Module 1

Definition and scope of psychology, Psychology as a science, Personality - Definition, types of personality, measurement of personality, Psychological Process, Perception, Motivation and Learning.

Module II

Application of psychology: Stress management, wellbeing, Self development: Application of: psychology in building memory and creativity
Definition and Scope of Psychology
mental activities which are not directly observed but inferred from
the behaviour of the person. For example, we can say
that somebody is thinking if he or she displays certain activities
related to finding solution to a mathematical problem assigned to
him or her.

(C) Study of behaviour

The range of behaviours studied in psychology is very broad. It
includes simple reflexes (e.g. eye blinking), common response
patterns such as talking to friends, verbal reports about feelings
and internal states and complex behaviours such as handling
computers, playing piano and addressing a crowd. These
behaviours are either observed directly through naked eyes or are
measured through instruments.

In short Psychology can be defined as the scientific study of
behavior and mental processes

They are generally exhibited verbally or nonverbally (e.g. facial
expression) when an individual reacts to a stimulus in a given
situation. Thus in psychology the main unit of investigation is the
individual human being and his or her experiences, mental
processes and behaviours.
treatment of illness. It also deals with various life style diseases such as hypertension, coronary heart disease, cancer and diabetes.

**Organizational Psychology:** This field is concerned with application of psychological principles and models to study the selection and performance of employees in organizational settings. It also studies the concepts of leadership, motivation, job satisfaction and performance appraisal.

**Developmental Psychology:** This field is concerned with the study of various physical and psychological factors which influence the systematic changes which the individual experiences across the different stages of life.

**Emerging Fields:** In addition to the fields mentioned above a number of new areas have emerged. Some of these fields are sports psychology, military psychology, aviation psychology, forensic psychology, peace psychology, neuropsychology, political psychology, feminist psychology and positive psychology.
Psychology as a Science
UNIT-I

Psychology as a science

The definition of psychology claims that psychology contains the features of science. First of all it is important to know what science is. Second, if psychology is a science, is it a natural science like physics, chemistry, and biology or a social science like sociology and economics? As you will read later, psychology has evolved out of the combined influences of natural science and philosophy. Hence, it contains some of the elements of natural science.

What is science?

Science refers to a systematic process of acquiring and organizing knowledge. Science is defined not by its subject matter, but by the methods employed to acquire knowledge. The methods used in science are systematic, objective, and verifiable. The objective of science is to gain an understanding of the cause-and-effect relationship among variables under carefully controlled observations.

The controlled observations, called experiments, usually take place in the laboratory with the help of scientific instruments. While using experimental procedures, certain variables or conditions are changed by the experimenter to observe their effects on another variable. The variables changed by the experimenter are called 'independent variables'; the variables on which their effects are observed are called 'dependent variables'. The process of gaining knowledge follows certain defined stages in scientific enquiry:
MEASUREMENT OF PERSONALITY

Psychologists seek to measure personality and behavioral responses through a number of methods. The most common of these methods include self-report measures, behavioral measures, and projective measures.

i. Self-report measures

Self-report measures rely on information provided directly by participants about themselves or their beliefs. These measures are in a question-and-answer format. There are a number of test formats, but each one requires the respondent to provide information about their own personality. Usually, the measure requires an individual to indicate to what extent a statement describes his or her personality.

Self-report measures are used for both psychiatric and nonpsychiatric populations. These measures can be used for a variety of reasons, from diagnostic purposes to helping with career guidance. Some of the more widely used personality self-report measures are the Myers-Briggs Type Indicator, Neo Pi-R, MMPI/MMPI-2, 16 PF, and Eysenck Personality Questionnaire.

- **MMPI/MMPI-2**

  The Minnesota Multiphasic Personality Inventory (MMPI) is the most widely used personality inventory both with psychiatric and nonpsychiatric populations. The MMPI-2 is a revised version of the MMPI. The MMPI-2 provides 2 to 3 number code types for interpreting an individual’s personality. This test is commonly used to help with the diagnosis of personality disorders.
together if they form a pattern that is regular, simple, and orderly. This law implies that as individuals perceive the world, they eliminate complexity and unfamiliarity so they can observe a reality in its most simplistic form. Eliminating extraneous stimuli helps the mind create meaning. This meaning created by perception implies a global regularity, which is often mentally prioritized over spatial relations. The law of good gestalt focuses on the idea of conciseness, which is what all of gestalt theory is based on. This law has also been called the law of Prägnanz. Prägnanz is a German word that directly translates to mean "pithiness" and implies the ideas of salience, conciseness and orderliness.

**Law of Past Experience**—The law of past experience implies that under some circumstances visual stimuli are categorized according to past experience. If two objects tend to be observed within close proximity or small temporal intervals, the objects are more likely to be perceived together. For example, the English language contains 26 letters that are grouped to form words using a set of rules. If an individual reads an English word they have never seen, they use the law of past experience to interpret the letters "L" and "I" as two letters beside each other, rather than using the law of closure to combine the letters and interpret the object as an uppercase U.

The gestalt laws of grouping have recently been subjected to modern methods of scientific evaluation by examining the visual cortex using cortical algorithms. Current Gestalt psychologists have described their findings, which showed correlations between physical visual representations of objects and self-report perception as the laws of seeing.
that interact with those behaviors (see Relational Frame Theory for more information).

Delayed discounting is the process of devaluing rewards based on the delay of time they are presented. This process is thought to be tied to impulsivity. Impulsivity is a core process for many behaviors (e.g., substance abuse, problematic gambling, OCD). Making decisions is an important part of everyday functioning. How we make those decisions is based on what we perceive to be the most valuable or worthwhile actions. This is determined by what we find to be the most reinforcing stimuli. So when teaching an individual a response, you need to find the most potent reinforcer for that person. This may be a larger reinforcer at a later time or a smaller immediate reinforcer.

**Classical conditioning**

The typical paradigm for classical conditioning involves repeatedly pairing an unconditioned stimulus (which unfailingly evokes a reflexive response) with another previously neutral stimulus (which does not normally evoke the response). Following conditioning, the response occurs both to the unconditioned stimulus and to the other, unrelated stimulus (now referred to as the "conditioned stimulus"). The response to the conditioned stimulus is termed a *conditioned response*. The classic example is Pavlov and his dogs. Meat powder naturally will make a dog salivate when it is put into a dog's mouth; salivating is a reflexive response to the meat powder. Meat powder is the unconditioned stimulus (US) and the salivation is the unconditioned response (UR). Then Pavlov rang a bell before presenting the meat powder. The first time Pavlov rang the
bell, the neutral stimulus, the dogs did not salivate, but once he put the meat powder in their mouths they began to salivate. After numerous pairings of the bell and the food the dogs learned that the bell was a signal that the food was about to come and began to salivate when the bell was rung. Once this occurred, the bell became the conditioned stimulus (CS) and the salivation to the bell became the conditioned response (CR).

Another influential person in the world of Classical Conditioning is John B. Watson. Watson’s work was very influential and paved the way for B.F. Skinner’s radical behaviorism. Watson’s behaviorism (and philosophy of science) stood in direct contrast to Freud. Watson’s view was that Freud’s introspective method was too subjective, and that we should limit the study of human development to directly observable behaviors. In 1913, Watson published the article "Psychology as the Behaviorist Views," in which he argued that laboratory studies should serve psychology best as a science. Watson’s most famous, and controversial, experiment, "Little Albert," where he demonstrated how psychologists can account for the learning of emotion through classical conditioning principles.

Imprinting is the special type of learning in which young animals, particularly birds, make a strong association with another individual or in some cases, an object. In 1935, the Austrian Zoologist Konrad Lorenz discovered that certain birds will follow and form a bond with a moving object shortly after hatching. Under normal conditions, the object is the mother. Thus imprinting has a survival value because it ensures that the young birds will not wander off away from their mother’s protection. Under experimental conditions,
for an individual just because of what was shared there and the meaning of it. For this “well-being is often equated with the experience of pleasure and the absence of [pain] over time”. The less psychological pain an individual is experiencing them more he or she is going to experience well-being.

When someone is positively well-being they are also experiencing a few other things. It involves a sense of self-fulfillment, which is the feeling of being happy and satisfied because one is doing something that fully uses your abilities and talents (Merriam-Webster). The feeling of having a purpose in life and connection with others are also contributors to the idea of well-being. When people feel as though they have a [purpose] in the world they feel like they belong; they feel like they matter.

**Education and well-being**

When talking about the school system, the idea of well-being gets a little foggy. It is argued that school should only be about learning and education but kids learn so much about social skills and themselves in school. When a child feels like they belong they are more likely to perform better in school. As well as being taught an education, they have to learn how to believe in themselves and create a purpose for themselves. If well-being is established in kids at a young age then it is more likely to play a part in their life as they get older. John White (2013) looked at public schools in Britain now and in the past. In the past schools only focused on knowledge and education but now Britain has moved to more of a broader direction. They started a program called Every Child Matters initiative, that seeks to