

# Perspectives of Mental Health: Past and Present

## Part II: Conceptions of Mental Illness—The Twentieth Century

---

### OBJECTIVES/RATIONALE

---

The Twentieth Century gave rise to a variety of theoretical perspectives that represented the cultural and social influences of the time. The student will identify the common psychological theories of the century.

TEKS: 121.26 (c) 1C, 3C, 4A, 4C

TAKS ELA 1, 4

---

### KEY POINTS

---

#### POWER POINT

- I. Psychoanalytic Theory – all behavior is meaningful and is influenced by unconscious impulses and conflicts
  - A. Sigmund Freud
    1. developed theory of unconscious mind and its influence on behavior
    2. introduced concept of id, ego, superego
    3. believed that conflicts in early childhood affect development of unconscious mind
    4. introduced psychoanalysis and psychotherapy
  - B. Carl Gustav Jung
    1. believed in the “collective unconscious”
    2. introduced concept of archetypes
    3. developed notion of “individuation”
- II. Behavioral Theory – behavior is learned and can be reinforced or modified
  - A. John B. Watson
    1. goal of psychology – prediction and control of behavior
    2. observable and measurable responses to specific stimuli were keys to behavior modification
    3. classic experiment – “Little Albert” (conditioned toddler to fear white, furry animals)
  - B. B.F. Skinner
    1. introduced principles of reinforcement
    2. virtually all behavior learned from environmental experiences
- III. Humanistic-Existential Perspective (1950s & 1960s)
  - A. Carl Rogers - believed that “self-actualization” was the way to live an authentic life - client-centered therapy
  - B. Abraham Maslow - Hierarchy of Needs (basic needs must be met before higher level needs can be realized)
  - C. Gestalt Therapy
    1. Fred Perls – integration of all organisms can offer completion to humans
    2. emphasis is on the “here and now”
- IV. Cognitive Theory - faulty information processing – thinking that locks person into dark, inflexible way of thinking and behaving
- V. Strategic Therapy – reality for each person is created through communication with others
  - A. type of communication therapy
    1. structure of language creates reality for individuals
    2. choice, use, and organization of words influence one’s perceptions of one’s experiences
- VI. Neuropsychology

- A. individuals are chemically predisposed to behave in particular ways due to genetic makeup
  - B. environment “fine-tunes” inherent behavior
  - C. neuroimaging techniques and brain mapping demonstrate how chemistry and hormones dictate behavior
  - D. twin studies (separated at birth, twins still have same likes/dislikes, etc.)
- VII. Psychopharmacology of the Twentieth Century – drugs help maintain more “normal” neurochemistry
- A. antipsychotics
  - B. antidepressants
  - C. antianxiety agents
  - D. sedative-hypnotics
  - E. antiparkinsonian agents
  - F. anticonvulsants
  - G. antimanic drugs

---

## ACTIVITIES

---

- I. Group Activity: Create a symbolic collage that portrays traits of the id, ego, and superego. (See Pictorial Collage Guidelines)

---

## MATERIALS NEEDED

---

Conceptions of Mental Health Quiz

Key for quiz

Pictorial Collage Guidelines

Collage activity materials: old magazines, paste, scissors, colored markers, poster board

<http://www.yorku.ca/dept/psych/classics/Watson/emotion.htm> - (Retrieve this for enrichment activity! Site offers reprint of Watson’s 1920 publication from *Journal of Experimental Psychology*, over his classic experiment with “Little Albert”).

<http://www.utk.edu/~gwynne/maslow.HTM> - concise, friendly site on Maslow and his *Hierarchy of Needs*

[www.iversonsoftware.com/reference/psychology/psychology.htm](http://www.iversonsoftware.com/reference/psychology/psychology.htm) - (Excellent psych site--scroll down for information on 20<sup>th</sup>-Century psychologists).

*Films For The Humanities & Sciences* catalogue, Website – [www.films.com](http://www.films.com), *The Story of Carl Gustav Jung: In Search of the Soul*, #DPM7330, (very nice reinforcement video).

*Mental Health & Mental Illness* by Barry, Patricia D., 1998, Lippincott, ISBN 0-397-55473-7 (Chapter 31—Psychopharmacology).

*Psychiatric Mental Health Nursing*, Second Edition, Fortinash · Holoday-Worret, Mosby Inc., ISBN 0-323-00648-5, (Chapter 3—Theoretic Perspectives, Chapter 23—Psychopharmacology)

---

---

## ASSESSMENT

---

*Conceptions of Mental Health: Twentieth Century True/False Quiz.*

---

---

---

## ACCOMMODATIONS

---

For reinforcement, the student will view a video on a Twentieth-Century psychologist.

For enrichment, the student will research John B. Watson's classic behaviorist experiment on "Little Albert" and discuss the ethical ramifications.

---

---

## REFLECTIONS

---

## **Mental Health Quiz**

### **Conceptions of Mental Health: Twentieth Century—Unit I**

NAME:  
PERIOD:

DATE:

**TRUE/FALSE** – (circle “T” or “F” answer left of statement)

- T or F** 1. The Behavioral Theory is best known for archetypes.
- T or F** 2. The *Hierarchy of Needs* is associated with Abraham Maslow.
- T or F** 3. The psychologist who developed the concepts of the id, ego, and superego is Freud.
- T or F** 4. Gestalt Therapy emphasizes the collective unconscious
- T or F** 5. Sigmund Freud’s associate proposed the concept of “individuation.”
- T or F** 6. “Top dog / under dog represents the struggle of archetypes.
- T or F** 7. One expression of the existential perspective is a deeper appreciation of the spiritual meaning of life.
- T or F** 8. Strategic Therapy is a type of communication therapy.
- T or F** 9. Jung believed that virtually all behavior was learned from life’s experiences.
- T or F** 10. Neuropsychology’s classic experiment was known as “Little Albert”.

**Key:** Mental Health Quiz  
Conceptions of Mental Health: Twentieth Century

1. **F**
2. **T**
3. **T**
4. **F**
5. **T**
6. **F**
7. **T**
8. **T**
9. **F**
10. **F**

# Pictorial Collage Guidelines

## Materials:

poster board  
stick paste  
old magazines  
colored markers

1. Divide class into groups of 4 or 5 students.
2. Have students cut out pictures or words that they feel depict the id, ego, and superego.
3. Ask students to think of a creative, symbolic way in which to present their cut-outs.
4. The students can use colored markers to enhance and label collage.

Example of symbolic poster:

