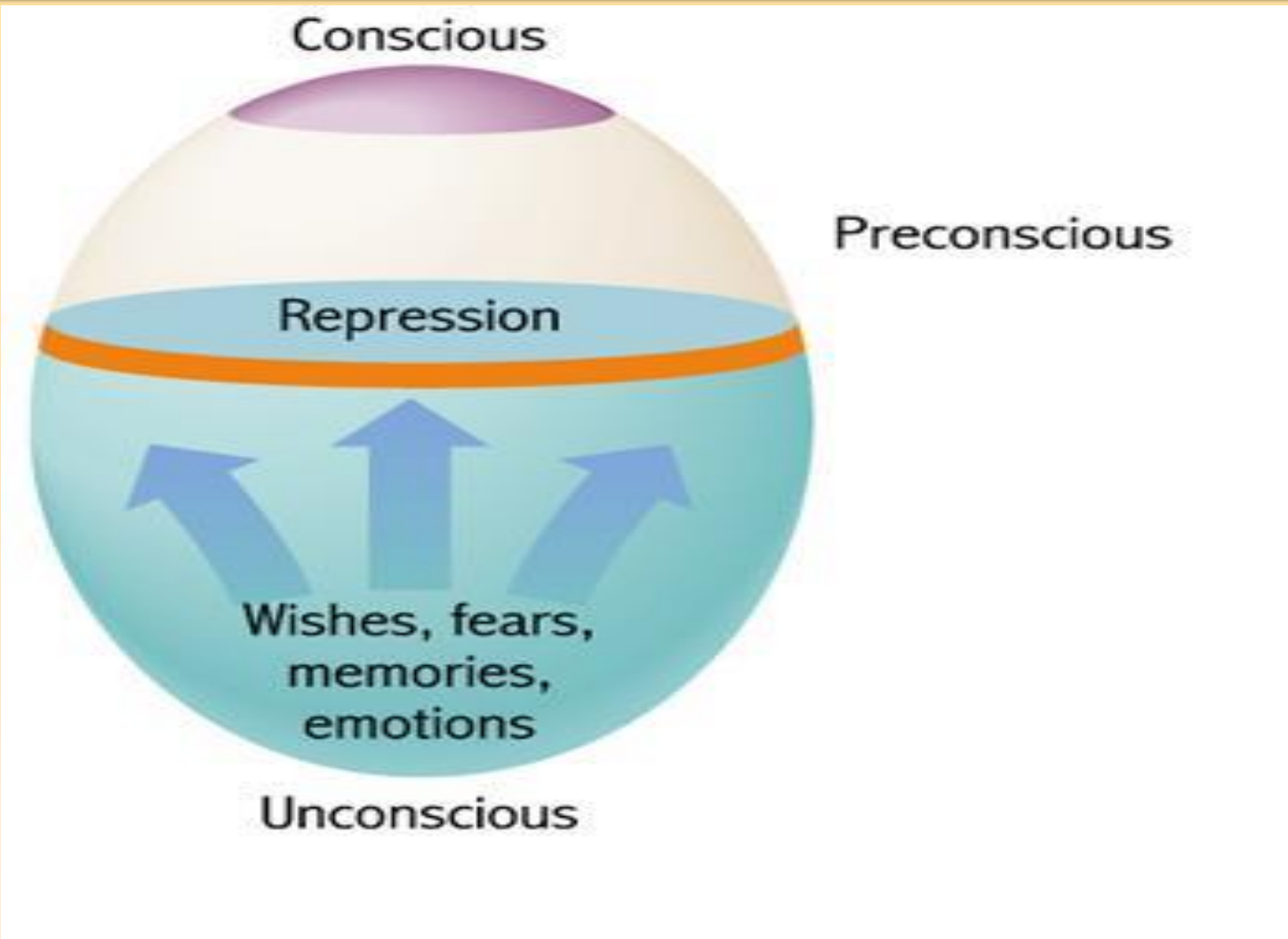
- When you will work as a nurse, are you going to be selective of your patients?
- Will you be dealing only with those who are pleasant?
- What type of fellow nurses whom you would like to work with?

- It is difficult to determine what personality is likeable to others and what type of personality shall you display. In our profession, we must train to care for all the clients no matter how likeable they are or how demanding they will be. There is only one thing that we need to bear in mind, i.e. we should who we are and we must understand our own clients.

PSYCHOANALYTIC PERSPECTIVE

- This theory is associated with Sigmund Freud (1856-1939) who was born in Moravia, the son of a Jewish wood merchant whose business failures prompted him to move his family to Vienna.
- This theory emphasizes childhood experience as critically important in shaping adult personality. It stresses the role of the unconscious in motivating human actions.

Freud's personality structure



Exploring the Unconsciousness

- He believed that people are conscious only of a small portion of their central life.
- Some of these thoughts we store temporarily in a preconscious area, buried just beneath awareness where they are fairly easy to retrieve.
- The vast majority of material is unconscious. Among these unconscious are drives, personality components, memories of early experiences, and intense psychological conflicts.

Instincts and Libido

- The theory of Freud assumes that all behaviors, whether physical or psychological need energy for these to be activated. Libido (psychic energy or drive energy) performs psychological functions for it supplies the energy required for thinking and behaving. Libido encompassed both the life and death instinct; the sources of all energy for these instincts give both force and direction to psychological activities.

- The life instinct (eros) is the instinct to live, love for self-preservation, sex and other life-enhancing activities. The death instinct (thanatos) is the instinct to die, hate, self-destroy and other activities that will lead to death.

Personality Structure

ID

- It operates on the pleasure principle which is present at birth. It is the reservation of psychic energy, the fool of biological drives that arise from our needs for food, water, warmth, sexual gratification, avoidance of pain and others.
- It seeks only its own pleasure and has no inhibitions, and cannot abide frustrations or deprivation of any kind. It seeks satisfaction of the bodily needs and has no way, determining which means of doing so are safe and which are dangerous.

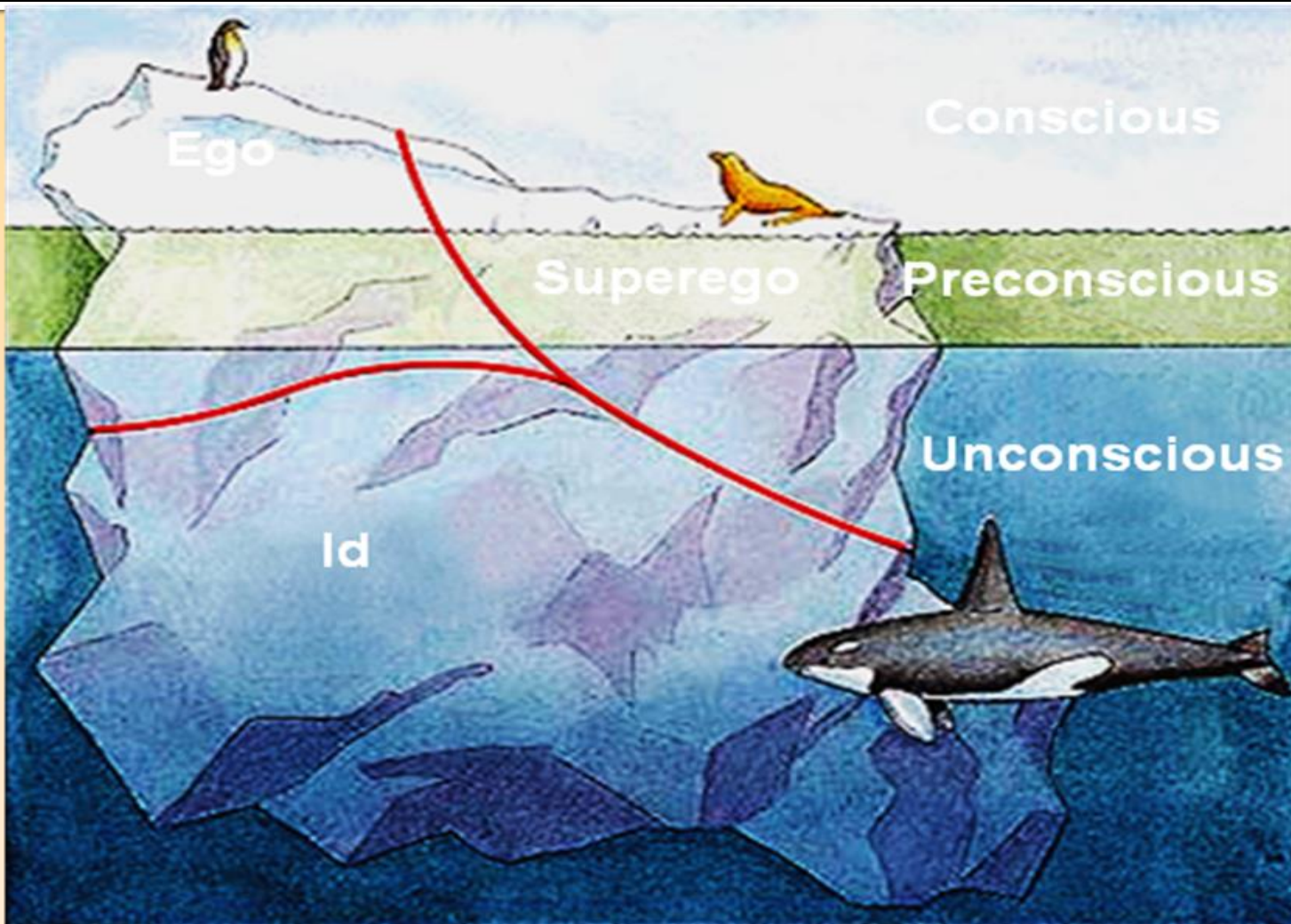
EGO

- Its primary role is to serve as a mediator between the ID and reality.
- It becomes only apparent until the age of at least six months. It operates on called as reality principle for it is concerned with what exists in the environment.

SUPEREGO

- It is the last to develop. It is regarded as the conscience of man, it is the component of personality that represents the ideals on moral standards of society as conveyed to the child by his or her parents. It includes both the “should and should not” what are acceptable (rewarded) and not acceptable (punished) by society.

The Personality Structure



Anxiety and Defense Mechanism

- How does the ego manage to carry out its work with the conflicting goals of the id and the superego, as well as the constant demand of reality?
- According to Freud, the signal that the ego is losing its struggles to reconcile the divergent demands of the id, the superego and reality comes in the form of anxiety—a state of psychic distress.

- Anxiety arises when the ego realizes that expression of an id impulse will lead to some kind of harm and/or the superego is making an impossible demand.

- **Acting out.** Not coping - giving in to the pressure to misbehave.
- **Aim inhibition.** Lowering sights to what seems more achievable.
- **Attack.** Trying to beat down that which is threatening you.
- **Avoidance.** Mentally or physically avoiding something that causes distress.
- **Compartmentalization.** Separating conflicting thoughts into separated compartments

- **Compensation.** One covers up weaknesses by emphasizing desirable traits or by making up for frustrations in one area by over gratification in another area.
- **Conversion.** Subconscious conversion of stress into physical symptoms.
- **Denial of Reality.** Protection to oneself from unpleasant reality by refusing to perceive it.
- **Displacement.** Directing one's anger or other emotions/feelings to objects or persons other than those that aroused said emotions/feelings.
- **Dissociation.** Separating oneself from parts of your life.

- **Fantasy.** Escaping reality into a world of possibility.
- **Idealization.** Playing up the good points and ignoring limitations of things desired.
- **Identification.** Copying others to take on their characteristics.
- **Intellectualization.** Avoiding emotion by focusing on facts and logic.
- **Introjection.** Bringing things from the outer world into the inner world.

- **Emotional Insulation.** One withdraws from others to avoid being hurt.
- **Fantasy.** Frustrated desires are gratified through imaginary achievements.
- **Identification.** Increasing self-worth by identifying with well-known person(s) or institution(s).
- **Passive aggression.** avoiding refusal by passive avoidance.
- **Projection.** The person blames others or attributes one's undesirable desires to others.
- **Rationalization.** One give reasons for failures to protect his self-worth.

- **Reaction-formation.** A person behaves differently from his true desires.
- **Regression.** Behaving in a manner associated with a lower level of development
- **Repression.** Preventing of painful dangerous thoughts from entering consciousness.
- **Somatization.** psychological problems turned into physical symptoms.
- **Sublimation.** One's frustrated sexual desires are gratified by substitute non-sexual activities.
- **Suppression.** Consciously holding back unwanted urges.

- **Symbolization.** Turning unwanted thoughts into metaphoric symbols.
- **Trivializing.** Making small what is really something big.
- **Undoing.** One atones or counteracts a previous undesirable act.

How Personality Develops?

- Freud's theory gives emphasis on the experiences of children. He believed childhood events determine in large measure the type of people we become as adults. He believed that personality is shaped by early experiences as children pass through a set sequence of psychosexual stages.

NEO-FREUDIAN PERSPECTIVES

Carl Jung (1875-1961)

- A Swiss psychiatrist, whom Freud described as his successor and crown prince in 1909.
- Has expanded more in Freud's idea of the unconscious mind. He described the unconscious in two: 1) the personal unconscious that made up of personal experiences that were once conscious but have since been forgotten; and 2) collective unconscious which is more influential and contains the memories from our ancestors.

Alfred Adler (1870-1937)

- An Austrian psychiatrist, worked with Freud's original group in his youth but gradually develops a rival approach. His stress on social urges and influences and his concepts of a creative self were radical departures from Freud's biological orientation and notion of an id serving ego.
- Adler believed that people's selves are creative in searching for fulfilling experience and devising such experiences when unable to find them.

Karen Horney (1855-1952)

- A German born and respected psychoanalyst wanted to refine psychoanalysis rather than break away from it.
- She believed that feminine psychology stresses from low self-confidence and overemphasis on love and has little to do with anatomy.

Harry Stack Sullivan (1892-1949)

- A social critic and psychiatrist who believed that imperfect societies produce flawed people who improve only if their surroundings do.
- He focused on childhood relationships.
- He stressed testing ideas empirically more than any other psychodynamic thinker.

Heinz Hartmann (1894-1970)

- Elevated the role of ego above the “servant of the id” notion of classical psychoanalysis.
- He assumed that the ego has cognition at its disposal and shared interest in perceiving, remembering and thinking.

TRAIT PERSPECTIVE

- Trait theories are concerned with what personality is made.
- A trait is any relatively enduring way in which one individual differs from another (Guilford, 1959).

There are three assumptions underlying trait theory.

- First, personality traits are relatively stable over time.
- Second, personality traits are consistent over situations.
- And third, individual differences are the result of differences.

Gordon Allport's TRAITS

Allport classified traits into three:

1. **Cardinal Trait** —it is one that tends to be dominant in the personality of an individual. It is an overriding disposition.
 2. **Central Trait** —it tends to characterize an individual.
 3. **Secondary Trait** —it is the tendency to respond in specific settings as to being shy in meeting one's superior or being ashamed to recite in class.
- Allport believed that traits unify and integrate a person's behavior by causing that person to approach different situations with similar goals or plans in mind.

Raymond Cattell's Personality Factors

- Cattell believed that trait is the broad disposition to behave in a particular way for it constitutes the core of personality.
- His bases are more empirical rather than clinical.

He classified traits into:

- 1) common traits—which are shared by individuals in a particular culture; and
- 2) unique traits—those that a person shares with only a few or perhaps with no one else. Cattell's 16 personality factor inventory (16PF) is considered to be one of the most widely used personality assessment instruments.

Sheldon's Somatotypes

- The individual's physique indicates his or her personality as theorized by Sheldon.
- He reasoned that physical characteristics determine what people are good at and what they pursue.

He classified the bodies into three physical dimensions:

- 1) **Endomorphy**—one who is tart and flabby—characterized to be jolly, warm and outgoing;
- 2) **Mesomorphy**—one is muscular—characterized to be aggressive, energetic and active;
- 3) **Ectomorphy**—one is thin and skinny—characterized to be shy, reserved, reflective and an introvert.

HUMANISTIC PERSPECTIVE AND PHENOMENOLOGICAL PERSPECTIVES

- This theory stresses personal experience and what that experience means to the individual as basis of human personality and behavior.
- To understand other's behavior, we must first understand the way that person constructs his or her world.
- It gives emphasis on the person's dynamism and his capacity for personal growth and free will to determine his own destiny.
- It concentrates on understanding "selves" and their unique vantage point in life. The self is regarded as an internal concept that evolves as people interact with others. The self-concept influences how people act; in turn, actions change self-concept.

Carl Roger's Theory of the Self

- Roger focused on the individual's self-concept which is the person's overall perception of his abilities, behavior and personality.
- He defines the self as an organized, consistent pattern of the perceived characteristics of the "I" or "me."
- A person has positive self-concept only if he has a positive self-regard. Roger believed that people are basically good and are endowed with self-actualizing tendencies.

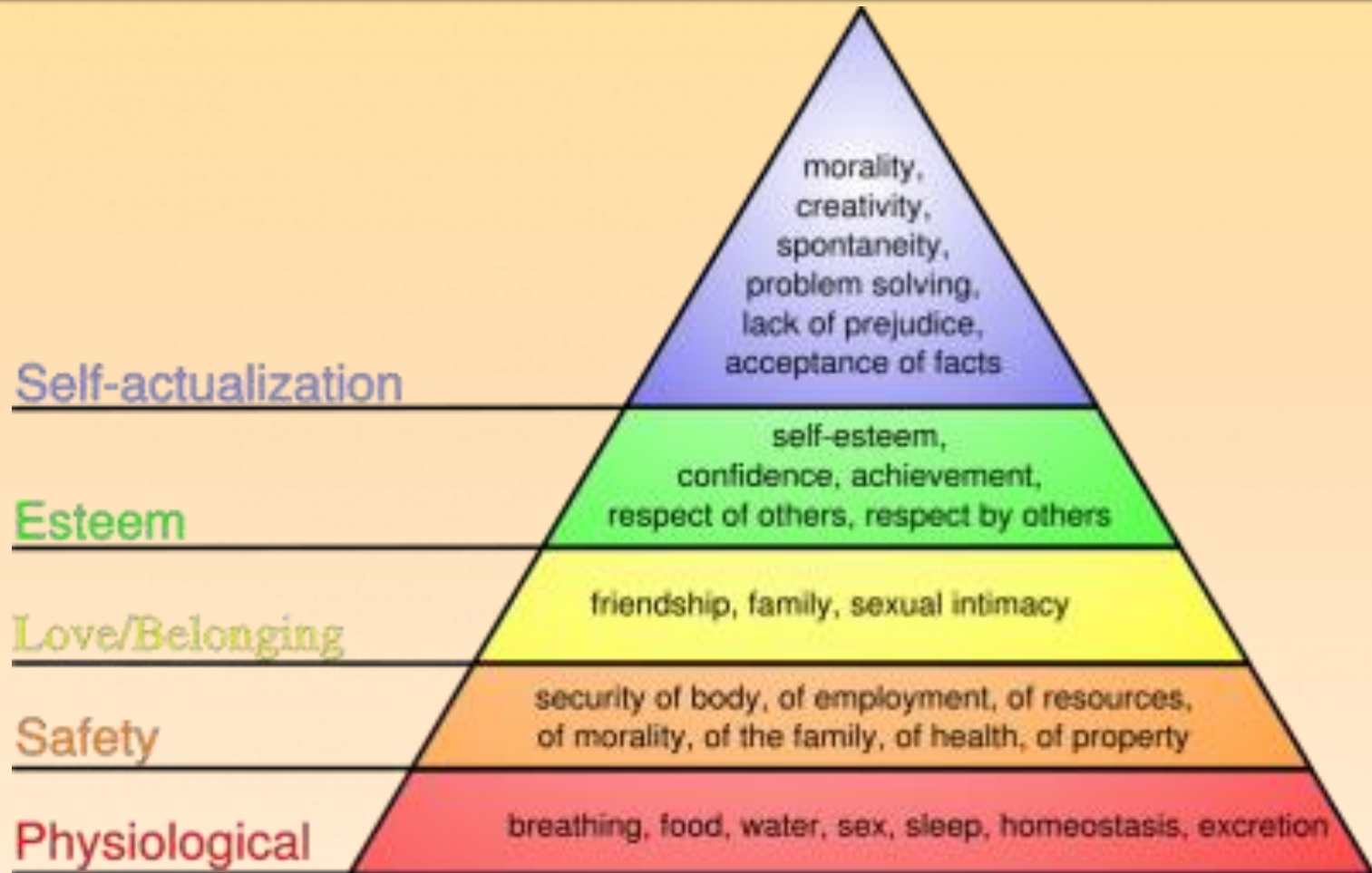
- He also added that to have a growth-promoting climate, three conditions are required —genuineness, acceptance and empathy.
- For him, these three nurture growth not only in relationship between parents and child, leader and group, teacher and student, administrator and staff, but in fact between any two human beings.

Abraham Maslow's Self-Actualizing Persons

- Maslow assumed that people are free to shape their own lives and that their most significant motivation is the desire to achieve self-actualization.
- He defined a self-actualized person as one who finds fulfillment in doing the best of which he is capable, not in competition with others, but in an effort to become "*the best me I can be.*"

- Maslow's key concept is the hierarchy of needs, the highest of which is self-actualization where individuals maximize their potential. This includes not just excelling at one's life work, but devoting oneself to higher social goals; it doesn't seek fame and glory, but finds peace and contentment in the inner satisfaction that comes with being the best that one can be.

The Maslow's Hierarchy of Needs



The 10 points that nurses must address to achieve the self-actualization of the patients are:

1. We should teach people to be *authentic*, to be aware of their inner selves and to hear their inner-feeling voices.
2. We should teach people to *transcend their cultural conditioning* and become world citizens.
3. We should help people *discover their vocation in life*, their calling, fate or destiny. This is especially focused on finding the right career and the right mate.

4. We should teach people that *life is precious*, that there is joy to be experienced in life, and if people are open to seeing the good and joyous in all kinds of situations, it makes life worth living.
5. We must *accept the person* as he or she is and help the person learn their inner nature. From real knowledge of aptitudes and limitations we can know what to build upon, what potentials are really there.
6. We must see that the person's *basic needs are satisfied*. This includes safety, belongingness, and esteem needs.

7. We should *refreshen consciousness*, teaching the person to appreciate beauty and the other good things in nature and in living.
8. We should teach people that *controls are good*, and complete abandon is bad. It takes control to improve the quality of life in all areas.

9. We should teach people to transcend the trifling problems and *grapple with the serious problems in life*. These include the problems of injustice, of pain, suffering, and death.
10. We must teach people to be *good choosers*. They must be given practice in making good choices.

THE SOCIAL-COGNITIVE PERSPECTIVE / BEHAVIORISTIC PERSPECTIVE

- The core of behaviorism is reinforcement. Personality often results from a series of reinforced behavior.
- Thus, behavior is managed by the environment.

- Reinforcement is common for both perspectives. However, in behaviorist perspective, reinforcement is dispensed by an external agent; while in the social-cognitive perspective, reinforcement is internal to the individual self-reinforcement

B.F. Skinner's Radical Behaviorism

- For Skinner, personality is essentially in fiction. People see what others do and infer underlying characteristic.
- These dimensions exist only in the eye of the beholder.

- Skinner, true to his own beliefs, characterizes his personal development in terms of environmental variations that shaped his conduct and not in terms of internal changes.
- For people to understand personality, he contends that they should focus on specifying what organisms do and what events influence those actions.

Albert Bandura's Cognitive-Social Approach

- Bandura believes that behavior is often specific to a situation and is importantly shaped by learning principles.
- His view of human kind resembles the humanistic one. He emphasizes people's symbolizing abilities and sees their conduct as goal- directed.
- He posits a multiplicity of goals that tend to be ordered and stable.

- Since people can regulate themselves, they have some degree of freedom, and they remain capable of change throughout life.
- Another feature in Bandura's system is his emphasis on internal standards.

- Personal ideas about what is important and what is good guide people's evaluation of themselves and their doling out of self-approval and self-criticism.
- For Bandura, when people believe they are capable of dealing effectively with a situation, they possess a sense of self-efficiency.

KEY POINTS

- Personality is the organized and distinctive pattern of behavior that develops over time and characterizes an individual's adaptation to an environment.
- The major perspectives in personality are the psychoanalytic perspective, trait perspective, humanistic/phenomenological perspective, and social-cognitive/ behavioristic perspective.
- The psychoanalytic perspective emphasizes childhood experience as being critically important in shaping adult personality and stresses the role of the unconscious in motivating human actions.

- Libido performs psychological functions, as it supplies the energy required for thinking and behaving.
- Life instinct (eros) is the instinct to live, to love for self-preservation, and to engage in sexual and other life-enhancing activities. Death instinct (*thanatos*) is the instinct to die, hate, self-destroy, and engage in other activities that will lead to death.
- Freud divides the human psychic into three separate but interacting elements: the id, the ego, and the superego.
- The id operates on the pleasure principle, the ego serves as a mediator between the id and reality, and the superego is regarded as the conscience of man.

- Anxiety arises when the ego realizes that expression of an id impulse will lead to some kind of harm or that the superego is making an impossible demand.
- A defense mechanism is a mental strategy that the ego uses to block the harmful impulses while also reducing anxiety.
- Fixation can occur at the oral, anal, phallic, and genital psychosexual stages of development.
- Trait theories are concerned with what personality is made of- A trait is any relatively enduring way in which one individual differs from another.