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# **Psychology 20: Social Psychology**

## **Unit Four**

### **How Do We Act and Interact in Social Situations?**

*We make a living by what we get;  
we make a life by what we give.*



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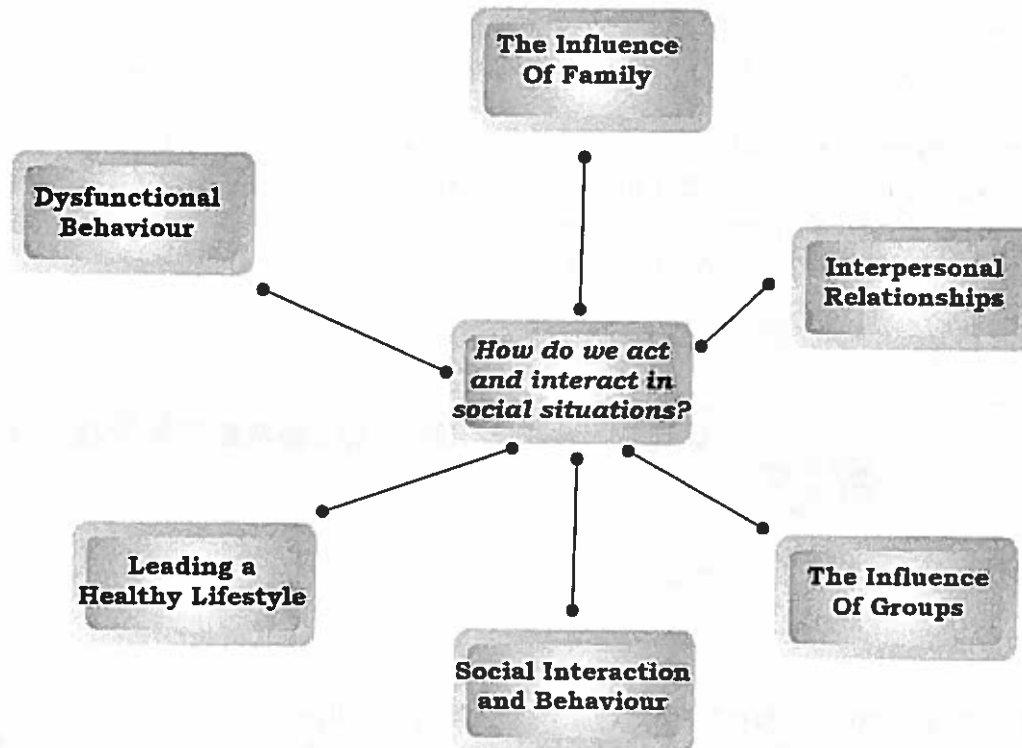


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## Unit Four - Concept Web

The following concept map outlines the basic topics that will be presented in this unit.



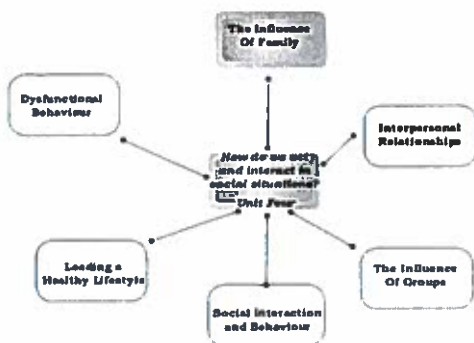
## Unit Overview

In Unit One you learned about the discipline of social psychology, and you learned about some of the renowned psychologists who developed theories and influenced the ideas that psychologists hold about human thought, feelings, and behaviours. In Unit Two you took an introspective look at who you are and the biological and environmental factors that have shaped who you are. In Unit Three you broadened your focus still further to examine the processes through which you see others, understand events, and view the world around you. In this final unit, Unit Four, you combine the understandings you have gained in the first three units, and look at yourself in a variety of social settings, from close relationships to group interactions. Remember that interaction is always a two-way street; you are influenced by the individuals, groups, and situations you encounter; and you have the capacity to influence individuals, situations, and groups. Along with this capacity or power comes the responsibility to interact with positive influences both for yourself and for others.

The research activity for this unit is a report on a topic of your choice and related to the broader topic of dysfunctional behaviour. More details about this activity are explained in the Research Activity section.

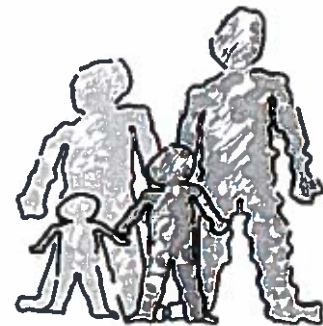
The extension activities in the unit invite you to examine contemporary issues and events, such as the terrorism and terrorist attacks on the United States or to design a webquest, or to learn more about prosocial behaviour.

As you begin this final unit, remember to recall your past experience and knowledge, to openly and objectively examine new information and ideas, and seek ways to apply your learning to promote your individual growth and the betterment of the world in which you live.



## The Influence of Family

What is a family? Are there many types of families? What are the specific roles of family members? How does a healthy family function? The following paper written by Dr. Ben Schlesinger and commissioned by the Vanier Institute of the Family is presented here as a background exercise to provide a context to examine the issue of how families affect human development and behaviour. The author, himself an authority in the field of social psychology, has drawn on the research of many other renowned psychologists in writing this paper.



The report is both interesting and thought provoking. Though you are not required to remember specific facts presented in the report, you will acquire a better understanding and appreciation of what families are, the important functions they play within society, and what can be done to promote strong and healthy families that support and nurture the individuals within them. Concept Activity One, following the report, helps to summarize some of the important information contained in the report.

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## **Strengths in Families: Accentuating the Positive**

**by Ben Schlesinger, Ph.D., F.R.S.C.  
Professor Emeritus, Faculty of Social Work, University of Toronto  
(1998)**

Every family has strengths and every family faces challenges. A good way to strengthen your family life is to focus on the positive, and celebrate the uniqueness of each family member. A family grows together from within. Healthy families are the result of many small efforts each day and over time.

### **The past is prologue**

The first Canadian Conference on the Family, held in Ottawa on June 7-10, 1964, was planned and organized to allow Canadians to focus attention on family life in contemporary society: its role and meaning, the conditions under which it exists, its strengths and weaknesses, its problems, and its probable future.

The idea of the Canadian Conference on the Family was initiated by the Governor General and Madame Vanier, both of whom had a deep interest in all aspects of family life and a strong desire to encourage practical efforts to strengthen this central institution. In addition to being sponsors of the Conference, they actively supported and participated in its planning and in the Conference itself. (Morrison, 1965)

From this effort, the Vanier Institute of the Family (VIF) was established in 1965. The conference asked Frederick Elkin (1964) to produce The Family in Canada, a pioneering effort in examining the knowledge and gaps in knowledge about Canadian Families. Elkin (1964:7) points out in his first comments

And, no doubt, as family forms and tasks have changed in the past, so will they continue to change in the future. In reporting on the family today, we necessarily, in some respects, give a fleeting picture.

The family is not an isolated unit; it exists and functions in the context of a society which in recent generations, with industrialization and urbanization, has been undergoing radical readjustments. And as any one segment of the society changes, so too do the others, including the family. No institution - school, church, corporation, government, or the family - has remained untouched by these changes.

In 1998, thirty-four years later, we can still support this statement.

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### **Prologue:**

The family is alive and well in the twentieth century despite widely published reports that it is an outdated social institution. Social critics bemoan the disintegration of the family, and use as evidence the high divorce rate, juvenile delinquency, wife and child abuse and the isolated elderly. This gloomy outlook is not what most families in Canada are in touch with. Most families cope well most of the time even though they are aware that life doesn't proceed smoothly all of the time. (Guldner, 1983;44) Claude Guldner (1983) points out that to understand how families function, we must explore the areas of family organization, family ideology and family structure. In many ways all families are alike in that they all have organization, ideology or belief systems, and structure. However, the way in which each family handles each of these is what makes every family unique in the world. Families do not live in isolation. They interface with other significant systems in our society. Eight of these have primary impact upon families and in turn families impact them. These are:

- the extended family;
- friends;
- the work context;
- the educational context;
- the value setting context such as church or synagogue;
- recreation and leisure, and;
- the community and the government.

We cannot really understand the family apart from the context in which it interacts day in and day out. (Guldner; 1983;45)

Carlfred Broderick (1983:24) states that the family is the toughest evolutionary human structure. It will outlast every other organization. The evidence is clear that it bears more of the burden of individual human survival and also of the transmission of civilization and culture than any other social structure. He continues his discussion by pointing out that the family is easy to take for granted, and one forgets that the family is the standard unit of material functioning and survival. It is the basic unit of residence and of economic support. Food, clothing, shelter, and personal services are centred in the family, including the overwhelming responsibility for nearly all dependent members of the society: i.e. children, elderly, handicapped, ill and idle. Beyond these direct services they also are primary instructors in basic skills (rules of social interaction and communication, personal hygiene, responsibility etc.), and are a crucial support system ensuring the success of secondary institutions such as schools.



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He completes his discussion of the family with the following statement, (Broderick, 1983:25):

Perhaps nothing demonstrates the evolutionary toughness of the family more vividly than its record of survival in settings where it was a social policy to destroy it (Russia in the 1920's and 30's). It has survived the most catastrophic and destructive wars. Indeed governments rise and fall but the basic family structure continues from generation to generation.

### **Families Defined**

The Vanier Institute of the Family (1994:10) defines family in the following way.

"Family is defined as any combination of two or more persons who are bound together over time by ties of mutual consent, birth and/or adoption/ placement and who, together, assume responsibilities for variant combinations of some of the following:

- physical maintenance and care of group members;
- addition of new members through procreation or adoption;
- socialization of children;
- social control of children;
- production, consumption and distribution of goods and services; and
- affective nurturance - love."

### **The Basic Functions of Families**

As the VIF definition indicates, families perform vital functions for society and for their members. Society as we know it would be simply unimaginable without them. Researcher Shirley Zimmerman (1988; 75-76) has listed six basic functions of families that demonstrate how important and far-reaching these functions are:

- Physical maintenance and care of family members. Within healthy families, children, adults and seniors all receive the care and support they need: food, shelter, clothing, protection and so on. Where families are not available or are unable to provide these services, family members suffer and substitutes, usually inadequate ones, must be found.
- Addition of new members through procreation or adoption and their relinquishment when mature. Society renews itself through families. For this function, there is, literally, no substitute.
- Socialization of children for adult roles. Families prepare their children for life. Most do a fairly good job of it, teaching skills, values and attitudes that equip them to learn, work, form friendships and contribute to society.
- Social control of members...the maintenance of order within the family and groups external to it. Within families, individuals learn positive values and behaviour and receive criticism for negative ones.
- Maintenance of family morale and motivation to ensure task performance both within family and in other groups. In this regard, families provide the glue that holds society together and keeps it functioning. Beyond providing

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mere social control, families, through love and spiritual leadership, inspire their members and others to keep trying.

- Production and consumption of goods and services. Families provide for their own by producing goods and services like food, home maintenance and health care. As they strive to fulfill the needs of their members, they play a vital role in the national economy.

### **Family Variations**

In the 1990's we have different types of families. During the International Year of the Family, the Vanier Institute of the Family (1994) described them as follows:

- "Nuclear" families composed of two parents and their one or more biological or adopted children, living together - when the nuclear family was led by a male wage earner, it was the conventional family of the 1950s, although now it is only one of many types of family.
- "Extended" families composed of parents, children, aunts, uncles, grandparents and other blood relations living together, or not.
- "Blended" or "recombined" or "reconstituted" families composed of parents who have divorced their first spouses, remarried someone else and formed a new family that includes children from one or both first marriages, and/or from the re-marriage.
- "Childless" families consisting of a couple.
- "Lone-parent" families composed of a parent, most often a mother, with a child or children.
- "Cohabiting couples," and "common law marriages" - family arrangements that resemble other forms, but without legalized marriage.

Since 1972, the Vanier Institute of the Family has recognized same-sex couples as families. A search of the family literature in the 1990's indicates that we also have to add one more group of families.

- Gay and Lesbian Parents (Schwarz and Scott, 1997, 245)

### **Portraits of Families in Canada: 1996**

In a recent release Statistics Canada (1997:2) presented some preliminary results of the 1996 Census. Some of the highlights are:

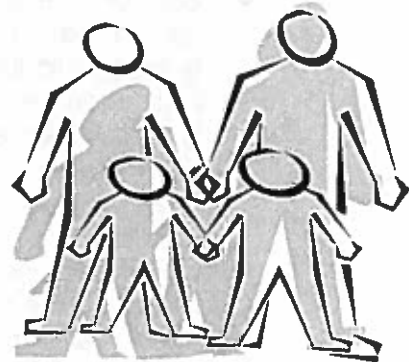
- Overall, the total number of families in Canada increased 6.6% to 7.8 million between 1991 and 1996. This was a more moderate pace than the growth rate of 9.2% in the previous five-year period. This slower growth was the result of people waiting longer to either marry or enter a common-law union. In addition, there was a higher proportion of separated, divorced or widowed individuals who were not living as part of a couple at the time of the Census.
- The proportion of the population living in families, which had been declining since 1971 when it was 87.1%, remained stable between 1991 and 1995

(81%). Since the 1986 Census, the average family size has remained at 3.1 persons. In 1971, by comparison, it was 3.7 persons.

- Between 1991 and 1996, the number of children living in families increased 6.3%. There was almost no increase in children living in families of married couples, in contrast to strong growth among children who lived with common-law couples (+52%) and lone parents (+19%). Almost one in every five children in Canada lived with a lone parent in 1996.
- Married-couple families still constituted the large majority of families. Since 1986, the proportion has declined from 80% of all families to 74%, due to substantial increases in both common-law and lone-parent families.
- Between 1991 and 1996 the rate of increase in common-law families was about 16 times that for married couple families.
- As of the 1996 Census, there were 1.1 million lone-parent families. Since 1991, they have increased at four times the rate of husband-wife families. Lone-parent families headed by women continued to outnumber those headed by men by more than four to one.
- Of all family structures, growth was strongest among common-law couple families. In 1996, 920,635 such families were counted, up 25% from 1991. (The Census defines common-law partners as two persons of opposite sex who are not legally married to each other, but live together as husband and wife in the same dwelling.)
- In 1996, one couple in seven in Canada was living common-law, compared to about one in nine in 1991; nearly two-thirds of them were single, while over a quarter were divorced.
- Almost half of the common-law couple families included children, whether born to the current union or brought to the family from previous unions.

A positive interpretation of this data is that "couplehood" is the most favoured relationship among Canadians. This has been achieved through common-law families and married-couple families. To add to this "couplehood" theme, Statistics Canada (1996:4) examined the growth of "stepfamilies."

Stepfamilies are a mix of biological and step relationships between parents and children. There are three kinds of stepfamilies: those with only the mother's children (the most common), those with only the father's, and "blended" families. In 1995, slightly over 50% of stepfamilies consisted only of children who lived with the biological mother and a stepfather. Stepfamilies which consisted only of children living with the biological father and a stepmother represented 13% of all stepfamilies. Evidently, more mothers than fathers brought their biological children to a new union. More than a third (37%) of all stepfamilies in 1995 (about 161,000) were "blended." That is, they include a mix of children that both parents brought to the family from previous unions, or they were a mix of children from previous unions and the current one.



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Stepfamilies are a growing phenomenon. In 1995, it is estimated that 10% of all families composed of couples with children (about 430,000) were stepfamilies. Of those, slightly over half consisted of couples who were currently married, while the remainder were common-law couples.

### **The State of the Family in Canada**

In 1994 the Angus Reid Group (1994) published a report on the State of the Family in Canada. The survey consisted of 2,051 respondents who were interviewed nation-wide. Some of the findings related to family strengths were: (pp. 3-4)

- Three out of four Canadians surveyed (77%) say they had "a very happy childhood." At the same time, nearly three in ten (29%) say there was a lot of conflict in their childhood families.
- Most parents (84%) say they are satisfied with the amount of time they spend with their children, and nearly half (45%) say they are very satisfied. Respondents who work half time or less at paid employment are more likely to report "very satisfied" with the time they spend with their children (49%) compared to those who work more than 40 hours per week (32%).
- Six in ten Canadians (60%) perceive the term "family values" as positive and associate it with family unity and heritage (27%), morals and values (26%), and respect and love (26%). A substantial number, however, feel the term is negative (30%), most saying the term is "misleading and meaningless."
- Parents say they spend an average of 6.3 hours per week watching television with their children and just one-third that amount of time (2.1 hours) on helping them with homework. Youth in the survey reported that they watch TV on their own for 8.6 hours per week. Nearly nine out of ten families (85%) eat dinner together as a family more than three times per week.
- One out of ten Canadian adults (11%) is responsible for caring for a family member other than a spouse or child, most commonly their mothers (34%) or mothers-in-law (22%).
- Four in ten parents (40%) say they would quit the labour force to stay home with their children if they could afford it. At the same time, nearly half of parents working full-time (46%), and six in ten parents working part-time (61%) say they have a good balance between their jobs and time with their families. One parent in eight (13%) reports feeling very guilty about work time they spend away from their children. For parents of children under the age of 12, the number rises to nearly one in five (18%).
- There is strong support for government-supported elder care (85% overall) and a national childcare program (75%). Four in ten Canadians (40%) support family benefits for same-sex couples.

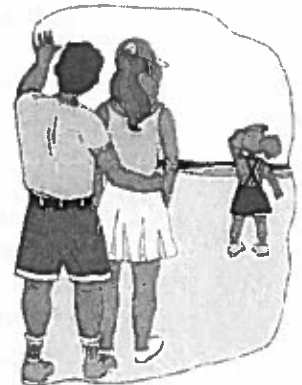
- Youth in the survey had positive emotions about family life, with more than nine out of ten of this group agreeing that their family lives are happy and full of love. Similar numbers predicted that family will be the most important thing in their lives. Four fifths (80%) believe they will marry for life, with only three in ten (30%) believing that it is possible that their marriages will not work and they will get a divorce. Because the youth were selected for participation by their parents, it is possible that disproportionate numbers of them come from happy families.
- Most respondents are happy and satisfied with their family lives. However, some Canadians face difficult times in their families and feel lonely. (p.14)

In the recent National Study of Children and Youth (Human Resources Development Canada, 1996), Ross, Scott and Kelly (1996: 28-29) reveal that 84.2% of children in Canada aged 0 to 11 years lived in a two-parent family, 15.7% lived with a single parent and less than 1.0% lived with someone other than a parent (typically another relative or a guardian). Among children with single parents, the vast majority (92.8%) live with a single mother. Perhaps one of the most striking findings of the survey is that of all children aged 0 to 11 years, 78.7% live with their biological parents in two-parent families. This finding also can be added to the 'good news' about the lives of Canadian families.

Source: Growing Up in Canada, Human Resources Development Canada (1996:29)

### **Family Strengths: Definitions and Assumptions**

Family strengths may be defined as those relationship patterns, intrapersonal and interpersonal skills and competencies, and social and psychological characteristics that create: (1) a sense of positive family identity, (2) promote satisfying and fulfilling interaction among family members, (3) encourage the development of the potential of the family group and individual family members, (4) contribute to the family's ability to deal effectively with stress and crisis, and (5) function as a support/network to other families (King, 1983,49).



In talking about family strengths Dr. Kay King (1983:48) adds the following positive assumptions.

1. Strong family environments are essential to optimum development of all family members. Families provide primary social settings for the formation of individual personalities, feelings of self worth, the development of values and skills and the self-discipline essential to functioning in a larger social context.
2. Families want to become better informed and want to share with others how they have been in the past and can be in the future more effective in handling internal growth and confronting external demands and changes.

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3. Improvement of family strengths requires long and short-range integration of social and economic issues affecting families. There are some commonalities and unique differences in family strengths.
  4. There is a positive perception that characterizes the concept that we as a family have strengths, and that we have the power to enhance the quality of our family life and in turn all others.

A key issue in strengthening families is to promote the characteristics and traits of strong families. As Dr. Moncrief Cochran has indicated, "we must move away from a family deficit model (one which focuses on troubles or problems) to a family strengths model, with emphasis on prevention rather than treatment (equipping rather than repairing)," (in King, 1983,48).

### **Research Findings**

The next section is a summary of research findings in Canada and the United States during the 1980-1997 period. It covers the wide area of family strengths and includes such topics as healthy families, functioning families and lasting marriages. The survey also includes the family strengths found among one-parent families, stepfamilies, and gay and lesbian families.

### **Family Strengths**

Can family be all bad if the urge to have a family and be a family is so strong? I find the beginning of an answer in metaphor: If the family were a container, it would be a nest, an enduring nest, loosely woven, expansive, and open. If the family were a fruit, it would be an orange, a circle of sections, held together but separable - each segment distinct. If the family were a boat, it would be a canoe that makes no progress unless everyone paddles. If the family were a sport, it would be baseball: a long, slow, nonviolent game that is never over until the last out. If the family were a building, it would be an old, but solid structure that contains human history, and appeals to those who see the carved moldings under all the plaster, the wide plank floors under the linoleum, the possibilities. The possibilities are there for the family as well, if we can figure out what is worth preserving and what to discard. To rethink the family's design, purpose, and meaning, we must begin with some "essence of family" that is pure and true. And for me the essence of family is:

who it is,  
how it feels, and  
what it does.

(Letty Cottin Pogrebin, 1983:25)

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Stinnett et al (1979) discussed the characteristics of strong families, and Stinnett et al, (1982) further examined this type of family. A total of 438 husbands and wives from all regions of the United States responded, by citing their strengths. Stinnett et al (1979) developed six qualities of strong families. They are: appreciation for each other, spending time together, good communication patterns, commitment, a religious orientation, and an ability to deal with a crisis in a positive manner. Stinnett et al (1981) also examined 66 strong families. For the vast majority of families, crises were catalysts for growth in a positive direction. The family is able to seek and use this help in a family crisis. Thus they acknowledge their vulnerabilities. Strong and DeValult (1995:600-612) summarize some American studies of 'strong families'. Strong families:

- work for the well-being or defend the unity and continuity of their families
- support each other in their families
- respect each family member for his/her uniqueness and difference
- spend time together to build family cohesion (see Daly, 1996)
- delegate responsibility
- allow children to make mistakes and face the consequences
- contribute to the well-being of their neighbourhood, city, country, or world.
- have a spiritual orientation or a spiritual dimension (which may not be the same as religiosity).

The families in Stinnett and DeFrain's study (1985) describe the "spiritual dimension" in various ways: "faith in God, faith in humanity, ethical behaviour, unity with all living things, concern for others, or religion." Spirituality has a broad definition because the experience is entirely subjective; it means different things to different people. Yet strong families share common spiritual ground. In these families, spiritual wellness is a "unifying force, a caring centre, within each person that promotes sharing, love, and compassion for others. It is a force that helps a person transcend self and become part of something larger" (Stinnett and DeFrain, 1985).

Families with a spiritual orientation see a larger purpose for their family than simply their own maintenance and self-satisfaction. They see their families as contributing to the well-being of their neighbourhood, city, country, or world, as being an avenue through which love, caring, and hospitality can be expressed. Many families find support and expression of spiritual strength and purpose in religious associations. These families find in religious activities a transcendent framework on which they formulate family values, behaviour patterns, and goals, as well as a source of strength with which they attempt to live out those values.

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## **Healthy Family Systems**

A Canadian pioneering study by Westley and Epstein (1969) nearly thirty years ago examined the emotional health of families in Montreal. Their most important finding was that children's emotional health is closely related to the emotional relationship between their parents. When these relationships are warm and constructive, such that the husband and wife feel loved, admired, and encouraged to act in ways that they themselves admired, the children are happy and healthy. Couples who are emotionally close, meeting each other's needs and encouraging positive self-images in each other, become good parents. Since they meet each other's needs, they do not use their children to live out their needs; since they are happy and satisfied, they can support and meet their children's needs; and since their own identities are clarified, they see their children as distinct from themselves. All this helps the children become emotionally health people. (p. 156)



The family with a balanced division of labour proved to be the only one in which the majority of couples had a vigorous sex life and experienced increasing satisfaction with the sexual relationship, had a good marital relationship, and had emotionally healthy children. Though it is true that this was also the only type of family in which the majority of husbands and wives were emotionally healthy, they still found that there was a direct relationship between the division of labour and the emotional health of the children. (p. 161)

Lewis et al (1976) add that parental role modelling is a crucial factor in the development of qualities that ensure personal psychological health and growth in families. In their study Lewis et al (1976) also found that healthy families have a relationship of trust, shared power and close communication which form the basis of health of the family system. Gantman (1980), reviewed the literature on healthy families written in the 1970's. Some of the findings are:

- Communication is clear, abundant and direct in healthy families.
- Individuals display responsiveness, respect and warmth toward each other.
- Overt expression of feelings, both positive and negative, is valued and encouraged.
- A healthy family must allow for its individual members to develop separate and unique identities.
- One must accept the loss of family members.
- There is a clear power structure in the family.
- Families are more efficient in that they accomplish work in less time.
- The generational boundaries are clear.

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When Dolores Curran (1983) interviewed 551 professionals, she asked them to describe characteristics of healthy families. The 15 traits which topped the list were that the healthy family (23-24):

1. Communicates and listens.
2. Affirms and supports one another.
3. Teaches respect for others.
4. Develops a sense of trust.
5. Has a sense of play and humour.
6. Exhibits a sense of shared responsibility.
7. Teaches a sense of right and wrong.
8. Has a strong sense of family in which rituals and traditions abound.
9. Has a balance of interaction among members.
10. Has a shared religious core.
11. Respects the privacy of one another.
12. Values service to others.
13. Fosters family table time and conversation.
14. Shares leisure time.
15. Admits to and seeks help with problems.

Barnhill (1979) reviewed the concepts of the healthy family system as developed in the theoretical literature on family therapy. His eight basic dimensions of family mental health include:

- individuation;
- the independence of thought and feeling and judgement of individual family members;
- mutuality, a sense of emotional closeness;
- flexibility, the capacity to be adjustable and resilient;
- stability, consistency, responsibility and security in family interactions;
- clear perception, undistorted awareness of others;
- clear communication;
- role reciprocity;
- and clear general boundaries, that is specific differences between marital, parent-child, and sibling relationships.

Fisher, Giblin, and Hoopes, (1982) surveyed 208 non-clinical family members about their views on the nature of a healthy family. These results were compared to a previous study of family therapists' perception of healthy-family functioning.

As a group the family members under study valued "unity" in the family, in contrast with society's emphasis on individualism. "Expressing thoughts" was important. Communication was also valued highly. Good communication includes the tone of voice, body language, eye contact, silences, touch, or a 'gift' to a family member.

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## **Functioning Families**

What is a well functioning family? Cocivera (1982) lists the following characteristics:

1. Role distinctions in a well functioning family are clear and there is a distinct boundary between the integral family members and those in the extended family. The husband and wife in a two-parent family play dual roles. In the marriage relationship, as husband and wife, they provide each other with companionship, affection, sharing and sex. As parents, they plan an executive or managerial role in the nurturance, control and later the guidance of their children.
2. Individuality and a high degree of differentiation are encouraged in a successful family. The children and adults are able to develop their own interests. This leads to a continual tug and pull between separateness and mutuality. Conflict arises only if the family views individual expression as a threat.
3. Rules are clear and reasonable and change as the children mature. The punishment for breaking rules is humane and on a scale commensurate with the "crime." In families with rigid and unchallengeable rules, children either rebel or become passive and dependent.
4. Good communication is essential. All family members speak for themselves; children are listened to and their input respected.
5. Authority or power is clearly vested in individuals with the tacit agreement of all family members. As the family moves through different stages in its life cycle and the children mature, there are shifts in the family's power base.
6. A full range of emotions is acceptable, appropriate and encouraged. Imposing taboos on expressing certain emotions leads to incongruity between emotions and behaviour.
7. Conflicts are resolved through bargaining and negotiation, with all family members able to participate. This can be a highly constructive and satisfying approach to solving problems.
8. Tasks or chores are shared by family members, with a clear understanding of who performs which tasks; individuals can follow through in their own style and time. Flexibility is important. When a wife starts to work outside the home, some restructuring of chores is usually required. However, research consistently shows that neither the husband nor the children take on an equitable extra load under these circumstances.
9. Individual differences in energy levels, perception of time, and space requirements are respected. Families often have to adapt to the temporary challenge of long-term illness of a family member, and they also play an important role in nudging a disabled member to achieve as much as possible.
10. High esteem, both for the individual and the family, develops naturally in a well-functioning family. The well-functioning family isn't necessarily quiet, well-ordered and rational all the time. Amid the affection and companionship, children squabble, compete and get in each other's hair as they learn how to get along with people. Negotiation, setting rules

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and challenging those rules also leads to some lively exchanges between parents and children.

Hansen (1981) lived with three functioning families, staying with each family for seven full days. Among her 14 findings were the following:

1. Functional families appear to have a smoother, more relaxed rhythm.
2. It seems possible to have a functional family with the marital relationship given a lower priority than the parental and parent-child relationship.
3. It is important to have an overall pattern for addressing any serious problem in the family, and the sooner the better.
4. High spontaneous agreement seems important in the marital and parental relationship.

Mudd and Taubin, (1982) reported a twenty-year ongoing study of successful family functioning. Fifty-nine families completed the follow-up questionnaire in 1978-79. The authors found that relations with adult children are frequent, reinforced by a thriving transfer economy. Close friendships and active community involvement are cited as important sources of strength. While severely troubling situational events affecting family members are enumerated, few are defined as problems. Perceived problems are most often resolved within the family, or less often, with appropriate professionals. Husbands and wives express continuing satisfaction with marriage and family. They are optimistic about the future, and through careful planning, anticipate positive later-year development.

### **Lasting Marriages**

We (married couples) have been so furtive and secretive about our married happiness that many people have grown cynical about marriage altogether. It has been said and written that marriage is an overrated and outmoded institution; and the tens of thousands of gloriously happy married people have never raised their voices to deny it. I have been told in all seriousness by an able man and a keen observer of human affairs that he had scarcely ever in his life come in contact with a successful marriage. Why, I said to myself, are the best married people hiding their light under a bushel? Is it not time that some of them emerged from the seclusion of their happy, peaceful homes, and began to "sell" marriage to a generation rapidly becoming cynical and disillusioned about it? (Marriage Counselling [London: Churchill, 1948, p. 149] 1948:149)

The first Canadian study on lasting marriages was conducted by Benjamin Schlesinger 1982, 1983, Schlesinger and Giblon, 1984, Schlesinger and Schlesinger, 1987). In metropolitan Toronto, 129 couples married on the average for 25 years were interviewed. There were 19 items that were chosen by more than 83 percent of the respondents as "extremely important" in helping marriages to last. The first ten, in order of importance, were:

- respect for each other,
- trusting each other;
- loyalty;
- loving each other;
- counting on each other;

- considering each other's needs;
- providing each other with emotional support;
- commitment to make the marriage last;
- fidelity;
- and a give and take in marriage.

Other important ingredients were a sense of humour, friendship, companionship, honesty, caring for each other, commitment to the marriage, and a good sexual life.

Of 43 couples studied by Altrocchi (1988), most indicated they had good or excellent communication and resolved issues by talking. They also stated that their partner was their 'best friend'. Humour was a very important part of their marriages. Their sex life was satisfying and important, and they stated that their spouses cared about them a great deal.

Sporakowski and Hughston (1978) examined the lives of 66 couples who were married for 50 or more years. Their responses about what made their marriages last included: love, give and take, home and family, religion, understanding and patience, commitment, and "it takes two to make a marriage work." The latest American study of "The Good Marriage" was completed by Wallerstein and Blakeslee (1966). The study included 50 couples living in northern California who were predominantly white, middle-class, and well educated. They were married during the 1950's - and early 1960's period. Both wife and husband had to consider their marriage a happy one (p. 9-10). Wallerstein and Blakeslee (1996: 12-13) point out that: Happy marriages are not carefree. There are good times and bad times, and certainly partners may face serious crises together or separately. Happily married husbands and wives get depressed, fight, lose jobs, struggle with the demands of the workplace and the crises of infants and teenagers, and confront sexual problems. They cry and yell and get frustrated. They come from sad, abusive, neglectful backgrounds as well as from more stable families; all marriages are haunted by ghosts from the past.

But somehow, for reasons that are critically important and that I explore here, these people have stayed married despite the *Sturm und Drang* of modern life. They feel, and say with conviction, that the marriage will last. After ten, twenty, thirty, or more years of being together, they regard the marriage with contentment and feel confident about its survival.

Wallerstein and Blakesles (1996: 27-28) have developed nine tasks that help to build good marriages, and distinguish them from those that do not last. They are:

- To separate emotionally from the family of one's childhood so as to invest fully in the marriage and, at the same time, to redefine the lines of connection with both families of origin.
- To build togetherness by creating the intimacy that supports it while carving out each partner's autonomy. These issues are central throughout the marriage but loom especially large at the outset, at midlife, and at retirement.

- To embrace the daunting roles of parents and to absorb the impact of Her Majesty, the Baby's, dramatic entrance. At the same time the couple must work to protect their own privacy.
- To create a safe haven for the expression of differences, anger, and conflict.
- To establish a rich and pleasurable sexual relationship and protect it from the incursions of the workplace and family obligations.
- To use laughter and humour to keep things in perspective and to avoid boredom by sharing fun, interests, and friends.
- To provide nurturance and comfort to each other, satisfying each partner's needs for dependency and offering continuing encouragement and support.
- To keep alive the early romantic, idealized images of falling in love while facing the sober realities of the changes wrought by time.

### **Family Strengths Across Ethnic Groups**

There have been very few studies of successful families from various ethnic groups. One of the best was done by Douglas Abbott and William Meredith (1988), who compared Caucasian, African American, Mexican American, Hmong, and Native American families. The researchers asked these families to rank various family traits that were derived from earlier studies of successful families. The most agreement across ethnic groups was among the Caucasian, African American, and Mexican American families but different from Hmong families. Nevertheless, they were surprised to find generally more agreement than disagreement across the various ethnic groups, although they also identified some important differences. Table 1 presents the findings.

**Table 1: Family Strengths Common to Various Ethnic Groups**

#### **In order of importance**

1. Communicates and listens
2. Trusting and trustworthy
3. Is affirming and supportive
4. Teaches a sense of right and wrong
5. Teaches respect for others
6. Shares leisure time
7. Is responsible for family welfare
8. Has a sense of play and humour
9. Respects privacy of family members
10. Shares religious beliefs
11. Has two parents living at home
12. Values family traditions
13. Seeks help with problems
14. Encourages individuality
15. Financial security
16. Has a base of parental rules
17. Respects elders
18. Shares similar values
19. Allows for negotiation of family rules
20. Values a college education
21. Prays together

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## **FAMILY STRENGTHS AND DIVERSE FAMILY FORMS**

### **One-Parent Families**

In a review of the literature dealing with one-parent families (Schlesinger, 1996) and the children of one-parent families (Schlesinger, 1995) specific family strengths among these families were identified.

For example, in their study of 26 American middle class one-parent families, Olson and Haynes (1993) identified seven themes related to the strengths in these families.

1. Acceptance of the responsibilities and challenges presented in single-parent families: Positive attitude toward parenting and life in general; problems neither minimized nor maximized, but solutions were sought.
2. Prioritization of the parental role: Focus on being the best possible single parent; sacrifices of time, money, and energy were evident.
3. Employment of consistent, nonpunitive discipline: Provide structure, democratic empowerment of children, and logical consequences for behaviours.
4. Emphasis on open communication: Promotion of trusting relationships, and expression of feelings.
5. Ability to foster individuality within a supportive family unit: Fostering of individuality and independence; each member having own interests and skills.
6. Recognition of need for self-nurturance: Despite lack of time to take care of themselves, parents recognized the importance of self-nurturance and attempted to achieve it through physical, spiritual, emotional, or social means.
7. Rituals and traditions: Bedtime routines, special family activities, holiday celebrations.

In another study of 71 American white, middle class one-parent families, Richards and Schmeige (1993) pointed out that the parents had strengths in the way they related to their children. These included: being supportive of the children, being patient, helping children cope, and fostering independence. Building a sense of honesty and trust, and conveying ideas clearly to family and friends, also were indicators of strengths. In their study most respondents stated that single parenting became easier over time.

Nancy Morrison (1995) studied successful single-parent families in the Mid-West of the United States. Interviews lasted two hours. The sample consisted of small families, the mothers were older and more mature (mean age 38 years), they had a high level of education, and were employed. All had been divorced. Many of the families had faced significant problems and challenges as well as the divorce adjustment. In addition to early financial crises and housing moves that are common in divorced families, some of these families had also experienced such crises as invalid parents, alcoholism, cancer, and rape. For these families, the process of overcoming these obstacles had strengthened their family units and greatly contributed to their feelings of success as families. (p. 200)

Each family interviewed was also asked to respond to the question, "How do you feel successful single-parent families differ from successful two-parent families?" All agreed that if a two-parent family was working well, it would be preferred. Many felt that in a two-parent family, success is predicted on a successful marriage and without that a family was inevitably going to experience dysfunction. In each of these single-parent families, the marriage had failed, but the mothers felt the families had succeeded because they were able to avoid the stress of continued marital discord and also take advantage of some aspects of their singlehood.

By definition, the key difference between a single-parent family and a two-parent family is that the former has only one adult in the household. The families pointed out many advantages of having a single parent: life was simpler and easier with only one adult in the home because the mother did not have to cater to a husband, there was less tension and conflict, and the household seemed to be more peaceful (p. 212).

In spite of the fact that all the mothers in this study could relate both positive and negative aspects of being single parents, the consensus was that single parents have to work harder to succeed at parenting. They have to be more flexible in managing schedules more efficiently; they have to be more organized, finding ways to meet all the needs of the family that have to be handled by an adult; and they have to be more creative, developing new and uncharted coping skills. Some of the mothers were aware of these new strengths, but others had trouble identifying specific strengths, saying "I only did what I had to - is that a strength?" (p. 213)



Most evident in these mothers was a sense of confidence and pride that they were able to manage being a single parent. Along with this confidence was the development of increased independence, responsibility, and self-esteem in their children. Morrison (1995:217) summarizes her study by stating:

In the nearly 25 hours of interviews with these successful single-parent families, the investigator was notably struck by the positive attitudes exhibited by all of these families. It was expected that families identifying themselves as "successful" would present themselves as happy and content, but the positive approach to living exhibited by these families was much more pervasive. They did not present themselves as devoid of faults; they freely identified their problems and weaknesses, and talked openly about negative experiences and feelings. Nevertheless, the mothers had generally given up their anger at their ex-spouses and the families had successfully moved beyond the crisis of divorce to a higher level of functioning. They were looking ahead, open to positive growth experiences and excited about increasing closeness and success as a family.

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## **Stepfamilies**

There had never really been a script for stepmothers and stepfathers, other than the nasty stories about Cinderella's stepmother and other similar images. Now, because it is so frequent, we are trying to define these roles. What does it mean to be a stepmother, stepfather, stepsibling, half-sibling, and so on? It's another one of those examples of our need to consciously define the kind of family we are creating. (Glossop, 1994:9)

**Most stepchildren live in blended families.** In 1994, almost 9% of Canadian children under the age of 12 were living in a stepfamily. Almost half of them were actual stepchildren, and the others had been born or adopted into stepfamilies. The majority of children in stepfamilies lived in a blended family, which most often included the couple's biological children and the wife's children from a previous relationship (that is, "their children" and "her children").

Most stepchildren lived with their natural mother and a stepfather and very few with their natural father and a stepmother; in fact, stepfathers outnumbered stepmothers five to one. The most common stepparenting relationship was the stepfather-stepdaughter relationship, while the least common was that between a stepmother and a stepdaughter. (Statistics Canada, 1997:9) In 1995 we had 430,000 stepfamilies in Canada (Statistics Canada, 1996:4). For a good analysis of the lives of stepchildren in Canada see David Cheal's (1996:93-102) study.

Margaret Crosbie-Burnett, an assistant professor and researcher at the University of Wisconsin, completed a study assessing stepfamily adjustment. For this study, 87 upper-middle-class households - mainly Caucasian, mother custody-stepfather households were used. (Stepfamily Bulletin, 1984:15)

Some of her findings were:

- families that reported themselves to be emotionally close were those with flexible family boundaries that allowed the individuals psychological space and, in the case of visiting children, physical space to maintain emotional ties between children and non-custodial fathers.
- Families in which the adults had more leadership power than the older child reported more happiness than families in which the older child maintained some of the leadership status he or she gained during the single-parent phase.
- Satisfaction with stepfamily-stepchildren relationships were more highly associated with family happiness than marital relationship happiness.
- Children and adolescents appear to be capable of enjoying happy, nurturing relationships with both the stepfather and the natural father.
- Husbands were happiest when they felt powerful within the stepfamily as an integral and efficacious group member, when their role was clear in their own minds, and when their wives were happy with the marital relationship.
- Wives were happiest when their husbands were happy with the marital relationship, when their husbands were psychologically included in the family unit, and when they felt powerful.

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Patricia Kelley (1994), who is director of the School of Social Work at the University of Iowa, Iowa City, studied 20 healthy stepfamilies. Kelley (1994:86-90) summarized the major strengths of her findings related to stepfamilies. The importance of clear communication, with some planned mechanism for implementing it, was a common thread. Regular family meetings with rules discussed and agreed upon by as many people as possible were suggested and carried out in these families, especially in the beginning stages of marriage.

Another, related, theme that emerged from these interviews was the importance of respect over love in steprelationships. The expectation of instant and equal love was not present in these families. In most of these families it was all right to call the stepparent by the first name, and to feel closer to and spend more time with the biological parent.

Allowing for privacy and space was a matter attended to by these families. More privacy and space are needed than in biologically based families, and many families found it useful to develop their own sense of space by moving to neutral territory. Flexibility was probably the word heard most often when these families discussed what was important. Last, a common theme found in these families was the ability to have fun together, not taking things too seriously and having a sense of humour.

Kelly (1994:89) states:

Suggestions and themes from these families that would be useful for families in general include flexibility, clear communication, decreased sex role stereotyping, fun and good humour, and strong social and community support systems. In stepfamilies, however, these ideas assume extra importance. Themes from these families suggesting differences included discipline and nurturing from one, not both of the adults in the home, more cross-generational alliances, more permeable boundaries allowing for children to move back and forth between homes, without feeling out of the system, inequality of parental roles, and somewhat different resources and rules for different sets within the family.

### **Lesbian and Gay Parents**

The literature on gay and lesbian parenthood has only emerged in the 1990's (Arnup, 1995; Bozett, 1987; Martin, 1993; Nelson, 1996 and Slater, 1995).

It is estimated that 3 million lesbian and gay couples in the United States are raising one or more children. (Schwarz and Scott, 1997:244). In Canada it has been estimated that about a half million gay and lesbian parents are raising children. (Arnup, 1995:167) Same-sex families challenge traditional notions about families and parenting while at the same time pointing up the fact that many lesbians and gays, like their "straight" counterparts, view parenting as a rewarding endeavour (Macionis, 1995).

In spite of the relatively recent development of this area of research, we can still consider the strengths inherent in this family pattern. Although little is known about the parenting styles of lesbians and gays, the available research indicates that lesbians tend to form extended networks of support that operate like any other family except that they are not patriarchal. Lesbian households tend to be less structured around a gender-specific division of labour; thus, children in these homes tend to experience more equitable family arrangements. Bozett (1990) and Anderson (1993) on the basis of their research have claimed that, as mothers, lesbians tend to be more child-oriented; they tend to be more responsive to their children's needs and more actively involved in their lives than heterosexual mothers. In fact, some feminists have claimed that when lesbian mothers leave an unhappy heterosexual relationship where children are involved, the children may actually get more nurturing in a lesbian household where two or more women share the work of child care.

Like lesbians, many gays who raise children tend to be more nurturing and less rigid in terms of gender role socialization and the gender division of household labour than heterosexual fathers. Gay fathers also tend to be more strict disciplinarians than heterosexual fathers (Andersen, 1993). Miller (1992) and Laird (1993) claim that in general, lesbian and gay parents tend to have fewer problems with their children's behaviour than do heterosexual parents. When problems do arise, often it is due not to the sexual orientation of the parents but rather to outside influence and interference and the degree to which society accepts the negative stereotypes of lesbian and gay parents (Lindsey, 1994).

Many people believe that growing up in a lesbian or gay household is emotionally unhealthy for children and can cause confusion about their own sexuality. However, research consistently shows that the children of lesbians and gays are generally understanding, adaptable, and accepting of their parents' lifestyle, and they are as well adjusted as children who grow up in heterosexual households. In addition, these children experience no significant psychological damage, nor do they have a tendency to be homosexual themselves; in fact, they are no more likely to be homosexual than are children raised by straight parents (Flaks et al, 1995). According to Charlotte Patterson (1992), there can be positive effects of being raised by lesbian or gay parents. For example, having a nontraditional adult role model gives children a greater appreciation of diversity. In addition, having a parent who is different can make it easier for a child to be different and independent. The child might be more tolerant, accepting, and less judgmental because she or he has been taught to accept social and personal differences in others. Lesbian mothers often feel that their children have strength, compassion, and maturity beyond their years.

A substantial number of gay men and lesbians have previously been in heterosexual marriages, and some have children from those marriages (Lamanna and Riedman, 1997:355-356). About 56 percent of lesbian couples have children living with them (Harry 1983) often from previous marriages. Gays and lesbians have also sought parenthood as single adoptive parents, and as birth parents, as one partner gives birth to a baby they both parent.

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## **Conclusion**

The United Nations, in its 1992 Human Development Report, declared that Canada had the highest quality of life in the world. Canadians can expect to live longer, have a higher average income, have more opportunities for education and advanced education, and live in a less crowded country than people in most other countries in the world.

The United Nations NGO Committee on the Family (1994) in its guiding principles on the family included two items (p. 3):

- Regional, national and cultural differences in all types of families should be respected and discrimination among them avoided. This respect and non-discrimination should aim at the dignity of the family, the protection of family life and the full development of individual family members.
- Respect should be shown for the religious, philosophical and ethical values or political opinions of each family member and for his or her freedom to manifest, as a family or in community with others, their culture and religion.

We live in a country where most families are managing their day by day existence in a satisfactory manner. Stephanie Coontz (1992:278) pointed out that to handle social obligations and interdependency in the twenty-first century, we must abandon any illusion that we can or should revive some largely mythical traditional family. We need to invent new family traditions and find ways of reviving older community ones, not wallow in nostalgia for the past or heap contempt on people whose family values do not live up to ours. There are good grounds for hope that we can develop such new traditions, but only if we discard simplistic solutions based on romanticization of the past. We cannot return to the 'family of nostalgia'.

Leo Tolstoy wrote "Happy families are all alike, every unhappy family is unhappy in its own way." We do not believe that we can accept his quotation. From our review we find that all lasting families are unique in their own family life cycle. Each one manages to continue to grow in their unique style of living. It's time that we accentuate the positive aspects of family life, and give credit to those families who manage to survive the day by day stresses and meet the twenty-first century as strong families.

It is also important to realize that all of our diverse family patterns have strengths. Robert Glossop (1994:10) echoes this statement after reviewing life in 'Families of Canada'. He states:

Here is perhaps the most welcome surprise: despite the diversity in the patterns of family formation and function, it is possible to define the common aspirations, common needs and common obligations of Canada's families. It doesn't take long when you get a group of people from different circumstances in a room, for them to come to appreciate and understand that what is at issue for them as individuals is at issue for most others. We are increasingly going to have to acknowledge diversity and understand it better. But equally, we need to understand the common elements and aspects that cut across the different patterns of family formation and function...if we are going to, in fact, learn how to deal constructively with that diversity and lend support to Canada's families.

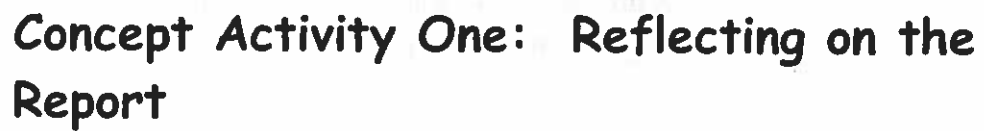
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## **Initial Response to Schlesinger's Report**

You will not be required to submit this form.

1. Record your initial thoughts about the article you just read.
2. How might you apply or use the information you have obtained?

Now complete Concept Activity One which requires you to reflect in more detail on your reading.



(5) Review the Vanier Institute of the Family's definition of family and respond to the questions that follow. You will be required to submit your work in the assignment section.

1.
  - a. The definition of family is broad or open because
  - b. Is there anything you would add, delete or change about the definition? Explain your answer.
2.
  - a. Give four examples of the different types or forms of families.
    - 
    - 
    - 
    -
  - b. Name the category/type/form of family that best describes your family.

- 
- c. What statistic about families in Canada did you find most interesting or surprising? Explain your answer.

3. In a 1994 Angus Reid Survey, three out of four Canadians surveyed (775) said that they had "a very happy childhood." Does your experience of childhood fit this statistic? Provide one reason for your response.

4. a. Explain the importance of acknowledging the diversity of family forms, functions, and practices within Canada.

- b. State one way we benefit from research into families and their forms and functions.

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5. Delores Curron suggests that a healthy family exhibits the following traits.

- ☐ communicates and listens
- ☐ affirms and supports one another
- ☐ teaches respect for others
- ☐ develops a sense of trust
- ☐ has a sense of play and humour
- ☐ exhibits a sense of shared responsibility
- ☐ teaches a sense of right and wrong
- ☐ has a strong sense of family in which rituals and traditions abound
- ☐ has a balance of interaction among members
- ☐ has a shared religious core
- ☐ respects the privacy of one another
- ☐ values service to others
- ☐ fosters family table time and conversation
- ☐ shares leisure time
- ☐ admits to and seeks help with problems

a. Put a check in the box in front of each trait that your family exhibits on a consistent basis.

b. Are there any other characteristics of strong families that you would add to the list? Explain.



## Parents Influence Their Children

In most cases, parents are the most influential people in a child's early life. This influence is demonstrated in the following ways.

- Parents are usually the child's first, most frequent, and most consistent partners in social instruction. They teach the child how to interpret their social environment. By providing a nurturing comfortable and stimulating environment children may come to see their world as a secure, pleasant, and interesting place to live.
- Parents are managers of behaviour. They enforce rules and set standards of conduct both within the home and outside the home. Parental discipline can teach children what is socially appropriate and inappropriate, as well as what is morally right and wrong.
- Parents act as role models for children. Actions speak louder than words, as children consciously and unconsciously internalize the behaviours, ideas, and values of their parents.
- Parents are teachers in the lives of their children. They directly supply knowledge, impart values, and actively encourage desired behaviours and attitudes. They teach children colours and numbers but they also teach them to speak the truth, to respect their grandparents, and so on.
- Parents can do a lot to bolster or to weaken a child's sense of self. If, for example, parents encourage their children to express their own viewpoints, the children will become accustomed to healthy interactions. If they treat children's feelings with respect then children are more likely to respect the feelings of others.

Following is a chart outlining some parental practices that weaken and promote self-esteem in children.

Parental Practices That Weaken a Child's Self-Esteem	Parental Practices That Promote a Child's Self Esteem
Abandonment Abuse Arbitrariness Belittling Feelings Insistence on Conformity Parental Insecurity Harsh Punishments for Purposes of Control Ridicule Sarcasm Stifling Communication	Acceptance of Differences Encouragement of Creativity and Uniqueness Freedom of Choice Permission for Expression Respect for Feelings Consistency Involvement in Lives High but Realistic Expectations of Children

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## Parenting Styles

Psychologists have categorized approaches that parents adopt with their children in various ways. Three of the more generally acknowledged styles are presented in the information that follows. In reviewing the information remember that actual families rarely fit completely into one of the sharply drawn categories that are presented. Actual families often use a mixture of styles depending on the situation. In some families each parent may use a different style. In other families where addiction or mental instability is a problem, a parent may use one style when sober and another style when he/she is not.

### **Authoritarian Parenting (also called Autocratic or Traditional Parenting)**

Authoritarian parenting is characterized by strict limits and little or no freedom for children. Parents try to control their children's behaviour and attitudes. Children are expected to conform to rules and absolute standards of conduct.

Parents value

- obedience,
- respect for authority, and
- responsibility to others.



Parents make the decisions. Parent's needs are considered more important than the child's and consequently parents impose their will upon the child. Authoritarian parents use rewards and punishment (sometimes physical), threats and bribes, yelling and intimidating behaviour as means of discipline. They are more detached, more controlling and less warm than other parents. The parent-child relationship may be described as distant, fearful, cold, distrustful, and rigid. Children may be withdrawn or resentful in a home atmosphere that is oppressive, militaristic, and stressful.

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## Permissive Parenting

Permissive parenting is characterized by freedom and the absence of limits. Parents make few demands and allow their children to direct their own behaviour and activities as much as possible.

Parents consider themselves as resources. Their goals for their children include

- freedom,
- respect for self, and
- responsibility to self.

Parents attempt to please their children. Children's needs are considered more important than their own. Permissive parents attempt to use reason and manipulation to achieve results. They explain the reasons underlying the few family rules that do exist and they consult with children about decisions affecting the family. Permissive parents avoid punishing their children. The parent-child relationship revolves around service by the parent and demands by the child. Parents are non-controlling, non-demanding, and relatively warm, but without parental leadership and structure the home atmosphere may be chaotic.



## Democratic Parenting (also called authoritative)

Democratic parenting is characterized by some freedom within moderate limits. Parents attempt to lead or direct their children's behaviour and activities. While they have confidence in their ability to guide their children, they respect children's ideas, interests, and unique personal qualities. They temper control with encouragement and support.

Parents try to exercise leadership and direction without suppressing the child's self-respect or individuality. Parents promote and encourage the following traits in their children

- cooperation,
- respect for others,
- courage, and
- responsibility to both self and others.



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Democratic parents exert firm control when necessary but they explain reasons for the position and encourage discussion. They use logical consequences, conflict resolution techniques, family meetings, incentives, routines, and mutually agreed to rules as discipline tools. Democratic parents realize the importance of their own needs and those of their children. The parent-child relationship is loving, consistent, and respectful which leads to a relaxed, orderly, and positive home atmosphere.

Complete Concept Activity two - Parenting Styles.



## Concept Activity Two: Parenting Styles

(5) This activity is intended to demonstrate your understanding of the three parenting styles as you reflect on the influence that your family's parenting style has had on your behaviour and self-concept. You will be required to submit your work in the assignment section.

1. Name the parenting style that best describes the parenting approach used in your family. Explain your answer by providing two examples.

2. Briefly explain how the parenting style used in your family has affected each of the following facets of who you are.

- your values
- your personality
- your interests
- your goals

- 
3. a. Contemporary psychologists and parenting experts are in general agreement that the democratic style of parenting is the preferred approach to use. Discuss three elements that you appreciated about this style of parenting.
- b. Is there anything about the democratic approach that you disagree with or that concerns you in any way? Explain your answer.
4. When/if you become a parent, which parenting style or combination of styles will you employ? Explain why.

In this unit you were introduced to three parenting styles: Authoritarian, Permissive and Democratic. Some psychologists include a fourth approach sometimes called the Neglecting style of parenting. As the name suggests, neglecting parents are physically and emotionally uncaring and unavailable to meet the needs of their children. The Neglecting parenting style was deliberately excluded from the earlier discussion of parenting styles because it has no place in society. No child should have to live in a home where he/she is uncared for and unloved. Unfortunately, it happens far more frequently than society is willing to acknowledge. This leads to our next topic of discussion, dysfunctional families.

## Dysfunctional Families

**Dysfunctional families** can be described as families where the relationships among family members are not conducive to emotional and physical health. Most families have some temporary periods of stressful circumstances. However, healthy families seem to be able to recover and return to normal functioning after the crisis passes. Not so in dysfunctional families where negative patterns of parental behaviour are consistent and long-term.

Some conditions commonly associated with dysfunctional family relationships include sexual or physical abuse, drug and alcohol addictions, delinquency, eating disorders, and aggressive or violent behaviour. It should be noted that parents in dysfunctional families can hurt their children by omission or neglect and/or by abusive acts. In reality, dysfunctional families take many different forms.



Read the following snapshots of individuals whose families could be classified as dysfunctional, based on the description of dysfunctional families given in this course.

*"I never really had a childhood. As a child I cooked, cleaned and took responsibility for my younger siblings. My mom was sick a lot and spent most of her time in bed. Her poor physical condition and her depression made life's challenges seem enormous and she gave up. I work hard to meet everyone else's needs and expectations but rarely meet my own."*

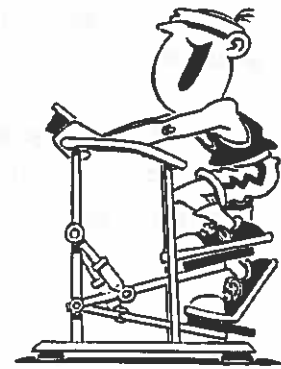
**"My dad is an alcoholic. I say it to you because you don't know who I am. In reality, his sickness is somewhat of a family secret. I don't invite friends over because I don't want them to see what my family is really like. I don't get close to people and I don't let other people get close to me. It's lonely but you don't get hurt that way."**

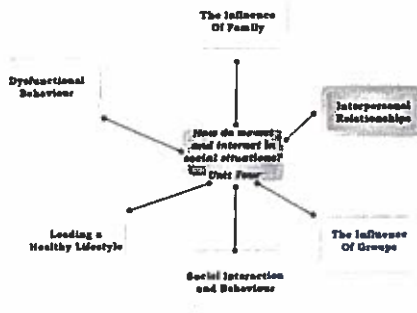
**"I feel like I am suffocating. My parents tell me that they are only being protective but they control my life. They dictate who my friends are, who I can date, and what courses I can and cannot take in order to get into the college they have selected for me. They expect me to be perfect. I try hard, but I can never please them. If I get less than 100% on a test they want to know where and how I lost marks. They expect me to be responsible but they won't let me make any decisions for myself."**

Family circumstances such as parental alcoholism, mental illness, child abuse, or extreme parental rigidity and control, interfere with family functioning and the effects on children can be traumatic and long-lasting. Compared to well-cared for children, chronically abused or neglected children tend to be underweight, are less able to concentrate, have slower speech development and are delayed in academic growth. On the social side, they tend to be less friendly, more aggressive and more isolated. Adolescents who have been abused or neglected may use alcohol or drugs to escape their emotions. Eating disorders and self-destructive behaviours are also symptomatic of neglecting or abusive family environments.

Research indicates that adults who have been raised in dysfunctional families may have difficulties in forming and maintaining intimate relationships - a topic discussed later in this unit. They may also have problems with low self-esteem and in trusting others. They are more likely to fear loss of control and may become very controlling in their relationships with others and so the cycle may continue. The abused may become abusers in an attempt to control situations and compensate for the lack of control they felt as innocent children and victims of child abuse. Research indicates between thirty to forty percent of abused children actually become child abusers themselves.

The continuance of neglectful or abusive behaviour is not automatic or reversible. The conditioning is there but the choice remains a personal one. Victims of dysfunctional families are survivors. For example, people raised in a dysfunctional family environment often have an increased empathy for others. They are often achievement oriented and highly successful in some areas of their life. They are frequently more resilient to stress and more adaptive to change than individuals from functional families. Dysfunctional family survivors are encouraged to acknowledge these positive qualities in themselves and to seek counselling that may allow them to face the realities of their past and develop the skills and attitudes that promote self-esteem, and trust.





# Interpersonal Relationships

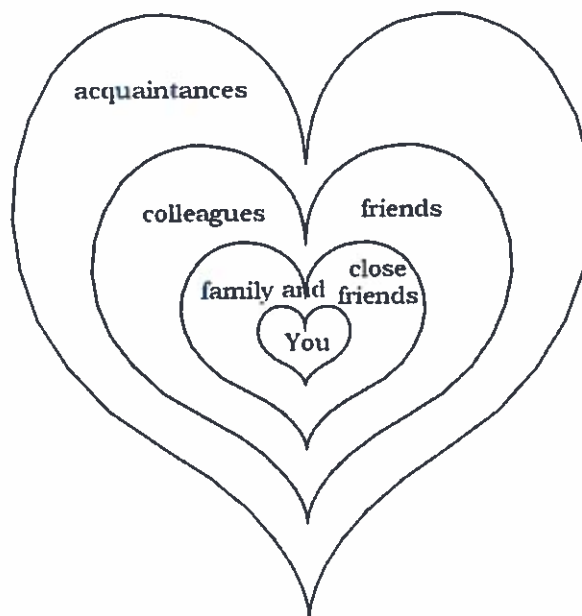
Our lives are made up of many relationships. Some relationships are closer and caring while others are more casual and less important.

Close relationships are sometimes called interpersonal relationships. The closest relationships are most often found with family and a small circle of best friends. Close relationships require the most effort to nurture and maintain. These are also the relationships that give you the most joy and satisfaction.



Colleagues and other friends are next in importance on the relationship scale. We associate with these people on a regular if not daily basis. Good relationships with these people are important because of their constant presence in our lives.

Acquaintances form the next level of relationships. These are people with whom we interact once in a while. Because we do not see these people on a regular basis, our relationships with them are less important.



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Interpersonal relationships have the following characteristics.

- uniqueness: the relationship stands out or is in some way special or different
- irreplaceability: because interpersonal relationships are unique, they cannot be replicated or replaced
- interdependence: the other person's life concerns and affects you
- self-disclosure: in an interpersonal relationship people share and entrust private information about themselves. Information, beliefs, values, attitudes, preferences and, ultimately, feelings are disclosed.

## Why Do We Establish Relationships?

From the moment of birth, human beings depend upon others to satisfy their basic needs. Through this conditioning, children come to associate close personal contact with satisfaction of basic needs. In later life human beings continue to seek personal contact for the same reason, even though they are capable of meeting their own needs for survival.

Moreover, being around others becomes a habit and the basic physical needs of infancy expand to include emotional and social needs such as the need for praise, respect, affection and love, achievement and so on. These needs, acquired through social learning, motivate human beings throughout their lives to seek relationships with people who can satisfy these needs.

Several theories have been presented to explain the need in human beings to seek social interaction. Following is a brief introduction to some of these theories.

### Attachment/Affiliation Theory

*No man is an island, entire to itself.*

*John Donne*

People are generally social animals. They seek the company of others. This desire for human contact can be thought of as a two-pronged need; the need for **attachment** and the need for **affiliation**. They are two distinct and interrelated needs.

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**Attachment:** the need to form special close relationships

**Affiliation:** the need to be with other people in general - a sense of belonging to a larger group

The attachment need predominantly motivates people to seek interpersonal relationships.



## Confirming and Valuing Relationship Theory

Research indicates that human beings need company most when they are afraid or anxious, or when they are unsure of themselves and want to compare their feelings with those of others. Relationships help people to confirm and validate their ideas and feelings as well as to value themselves.

Social science research indicates that confirming and valuing happens in three stages.



- **Recognition:** the physical presence of the other person is recognized.
- **Acknowledgement:** interest is shown in the ideas and feelings of another person.
- **Endorsement:** agreement is expressed with the ideas and feelings of another person.

Can you think of a relationship with another person who consistently recognizes you, and acknowledges and endorses your feelings and ideas? How important is this relationship to you?

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On the other hand, can you think of a current or past relationship where you received very little, if any, positive recognition, acknowledgement, or endorsement. How did this relationship make you feel?

Which relationship is more likely to last? Why?

Relationships that recognize, acknowledge, and endorse who you are and your ideas are likely to last longer and to be more satisfying. Most people would agree because they recognize that such relationships give more rewards, both tangible and emotional.

### **Social Exchange Theory**

The rewards (or outcomes a person derives) must be greater than, or at least equal to, the investment costs of a relationship. Rewards may be in the form of a variety of resources including love, status, information, money, goods, and services.

The following formula captures the essence of the social exchange theory.

$$\text{Rewards} - \text{Cost} = \text{Outcomes}$$

According to the social exchange theory, a person seeks to form or chooses to maintain those relationships that give the most rewards for the least costs.

### **Equity Theory**

Some social science researchers believe that people are not motivated solely by the need to achieve a positive balance sheet in their relationships. Equity theorists explain that people are also concerned about equity in their relationships. In other words, they believe that the rewards and costs they experience in a relationship should be roughly equal to the rewards and costs experienced by their relationship partner. While the rewards and costs may vary in kind, they are roughly equivalent in their value to the individuals involved. The essence of the equity theory may be illustrated by the following formula.

---

## **Person #1 Rewards + Costs = Person #2 Rewards + Costs**

In an attempt to understand why people form relationships you have been introduced to a number of theories.

- Attachment/Affiliation Theory
- Confirming and Valuing Relationship Theory
- Social Exchange Theory
- Equity Theory

There is merit to looking at relationships from the perspective of each of these theories. To believe exclusively in one theory and disregard the other theories would limit our understanding of social relationships.

Now that we have an understanding of why relationships are established, let's look at how relationships are formed and maintained.

## **How Do We Establish and Maintain Relationships?**

Many theories deal with the topic of how people form and nurture relationships.

### **Attachment Style Theories**

Some theorists believe that infants exhibit some innate attachment tendencies and that young children learn particular attachment styles that stay with that person throughout life. Research indicates that sensitive caregivers who are accessible and responsive to the needs of the child tend to promote secure attachment styles in infants. By contrast, the insensitive caregivers who interact almost exclusively in terms of their own wishes, moods and schedules promote insecurely attached babies who either ignore the caregiver or have difficulty in perceiving the caregiver as a caring, safe, and reliable part of their environment. Attachments with caregivers early in life are crucial for healthy development since they act as templates for later relationships.

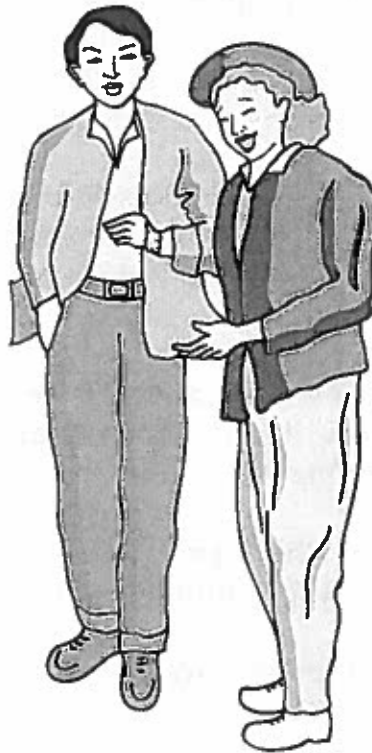


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## Stage Models of Relationship Formation

Many psychologists believe that relationships are formed, maintained, or end in a series of observable and definable stages. The number of stages, the names given to various stages, and the descriptions of stages vary from researcher to researcher. Murstein, for example, has a three-stage model, Levenson proposes a five-stage model and Knapp breaks down the rise and fall of relationships into ten stages.

The model developed by psychologist Mark Knapp (1998) is one of the most current and widely accepted models of relational stages. A closer look at Knapp's model shows that the stages broadly apply to all relationships. They are especially descriptive of intimate, romantic relationships, and close friendships.

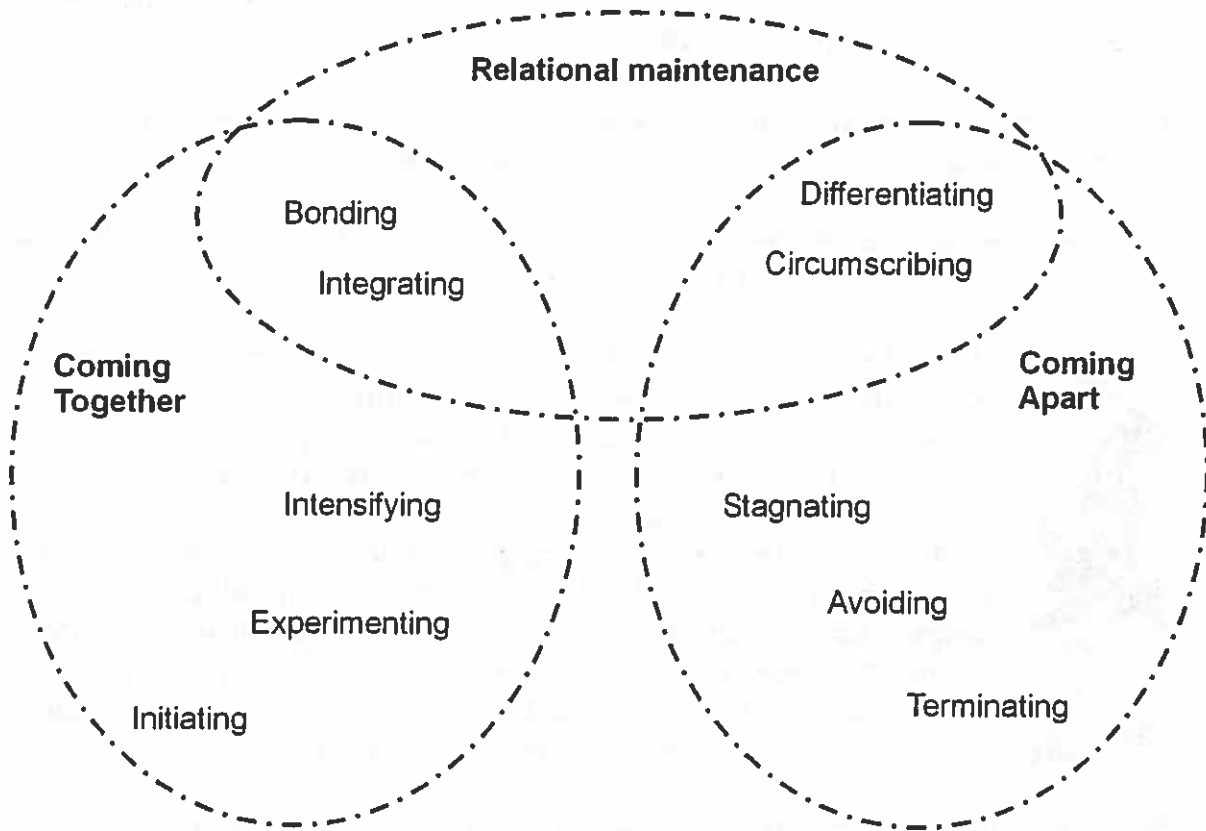


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### Knapp's Model of Relational Stages

1. **Initiating:** expressing interest in making contact and showing that you are the kind of person worth getting to know.
2. **Experimenting:** the process of getting to know others and gaining more information about them.
3. **Intensifying:** interpersonal relationship is now beginning to emerge. Feelings about the other person are now openly expressed, forms of address become more familiar, commitment is now openly expressed, and the parties begin to see themselves as "we" instead of separate individuals.
4. **Integrating:** identification as a social unit. Social circles merge. Partners develop unique, ritualistic ways of behaving. Obligation to the other person increases. Some personal characteristics are replaced and we become different people.
5. **Bonding:** the two people make symbolic public gestures to show society that their relationship exists (rings, gifts, commitment).
6. **Differentiating:** the need to re-establish separate identities begins to emerge. The key to successful differentiation is maintaining a commitment to the relationship while creating the space for autonomy and individuality.
7. **Circumscribing:** communication between the partners decreases in quantity and quality. It involves a certain amount of shrinking of interest and commitment.
8. **Stagnating:** no growth occurs. Partners behave toward each other in old, familiar ways without much feeling.
9. **Avoiding:** the creation of physical, mental, and emotional distance between the partners.
10. **Termination:** in romantic relationships the best predictor of whether the two people will now become friends is whether they were friends before their emotional involvement.

The illustration shows how the ten stages can be grouped into three overlapping and integrated phases: the Coming Together phase, the Relational Maintenance phase, and the Coming Apart phase.



## Process Models of Relationship Development

Psychologists who agree with the process models of relationship development point out that people grapple with the same kinds of challenges, whether a relationship is relatively new or already well established. Process Models suggest that the key to successful relationships lies in finding a balance between opposing or incompatible forces that function simultaneously in our lives. Theorists call these conflicting forces dialectical tensions.

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Three powerful dialectal tensions that are inherent in the majority of relationships include the following.

- Connection versus Autonomy - the conflicting desires for connection with another person and independence
- Predictability versus Novelty - stability is an important need in relationships, but too much of it can lead to feelings of staleness
- Openness versus Privacy - along with the drive for intimacy, we have an equally important need to maintain some space from others



Rules help to establish a balance between dialectical forces. Rules here can be defined as shared opinions or beliefs about what should or should not be done in the relationship. Rules vary with the particular types of relationships. Because relationships are unique, they may have a set of common rules and a set of unique rules that guide behaviour. Examples of common rules that apply in all or most relationships are: respect for privacy, honesty, confidences, emotional support. Particular types of relationships such as a lawyer/client relationship require additional rules like making appointments for consultation, payment for services, and so on.

Rules provide checks and balances that help maintain satisfying relationships. Violating the rules puts relationships in jeopardy.

Now that you know some of the theories behind what motivates you to form relationships and the ways relationships are formed, let's look at the practical benefits of satisfying relationships and the qualities of good relationships.

---

## Benefits of Satisfying Relationships

Good relationships require management, effort, and attention, but the investment pays off in many ways.

Special bonds with other people are important for both mental and physical health. Research supports the idea that if we have strong, caring relationships with others, we are more apt to be healthy and live longer. Satisfying relationships with family and friends promote career success and we feel more protected as well as happy. Poor relations, on the other hand, may promote depression, drug abuse, weight problems, and other mental health problems.



## Qualities of Good Relationships

Strong relationships have many common characteristics, qualities, or traits. Some of these qualities may be evident from the moment we meet a person. Other traits develop along with the relationship giving the relationship strength and stability.

These are some of the common characteristics of a good relationship.

- ♥ ***rapport*** where you feel comfortable or at ease with the other person. Sometimes this is automatic and sometimes this takes time to develop.
- ♥ ***empathy*** refers to the ability to see the world through another person's eyes, understanding his/her feelings and actions.
- ♥ ***trust*** means that you can depend on the other person. When you trust another person you expect acceptance and support from him/her.
- ♥ ***respect*** involves accepting and appreciating the other person for who he/she is.
- ♥ ***mental expectations*** are seen as relationships grow; partners have the same mutual expectations for it. The relationship should be headed toward the same purpose or goals for both people.

- 
- ♥ **flexibility;** good relationships are flexible and can adapt to change. Circumstances change and you can't always carry through on plans you have made together. You sometimes have to make compromises and reassess your goals.

The characteristics or traits that have been discussed are important in any relationship, but they become even more important in close, personal relationships. A close relationship without these traits will not be satisfying to either partner.

## Building Strong Relationships

If the qualities of a good relationship are important then it follows that if we wish to establish healthy, close relationships in life we need to have or, to develop, those traits, too.

Consider the following checklist.

	Yes	No
Do you have empathy for other people's feelings and behaviour?		
Are you trustworthy and reliable?		
Do you respect other people's ideas and appreciate them for who they are?		
Do you communicate your expectations for a relationship and seek people with similar relational goals and values?		
Are you flexible and adaptive to change?		



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## Why Are We Attracted to Other People?

People are selective in the relationships they form. They will not engage in conversation, friendship, or love affairs with just anyone. Below are some of the factors that psychologists suggest affect the selection of relational partners.

- **Proximity:** People are more likely to develop relationships with people they interact with frequently. The people who we see most often are most likely to become our friends and lovers. The proximity effect works because it provides more physical opportunities for exposure and attraction, and because familiarity helps to build rapport and a comfort level that promotes attraction and interaction.
- **Physical Appearance:** Physical attractiveness influences our choice of friends and lovers. People feel better about themselves when they associate with people others consider desirable. People also tend to assume that there is a high positive correlation between physical attraction and desirable traits. Attractive men and women are frequently perceived as being more successful, intelligent, interesting, poised, exciting, independent, and so on than their less attractive counterparts.

### Attraction and Intimacy

What attracts us to others and what do others find attractive in us? Relational closeness begins with attraction and develops into intimacy. Attraction and intimacy form two ends of a continuum of relational closeness.



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## Intimacy

Attraction and intimacy are described as being on a continuum. Attraction is what initiates a relationship and the level of intimacy determines the depth and importance of the relationship. Merriam Webster's Collegiate Dictionary describes intimacy as "something of a personal or private nature." Intimate relationships are close relationships and are not necessarily sexual in nature.

Individuals who are highly intimate like, love, and trust each other. As two people become more and more intimate they become more interdependent. This does not mean that they become dependent and give up their individuality. For example, at some wedding ceremonies, the bride and groom each take a lighted candle and together light a "unity" candle that represents the creation of a third entity - a married relationship. Neither individual flame is extinguished or diminished by the union and when each separate flame is taken away it shines as brightly as before.



The following quotation illustrates the difference between interdependency and dependency.

The best relationship is one in which your love for each other exceeds your need for each other.

Intimate partners assume some responsibility for the satisfaction and well-being of the other person. Self-disclosure becomes more personal. You let your intimate partner into the personal world of your thoughts, feelings, ideas, and aspirations and even space. According to anthropologist Edward Hall, people carry a bubble of privacy around them. This intimate zone of communication is eighteen inches. With few exceptions, the only people with whom we feel comfortable within that zone are members of our immediate family, relatives, close friends, and lovers. There are many different opportunities for intimacy.

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- **Gender and Intimacy**

Research indicates that women, as a group, are more willing and adept at sharing their thoughts and feelings. Women develop close personal friendships with other women by personal talk, while men grow close to one another by doing things. Adler, a well-known psychologist, explains that, for men, practical help is regarded as a measure of caring.

- **Culture and Intimacy**

Different cultures have different rules regarding intimacy. The following actions show some of the ways cultural differences can be seen.

- showing emotions
- expressing affection in public
- engaging in sexual activity
- respecting privacy

- **Love**

Love means different things to different people in different situations. Make a list of the different people you love.

_____	_____
_____	_____
_____	_____
_____	_____

Love can assume many forms, including love of one's parents, brothers or sisters, child, friend, sexual partner, or community. People make a clear distinction between loving someone and being "in love." The latter has a romantic connotation and sexual overtones.

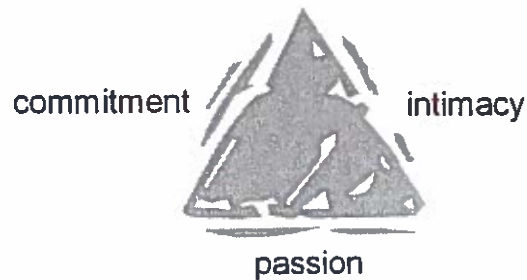
Psychologist Steinberg proposes a triangular model of love. The three points or sections (commitment, intimacy, passion) of the triangle represent the three dimensions or components of all types of love relationships.

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**Intimacy:** a bond of closeness involving communication, self-disclosure and a desire to care for the loved one

**Passion:** emotional arousal and physical drives in a love relationship

**Commitment:** the decision to love someone as well as the commitment to maintain that loving relationship



Romantic love, for example, would be high in passion and intimacy but low in commitment. Infatuation lacks both intimacy and commitment but is fueled by passion. Compassionate love scores low on passion but high on commitment and intimacy, and ideal or consummate love has high ratings on all three dimensions of love. Steinberg describes stagnant “empty shell” relationships as based on commitment but devoid of intimacy and passion.

Within a stable relationship the components of love may change over time. For example, over the years romantic love (high in intimacy and passion) may evolve into compassionate love (high in intimacy and commitment) or ultimately to consummate love when commitment is added to passion and intimacy. Similarly, an arranged marriage based on commitment may develop into an intimate and passionate relationship. Falling in love is driven by passion, but staying in love requires commitment.





## Concept Activity Three: Love

- (5) Apply Steinberg's theory to your own relationships, or to those you have observed between others. Provide an example of each of the following relationships. Then, briefly explain how the example fits the components of love.

Type of Love Relationship	Example	Explanation
intimacy romantic passion		
commitment  empty shell		
commitment intimacy compassionate		

Type of Love Relationship	Example	Explanation
<p>infatuation</p> <p>passion</p>		
<p>commitment                      intimacy</p> <p>consummate (most fulfilling)</p> <p>passion</p>		

---

## How Does Culture Impact on Love?

Earlier in this course we learned about individualistic and collectivist culture.

The cultural background in which people learn about love is important in shaping their concept about it. In individualistic cultures, where greater emphasis is placed on personal achievement and self-reliance, individuals assume they have the right to seek a relationship with a person of their choice that will bring individual satisfaction. Romantic notions of love and marriage focus narrowly on the needs of the individuals in the relationship. Marriage is seen as the culmination of a loving relationship.

In collectivist societies where priority is placed on the welfare and unity of the group, individuals have a more extended self-concept or more people to consider. An individual within a collectivist society has a deep interactive dependence with family. The individual in this setting must carefully consider how a prospective partner will complement this relationship. Love and marriage is not considered exclusively in terms of the narrow interests of the couple. Love is not a pre-requisite for marriage. Arranged marriages are common. Marriages have a practical value to the family and are the framework in which a couple can explore a loving relationship.



In Western individualistic cultures, love is a motive for marriage. In collectivist cultures, love is an expected outcome of a marriage relationship.

### Characteristics of Successful Marriages

Numerous studies have been done to ascertain why some marriages last while others break up. Following is a list of characteristics that respondents in a Canadian study, conducted by Benjamin Schlesinger, identified as being important in helping marriages to last.

respect	fidelity
trust	give and take
loyalty	sense of humour
love	friendship
reliability	companionship
consideration and caring	honesty
emotional support	sexual satisfaction
commitment	

---

Are there any other characteristics you would add to the list?

\_\_\_\_\_

\_\_\_\_\_

Did you think of patience, understanding, shared religious beliefs, or good communication skills? These are factors that other researchers have identified as being important components of marital success.

## **Honesty and Dishonesty**

You may remember that honesty is one of the characteristics that contributes to lasting marriages. In fact, honesty is essential to any meaningful and lasting relationship. Deception destroys relationships. If you cannot trust a friend or partner, then the relationship is almost certainly headed for failure. Honesty is one of the cornerstones of our society and a guide in determining what is moral and socially acceptable behaviour.



Why do people lie to others or to themselves? Psychologists generally agree that there are five major reasons for lying.

- to save face
- to avoid embarrassment
- to avoid conflict
- to promote or diminish a relationship
- to gain power

Looking at the reasons why a person lies may help a person to find more ethical and socially acceptable alternative methods of achieving the same goals.

Consider the following questions concerning honesty.

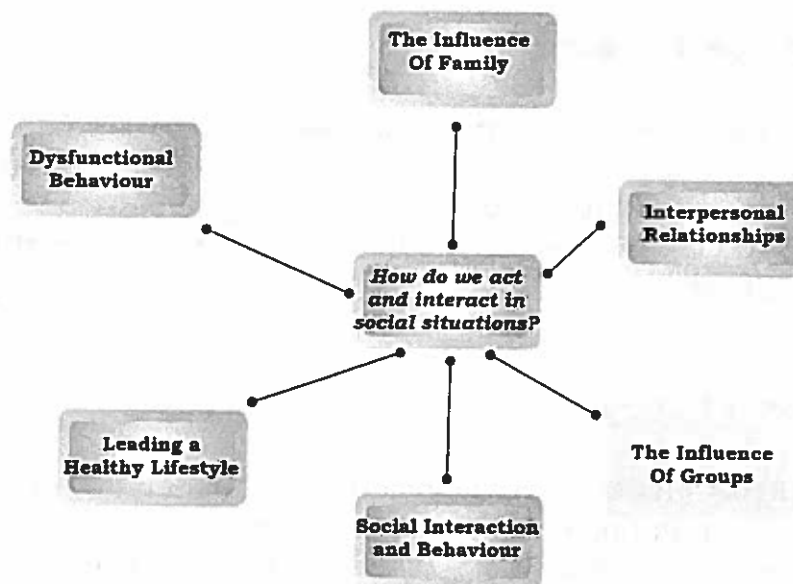
- Is honesty always the best policy?
- Are there some situations where lies are “excusable?”
- Is exaggeration dishonest?
- What is your reaction to the statement “a half truth is a whole lie?”
- Is honesty more important between friends and spouses than between social acquaintances?

There are no cut and dried answers to these questions. The extent to which people lie, the circumstances that encourage deception, the motives for deception, and the types of lies that people tell may vary and will affect how people perceive a deceptive person. Deception of any kind, however, may develop into a pattern of behaviour that destroys trust as well as the formation and maintenance of meaningful and lasting relationships. Little lies lead to bigger, more frequent lies.

*Oh, what a tangled web we weave,  
When first we practice to deceive!*

Sir Walter Scott

## The Influence of Groups



So far in this unit the discussion has centered on two-party relationships. Interpersonal relationships are one form of social interaction but not the only form. We also belong to many groups: family groups, educational groups, employment groups, and social groups. Most of these groups influence us in positive ways and we have a positive influence on them. Social movements support change. There are, however, some groups or collective situations that are negative, such as mass panic or riots.

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Collective behaviour depends on stimulation between participants. Group behaviour

- originates spontaneously,
- is relatively unorganized,
- is fairly unpredictable, and
- occurs without a plan.

## Theories of Group Behaviour

Many theories have emerged about how individuals influence group behaviour and, in turn, are influenced by the group. Here are some of these theories.

### Convergence Theory

According to convergence theory, crowd behaviour arises from the gathering together of people who show the same needs, impulses, dislikes, and purposes. Organized gatherings provide the opportunity and setting that motivate and validate behaviour. Collective behaviour is part of the social structure of the group.

### Contagion Theory

Contagion theory views crowd behaviour as an irrational response to the psychological temptations of a crowd situation. Some of the psychological factors at work in a crowd situation include the following.

- heightened suggestibility
- observation of other's behaviour
- interactional stimulation
- a feeling of anonymity which may lead to lower inner constraints and less inhibitions
- an impersonal view of people outside the group



## Social Identity Theory



Social identity theorists propose a model of collective behaviour based on social identity. In simplistic terms, members adopt a common social identity which may be quite different from the individual persona they present when apart from the group.

## Groupthink Theory

Groupthink is an extreme form of conformity. The tendency to think alike and suppress dissent occurs when a group's need for total agreement overwhelms its need to make a decision. Groupthink assumes that the group has the right answer. However, solutions to problems are determined without fully considering all the alternatives.



A list of factors that promote a groupthink mentality and demonstrate the characteristics of groupthink appear in the chart.

Factors Promoting Groupthink	Characteristics of Groupthink
<ul style="list-style-type: none"><li>• group cohesiveness</li><li>• isolation by choice or circumstance</li><li>• influential or dynamic leadership</li><li>• stress from external threats</li><li>• biased information or influences</li></ul>	<ul style="list-style-type: none"><li>• a sense of invulnerability</li><li>• pressure to conform</li><li>• a belief that the group is always right</li><li>• a pattern of ignoring or discrediting information that opposes group beliefs</li><li>• stereotyping people or groups outside of their own</li></ul>

---

## Emergent Norm Theory

According to emergent norm theorists, groups are made up of people governed by different standards of behaviour or “thresholds for participation.” Emergent norm theorists identify the following groups.

- The *lawless* are impulsive people who need little provocation before they try to retaliate. The lawless have little understanding of or concern for the consequences of their actions.
- The *suggestible* are people who are easily influenced by an impulsive leader and unlikely to initiate action on their own.
- The *cautious* are people with strong interests in the kinds of actions initiated by others, but who would act because of a fear of the law. If this constraint is lifted, they take action in pursuit of their own interests.
- The *yielders* are people who are easily persuaded that everybody is engaged in a particular activity. Yielders act when a sufficient number of people are acting because they do not want to be left out, and see an action is right because others are engaged in it.
- The *supportive* cannot be ‘stampeded’ into action; yet, they do not actively oppose it. They may watch or shout encouragement. They are not violent, but they do not stand out against violence in others.
- The *resisters* are people whose values make them opposed to mob action, and who will not support it, even passively. Because of this, they are in danger of their lives if they speak up at the wrong time.

As with other theories presented in this course, no one theory is totally accepted by all psychologists nor can it be applied unilaterally in all situations. Many people can find some validity and applicability for all the theories. They expand our thinking about why and how people behave and influence the behaviour of others in group situations - and that is the goal of psychology.

---

## Negative and Positive Influences of the Group

Some types of groups operate within society but outside of its socially accepted codes of behaviour.

Remember that a crowd can be described as a gathering of people around a point of common attention. Several types of crowd exist. A casual crowd is one whose members rarely know each other and whose forms of behaviour are mostly unstructured.

In times of social unrest or tension, crowds may be transformed into acting mobs. A mob is a crowd that is focussed on an aggressive or illegal act. Looting, destruction of property, and lynchings are examples of mob action. Mob action is not usually randomly destructive but tends to be focused on a single target.

### Negative Influence of the Group

#### Gangs

While more structured than crowds or mobs, gangs exhibit some of the same collective behaviours, and these behaviours can be understood or explained by the theories of behaviour just reviewed.

The California Council of Criminal Justice defines a gang as “a group of people who interact at a high rate among themselves to the exclusion of other groups.” Some common characteristics of gangs include the following.

- a group name
- a defined neighbourhood or territory
- involvement in anti-social and or criminal behaviour on a regular basis



Make a list of some of the gangs you have heard about in your local community and larger cities, in North America or in other parts of the world.

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## Why Do People Join Gangs?

- Gangs provide security and status to their members. In a gang, people gain respect and have time for others. Members of the gang accept and protect each other when other institutions, including family and school, may have failed to provide that security and acknowledgement. A person may simply join a gang because he/she feels safer within it than on the outside.
- Gang members bond with each other. Some members consider the gang a substitute for the family they lack. Gangs strengthen a person's sense of group identity.
- Gangs give their members a sense of power in a world where they may feel powerless. There is strength in numbers. Members of the general public may fear the individual and he/she feels powerful as a result.
- Gangs provide a refuge for people who have been abused or discriminated against in some way. Racism, sexism, poverty, and sexual and physical abuse are all factors that promote membership in gangs.

Knowing why people join gangs is an important first step in developing intervention programs that provide positive alternatives for at-risk youth.

## Cults

Cults have been defined in many different ways by many different people. A cult, for example, may be defined as a system of religious worship. This definition carries with it neither positive nor negative connotations. On the other hand, the description of a cult as a group or movement exhibiting excessive devotion or dedication to some person, ideas, or thing and, employing unethically manipulative techniques of persuasion and control, brings to mind frightening images of doomsday cults, mass suicides, and the tragedy at Waco.

However defined, cults do exhibit some relatively common characteristics.



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### **Common Characteristics of Cults**

- Cults are generally religious in nature.
- Cults deviate from mainstream ideas or beliefs.
- Cults are usually formed by a single male who enunciates group doctrine and establishes rules.
- Conformity and commitment are expected of members.
- Cult members show devotion, if not reverence, for their leader.
- Information management and manipulative techniques may be used to promote dependency and subservience.

Motivation to join extreme cults is almost exclusively based on dissatisfaction with life and difficulty in coping with its demands. Cults provide a measure of identity and give meaning to life. Rules and regulations provide structure to those who feel adrift. The sense that others care makes the person who joins a cult feel secure and loved.

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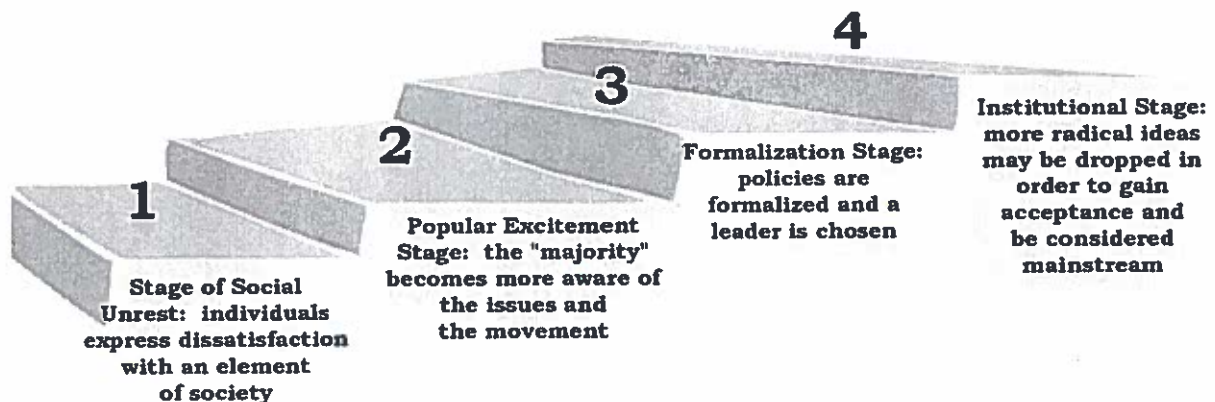
## Positive Influence of the Group

Mobs, gangs, and cults are groups of people who operate outside the socially acceptable belief systems and codes of conduct of the culture in which they exist. They operate outside of society to achieve their agendas. Other groups, such as social movement groups, political groups, and teams work within society to achieve their goals and bring about, or prevent, societal change. They do not isolate or alienate themselves from the society. Their views may not be the views of the majority. They are usually viewed as being pro-social or for the good of society.

Social movements, political groups, and teams as collective groups can have a positive effect upon their members and society in general.

## Social Movements

Social movements are a form of collective behaviour aimed at either promoting or resisting change in society. Members identify a problem, and make a commitment to do something about it. Social movements often begin slowly and with a small core of zealous workers. Over time, the movement spreads and eventually a formal group is formed. A four-stage model is sometimes used to trace the development of a social movement.



Social movements force society to examine its beliefs and codes of conduct. Unlike gangs, cults or revolutionary movements, they accept the basic structure of society and seek to modify part of it. Reform or social movements attempt to gain support through legal and socially acceptable means.

The goals of social movements can be very general or very specific. For example, groups seeking equity for women have a more general focus than a group that is trying to prevent the demolition of a specific heritage site in their community.

Can you name some social movement groups operating within your community/province/country?

\_\_\_\_\_

## Political Parties

Some social movements evolve into mainline political forces. Such was the case with the Parti Quebecois which began as a movement to gain support for Quebec autonomy. Political parties help to shape the ideological beliefs and social behaviours of the societies in which they operate.



Make a list of some of the ways in which the municipal, provincial, and federal governments of the day influence our lives.

\_\_\_\_\_

\_\_\_\_\_

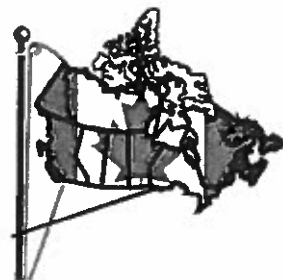
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Political parties develop platforms and influence policies concerning social issues such as social assistance, education, health care, taxation, public vs. private enterprise, and so on.

Three contemporary political ideologies at work in Canadian society are Liberalism, Conservatism and Socialism. As you read the following brief description of each of these three political perspectives that influence Canadian culture and social behaviour, think of where your family, your community, and your province may fit.



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**Liberalism:** aims at the development of individual freedom. Because the concepts of liberty or freedom change in different historical periods the specific programs of liberalism also change. Liberalism assumes that people have a rational intellect and the ability to recognize and solve problems. People can achieve systematic improvement in the human condition. Liberalism seeks improvement or progress by changing the existing order.

**Conservatism:** is based on two fundamental principles: the free market economy and social conservatism, in other words, respect for the past and a hierarchical view of society. "Social order" is maintained through established social institutions, such as government, church, family, and social class. Authority structures and the development of habits and traditions that promote respect for the existing order are encouraged. Inequality is considered to be a natural condition. Conservatives believe that individual and societal morality and responsibility must come not from government but from institutions such as the family and the Church. Conservatives approach social change with great caution. Often opposed to liberalism, conservatism supports the maintenance of the status quo.

**Socialism:** advocates a system of collective or government ownership and management of the means of production and distribution of goods. Where capitalism stresses competition and profit, socialism calls for cooperation and social service. Government ownership of public utilities, social assistance and equity programs, and government financed and regulated health programs are based on socialist principles.

For more information consult these Internet websites on the major Saskatchewan and Canadian political parties.

<http://www.liberal.ca/>  
<http://www.canadianalliance.ca/>  
<http://www.pcparty.ca/>  
<http://www.saskparty.com/>  
<http://www.saskndp.com/>  
<http://www.saskliberal.ca/>

## Teams

Beginning in early childhood the tendency for people to form and identify with teams plays an important role in developing social relationships. Team relations are important aspects of our lives. Businesses are becoming more aware of the social and financial benefits of a team approach. Traditionally associated with sports, teamwork is also encouraged in classrooms, boardrooms, families, church organizations, clubs, and so on.



As a team member, we develop attitudes, skills, and behaviours that can be applied to other aspects of life. We find some things that work and others that don't. Sometimes we develop life-long friendships and if we are lucky, we are exposed to role models that influence our lives in many ways.

Read the following article written by journalist Theresa Kirkpatrick shortly after the death of her father. Keep it in mind when you complete Concept Activity Six.

### Lessons from a Winner

by Theresa Kirkpatrick

All the important things I ever learned about sports, I learned from my Dad.

His death leaves a hole in my life that I'm sure will never be filled.

Over the past few weeks, many articles have listed his accomplishments in education and recreation and the long list of awards that recognize these contributions. I don't plan to duplicate that.

Dad was a quiet man who rarely preached but spoke eloquently by example and I'd like to share a few of those sport and life lessons.

#### DAD'S TOP-10 SPORTS TIPS

##### 10) *Never cheat but never give your opponents an edge.*

Dad and his doubles partner were masters at that mind game when playing doubles on a tennis court. They would walk out, smile at their much younger opponents and calmly mention that they had 105 years of tennis experience between them. More often than not, this was enough to un-nerve

their less experienced opponents. I suspect the duo is trying this ploy again now upstairs.

##### 9) *Always be a good fan.*

Through all my years as a high school athlete, tennis player and even as an adult playing recreational sports, Dad and Mom were always there in the stands watching. When any of us won, they would always give you a little more space to enjoy it and when you lost, they were right there by your side.

##### 8) *Make love of sport a life-long thing.*

Dad showed this in spades. He played both tennis and basketball into his 70s and 80s and remained involved as a track and field official until his eyesight began to fail. Later, Dad could often be found at the gym watching the Huskies play, taking in the odd game at BRIT or other amateur competitions.

**7) Persevere even when the going gets tough.**

Dad personified this lesson in his later years as Parkinson's Disease slowly took away many of his physical abilities. Through it all, he persevered, never gave up, and made the most of every moment he had. He didn't waste a second worrying about stuff he couldn't control. This was the same approach he used in sports and as a result, the old guy could never be counted out of a game until the final point was finished.

**6) Maintain a sense of humor and don't take yourself too seriously.**

Dad was always committed to lifelong fitness and part of his regime was to take a daily run in the park behind our house. He did this well into his 70s and would often run with his mouth wide open and breathe heavily. One day, Dad came in from his run chuckling. It seems an old woman passing by on a bicycle stopped and told him to 'stop that silliness and for goodness sake, go see a doctor.'

**5) Always go out with a bang.**

Dad showed me this life lesson in a number of ways but my brother illustrated it best. He was remembering the other night that in Dad's final basketball game in the Senior Men's League (at the age of 70), the old guy went two for two and retired with a perfect shooting percentage. Rumor has it he also had a foul or two but as one referee put it, playing at that age, he earned the right not to be called on it.

**4) Volunteer.**

Dad always gave back to the sports he loved, whether it was volunteering his time as a coach, an official, or tournament co-ordinator. If it was a task he could do, he did it and if it was something he couldn't do, he generally found someone who could. The reward was simply the satisfaction of seeing a kid learn a new skill, or completing

a tournament on time and within budget. Simple but important pleasures.

**3) Never let anger take control.**

The only time I can recall my Dad being really angry at me was during a tennis tournament. I was playing a match and getting very frustrated as the score got away from me. In a particularly quiet moment, I lost yet another point and let out an interesting adjective at high volume. As the chief referee, Dad came striding out to the court beside me to warn the guys there to watch their language. They pointed to me. Dad turned around with a pained look on his face, walked away and didn't say a word – for three solid days – no matter how I grovelled. It was the worst punishment I ever had.

**2) Try anything.**

Dad never believed in limiting himself. When it came to sports and recreation, he was willing to give anything a shot. Some sports—like tennis and basketball and track—were a good fit. Others weren't but he always gave it a try just in case. Specifically, I remember the old fella trying water skiing in his 70s and taking his first trip down a waterslide at the age of 80. At waterskiing, he ended up pulling a groin muscle and on the waterslide he resembled a big grey bullet. Neither were activities he tried again but boy, did he impress the grandkids.

**1) Be happy.**

My father, in sports and in life, had the most patient and kind temperament. If an activity didn't make him happy, simply by participating, it wasn't worth doing. He always emphasized the fun of sport and recreation first and foremost and that's a lesson that sometimes gets lost.

If each of us remembers just a few of these things, Saskatoon's sporting community will continue to be the thriving entity Dad loved throughout his life.

It would be a fitting legacy.



## Concept Activity Four: Teams Teach Life Lessons

- (5) Interview a grandparent, parent, uncle, aunt, teacher, or older friend.
- Ask the person you interview to tell you about the various sports, recreational, social, or work groups of which he/she has been a part.
  - Ask him/her about the "life lessons" (attitudes, skills, ideas, behaviours) he/she has learned as a result of these group activities.

Use the information you gained in the interview to write an article similar in format to the article written by Theresa Kirkpatrick. Use the remaining part of this page plus the reverse side to write your article.

- The article will be called "Life Lessons My \_\_\_\_\_ Learned as a Team Member."
- Number and include a minimum of five life lessons.
- Provide examples to illustrate how each lesson was initially learned and the impact it has had in the life of the person you interviewed.

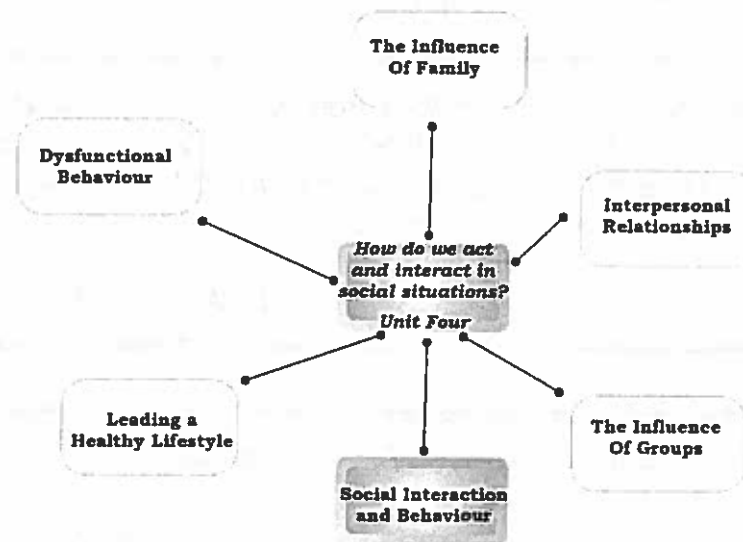
Life Lessons My \_\_\_\_\_ Learned as a Team Member



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# Social Interaction and Behaviour

*We make a living by what we get;  
we make a life by what we give.*



## Prosocial Behaviour

Prosocial behaviours range from opening a door to donating blood in times of emergency. They are altruistic, thoughtful, and unselfish acts done to promote or help others without expectation of reward from external sources.

One of the driving forces behind prosocial behaviours is a belief in the need to co-operate. Prosocial behaviours develop from both cooperation and competition.

Prosocial individuals frequently exhibit the following attitudes, characteristics, or skills:

- a belief in the need for co-operation
- a belief in the concept of equity
- leadership by example
- good conflict resolution skills

Each of these foundational elements of prosocial behaviour is important.

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## Cooperation and Competition

In any social relationship, part of us wants to co-operate with others in a collective endeavour and part of us wants to rely on ourself. Cooperation and competition are closely linked to power, aggression, and games.

Quotations such as the following promote cooperation.

*Two are better than one because they have a good reward for their toil. For if they fail, one will lift up his fellow, but woe to him who is alone when he falls and has not another to lift him up. Again, if two lie together, they are warm; but how can one be warm alone?*

*Ecclesiastes 4:9-12*

*We together can do what I alone cannot.*

*Author unknown*

On the other hand, quotations such as the following promote the rewards of competitive behaviour.

*Winning isn't everything, it's the only thing.*  
*Vince Lombardi*

*To the victor belong the spoils.*  
*William Learned Marcy*

Perhaps you can think of other sayings or quotations that promote either competition or cooperation.

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In the space below, brainstorm some ideas about the benefits of competition in each of the following settings.

- home
- school or work

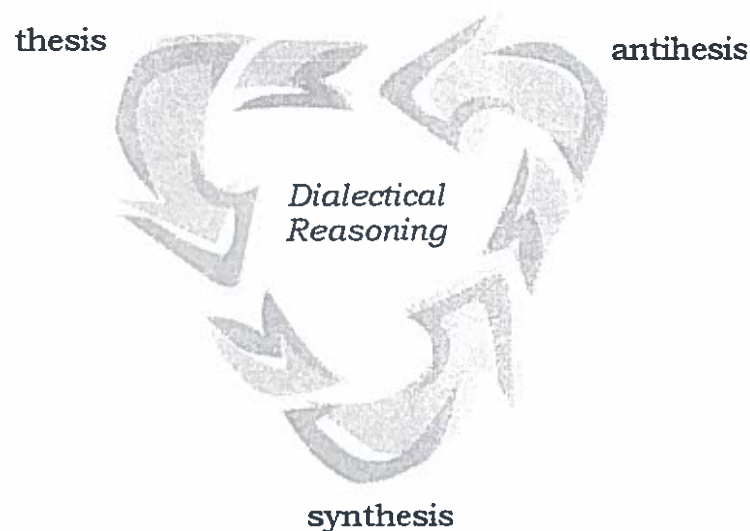
Now, think of possible ways to promote or foster cooperation in each of these settings.

- home
- sports
- clubs
- school or work

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While healthy competition can help to develop leadership, self-reliance, a strong work ethic, and perseverance, so can co-operative behaviours. Cooperation and competition do not necessarily have to be adversarial concepts. Cooperation with others can, in fact, be advantageous in a competitive business market or sporting event.

In Concept Activity Seven you are given opportunity to practise your dialectical reasoning skills and explore the nature/nurture theories of competition. Remember that dialectical reasoning refers to critical thinking skills used to decipher problems and evaluate conflicting viewpoints.





## Concept Activity Five: Is competition an innate or learned behaviour?

- (5) 1. Record two ideas or examples to support this *thesis* statement.

Human beings are naturally competitive.



2. The opposing view is the *antithesis*. Record two ideas or examples to support the antithesis statement in the conversation bubble.

Competition is a learned behaviour.



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Based on the above analysis, formulate a *synthesis* statement that reconciles the two points of view in a way that integrates the best aspects of those ideas.



Ultimately, the synthesis serves as a new thesis and the process of dialectical thinking repeats itself. Synthesizing ideas typically shows that ideas that seem to conflict or to be contradictory are not necessarily so. The concepts of cooperation and competition are not necessarily conflicting viewpoints.

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## Equity

The second foundation for prosocial behaviour is a belief in the principle of equity. Equity is a basic human value related to fairness and justice. Various issues of equity exist in society. Some of these issues are listed below.

- gender equity
- cultural/ethnic equity
- racial equity
- physical equity (disabilities and handicaps)
- educational equity
- employment equity

Explore your ideas on the issue of equity by completing Concept Activity Eight.







## Concept Activity Six: Equity

- (5)
1. State two ways our society promotes and enhances all forms of equity.
    - 
    -
  2. Provide two examples that demonstrate ways society discourages equity.
    - 
    -
  3. In your opinion, how are attitudes and ideas about equity developed?



---

# Leadership

Prosocial individuals lead by example.

Leadership is both an art and a science. On the artistic side, it includes listening, observing, motivating, perceiving, ethics, morality, sensitivity, and discipline. From the science perspective, leadership involves skills in goal setting, planning, organizing, delegating, and communicating.

Overriding all these characteristics and skills is the ability to motivate by example. Some examples of prosocial individuals who led by example and became heroes are Terry Fox, Mother Theresa, and Ghandi.

Who are your heroes? Many heroes are not as well known as those listed above.

The Internet website [www.giraffe.org](http://www.giraffe.org) tells the stories of everyday heroes or “giraffes,” larger than life, but ordinary people who have led and inspired others by their example.

The website, “Giraffe,” introduces heroes’ profiles in the following way.

Who are Giraffes?

They’re men, women and kids, and they’re from many races, religions and backgrounds all sticking their necks out for the common good. They’re truck drivers, students, retired artists, waitresses, doctors, homemakers, business people and teachers. Since 1982, the Giraffe Project has found over 900 of them, then told their stories in national and local media, and in schools - inspiring others to take on the challenges they see. Giraffes are working on many different issues, from poverty to gang violence to environmental polls. One element that’s common to all of them is that they lead meaningful lives. Win, lose, or draw they’re living fully, giving their all. They know why they get up in the morning, why they do things that may be scary and difficult but must be done if their cause is to be seen.

Concept Activity Nine, which follows, asks you to identify and write a profile of a hero or “giraffe” that you know and are inspired by.

# Conflict Resolution

The term conflict refers to a situation of discord or disagreement between two or more partners. Conflict, in itself, is not a prosocial activity. Conflict resolution skills are prosocial in that they help to maintain and strengthen relationships that might otherwise be destroyed by conflict.



Some degree of conflict is natural, even in the healthiest of relationships. In some cases, conflicts may be peacefully resolved through the use of appropriate conflict resolution techniques, while in other circumstances conflict may lead to aggression. Conflict stems from the belief that the aspirations or interests of two or more partners cannot be achieved simultaneously. From this perspective, competition is a form of conflict, since each party wants to win and only one can do so.

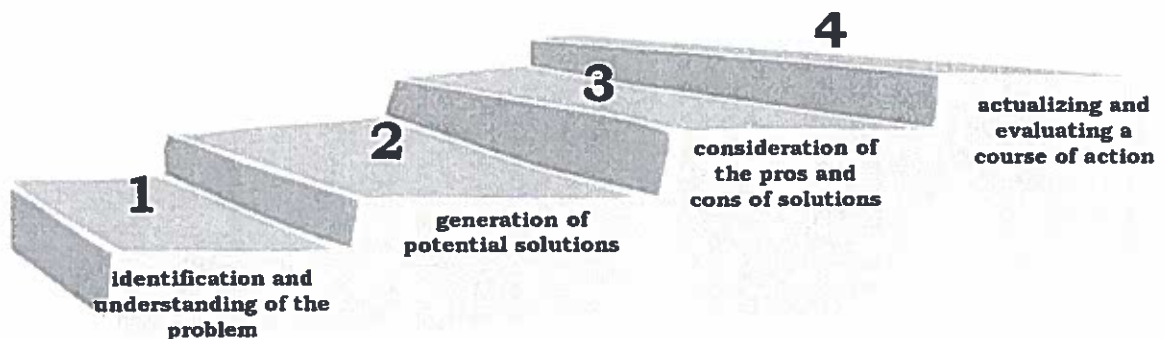
These are some common areas of disagreement.

- power (decision making power and control issues)
- social issues (religion, politics)
- personal behaviour (dress, drinking)
- intimacy (sexual standards, lack of affection)
- trust (dishonesty, jealous)

Take the time now to make a mental note of a conflict situation you have experienced with a family member or friend in each of the issues or areas of disagreement that were listed. How did you successfully handle each situation?

## Problem Solving

Many psychologists believe that four steps are central to the process of problem solving or conflict resolution.



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The problem-solving approach in an attitude of honesty, empathy, and open mindedness is essential in effectively resolving conflicts. There are also some conflict-resolution skills or techniques that can be learned.

### **Conflict-resolution Techniques**

Many conflict issues remain unresolved because people avoid direct discussion about the issue. **Assertive communication** involves the direct and honest expression of how one feels and thinks about an issue. Assertive communication involves standing up for your legitimate rights but at the same time respecting the rights of others. Assertive communication is forceful yet objective and rational.

#### **Example**

An employee may respectfully, and in private, tell his/her supervisor that being reprimanded in front of other employees or customers makes him/her feel embarrassed, and reduces morale, self-confidence and efficiency. It also makes others feel uncomfortable and reflects poorly on the business. The employee may ask that constructive criticism be done on a one-to-one basis in the future.

Assertive communication is also useful in ending destructive relationships. The intent in this case is to make a clean, decisive break with the individual involved.

Another form of assertive communication is using "I" messages to express how we feel and think and how the other person's behaviour may have affected us. They are informational messages rather than blaming messages which are sometimes called "you" messages. "I" messages leave the door open for respectful discussion. "You" messages, on the other hand, may encourage a defensive or aggressive reaction.

#### **Example**

I lose trust in you and feel betrayed when a promise to me has not been kept. I do not wish to continue a relationship that is not grounded on trust.

versus

You are a liar and cannot be trusted. You promised that you would do this and you broke that promise.

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## Cooperation and Compromise

We learned earlier that conflict stems from the belief that the aspirations or interests of two or more people cannot be achieved simultaneously. This is frequently not the case, however, particularly if the two parties are willing to cooperate with each other rather than compete. Through cooperative discussion and empathetic understanding of each other's interests and needs, a compromise solution may be found. The solution may not be everyone's first-choice scenario but it is seen by both people as the best solution considering the circumstances.



### Example

A teenager may want a curfew of 1:00 a.m. on Friday and Saturday nights. Many of the teen's friends have that curfew and carpooling is common. The teen's parents are concerned about the teen's need for sleep and too much exposure to the party scene.

Together they may compromise on a decision about a curfew. The teen, for example, may be allowed to stay out till 1:00 a.m. on either Friday or Saturday night but not both. Since the teen played an active role in the negotiations, then he/she is more likely to meet the curfew.

## Dialectical Reasoning and Empathy

Dialectical reasoning and empathy are combined here because they both encourage participants to find solutions to problems by acknowledging and understanding other points of view. Dialectical reasoning does this primarily by seeing all viewpoints while empathy does it primarily from an emotional or caring perspective.

Dialectical reasoning can help us to appreciate that another person's point of view has merit and that our ideas may not be the only ones with validity. Dialectical thinking encourages solutions that take the best from what may, at first, seem to be two irreconcilable stances on an issue.

Empathy helps us to step into the opposing person's shoes in a conflict situation. Empathy encourages understanding and promotes fair and equitable decision making.

### **Example**

In a child custody case, a parents may individually feel that he/she should be awarded sole custody. If each party looks dialectically at the issue, and examines the issue objectively from both sides, with the empathetic perspective of what is best for the child and all partners involved, a compromise solution may be found.

Assertive communication, the use of "I" messages, cooperation and compromise, dialectical reasoning and empathy are only a few of the techniques that psychologists encourage people to use in conflict situations. A "win-win" solution is encouraged by these practices. Not only do the parties avoid trying to win at the other's expense, they frequently find that by working together all parties reach their goals.

To summarize, prosocial behaviours exhibit the following qualities.

- cooperation and competition
- equity
- leadership
- conflict resolution



These prosocial behaviours can be considered as helping behaviours.

This next section introduces antisocial behaviours that do not help others and, instead, promote interpersonal or societal tension and discord.

## **Antisocial Behaviour**

The following topics are discussed in this section.

- the bystander phenomenon
- aggression and violence
- power
- compliance, conformity and obedience

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## The Bystander Phenomenon

To help or not to help, that is the question. Is being socially inactive a prosocial, antisocial, or neutral behaviour? Have there been situations where you have failed to help others in need of your help? What were your motives?



In a New York City neighbourhood in 1964, citizens answered these questions when they had an opportunity to help a young woman, Kitty Genovese, who was attacked on their street. Thirty-eight bystanders, Kitty's own neighbours, witnessed her attack. To learn whether they answered or ignored her cries for help, listen to the story "The Killing of Kitty Genovese" on track 6 of your CD.

In order to understand why Kitty Genovese's neighbours did not come to her aid or call the police, social psychologists studied their behaviour and motives. They called their findings the bystander phenomenon. The Kitty Genovese story is not an isolated incident. This scenario of bystanders witnessing but refusing to intervene in emergency situations repeats itself in many neighbourhoods.

Some psychologists explain emergency and non-emergency helping behaviours using a cost/reward model. In this model the decision to get involved is related to a person's perception of the probable rewards as well as costs of involvement. The course of action, then, is directed toward self-benefit. This model acknowledges that human beings are essentially selfish creatures.

The bystander phenomenon acknowledges that much of human behaviour is selfish or egocentric, but that in some circumstances individuals feel empathetic concern when others are in difficulty and will act instinctively or take a calculated risk to help.

Following are some interesting facts related to bystander behaviour

- Instinctive or impulsive helping is more common when the victim is known.
- Helping occurs more often when the bystander can identify with or has empathy for the victim (similar appearance is a factor).

- 
- Helping also occurs more often when there are fewer bystanders to intervene.
  - Help is less likely to be given in urban than rural environments.
  - Bystanders in North American and Western societies consider husband and wife disputes to be private affairs and are less likely to intervene than people from Mediterranean or Latin cultures.
  - When bystanders have the necessary skills, helping is more likely.
  - People with a high need for approval from others are more likely to help.
  - Fear of embarrassment in social situations prevents some people from helping.
  - Women are more likely to receive help than men.

What were your thoughts as you read through the list of facts about bystander behaviour? In some cases you likely found them to be predictable, and in other cases disturbing. This list was presented to get you thinking about the natural and learned social influences that affect people's willingness to help others.

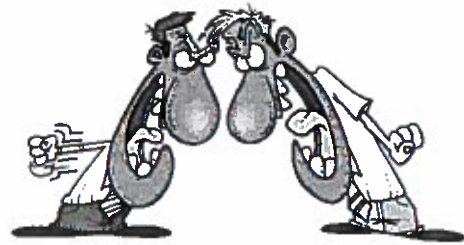
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## Aggression and Violence

In the previous discussion about bystander behaviour, it was suggested that one of the factors that may inhibit helping behaviour is our innate tendency to be selfish or to make decisions leading to self-benefit.

Are human beings also innately aggressive or violent? Social psychologists typically define **aggression** as behaviour that is intended to physically or psychologically harm or destroy another person. **Violence** is a form of destructive physical aggression intentionally directed at physically harming other people.

Aggression is sometimes a means to accomplish or acquire some desired goal. At other times aggression is motivated by anger and the desire to harm is an end in itself.



Military aggression is often used as a means of establishing power or gaining territory. A street fight, on the other hand, may happen spontaneously in response to being physically or emotionally wronged, hurt or embarrassed. Retaliating or getting even by making the other person suffer becomes the goal.

Influences toward aggressive social behaviours are seen in biological, social, and cultural factors, as well as through gender and power issues.

**Biological:** Some psychologists believe that aggression is an inherited instinct in both humans and animals. Animals are pre-programmed to aggressively defend themselves, their families, and their territory from intruders. People who are frustrated, thwarted, annoyed or threatened also react instinctively with aggressive behaviour. Is road rage a response to a frustrating circumstance?

**Social and Cultural Influences:** Social learning theorists emphasize the role of family, peers, institutions, and the media in influencing a person's attitudes and tendencies toward violence. The degree to which aggression and violence are observed, the incidental and conscious reinforcement a child receives for his/her own aggression, and the extent to which a child may be the object of aggression are all factors that have a direct impact on the formation of aggressive tendencies and patterns.

Violence in the media concerns many social psychologists who view aggression as primarily a learned behaviour. Studies indicate that aggressive children watch more media violence, identify more with violent characters and believe that what they see reflects real life more than non-aggressive children.



Cultural perspectives about what it means to be masculine or feminine may also influence a person's perception about aggression. Organized sports and the "macho image" may support the idea that masculinity and aggression go hand in hand.

A summary of research findings into aggression suggest that it is possible to inherit a predisposition to violence, but psychologists also strongly suggest that modeling aggressive behaviour in the home is the surest method for propagating violence.

**Gender and Aggression:** Are males more aggressive than females? Statistics Canada confirms that, in Canada, males are much more likely than females to be arrested and convicted of violent acts. According to statistics, males are more likely to both instigate aggression and to be its target. Other research studies suggest that males are more likely to engage in physical forms of aggression (hitting, kicking, use of weapons) while females are more likely to use indirect and psychological forms of aggression, such as public rejection, verbal abuse or spreading rumours about another person.

These findings have led some psychologists to suggest that females are not necessarily less aggressive than males, but rather they may react to different stimuli and display different kinds of aggression than males.



Scientists in the fields of biology, psychology, and sociology are continuing to study and to increase our understanding of aggressive behaviour. If, as speculated, aggressive behaviour is a combination of biological and environmental factors, then our challenge as a society is to channel innate aggression into behaviours that promote individual and societal well being. In order to do so, we must model and reinforce positive aggression and avoid both the actual use of and fictional display of violence in our homes, schools, and communities.

**Power:** The desire for power is a motivating factor behind aggressive behaviour. Power refers to an individual's or group's capacity to influence other individuals or groups. Power can be illustrated by a continuum. On the one end a person or group is powerless and on the other end the person or group has absolute control over others. In the middle is the neutral situation, which some psychologists believe is the ideal situation, where power is shared equally and neither side has an advantage.

There are different forms or types of power that people have and use.

- Sometimes power is awarded as a result of position. Parents, older siblings, prime ministers, and school principals all have positional decision-making powers.
- Institutional power is the authority and influence that comes from belonging to an institution, such as a company or the government. During the Middle Ages the church had a great deal of influence and control over people's lives. Current governments influence our lives through the policies and programs they implement, and the courts enforce laws related to a variety of behaviours. The media is also an institution that exhibits institutional as well as informational power.
- Power may be a result of control over valued resources, such as money, food, love, respect, and co-operation. Employers, parents, friends, and colleagues frequently have this type of power because they can use these valued resources as rewards for behaviours they promote or withdraw them as punishment for behaviours that meet with their disapproval. Peer pressure fits into this type of power.
- Power may also be awarded because people have skills or are privy to information that is deemed to be valuable. In this case, the person can provide or withhold services or information at their discretion.
- Personal qualities are a source of power. The abilities to charm or persuade are forms of power. Charismatic leaders often have power over others because of their personal qualities.

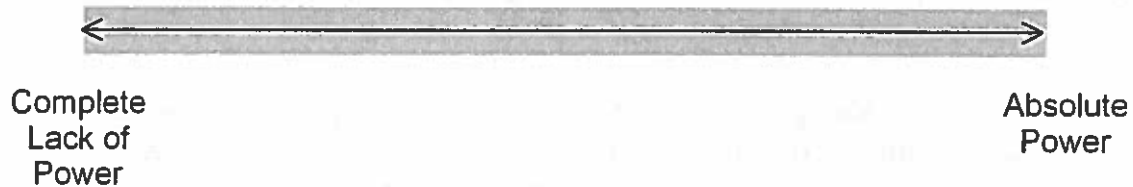
Complete the following Concept Activity designed to expand awareness of the types of power we exert on others and the types of power that control our behaviour.



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## Compliance, Conformity, and Obedience

In the discussion about power, it was stated that power exists on a continuum.



At the lowest end of the scale people lack any ability to control their own lives, direct their own behaviour, and achieve their own goals. This situation in its extreme form rarely, if ever, exists, but lack of power does mean that individual judgement is, to varying degrees, replaced by compliance, conformity, and obedience.

**Compliance** can be defined as doing what others expect you to do.

**Conformity** involves going along with one's peers in a group situation.

**Obedience** is required when a person is instructed or ordered by an authority figure to do something.

Take a minute to test your understanding of these terms by recording an example of a situation in which you have shown compliance, conformity, and obedience.

**Compliance**

**Conformity**

**Obedience**

Why do people comply with the expectations of others or conform to their thinking or behaviour?

---

People conform for a variety of reasons including the following.

- Identity - similar dress, attitudes, and behaviour give an individual a sense of group identity and acceptance.
- Need for approval - people want to be liked. By disagreeing with a group or acting outside of the group's norms you may risk being unpopular.
- A lack of knowledge or self-esteem - being wrong can be socially embarrassing, and being different is sometimes perceived as being wrong. In order to avoid being wrong, people may turn to the judgements of the majority assuming that they are better qualified to make decisions.
- Self-interest - some people comply or conform to help their jobs, or even promotions or votes or favours.

### **Why do people obey others?**

Three major reasons of obedience are listed below.

- Fear of punishment or reprisal. E.g. being fired, arrested, publicly embarrassed, and so on.
- Possibility of gain. E.g. obedience may be rewarded with social approval, promotion, privileges, etc.
- Deep commitment to goals of, and respect for, an authority person, group, or institution. E.g. military and terrorist leaders demand obedience from their followers.

Following is a list of facts that researchers have gathered about the issues of compliance, conformity, and obedience. These research facts confirm and illustrate some of the above reasons for compliance, conformity, and obedience.



- 
- Generally speaking, people are more likely to comply with requests from friends or from people they like.
  - People show a greater willingness to comply with someone who they perceive to be a legitimate authority.
  - When people are uncertain of how to behave in a situation, they tend to seek the opinions and copy the example of others.
  - People are more likely to conform to the position of a group if they perceive its members as being more competent than they themselves are.
  - People who confidently believe that a group holds them in high esteem are more willing to respond independently.
  - People are more inclined to make decisions that are inconsistent with the group when the behaviour is private.
  - In case of physical harm, the closer the victim, and the more distant the authority, the lower the level of obedience.
  - Disobedience is increased by the presence of others who disobey.

Do any of these facts surprise you? Can you think of experiences from your own life to support these research facts? Think about some of the real-life issues related to compliance, conformity, and obedience as you complete Concept Activity Eleven.





## Concept Activity Seven: Power, Compliance, Conformity, and Obedience

- (5) 1. List three ways in which you exert power over other people. Provide examples to illustrate the ways you list.

Type of Power	Example

2. List three ways in which other people exert power over you. Provide examples to illustrate the ways you list.

Type of Power	Example

---

3. a. Explain one way other people's or a group's power over you might have a positive influence on your behaviour and life.

b. Explain one way other people's or a group's power over you might have a negative influence on your behaviour and life.

4. Give an example of a technique you would use to influence others to act in each of the following ways.

- comply to a request
- conform to your views about an issue
- obey your rules when you are in a position of authority

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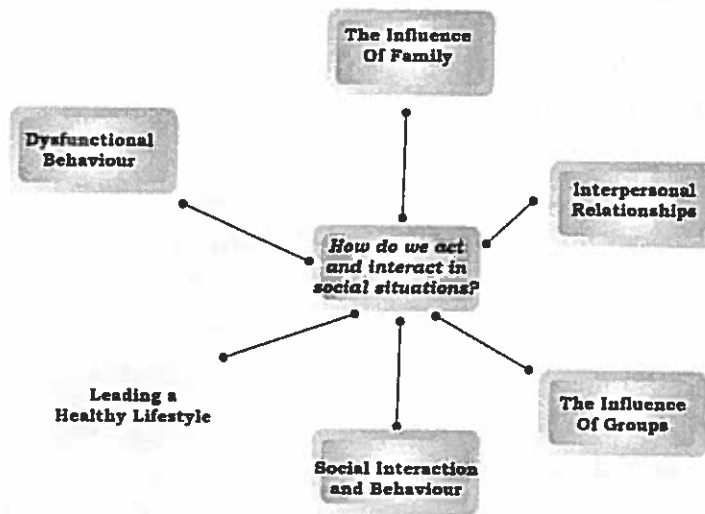
5. Respond to each of the following statements.

a. Under some circumstances compliance, conformity, and obedience are necessary and promote personal development.

b. Consistent patterns of compliance, conformity, and obedience may be detrimental to personal growth and development of a democratic society.



## Leading a Healthy Lifestyle



## The Holistic Model of Health

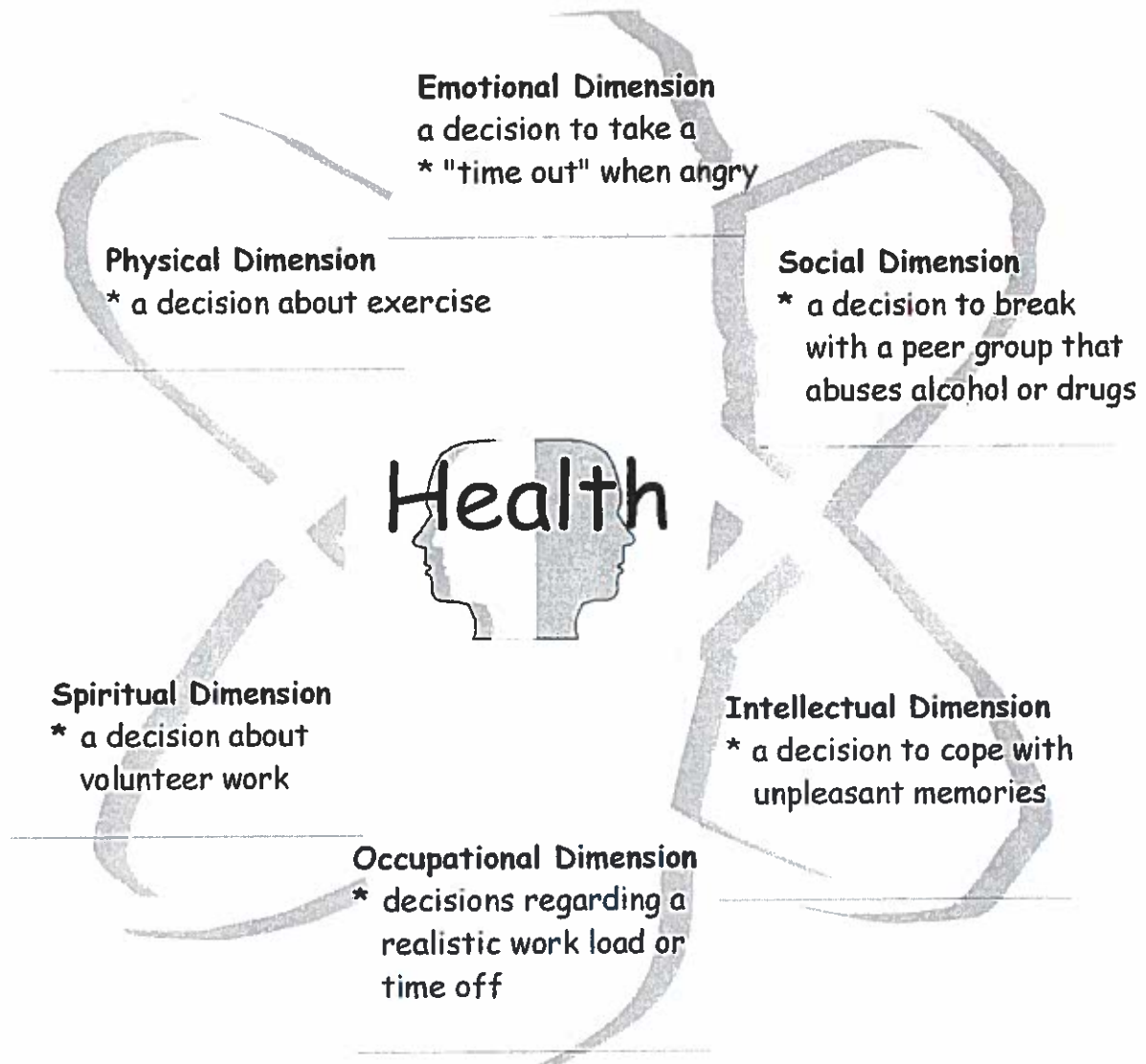
### What does a healthy lifestyle mean?

The word health comes from an old English word meaning “wholeness.” More and more people are beginning to take a holistic approach to health. They view health as having many interrelated dimensions. Within each of these dimensions, people must make choices that influence their health.

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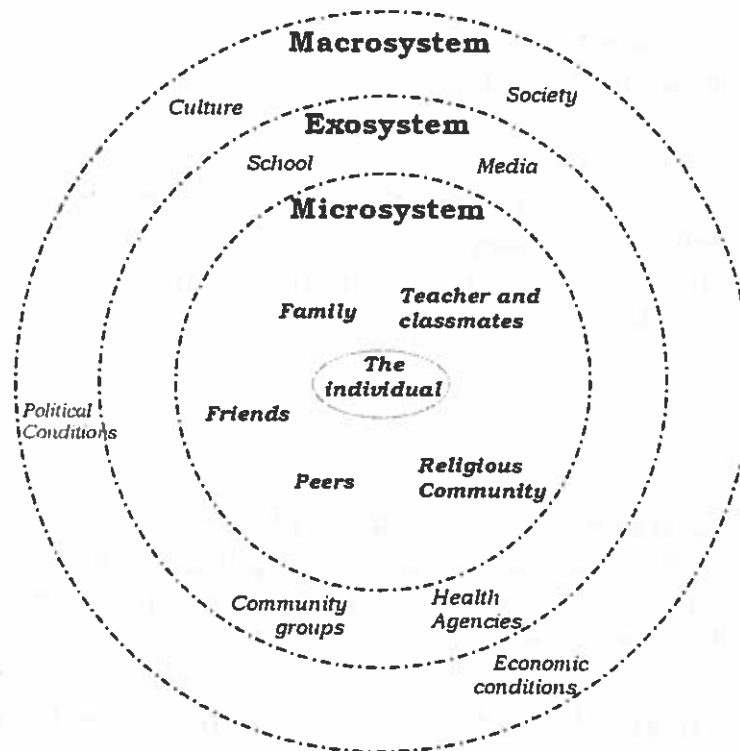
The graphic below illustrates the various dimensions of health and an example of a health related decision.

In the space provided provide an example of your own for each of the dimensions in holistic health.



Although the dimensions of health are listed separately, they interact and affect one another. A balance between dimensions is necessary in a healthy lifestyle.

As you draw near to completing this course, recall the socio-cultural model of human development presented in Unit One.



Bronfenbrenner's model illustrates the understanding that human beings are influenced by, and exert influence when, a number of factors combine in their environment. This model of human development fits well with the holistic model of health.

## Mental Health and Stress Management

At the beginning of this section the question was posed: what does a healthy lifestyle mean? The holistic model presents the view that in order to be a truly healthy person, one has to achieve health from many integrated physical, mental, and spiritual perspectives.

Most of us could probably list several attributes of physically healthy people, but mental health is somewhat more difficult to define. A great deal has been learned and written about people of "good mental health" that everyone accepts. Most people agree, that good mental health means being content most of the time. How then, does one define contentment?

Self-satisfaction involves liking yourself and others, knowing and accepting your limitations, and being able to adapt to the changes and stresses of the world in which you live. The American National Association of Mental Health lists three characteristics of mentally healthy individuals.

- 
- ★ They feel comfortable about themselves.
  - ★ They feel right about others.
  - ★ They are able to meet the demands of life.

Every day we are faced with new situations, new people, and new challenges. The ways we adapt and cope with the demands of daily life influence our mental health. Good mental health involves living and coping with stress in our lives.

## **Stress**

**Stress** is the strain we put on our bodies by the way we react to change. Any change in life makes demands on our physical, emotional, and mental resources. Teen years can be particularly stressful because our bodies, our emotions, and our social relationships are going through many changes.

Stress may be physical, mental, or a combination of both. We put strains on our bodies to perform during athletic activities. We may ask our bodies to go that extra mile or do that extra push-up. We may require it to wait when it is hungry or we may deny it sleep when it is tired. Physical stress can lead to physical fatigue.

Mental stress results from our emotions. For example, anxiety about unfamiliar situations, apprehension about exams, and fear of rejection by our peers cause mental stress - they affect our peace of mind.

Mental and physical stress are frequently combined. For example, you may stay up late to study for exams, thus putting extra strain on both your physical and mental resources. Fear of failing may cause you mental anxiety which also affects you physically. You may develop a headache or become sick to your stomach.



Can you think of a situation where your emotions affected your physical health?

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Some stress is healthy while other stress is harmful. Healthy stress causes changes in your mind and body that help you perform well, sharpening your responses. A moderate amount of stress before an exam may be helpful if it causes you to study harder and concentrate. On the other hand, harmful stress causes changes in your mind and body that increase your likelihood of becoming ill. Stress concerning school achievement is harmful if it causes you to freeze in testing situations.

We cannot live without experiencing changes and stress. Changes and challenges provide opportunities for personal growth. On the other hand, too much stress may cause irritability and frustration. Unchecked stress may cause physical problems such as heart trouble, high blood pressure, strokes, and ulcers. It may also lead to serious depression, phobias or mental breakdowns.

Psychologists generally agree that a low stress life-style promotes good mental and physical health. If we are to reduce or control the stress in our lives, then we need to be able to identify the sources of stress that put demands on our bodies and emotions.

### **Sources of Stress**

Sources of stress are called stressors. Some stressors are simple, small irritations that we can deal with rather quickly and effectively. Other stressors are more dramatic and have a more lasting impact. Concept Activity Eight which follows will make you more aware of some of the stressors in your life.





## Concept Activity Eight: Stress

- (5) Following is a list of some major stressors that adolescents face. Put a check (✓) beside any stressor that you have experienced in the last year. Add five more stressors to the list.

- ☐ death of a parent or family member
- ☐ death of a friend
- ☐ parents getting divorced or separated
- ☐ failing a course
- ☐ being arrested by the police
- ☐ family or personal problems related to drugs or alcohol
- ☐ personal or family illness
- ☐ personal job loss
- ☐ parent losing a job
- ☐ breaking up with a girlfriend/boyfriend
- ☐ quitting school
- ☐ an unwanted pregnancy
- ☐ arguments with parents
- ☐ trouble with school authorities
- ☐ problems with acne, weight
- ☐ moving to a new home
- ☐ changing schools
- ☐ braces, glasses
- ☐ rejection by peers

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## Reactions to Stress

The ways in which we react to stressful situations depend on many factors. Our cultural background, income level, religion, experiences, health, and personality all influence how we react to stress.

Stress reactions take many forms. Physically your body may get tense, your heart may beat faster, your stomach may churn and you may begin to perspire. As a result of your emotions, you may overeat or become angry, depressed, nervous, or irritable.

Over time people consciously and/or unconsciously develop patterns of reacting to stress. A mentally healthy person establishes healthy patterns of controlling emotions - ways that don't hurt others or themselves. On the other hand, a person with poor mental health has a hard time controlling emotions. He/she reacts without control. This often results in loss of self-respect and unhappiness for the individual and for those around him/her.



Stress reactions subside when the conditions causing the stress are removed. If stress isn't relieved the reactions may become magnified and physical health becomes at risk.

## Managing Stress

Stress management refers to positive ways of reducing or controlling stress in daily life. Following is a list of personal management techniques you could use to reduce stress in your life. These techniques include taking the following actions.

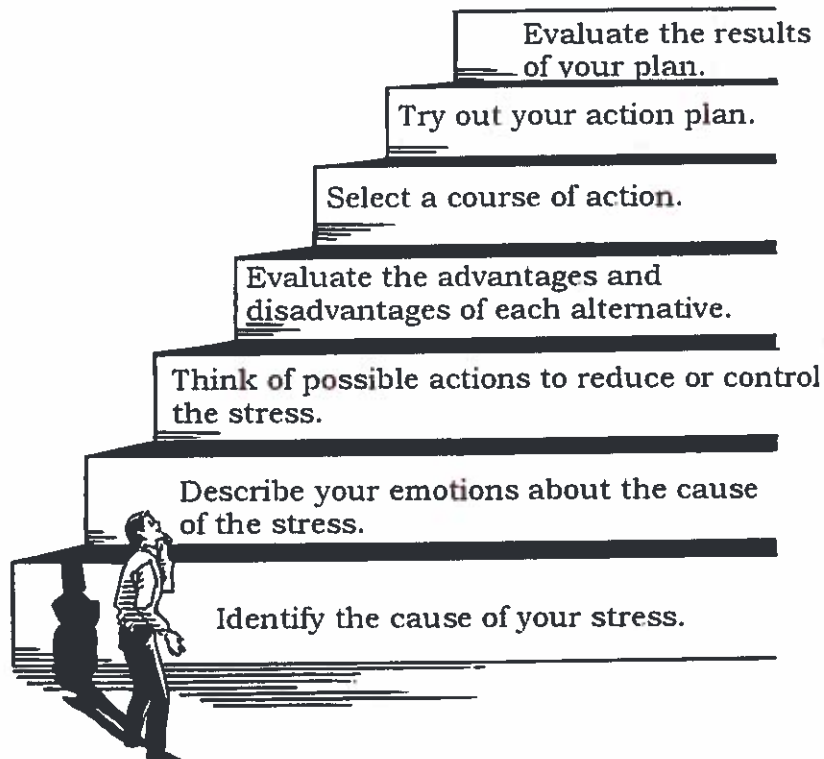
- ✓ managing time wisely
- ✓ learning to say no
- ✓ working efficiently
- ✓ taking one step at a time
- ✓ delegating work
- ✓ avoiding work overload
- ✓ appreciating your own successes

Some stress is necessary and unavoidable. Following are some constructive suggestions for handling it.

- ➡ Take stress breaks.
- ➡ Learn to relax.
- ➡ Exercise.
- ➡ Talk it out.
- ➡ Learn to laugh at yourself and situations.
- ➡ Think positively and realistically.
- ➡ Avoid caffeine.
- ➡ Eat a nutritious diet.
- ➡ Sleep seven to eight hours daily.



Many mental health experts suggest that an effective problem-solving approach to living reduces stress and promotes mental health. The problem solving approach puts us in control of the situation, empowering us to act rather than be acted upon. We become the master rather than the victim of our emotions or the situation. The problem-solving approach to stress involves these steps.



A parent, friend, or counselor may be helpful. They may help by listening, caring, defining the problem and identifying possible solutions. Remember, however, that each of us must ultimately make the decisions for ourselves.

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## Uncontrolled Stress

For some people the problems of everyday living become so overwhelming that they are unable or unwilling to cope with them. For others, crisis situations or events overload their capacity to deal with problems. There are no easy solutions to crisis situations and time is needed to make adjustments and put one's life in order.



Crisis situations in families may include: unemployment, frequent moves, divorce, remarriage, alcoholism, drug abuse, child abuse, serious illness, disability, and death. These often put stress on people for long periods of time and may wear them down to the point that they are unable to control their actions or emotions. Mental breakdowns may result. In order to help yourself or others, you must be able to identify the signs that indicate help is needed.

The National Association for Mental Health identifies ten signals of mental instability to watch for.

- a general and lasting feeling of hopelessness and despair
- inability to concentrate, making reading, writing, and conversation difficult
- changes in physical activity like eating, sleeping, sex
- a loss of self-esteem which brings on continual questioning of personal worth
- withdrawal from others, not by choice but from an immense fear of rejection by others
- threats or attempts to commit suicide
- extreme sensitivity to words and actions of others, and general irritability
- misdirected anger and difficulty in handling most feelings
- feelings of guilt and self blame
- extreme dependency

If you know of someone who is going through a crisis situation or who exhibits the warning signals mentioned above, talk to them. Encourage them to seek help from a school or stress management counselor, doctor, nurse, religious leader, psychologist or psychiatrist.

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## Suicide

The teen years are looked upon by many adults as “carefree and happy years,” as the “best years of their life.” Every year, however, many teenagers select suicide as an alternative to facing the problems of living. In Canada, suicide is the second leading cause of death (after accidents) for young people under twenty-five years of age.

Many people attribute the growing suicide rate to three factors.

- drugs and alcohol
- feelings of loneliness and alienation
- increased stress

People who attempt suicide because of stress continually feel that they cannot cope with life situations. They frequently send out warning signs prior to a suicide attempt. They may do one, several, or all of the following.

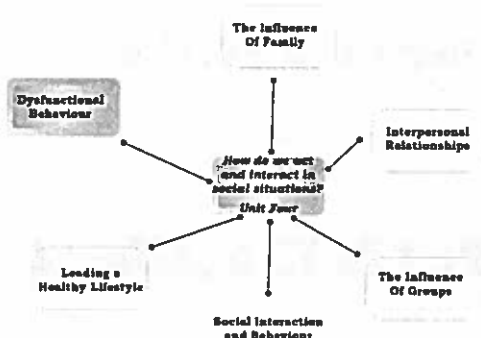
- talk of suicide or about suicide
- talk about revenge or getting even; especially with parents
- give away cherished possessions
- ask a lot of questions about death or life after death



Some communities have set up telephone “hot lines” to help people who are emotionally troubled or suicidal.

Does your community have a hot line? What sources of help are there for people who are emotionally troubled or suicidal?

We have learned in this section of the course that a healthy lifestyle promotes a certain amount of stress. A mentally healthy person does not sail smoothly through life without experiencing anger, anxiety, fear or other troublesome emotions. A mentally healthy person can and does have these emotions. The important thing is they have learned to control their emotions in ways that are constructive. The challenge to you is to apply what you have learned about good mental health and stress management to your own life. Try to improve your mental health - the resulting feelings of love, satisfaction, joy, laughter, freedom from worry, and peace of mind are well worth the effort.



# Dysfunctional Behaviour

The final topic for discussion in this unit is “Dysfunctional Behaviour.” A general overview of dysfunctional behaviour is provided under the following headings.

- What is meant by dysfunctional behaviour?
- What are the types of abnormal behaviours?
- How common is dysfunctional behaviour?
- What models or theories explain dysfunctional behaviour?

Following this general overview you have the opportunity to extend your learning about a specific psychological disorder by completing a research report on a disorder that you are interested in.

## What is meant by dysfunctional behaviour?

During our discussion of what constitutes a healthy lifestyle it was stated that mentally healthy individuals exhibit the following three characteristics.

- they feel comfortable about themselves
- they feel right about others
- they are able to meet the demands of life

Mentally unhealthy people exhibit dysfunctional behaviours.

Dysfunctional behaviours, including thoughts and feelings, are commonly termed psychological disorders.

**Psychological disorders** are characterized by abnormal behaviour, thoughts, and feelings that prevent a person from achieving a sense of personal well-being and contributing to a larger social group.



**Abnormality** is a function of the degree to which a person deviates from social norms.

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## What are the types of psychological disorders?

There are several types or categories of dysfunctional behaviours. They are outlined in the chart below.

Disorders	Types
<b>Mood disorders</b>	depression mania bipolar disorders post-partum disorder
<b>Anxiety disorders</b>	panic disorders phobias obsessive-compulsive disorders post-traumatic stress disorder
<b>Eating disorders</b>	anorexia bulimia
<b>Personality disorders</b>	antisocial narcissistic paranoid schizoid schizotypal
<b>Substance abuse disorders</b>	Alcoholism Drug Addiction
<b>Schizophrenia</b>	

In 1994 Kessler, a research psychologist, interviewed over 8000 people, ages 18-54, living in major cities in the United States. The following research results were reported. He compiled a list of disorders and the % of respondents who reported them.

Substance Disorders	26.6%
Anxiety Disorders	24.9%
Mood Disorders	19.3%
Antisocial Personality Disorders	3.5%
Schizophrenia and other Psychotic Disorders	0.7%

---

Kessler's research suggests that mental disorders are fairly common in North American society. Research findings also indicated that men are about twice as likely as women to experience substance abuse disorders and about four times as likely to experience antisocial personality disorders. Women, on the other hand, reported mood and anxiety disorders more frequently than did men in Kessler's study.

More information about mental disorders may be obtained from the National Institute of Mental Health's website: <http://www.nimh.nih.gov/>

The Canadian Health Network website <http://www.canadian-health-network.ca/> contains information related to mental health as well as information on other health topics and issues.

## **What models or theories explain dysfunctional behaviour?**

*The Behavioural Model* sees mental disorders as maladaptive behaviours that are learned and developed in the same way as adaptive or socially accepted behaviours.

*The Cognitive Model* focuses attention on thoughts, expectations, and attitudes that accompany or may cause mental disorders. Supporters of the cognitive model believe that people's thoughts, interpretations, and perceptions about themselves, others, and the world around them are important in causing mental disorders. When the normal thought sequence becomes disturbed then thoughts, interpretations, and perceptions may become distorted.



*The Humanistic Model* makes the assumption that people are sets of potentials who are basically good and who strive for growth, dignity, and self-determination. External events that prevent personal growth are at the root of mental disorders.

*The Medical Model* supports the idea that some mental disorders have a tendency to run in families. By means of DNA some disorders may be transmitted from one generation to the next. Biochemical imbalances and brain damage are other medical reasons for dysfunctional behaviour.



---

*The Psychodynamic Model* initiated by Freud proposed the idea that people are made up of three dimensions of personality - the id (impulsive, subjective, and pleasure seeking), the ego (the gratification of the id in socially accepted ways), and the superego (concerned with moral judgements and feelings). When these three dimensions are in balance "normality" occurs. Conflict between the three dimensions is normal but when the conflict cannot be managed mental disorders arise.

*The Sociocultural Model* suggests that cultural variables influence the nature and extent to which people interpret their own behaviours. Sociocultural factors also play a function in determining how different cultures interpret mental disorders.

Which model of mental illness do you support? Some psychologists do not believe exclusively in one model; they select parts of models and combine them into a model that fits their own beliefs about mental disorders.

**Now, onto the research activity where you are given a chance to find out more about a specific mental disorder.**





## Unit Four Research Activity

### Report

**Issue:** Dysfunctional Behaviour

**Research Method:** Research report based on a review of information sources.

- (20) Write a report on **one** of the mental disorders listed under the heading "Types".

Disorders	Types
<b>Mood disorders</b>	depression mania bipolar disorders post-partum disorder
<b>Anxiety disorders</b>	panic disorders phobias obsessive-compulsive disorders post-traumatic stress disorder
<b>Eating disorders</b>	anorexia bulimia
<b>Personality disorders</b>	antisocial narcissistic paranoid schizoid schizotypal
<b>Substance abuse disorders</b>	Alcoholism Drug Addiction
<b>Schizophrenia</b>	

---

The purpose of your research is to gather and review reliable information on a mental disorder. The information you include in your report should be factual and supported by your research. Your report should include the following information and headings in this order:

➤ **Introduction**

Include a definition and a brief description of the disorder.

➤ **Discovery**

Where, when, and by whom was this disorder discovered?

➤ **Incidence of the Disorder**

How common is this disorder?

➤ **Symptoms**

➤ **Causes**

➤ **Treatment Practices**

➤ **Contacts for Information and Support about the Disorder**

➤ **Conclusion**

Include personal remarks about the research you have done.

➤ **References**

On a separate page document in correct bibliographic format all the sources of information you used in your research. Use a minimum of **three** sources of information. All your sources need to be reliable, accurate, and current.

**Bibliography**

Kane, John M. and McGlashan, Thomas H. "The Treatment of Schizophrenia."  
*The Lancet*. September 23, 1995, 820.

"Schizophrenia." Online., [www.mentalhelp.net](http://www.mentalhelp.net). October 8, 2002.

Tsuang, Ming T. and Faraone, Stephen V. *Schizophrenia: The Facts*. Toronto:  
Oxford University Press, 1997.

## Research Report Evaluation

Your teacher will evaluate your report according to the following criteria.

Requirements	Marks	Teacher's Comments
<b>Presentation</b>		
Sentence structure, spelling and mechanics	5	
Organization	5	
Neat	5	
<b>Contents</b>		
Introduction	10	
Discovery of the Disorder	5	
Incidence of the Disorder	10	
Symptoms	10	
Causes	10	
Treatment practices	10	
Contacts	5	
Conclusion	10	
<b>References</b>	15	
<b>Total</b>	<b>100</b>	

②

③

④



## Extension Activity

(20) Select and complete one of the following three extension activities.

### Option One: Terrorist Activity

On track 7 of your CD, listen to the article "The Final Moments of United Flight 93" by Newsweek reporter Karen Breslau about the September 11<sup>th</sup>, 2001 terrorist hijacking of Flight 93. While you listen to the article, consider how some of the passengers on the flight responded to the emergency situation of the hijacking with prosocial actions. After you have finished listening, answer the questions that follow.



- (5) 1. In this unit were you introduced to the theory of "Groupthink" which promotes an extreme form of conformity. Explain how the concept of "Groupthink" applies to the followers of the al Qaida terrorist group.

- 
- (5) 2. Heroes have been described in this course as common people "who stick out their necks for the common good" or, as people who "lead by example." Many people consider the passengers who challenged the hijackers on Flight 93 heroes. Provide reasons and examples to support their opinion. Also, consider one reason why these passengers were able to overcome the bystander phenomenon.

- 
- (5) 3. Fear is a legacy of terrorist activity. State five ways people are more fearful as a result of recent terrorist activity in the United States.

- (5) 4. State three ways these fears, motivated by terrorist acts, can be channeled in positive ways. On the other hand, explain how they might result in negative behaviours.



(20) Option Two

Design a WEBQUEST using one of the following two websites.

- Canadian Health Network  
<http://www.canadian-health-network.ca/>
- National Institute of Mental Health (American)  
<http://www.nimh.nih.gov/>

A webquest consists of a number of activities/questions that are intended to give the participant experience with navigating the site and obtaining information from the site.

Your webquest will consist of ten questions related to the topic of mental health. The answers to the questions must be based on information that can be found in the website. Record your ten questions, the answers, and the web page the answer is located on in the chart below.

Question	Answer	Webpage
Example  How many people are affected by mental illness?	At least one percent of the Canadian population at any given time. This equals 300,000 Canadians.	<a href="http://www.canadian-health-network.ca/faq-faq/mental_health-sante_mentale/2e.html">www.canadian-health-network.ca/faq-faq/mental_health-sante_mentale/2e.html</a>
1.		
2.		
3.		

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4.		
5.		
6.		
7.		
8.		
9.		
10.		

---

(20) **Option Three: Personal Experience**

Prosocial behaviours were defined in this unit as "altruistic, thoughtful, and unselfish acts done to promote or help others without expectation of reward from external sources."

Plan and carry out four prosocial acts and complete the following "Prosocial Activities Reporting Form."

**Prosocial Activities Reporting Form**

For each of the four prosocial acts you select, record the following information.

- a. Describe the prosocial action.
- b. Describe the recipient's reaction to your action.

1. a.

b.

---

2. a.

b.

3. a.

b.

---

4. a.

b.

Discuss one unexpected reward that you derived from the experience.



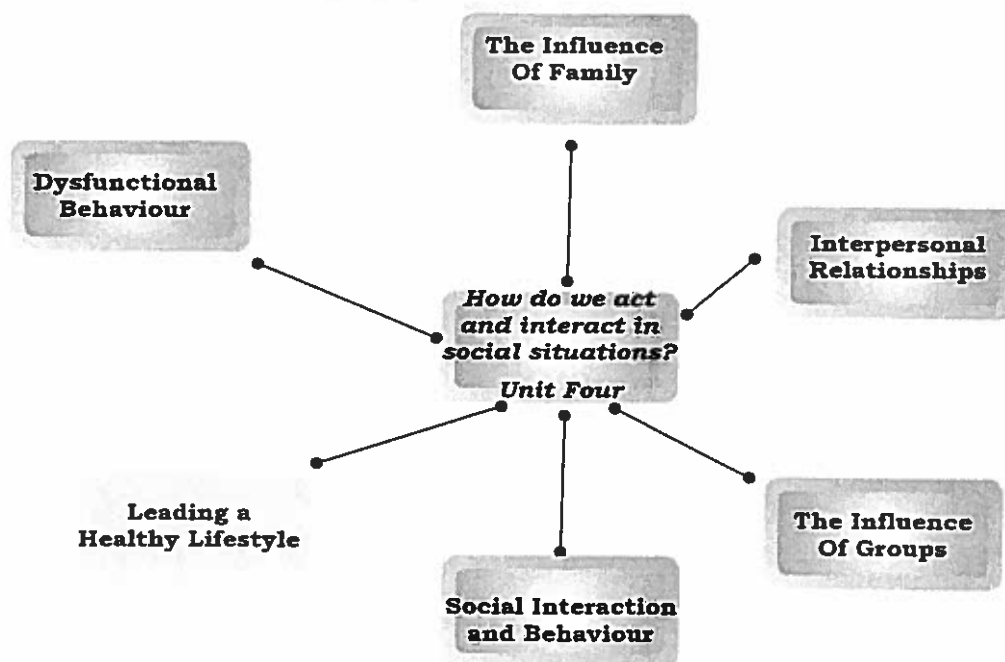
## Unit Summary

In Unit Four you examined how you act and interact with others in social situations. Recall James Alcock's definition of social psychology that you first read in Unit One of this course: "social psychology is the discipline that sets out to understand how the thoughts, feelings, and behaviours of individuals are influenced by the actual, imagined, or implied presence of others."



In this Unit you learned how individuals, groups, and situations influenced your thoughts and behaviour. You also learned that just as others can influence your behaviour, your behaviour can influence others.

Use the concept web for this Unit to review the variety of interactions related to social behaviours and relationships.



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Now that you are prepared, proceed full speed to your assignment.



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# **Psychology 20**

## **Unit Four**

### **Assignment**

1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

①

2. The second part of the document discusses the importance of maintaining accurate records of all transactions.

3. The third part of the document discusses the importance of maintaining accurate records of all transactions.

4. The fourth part of the document discusses the importance of maintaining accurate records of all transactions.

5. The fifth part of the document discusses the importance of maintaining accurate records of all transactions.

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6. The sixth part of the document discusses the importance of maintaining accurate records of all transactions.

7. The seventh part of the document discusses the importance of maintaining accurate records of all transactions.

8. The eighth part of the document discusses the importance of maintaining accurate records of all transactions.

9. The ninth part of the document discusses the importance of maintaining accurate records of all transactions.

③

10. The tenth part of the document discusses the importance of maintaining accurate records of all transactions.





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Staple here to the upper left hand  
corner of your assignment

**Before you submit your assignment,  
please complete the following procedures:**

1. Write your name and address and the course name and assignment number in the upper right hand corner on the first page of each assignment.
2. Number all the pages and place them in order.
3. Complete the required information details on this address sheet.
4. Staple this address sheet to the appropriately numbered assignment. Use one address sheet for each assignment.
5. Staple the appropriately numbered, green, Assignment Submission Sheet to the upper left hand corner, on top of this address sheet.
6. Use sufficient postage.

Please print your name and address, including postal code in the space below. This address sheet will be used when mailing back your corrected assignment.

Name	
Street or P.O. Box	
City or Town	Province
Postal Code	

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Student Number

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Course Number

Assignment Number

**Psychology 20**

Course Title

Correspondence School Teacher's Name

Mark Assigned

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# Assignment 4

Part A: Submit the following activities for evaluation.

		Values
Concept Activity 1:	Reflecting On The Report "Strengths In Families: Accentuating The Positive"	/5
Concept Activity 2:	Parenting Styles	/5
Concept Activity 3:	Love	/5
Concept Activity 4:	Teams Teach Life Lessons	/5
Concept Activity 5:	Is Competition an innate or learned behaviour?	/5
Concept Activity 6:	Equity	/5
Concept Activity 7:	Power, Compliance, Conformity, and Obedience	/5
Concept Activity 8:	Stress	/5
Research Activity:	Dysfunctional Behaviour Research Report	/20
Extension Activity:	(Option 1, 2, or 3)	/20
		<hr/> /80

---

Part B: Assignment Questions. Answer the following assignment questions.

(12) A. **True/False:** Circle the T beside each statement that is True.  
Circle the F beside each statement that is False.

- |   |   |     |  |
|---|---|-----|--|
| T | F | 1.  | Dysfunctional families are able to recover and return to normal functioning after a crisis passes.   |
| T | F | 2.  | Survivors of a dysfunctional family environment are frequently more resilient to stress and more adaptive to change.                                       |
| T | F | 3.  | Empathy is a direct and honest expression of how one feels.  |
| T | F | 4.  | Connection versus autonomy is one example of dialectical tension in a relationship.  |
| T | F | 5.  | Knapp's model of relational stages outlines ten stages that can be grouped into three phases of coming together, relational maintenance, and coming apart. |
| T | F | 6.  | Qualities of a good relationship involve rapport, empathy, trust, respect, mental expectation, and flexibility.  |
| T | F | 7.  | Cooperation and competition are a conflict resolution technique.   |
| T | F | 8.  | The bystander phenomenon explains that people are inhibited from helping others in an emergency for selfish or egocentric reasons.                         |
| T | F | 9.  | Social learning theorists view aggression as primarily an innate behaviour.  |
| T | F | 10. | The term <i>holistic</i> comes from a word meaning wholeness.  |
| T | F | 11. | Kessler's research into the occurrence of mental disorders suggests that they are largely uncommon in North American society.                              |
| T | F | 12. | Some stress is healthy.  |

- (5) B. **Matching:** In the space provided in front of each definition listed in Column A, write the letter of the correct theory of social interaction from Column B.

Column A	Column B
Definitions of Social Interaction Theories	Social Interaction Theories
_____ 1. the need to form special close relationships	a. equity
_____ 2. a person seeks to form or chooses to maintain those relationships that give the most rewards for the least costs	b. affiliation
_____ 3. involves the three stages of recognition, acknowledgement, and endorsement	c. attachment
_____ 4. the need to belong to a larger group	d. social exchange
_____ 5. the rewards and costs a person experiences in a relationship should be roughly equal to the rewards and costs experienced by their relationship partner	e. confirming and valuing relationship

- 
- (3) C. **Matching:** In the space provided in front of each example of group behaviour listed in Column A, write the letter of the correct theory of group behaviour from Column B.

<b>Column A</b>		<b>Column B</b>
Examples of Group Behaviour		Theories of Group Behaviour
_____	1. mobs rioting in a downtown area after a Stanley Cup victory	a. groupthink
_____	2. peaceful protestors marching against globalization	b. convergence
_____	3. a government imprisoning political dissenters	c. contagion

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(100)

## Unit Four Checklist

Have you included all the following items, and stapled them together in the correct order?

- ☐ Coloured assignment submission sheet
- ☐ White address sheet

### Part A

- ☐ Concept Activity One
- ☐ Concept Activity Two
- ☐ Concept Activity Three
- ☐ Concept Activity Four
- ☐ Concept Activity Five
- ☐ Concept Activity Six
- ☐ Concept Activity Seven
- ☐ Concept Activity Eight
- ☐ Research Activity
- ☐ Extension Activity

### Part B

- ☐ Assignment

