

Chapter 4 - The Psychological Person

Key Ideas

1. Cognition and emotion are different but interrelated internal processes, and the nature of their relationship has long been debated.
2. Cognition includes the conscious thinking processes of taking in relevant information from the environment, synthesizing that information, and formulating a plan of action based on that synthesis.
 - a. Cognitive theory in social work practice asserts that thinking, not emotion should be primary focus of intervention.
3. Moral development is related to cognitive development, because it proceeds from stages of egocentrism through abstract principles of justice and caring. Stages of moral development differ among men and women and people of different cultures.
4. Emotions can be understood as feeling states characterized by appraisals of a stimulus, changes in bodily sensations, and displays of expressive gestures.
5. The symptoms of psychological problems may be primarily cognitive or emotional, but both cognition and emotion influence the development of problems.
6. The self may be conceptualized as a soul, unfolding potentials, an organizing activity, a cognitive structure, a shared symbolic activity, or the flow of experience.

COGNITION & EMOTION

- **Cognition** = our conscious or preconscious thinking processes; the mental activities of which we are aware or can become aware with reflection.
 - o Taking in relevant info from environment, synthesize that info, and formulate plan of action based on synthesis.
 - o *Beliefs* = what we hold to be true
- **Emotion** = a feeling state characterized by our appraisal of a stimulus, changes in bodily sensations, and displays of expressive gestures.

- o **Affect** = physiological manifestations of feelings; result of drives generated by the conscious and unconscious feelings.
 - **Unconscious** = those of which we are not aware but that influence our behavior.
- o **Mood** = a feeling disposition that is more stable than emotion, usually less intense, and less tied to a specific situation.

THEORIES OF COGNITION

- **Cognitive Theory (Piaget's Developmental Theory)**
 - o **Schema** = internalized representation of the world or an ingrained and systematic pattern of thought, action, and problem solving; develop through **social learning** or **direct learning**.
 - o **Assimilation** = responding to experiences based on existing schemata
 - o **Accommodation** = changing schemata when new situations cannot be incorporated within an existing one.
 - o **Cognitive Operations** = child gradually learns to use abstract thoughts and ideas that are not tied to situational sensory and motor information.
- **Information Processing Theory (social behavioral, systems)**
 - o Thinker and external environment are independent, objective entities in the processing of inputs and outputs.
 - o Receive stimulation from outside and process it internally.
- **Social Learning Theory (social behavioral, developmental)**
 - o Motivated by nature to experience pleasure and avoid pain.
 - o Thoughts and emotions exist, but they are behaviors in need of explaining rather than as primary motivating factors.
 - o Relies on conditioning models; learning, modeling
 - o **Cognitive Mediation** = thinking takes place between occurrence of stimulus and the response.
- **Theory of Multiple Intelligences (Howard Gardner - systems)**
 - o How people come to possess different types of cognitive skills and how the same person is able to effectively use cognition and emotion in some areas of life but not others.

- o Intelligence:
 - Ability to solve problems one encounters in life; to generate new problems to solve; to make something or offer a service that is valued within one's culture.
- o *Eight Different Intelligences:*
 - Linguistic Intelligence
 - Logical/Mathematical Intelligence
 - Visual-Spatial Intelligence
 - Bodily Kinesthetic Intelligence
 - Musical Intelligence
 - Intrapersonal Intelligence
 - Interpersonal Intelligence
 - Naturalist Intelligence
- o Brain understood not as a single cognitive system, but as a central unit of neurological functioning
- o Helps to understand person's range of strengths and can serve as guide in deciding interventions to maximize client motivation.

- Theories of Moral Reasoning (developmental, conflict)

o **KOHLBERG'S LEVELS & STAGES OF MORAL DEVELOPMENT**

- **Preconventional Morality**
 - Child's primary motivation is to avoid immediate punishment and receive immediate rewards.
- **Conventional Morality**
 - Emphasizes adherence to social rules; might be troubled by circumstances that make them different from other people.
- **Postconventional Morality**
 - Concern with moral principles transcending those of their own society.

o **GILLIGAN'S THREE STAGES OF MORAL DEVELOPMENT**

- **Survival Orientation** = egocentric concerns of emotional and physical survival are primary.