

## CLASSIFICATION OF PSYCHOLOGICAL DISORDERS

- It Contains list of mental disorder and symptoms associated with it
- It explore the causes and prevention of disorder
- It also reveals about distribution of disorder (विकार की व्यापकता)
- it gives information about course of disorder.(रोग की समयावधि, पहली बार प्रकट होना, उपचार नहीं होने के कारण प्रभाव)
- It also mention about co morbidity (simultaneous presence of two or more diseases एकसाथ घटित होनेवाले रोगों का विवरण)
  
- Helps to speak common language so better to communicate

Classifications are useful because they enable users like psychologists, psychiatrists and social workers to communicate with each other about the disorder

At the most fundamental level, classification systems provide us with a nomenclature (a naming system). This gives clinicians and researchers both a common language and shorthand terms for complex clinical conditions. Without having a common set of terms to describe specific clinical conditions, clinicians would have to talk at length about each patient individually to provide an overview of the patient's problems. But if there is a shared understanding of what the term "schizophrenia" means, for example, communication across professional boundaries is simplified and facilitated

- 1) It is used for diagnostic purpose including differential diagnosis (सामान दिखने वाले विकारों में अन्तर करने हेतु विवरण दिया जाता है, इसके लिए कुछ खास संकेतों को आधार मानकर अन्तर किया जाता है)
- 2) Classification of mental disorder helps for treatment

## The Biological Model

Adopting a medical perspective, biological theorists view abnormal behaviour as an illness Brought about by malfunctioning (disrupted functioning due to structural or functional or change) parts of the organism (physical body).

Memory loss, concentration problem, language problem, reduced awareness or coma, executive dysfunction (damage to frontal lobe), change

Mental disorders are thus viewed as disorders of the central nervous system, the autonomic nervous system, and/or the endocrine system that are either inherited or caused by some pathological process.

The belief that imbalances in neurotransmitters in the brain can result in abnormal behaviour is one of the basic tenets of the biological perspective today,

Our central nervous system is linked to the endocrine system (in what is known as the *neuroendocrine system*) by the effects of the hypothalamus on the **pituitary gland**, which is the master gland of the body, producing a variety of hormones that regulate or control the other endocrine glands (see Figure). The psychological models include the psychodynamic, behavioural, cognitive, and humanistic-existential models.

## The Psychodynamic Model

It often involves strange paralytic attacks of the legs and right arm, deafness, disorganized speech, visual disturbance, hallucination, medically unexplained pain, involuntary eye movement, hydrophobia, fits,

Mysterious physical ailments, many doctors couldn't find any physical or neurological damage and couldn't explain its proper cause. They often treated it as if the patient was faking the system, which is called malingering.

They were then convinced that these symptoms were from a conversion from psychological stress into physical symptom. (मनोवैज्ञानिक तनाव से शारीरिक लक्षण में रूपांतरण)

They found that some strong desire (sexual), anger, urges, wishes, memory, *प्रबल इच्छा (यौन), क्रोध, आग्रह, इच्छाएँ, स्मृति, अपराधी या आघात* is culprit or trauma or some kind of childhood experience.

All these have some strong emotional content.

The psychodynamic model (*मनोगतिकीय मॉडल*) was first formulated by Viennese neurologist Sigmund Freud (1856-1939) at the turn of the twentieth century.

The *psychodynamic model* is the oldest and most famous of the modern psychological models.

Psychodynamic theorists believe that a person's behaviour, whether normal or abnormal, is determined largely by underlying psychological forces of which he or she is not consciously aware.

These internal forces are described as *dynamic*-that is, they interact with one another; यह अन्तरिक शक्तियाँ गत्यात्मक कहलाती हैं क्योंकि यह एक दुसरे के साथ अंतः क्रिया करती हैं and their interaction gives rise to behaviour, thoughts, and emotions.

Freud called the forces the id, the ego and the superego.

The **id** Freud used the term id to denote instinctual *सहज प्रवृत्ति* needs, drives, and impulses (**innate patterns of behaviour that are not the result of learning or experience**). The id operates in accordance with the *pleasure principle*; that is, it always seeks gratification without delay. Necessary for our survival and reproduction. Freud also believed that all id instincts tend to be sexual.

Like the id, the ego unconsciously seeks gratification, but it does so in accordance with the *reality principle*, the knowledge we acquire through experience that it can be unacceptable to express our id

impulses outright. The ego, employing reason, guides us to know when we can and cannot express those impulses. , guided by rational thinking,

**The Superego** The **superego** grows from the ego, just as the ego grows out of the id. As we learn from our parents that many of our id impulses are unacceptable, we unconsciously adopt, or *introject*, our parents' values. In short, we develop **a conscience or a moral standard'** विवेक , नैतिकता

Judging ourselves by their standards, we feel good when we uphold their values; conversely, when we go against them, we feel guilty अपराध बोध, कंटा. which in turn raise anxiety. very painful to bear

All of these forces, he believed, operate at the unconscious level, unavailable to immediate awareness, and he further believed them to be dynamic, or interactive.

According to Freud, these three parts of the personality—the id, the ego, and the superego—are often in some degree of conflict. Abnormal symptoms are viewed as the result of conflicts( टकराव , संघर्ष )between these force.

A healthy personality is one in which an effective working relationship, an acceptable compromise समझौता, सुलह has formed among the three forces. If the id, ego, and superego are in excessive conflict, the person's behaviour may show signs of dysfunction.

Talk about animal

The ego develops basic strategies, called **ego defence mechanisms**, to control unacceptable id impulses and avoid or reduce the anxiety they arouse. The most basic defence mechanism बुनियादी रक्षा तंत्र,, *repression*, prevents unacceptable impulses from ever reaching consciousness. There are many other ego defence mechanisms.

Have you ever done something that didn't make sense? Perhaps you waited until the last minute to begin studying for an exam, even though you knew that delaying so long would ensure that you got a poor grade. Or maybe you spotted a person you liked across the room—someone about whom you had romantic feelings—but instead of approaching that person you headed the other way (and felt ashamed about it afterward).

Tell about the hysteria

His ego and superego are unable to control his id impulses, which lead him repeatedly to act in impulsive and often dangerous ways—suicide gestures, jealous rages, job resignations, outbursts of temper, frequent arguments

This was a beginning of a catharsis method , still part of counselling today. . He found that when his patients were led to recount these memories, a flood of emotion was often released, and their hysterical symptoms often vanished.

## The Behavioural Model

Like psychodynamic theorists, behavioural theorists believe that our actions are determined largely by our experiences in life.

In the behavioural view, people are the sum total of their learned behaviours.

### John B. Watson

Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select—doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors. (1930)

Man are built, not born.

In this perspective, abnormal behaviour is learned in much the same way as normal behaviour. Why do some people behave abnormally? It may be that their learning histories differ from other people's.

Many learned behaviours help people to cope with daily challenges and to lead happy, productive lives. However, abnormal behaviours also can be learned

But whereas Freud saw us as driven by irrational forces, behaviourists see us as products of environmental influences that shape and manipulate our behaviour.

On conditioning, simple forms of learning. The researchers manipulated *stimuli* and *rewards*, then observed how manipulations affected the responses of research participants. (ENVIRONMENTAL FACTOR)

A third form of conditioning, classical conditioning, learning occurs by temporal association. When two events repeatedly occur close together in time, they become fused in a person's mind, and before long the person responds in the same way to both events. **Phobias or excessive fears may be acquired by classical conditioning.**

Watson--- 11-month-old boy,--- “Little Albert---- a white rat---- Prior to conditioning, the boy showed no fear of the rat and had actually reached out to stroke it.----- banged a steel bar with a hammer----- just behind the boy's head, creating a loud, aversive sound---- repeated pairings--- displaying fear to the rat alone.

If one event produces a response of joy, the other brings joy as well; if one event brings feelings of relief, so does the other. A closer look at this form of conditioning illustrates how the behavioral model can account for abnormal functioning

In operant conditioning, for example, humans and animals learn to behave in certain ways as a result of receiving rewards-any satisfying consequences-whenver they do so. In operant conditioning, responses are acquired and strengthened by their consequences. Behaviours that lead to rewarding consequences are strengthened—that is, they are more likely to occur again. Over time, such behaviours become habits (Staddon & Cerutti, 2003).

In modelling, individuals learn responses simply by observing other individuals and repeating their behaviours. A phobia for spiders, for example, may be learned by observing the fearful reactions of others in real life, on television, or in the movies.

Perhaps the greatest appeal of the behavioral model is that it can be tested in the laboratory, whereas psychodynamic theories generally cannot. The behaviorists' basic concepts-stimulus, response, and reward-can be observed and measured.

In addition, research has found that behavioral treatments can be helpful to people with specific fears, compulsive behavior, social deficits, mental retardation, and other problems

Therapy, in this view, consists of shaping behaviour rather than seeking insight into the workings of the mind

## **The Cognitive Model संज्ञानात्मक मॉडल**

The cognitive perspective focuses on thoughts and beliefs that influence feelings and behaviours. The psychological problem arises due to irrational, अतार्किक सोच inaccurate or *Illogical* thinking and problematic belief (cognitive distortion).

scheme, is an abstract concept (one's knowledge about people, places, objects, and events. Schemas help people organize their knowledge of the world and understand new information.

Schemas, or schemata, store both declarative ("what") and procedural ("how") information. Declarative knowledge is knowing facts, knowing that something is the case; procedural knowledge is knowing how to do something – perhaps with no conscious ability to describe how it is done (Hampson & Morris

Knowledge of the world--- physical and social.( Car,cow, family, frained, marriage, ) democracy.  
Psychology

A **SCHEMA** is conceptualized as a cognitive structure which contains general expectations and knowledge of the world. This may include general expectations about people, social roles, events and how to behave in certain situations.

One new way in which we can facilitate our interactions with the many people in our lives is to categorize individuals in terms of their dominant personality traits. Trait or person schemas enable us to answer the question 'what kind of person is he or she?' (Cantor & Mischel, 1979),

and thus help us anticipate the nature of our interactions with specific individuals, giving us a sense of control and predictability in social interactions.

.Our self-schemas—our frames of reference for who we are, what we might become, and what is important to us—influence our choice of goals and our confidence in attaining them.(appearance, personality, like& dislike,)

- I'm assertive, I'm quiet ,I avoid conflict, I'm shy, I'm friendly, I'm compassionate I'm pretty, I'm overweight, I'm tall, I love sports, I like art ,I enjoy music

When existing schemas change on the basis of new information, we call the process **accommodation**. In other cases, however, we engage in **assimilation**, a process in which our existing knowledge influences new conflicting information to better fit with our existing knowledge

How we gain this vast knowledge- life experience, events, our social interaction or socialisation ,learning (classical, operant, observational)

Schemas about the world and self-schemas are vital to our ability to engage in effective and organized behaviour. In other words, although our daily decisions and behaviour are largely shaped by these frames of reference.

We also develop inward opinion, principal assumption or attitude. That is why we find individual difference.

These abilities can help him accomplish a great deal in life ये क्षमताएं उसे जीवन में बहुत कुछ हासिल करने में मदद कर सकती हैं। Yet they can also work against him फिर भी वे उसके खिलाफ काम भी कर सकते हैं।

What happens when you are under influence of negative thought, error in logic, biased interpretation ,

In addition, we often hold some schemas—even distorted ones—with conviction, making them resistant to change.

This is in part because we are usually not completely conscious of our schemas.

Or you are bombarded by stream of uncontrolled thought.

Overall what will happen when we develop false or faulty belief.

He may misinterpret experiences in ways that lead to poor decisions, maladaptive responses, and painful emotions

The cognitive perspective suggests that it is not events, but our attributions about events, that influence our feelings and behaviours. For instance, if you are home alone at night and hear a strange noise, you may believe it was caused by the wind and do nothing. But, if you believe it was caused by an intruder, you may grab a large knife (and a large phone