

LECTURE NOTES

Introduction to Psychology

For Health Extension Workers



**Ethiopia Public Health
Training Initiative**

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

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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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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

1.3.5 Clinical psychology

- ◆ It is about Psychological disorders and their treatment.
- ◆ It is about how to change the environment to prevent the prevalence of psychological disorders.

Example: the role a health extension worker plays in sensitizing the bad effects of khat, alcohol, and tobacco on health and productivity

Note: indicate that there are traditional ways of healing psychological disorders in our society.

1.3.6 Health psychology

- ◆ Emphasizes the preventive aspect of health than the curative aspect
- ◆ Health is not merely the absence of illness. Health is a state of physical, mental and social well-being .

Example: Teaching about personal hygiene is not enough. But the family and the society at large must participate in health programs. Recognizing the role of every member in the community is important to implement any health program.

Assignment: ask the trainees to search for other branches of psychology.

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

- ◆ Development is a more general term indicating changes physically, mentally and socially. It also, explains possible causes of changes in all areas.

Principles of development

1. Development is sequential

Example: motor development

- 2 months _____ an infant raises his head.
- 4-7 months _____ shows improvement in hand and eye coordination.

- 7 months_____ can sit up and stand up holding on to 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.
- ◆ Remind the trainees that nature (heredity) or nurture (environment) issue was important even in the past.

Example: in the 1600 the English philosopher John Locke considered the newborn baby as white paper (emphasized the role of nurture)

- ◆ The French philosopher Jean Jacques Rousseau considered hereditary factors as most important (emphasized the role of nature)
- ◆ Developmental psychologists take middle position. They claim that both Heredity and Environment interactively shape human personality. ($D=H \times E$)

2.2.2. Stages of development

◆ Infancy

- The infant has a unproportional appearance (head is large in proportion to body)

- 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)**

- Development is rapid in all areas (physically, cognitive, and socially) during this stage
- Rate of growth is slower at this stage than infancy.
- There are changes in body proportion.

Example: ▪ head growth is slow

- Trunk growth is rapid

Limb growth is rapid

- Matured body proportion, increased strength coordination and developed nervous system provide foundation for increased psychomotor skills.
- At age 6 children achieve sufficient eye and hand coordination, timing, and fine muscle control to demonstrate any skill in this activity.
- The child develops language skills and enters the world of knowledge and culture by asking the why question.
- Vocabulary increases rapidly between 2 and 6 years of age.

- 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, be involved in drug and alcohol abuse, suicide, risk taking. At this stage they are also exposed to sexually (STD) transmitted diseases and school failure. Family and school guidance are very essential and helpful for adolescents to cope up with challenges of this period.
- Early maturation of boys may enhance self-image, which is an advantage socially and athletically. For girls early maturation may result in early sex which is a risk factor.

♦ **Adulthood (20-60 years)**

- It is a developmental stage in which typical life goals and concerns are taking shape.
- Typical life goals during adulthood are related to
 - Education and family
 - Children's lives and personal property
 - Good health, retirement, leisure and the community.
- Typical concerns during adulthood are related to

- Relationship with friends
- Occupational worries
- Health fears

NOTE: Social and personality development for all stages of development are discussed under unit five.

2.3. Theories of development

2.3.1. Cognitive theory of development **General**

- The term cognitive came from the Latin word cognosco which means to know.
- Cognition refers to acquisition, processing, organizing and the use of knowledge.
- Jean Piaget developed the cognitive theory of development.

Developmental stages

◆ **Stage one:** sensory motor stage (from birth up to two years)

- A child's experience is based on an immediate perception of physical objects.
- Thinking is dominated by the here and now.

- 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.

◆ **Oral stage (from birth to one year)**

- Activity is centered to the mouth and the child gains satisfaction from sucking.
- Fixation may be caused by:
 - Over feeding, sometimes unprogrammed feeding
 - Frustration of the Child's biological needs.

◆ **Possible adult life characteristics are**

- Addictions (smoking, alcoholism)
- Nail biting.

Note: Emphasize the importance of breast-feeding for physical and emotional development of the child.

♦ **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.

- By adopting moral norms in the society.

♦ **Latency period (6 years to puberty)**

- It is relatively a calm period.
- It is the time to learn basic social and intellectual skills.

♦ **Genital stage (puberty)**

Reflection: Ask trainees to reflect on the landmarks of the onset of puberty.

- Hormonal changes due to biological maturity are important developments during this stage.
- Interest in sexual maturity begins.
- Adult's sexual attitudes and feelings begin to develop.

UNIT THREE

Learning

General Objective: At the end of the unit the trainee will be able to describe learning.

3.1. The nature of learning

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

Brain storming: Start the lesson by encouraging trainees to give their own definitions of learning

- ◆ Learning is a relatively permanent change of behavior due to training and/ or experience.
- ◆ Main components of the above definition are:
 - Learners involve in the learning process.
 - Learners are engaged in activities.
- ◆ In learning less emphasis is given to information transmission and greater emphasis is given to skill development and attitudinal change.
- ◆ **Basic components of learning:** briefly learning is a function of:

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.

3.2. Theories of learning

Specific objectives: At the end of the lesson the trainees will be able to describe the theories of learning.

3.2.1. Classical conditioning theory

- Ivan Pavlov Russian physiologist and psychologist and Nobel Prize winner in 1904 developed the theory.
- Pavlov found that the mouth secretes saliva when food is merely seen or smelled.
- Classical conditioning is a basic form of learning in which a neutral stimulus results in an involuntary action.

◆ The basic steps in classical conditioning experiment are:

A. Before conditioning

(Neutral stimulus)

Sound of a bell

Response

Pricking of the ear

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

+

Meat (unconditioned stimulus **UCS**)

C. After conditioning	Conditioned response
(CS) alone	(CR) 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:** when the dog restarts to secrete saliva after extinction.

Example: If a khat addicted person after receiving treatment is continuously exposed to khat, he may suddenly relapse in to khat chewing.

•**Stimulus generalization:** It is giving the same response to similar stimuli. It may or may not be appropriate.

Example: If a student has learned that virus and bacteria cause infectious diseases and uses these two words as if they are similar, he made inappropriate generalization.

3.2.2. Operant conditioning theory

- B.F. Skinner an American psychologist developed the theory.
- Laboratory animals learn to press the lever in order to obtain food.

- Reinforcement is an important aspect of operant conditioning.
- When teaching the community about health related topics, it is essential to engage the learners in some relevant activity directly related to the task at hand.

Example: When community members bring some kind of behavioral changes with respect to health within the families and within the community, it is essential to reward (material or moral) them.

3.3. Dynamic components of learning

3.3.1. Motives of learning

- ◆ They are interests or drive, which cause a person to behave in a certain way.

Example: motive of getting scientific knowledge about the preventive aspect of health.

- ◆ Motives of learning occur when:
 - A student is inspired to work hard.
 - When the trainer makes learning interesting and easier to learn.
 - When learning is relevant to the extension workers future career.

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 to their job.
- ◆ Attitudes are formed or changed during training.
- ◆ Like knowledge and skills attitudes are not easy to measure.

Example: Teaching Health workers how to inject a patient is a skill. Explaining to health workers about the importance of respecting the opinion of patients is trying to change the attitudes of health workers. But it is difficult to find out whether the health worker's attitudes have changed or not. Measuring attitude is more difficult than measuring skill and knowledge.

- ◆ **General methods to shape attitudes.**

- Providing information

Example: the relationship between smoking of cancer and heart diseases.

Exercise: What facts are you going to mention to the community if you want to persuade a mother to have a positive attitude towards breast-feeding?

- Providing positive models (setting ideal persons or examples in the society, teachers, nurses, doctors, other health extension workers)
- Providing experience to shape attitudes (direct experience, for example, seeing health sufferings of the community will have more input on shaping students attitudes).

Example: students may grow vegetables in their training compound and experience its nutritional value in the community.

- Students should practically see the benefits of an uncontaminated water supply in a village

Exercise: Ask your students to list three experiences that would help them to form good attitudes to clients.

- Conduct discussion in small groups to shape attitudes of student.

- 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**

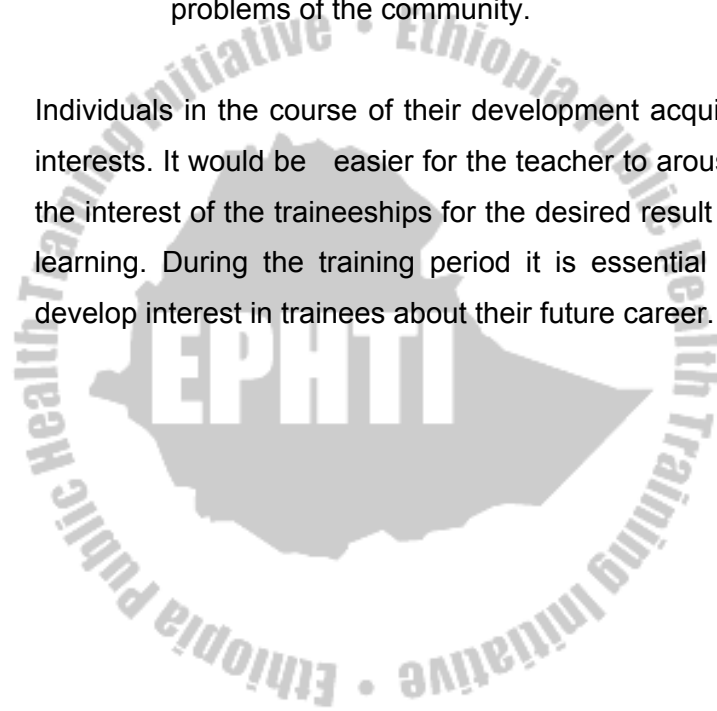
- How would you start to persuade the local people about the importance of piped water supplies?
- What objections could come from the community?
- How would you respond to these objections of the community?

3.3.3 Interest

- ◆ Interest means what an individual likes or dislikes or prefers to engage in a particular type of work rather than another one.
- ◆ Interest can be intrinsic or extrinsic.
 - extrinsic interest is related to activities which would rise satisfaction and pleasure (example Learning to get better salary)

- 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: At the end the unit the trainee will be able to describe memory and forgetting

Specific Objective: At the end of the lesson the trainee will be able describe the stages of memory.

4.1. Introduction to memory

- ◆ Memory is the power of retaining what one has learned and the power of retrieving it at will for future use.
- ◆ Memory is not a thing but a process.
- ◆ Memory and learning go together.
- ◆ You cannot really learn if you are unable to remember what you have learned. Also unless you acquire new knowledge you have nothing to store and nothing to memorize.

4.1.1. Stages of memory

There are three stages of memory. These are:

1. Sensory memory

- it is initial and momentary storage of information.
- Information coming from the environment reaches the brain through the sensory nerves.
- In the brain it is registered as sound, light, or any other stimuli.
- Information in the sensory memory lasts about one second.

Example: flash of light

2. Short term memory

- Information first gets meaning in the short term memory.
- In the short term memory information lasts about fifteen to twenty-five seconds.

Example: asking someone a telephone number and after calling, the information (the number) is lost from memory.

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.

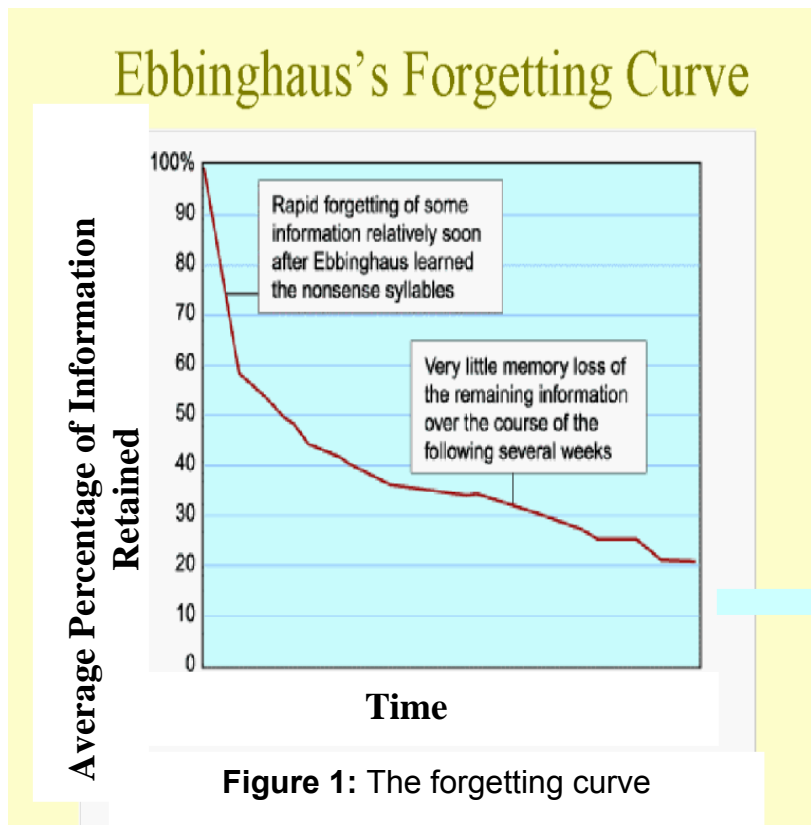
NB. Adults learn best about health extension packages when learning experiences are related to life (for further reading see pedagogy of the oppressed by Paulo ferrere)

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: At the end of the unit the trainee will be able to describe personality.

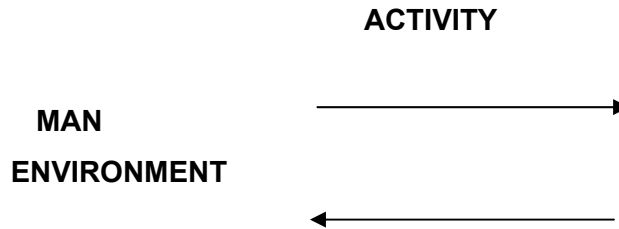
5.1. Theories of personality

Specific Objective: At the end of the lesson the trainee will be able to describe theories of personality.

Definition: The word personality originated from the Latin word persona meaning person. In classical Roman literature, it was a mask which an actor wore to play his role. The word persona was used to indicate the actor in the mask. The layman may equate personality to popularity or good clothing.

Scientific definition of personality: The difference among people plus the stability of any individual's behavior over long periods.

- Personality is dynamic. It develops out of the constant interaction between man and environment.



5.1.1 Psychoanalytic theory

- ◆ Sigmund Freud was the founder of the theory.
- ◆ It is the most profound theory of personality.
- ◆ Basic ideas of the theory
 - Forces contained within us, which we are not aware of trigger our behavior.
 - These hidden forces, shaped and consolidated by childhood experiences, play an important role in directing our behavior.
 - Freud termed this process the Unconscious.

Note: Underline that childhood is a critical period for the formation of later adulthood personality.

According to Freud the human personality consists of three structures. These are:

1. The Id

- 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 posses 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 oneself) is important in shaping ones personality. Over estimating and under estimating ones own capabilities may result in social and psychological problems like superiority and inferiority complexes.
- ◆ Individual needs (need for recognition) have an effect on ones personality.

NB: Remind your students that it is very important to accept, recognize and appreciate the personality of community members, elders and religious leaders before introducing any health related package in the community. In a community there are resourceful persons having varieties of potential. Hence it is advisable for the health extension worker to utilize this potential wisely.

5.2. Social and personality development

Specific objective: At the end of the lesson the trainee will be able to describe social and personality development.

5.2.1. Social and personality development in infancy (birth –1 ½ years)

- ◆ Consistently meeting the physical and social needs of the newborn baby (when cold, wet, hungry, affection) is very important for healthy social and personality development.
- ◆ Positive interaction and attachment with caregivers develops trust and self-confidence.
- ◆ Eye to eye interaction between an infant and care givers (mother, father or any other adult person) is important for emotional development

5.2.2. Social and personality development in childhood

- ◆ From 1 ½- 3 years
 - It is time to explore the environment.
 - If children are restricted and controlled they are unable to develop self-control.
 - Too little control may result in an over demanding behavior
- ◆ From 3- 6 years
 - Children start to plan and set goals, act independently.

- 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 will be able to describe the principles of motivation.

Definition of motivation. It is the process, which gives impetus to behavior by arousing sustaining and directing it toward the attainment of goals.

◆ **instinct theory**

- An instinct is an inborn force found in all members of a species.
- It directs behavior in a fixed manner without significant change in that species.
- The behavior of lower animals is largely instinctual.
- It is built in genetically.
- In human beings also there are instinct behaviors.

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 less rigid and vary due to learning.

Assignment: List down the different reflexes in the newborn baby and explain their survival value for the newborn baby.

◆ **Drive reduction theory:**

- Drive is the outcome of an animal's state of biological needs.
- As a result of drive an animal becomes more active.
- Drive reduction response works for biological needs like eating, sleep, avoidance of pain.

But motivation can result from two different forces.

- External pull of incentives (satisfaction of biological needs)
- Internal push of primary drives (community members may spend two or three days in cleaning the spring water or prepare pit latrines for the entire community on voluntary basis)

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

- It is the need for affection
- It is the feeling of being needed
- The need to be member of a family, peer group and other informal organizations in the community like Idir, Iqub are affiliation needs,

NOTE: Informal organizations in the community are fertile grounds to promote health extension programs in the community.

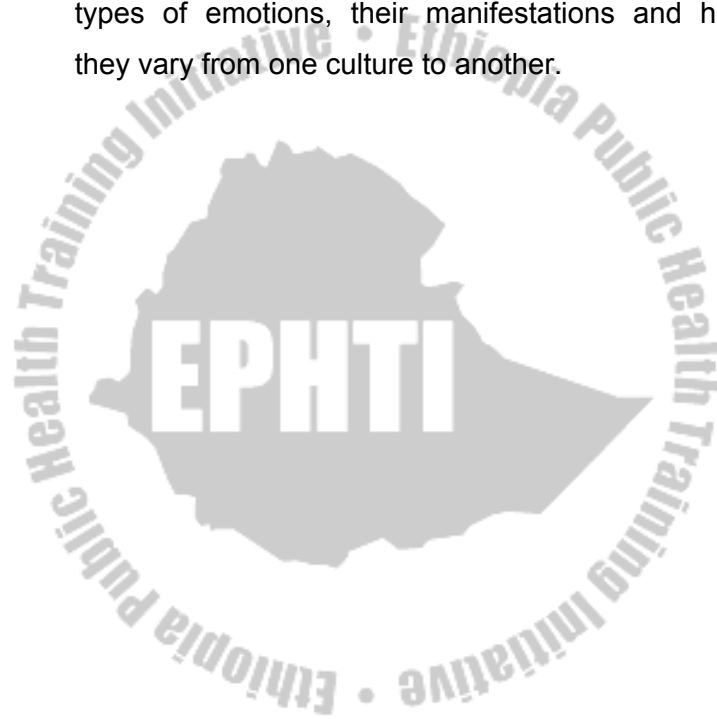
- Patients must be helped to retain intact with their family and friends to satisfy their affiliation needs.
- Encouraging interactions between community members facilitates the sharing of experiences and the attainment of common goals.

◆ **The Problems of emotion**

- Emotions are feelings.
- They have physiological and cognitive elements.
 - They regulate our behavior.
 - They prepare us for action
 - They shape our future behavior
 - They regulate our social interactions.

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)

- ◆ Stress is physical and emotional response that occurs when people are exposed to stressors
- ◆ Stressors are the events that produce stress.
- ◆ There is cause and effect relationship between stress and stressors

Example of Stressors: -

- Death of spouse
- Marriage
- Divorce
- Injury or illness
- Financial crisis
- Pregnancy or fathered pregnancy

◆ **Physiological stress response**

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

1. Alarm reaction stage (involuntary physiological changes)

Example:

- increased sweating
- Increased muscle tension
- Decreased salivation

2. Body's attempt to maintain balance or homeostasis

- Specific organs and systems become focus of response.

3. Exhaustion stage

- Long-term exposure to stress often results in an overload
- Hormone level rises
- If the individual is exposed to different kinds of stressors for a long period of time, it may cause illness even death.

◆ **Direct effect of stress on health**

- The immune system weakens and some illnesses may result in.
- Among the most common psychosomatic disorders 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 problem.

◆ **Coping appraisal**

- Thinking about the stressful situation and trying to find out ways of solving the problem

◆ **Time management**

- Planning and prioritizing activities

◆ **Assertiveness**

- To say no when there is imposition
- It counteracts low self-esteem

◆ **Relaxation techniques**

- Focused attention
- Physical exercise

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