FREUD

THE VIEW OF THE UNDERLYING PERSON

- Based on 3 basic assumptions about human beings & science
  - Psychological conflict – *the person is caught up in a constant conflict between drives within the psyche & the demands & norms of society*
  - Biological & psychic determinism – *human drives as physiologically based & rooted within the body (all behaviour is determined by forces within the psyche)*
  - Mechanistic assumption – *physical principles of energy consumptions, conservation & transformation (steam engine)*

THE LEVELS OF CONSCIOUSNESS

- The CONSCIOUS level = thoughts, feelings & experiences, of which the individual is aware. The contents of this level change all the time.
- The PRECONSCIOUS level = information is found which can be recalled to consciousness without much effort. Consists mainly of memories of earlier occurrences that are not painful or anxiety-provoking & experiences and observations on which the individual is not concentrating at any particular moment
- The UNCONSCIOUS level = ‘forbidden drives’ & the memories of events & wishes which cause the individual pain, anxiety & guilt & which cannot recall to the conscious mind

THE ID

- Innate, primitive component of the psyche & is in direct contact with the body, from which it obtains energy for all behaviour
- This energy is linked to the drives (life drives, sex drives, death drives)
- Functions according to the primary processes and the pleasure principle
- Primary processes = the id is not capable of any thought, self-reflection or planning

THE EGO

- Develops from the id because it is necessary to ensure the individual’s survival and is formed through the individuals contact with the outside world
- Functions according to the secondary process & the reality principle
  - The secondary process = the ego evaluates & weighs up a situation before any action is undertaken
  - The reality principle = the idea that the ego takes physical & social reality into account by using conscious & preconscious cognitive processes
- Cathexis = the ego tried to establish rational grounds whether or not an object is serviceable

**THE SUPEREGO**

- Develops from the ego
- Functions according to the moral principle = it punishes the individual by making him or her feel guilty about immoral wishes & behaviour

**THE DYNAMICS OF THE PERSONALITY**

- Mechanistic assumption – the human psyche functions with the help of energy which is converted from a physical-biological form to psychic energy according to the familiar physical principle of energy transformation
- Internalisation = the process by which people make things such as attitude, values & beliefs of others or the community a part of their own personality so that they can cope with things better in future

**GENERAL CHARACTERISTICS OF DRIVES**

- SOURCE = obtain energy from different parts of the body
- IMPETUS OR ENERGY = energy or intensity
- GOAL = experienced subjectively as desires to accomplish something specific
- OBJECT = something or person suitable for its satisfaction

**TYPES OF DRIVES**

- LIFE DRIVES = serves to preserve life and they therefore function in constructive manner
- DEATH DRIVES = general tendency to break down, to reduce complex cells to inorganic matter & represents the tendency of the living organism to die
• EGO DRIVES = associated with individual survival & includes all the drives that are aimed at satisfying basic life needs (ie: eating, drinking, breathing – ‘primary needs’)
• SEXUAL DRIVES = survival of the species, provides erotic pleasure, present in the child at birth but they start functioning in service of reproduction & survival species only after puberty.
• DEATH DRIVES = all behaviour is caused by factors within the personality, represents the tendency of living organisms to die

ANXIETY

• The ego’s reaction to danger
• Stems from the conflict between the id’s forbidden drives & the superego’s moral codes
• REALITY ANXIETY = ‘fear’ – anxiety about actual dangers in the external environment
• NEUROTIC ANXIETY & MORAL ANXIETY = threat comes from within & the origin of the anxiety is partially or wholly unconscious
• People use defence mechanisms to deal with their anxiety

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<th>Defence Mechanism</th>
<th>Definition</th>
<th>Book definition</th>
<th>Example</th>
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<td>PROJECTION</td>
<td>Attributing one’s own thoughts, feelings or motives to another</td>
<td>An attempt to keep unconscious psychic material unconscious by subjectively ‘changing’ the focus to drives or wishes of other people</td>
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<tr>
<td>REACTION FORMATION</td>
<td>Behaving in a way that is exactly the opposite of one’s true feelings</td>
<td>The individual tries to keep a forbidden desire unconscious</td>
<td>A parent who unconsciously resents a child goes &amp; spoils the child with gifts</td>
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<tr>
<td>RATIONALISATION</td>
<td>Creating false but plausible excuses to justify unacceptable behaviour</td>
<td>A person’s attempt to explain his/her behaviour towards himself or others by providing reasons which sound rational but in fact are true</td>
<td>A student watches TV instead of studying for an exam, saying that additional study wouldn’t do any good anyway</td>
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<tr>
<td>FIXATION &amp; REGRESSION</td>
<td>A decline to immature patterns of behaviour</td>
<td>A partial or total return to the behaviour of an earlier stage of dev.</td>
<td>A 3 year old child who has stopped sucking her thumb begins to do so again</td>
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<td>IDENTIFICATION</td>
<td>Bolstering self-esteem by forming an imaginary or</td>
<td>The desire to be like someone else</td>
<td>An insecure young man joins a fraternity to boost</td>
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real alliance with some person or group  

his self-esteem

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<tr>
<th>DISPLACEMENT</th>
<th>Diverting emotional feelings from their original source to a substitute target</th>
<th>Finding a substitute for the object that society’s moral codes forbid &amp; using substitute object for drive satisfaction</th>
<th>A boxer taking out his frustration on a punching bag or an opponent</th>
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| SUBLIMATION   | Finding displacement objects & actions which are regarded by society           |                                                                                                                 |                                                                     |

THE DEVELOPMENT OF THE PERSONALITY

- Freud’s developmental theory focuses particularly on the development of the sex drive & on how society & the child deal with the accompanying problems
- Psychosexual theory

THE ORAL STAGE (0-1 years)

- Birth to the end of the first year
- Lips & mouth are the main erogenous zone or source of sexual drive energy
- Sucking on breast = not only the hunger drive that is being satisfied but also the oral sexual drive
- Babies cope with these frustrations mainly by using ‘displacement’ as a defence mechanism

THE ANAL STAGE (1-3 years)

- Covers the second year of life
- Anus & excretory canal constitute the most important erogenous zone – this part of the body is the main source of sexual drive energy
- The child enjoys sexual pleasure
- Toilet-training is of great importance

THE PHALLIC STAGE (3-5 years/6 years)

- lasts from ± 3-5/6 years of age
- development of boys & girls for the first time proceeds along different lines
THE LATENT STAGE (5/6 years / puberty)

- no new physical source of sexual drive energy comes to the force
- homosexual stage

THE GENITAL STAGE

- commences with puberty
- final stage of psychosocial development
- lasts until end of a person’s life

OPTIMAL DEVELOPMENT

- THE DEVELOPMENT VIEWPOINT = no regression to pre-genital stages of development
- STRUCTURAL VIEWPOINT = personality type has a strong ego & a superego that is not overly strict
- DYNAMIC VIEWPOINT = ‘the ability to love and to work’

VIEWS ON PSYCHOPATHOLOGY

- FIXATION IN A STAGE = causes unsolved problems to be repressed to the unconscious
- THE DEVELOPMENT OF TOO WEAK AN EGO = the ego has not developed sufficient rational skills for drive satisfaction – can also be caused by fixation & parental over-protection
- THE DEVELOPMENT OF AN OVERLY STRICT SUPEREGO = can develop when parental discipline is too strict
- NEUROSES = the ego’s inability to cope with the conflict between the id and the superego
- PERSONALITY DISORDERS = deeply-rooted disturbed ways of dealing with conflict & the satisfaction of drives
- PSYCHOSES = a complete inability to deal with anxiety on the part of the ego, resulting in a total withdrawal & distortion of reality
PSYCHOTHERAPY

- **Purpose** = discover the causes of the patient’s problems & to enable the patient to overcome the problems through more constructive ways of dealing with the underlying conflicts
- **Aims** = to teach the patient to experience as much drive satisfaction & as little guilt as possible in the future (to help the patient to approach the ideal of optimal development)
SOCIAL COGNITIVE LEARNING

APPROACH: BANDURRA

- OBSERVATIONAL LEARNING = the most important method of learning
- BANDURRA = the most important representative of social cognitive learning theory
- SOCIAL COGNITIVE LEARNING THEORY = the individual’s behaviour is the outcome of a process of interaction between the person, the environment & the behaviour itself

BANDURRA

- Reciprocal determinism = the person, the situation & the person’s behaviour are in continuous interaction

\[ G = f(P \times S \times B) \] : Behaviour is the function of an interaction between person, situation & behaviour

- Individuals therefore determine their own behaviour while being influenced by environmental factors as well as their own behaviour

- Behaviour = the result of continuous interaction between personal, environmental & behavioural determinants
  - G = f(P \times S \times B) : Behaviour is the function of an interaction between person, situation & behaviour
  - Individuals therefore determine their own behaviour while being influenced by environmental factors as well as their own behaviour

- Direct reinforcement = occurs when individuals receive awards for their behaviour from external agents (succeeds only when it occurs in conjunction with self-reward)
  - Eg: when children receive a sweet or praise from an adult for behaving in a particular way, or when something unpleasant is taken away from them (ie: when children can leave their room after finishing homework)
• Direct punishment = an external agent subjects individuals to painful or unpleasant stimuli
  o Eg: when children are beaten, or when something pleasant is withheld from the individual (ie: parents punish children by not allowing them to watch TV
• Vicarious reinforcement = one person observes another being rewarded for his/her behaviour
  o Eg: when a child sees another child getting a sweet after completing a task
• Vicarious punishment = a person observes another being punished for some behaviour
  o Eg: a child who sees another being punished for swearing
• Self-reinforcement = occurs when individuals reward their own behaviour by praising themselves or feeling proud or by giving themselves a concrete reward
  o Eg: eating an ice cream on completing a task
• Self-punishment = individuals punish their own behaviour by blaming themselves or feeling ashamed or punishing themselves in a concrete way
  o Eg: not allowing themselves to have an ice cream because they have not completed the task

• Learning through direct experience = behaviour changes as a result of performing a behaviour, for which they are rewarded or punished by someone else

• Observational learning = learning by observing other people’s behaviour – most important form of learning
  o Social learning – all learning phenomena in which social & cognitive factors play a role (model = person whose behaviour is being observed, observer = person who observes someone else’s behaviour, reinforcement agent = person who rewards or punishes the model’s behaviour)
  o Observational learning – the behaviour of one person (the observer) changes as a result of observing the behaviour of another (the model)
• Modelling = behaviour of model
• Imitation = behaviour of observer
• Counter imitation = cases where the observers do the opposite of what they have observed in the model
Factors influencing observational learning
- The nature of the modelled behaviour = attention, retention, reproduction
- Characteristics of the model = ie: sex, age, status & personality
- Characteristics of the observer = motivation, interests, values, self-confidence, opinions, intelligence and perceptiveness
- The results of the model’s behaviour = Vicarious outcomes (reinforcement / punishment a model receives)
- Self-efficacy = their confidence in their ability to reproduce the behaviour

Learning through self-regulation = the individuals’ ability to regulate their own behaviour particularly their learning processes
- Self-reinforcement – reinforcing your own behaviour by rewarding yourself when you meet your own standards
- Self-punishment – eliminating certain behaviours by punishing yourself in some way when they do occur
- Internal self-regulation – people’s subjective evaluation of their own behaviour (ie: saying ‘well done’ to themselves)
- External self-regulation – arranging the situation & the outcome of behaviour so that individuals reward or punish themselves in a concrete way
MASLOW

- Human potential
- Self-actualisers
- Healthy functioning
- People’s basic needs, values, goals & plans must all play a role
- Environment is important for the fulfilment of basic needs
- People need ‘good’ societies to realise their ‘good’ potential
- Humanistic movement

THE VIEW OF THE UNDERLYING PERSON

- Optimistic
- Acknowledges the positive aspects of human nature
- Self-actualisation = the motive that underlies all behaviour
- Realising true potential is the individuals ultimate goal
- Need gratification – basis for growth & the realisation of an individual’s full potential through self-actualisation
- Basic needs – hierarchically arranged (biological, safety, love, esteem)

THE DYNAMICS OD THE PERSONALITY

THE HIERARCHY OF NEEDS

- The person’s development progresses through sensitive stages of need gratification towards the goal of self-actualisation
- The lower the need, the more urgent it is – lower needs must be gratified before needs at a higher level manifest itself
  - Physiological needs
  - Safety needs
  - Affiliation & love needs
  - Self-esteem needs
  - Self-actualisation or self-realisation needs
- Needs are not always gratified in strict accordance with the hierarchy
- Deficiency motives = first 4 levels of the need hierarchy (basic survival needs: hunger, thirst, safety)
• Growth motives = actualisation needs

• Survival = hunger, thirst, oxygen, sleep, activity, sensory stimulation, sexual gratification
• Sexual behaviour is determined by sexual needs & need for love & affection
• Most basic needs

• Need to belong
• To receive and to give love
• Loneliness & isolation

• A person whose basic needs are satisfied on a regular basis can start functioning at the level of self-actualisation
• Growth motivation comes to the fore
• Umbrella concept
• Includes 17 growth motives
• Process of becoming all one is capable of being, making full use of one’s abilities, talents & potentials

The Development of the Personality

• Development proceeds in accordance with the need hierarchy
• The higher in the hierarchy the level of motivation, the higher the individual’s level of development & the healthier his or her functioning
• Someone who has reached the highest level of development functions on the level of self-actualisation and is motivated by growth motivations
• Gratification of each set of basic needs is a step towards self-actualisation

Optimal Development

• Self-actualisation is the ideal level of functioning which all people should strive for
• The individual must be able regularly to satisfy his or her needs on all 4 levels of the hierarchy
• The person who functions optimally is therefore someone who has overcome the restrictions of the environment & can meet his or her deficiency needs regularly
• Accepted the responsibility of self-actualisation & becoming the best that he or she can be
  o ACCURATE OBSERVATION OF REALITY = self-actualisers can see past the barriers that people erect & recognise reality for what it is. Observe reality
through own desires, anxieties, fantasies or cultural stereotypes. They do not fear reality nor the unknown. Prepared to take risks

- SELF-ACCEPTANCE, ACCEPTING OTHERS & HUMAN NATURE = observe reality more clearly, recognise human nature for what it is rather as they would prefer it to be. Accept themselves & human nature unconditionally. Enjoy their food, sleep well & enjoy sex. Accept processes & do not feel uneasy or guilty. Accept illness & death more readily

- SPONTANEITY, SIMPLICITY & NATURALNESS = act in an unconventional, spontaneous way when they reveal their own thoughts & emotions. They do not allow rules & regulations to obstruct them in reaching goals. Follow an ethical code

- TASK INVOLVEMENT = involved in some calling. Not aimed primarily at the satisfaction of their own basic needs but rather at means of serving some greater cause. Not egocentric. Easily immersed in philosophical & ethical matters. Do not trouble themselves over petty matters.

- EXCLUSIVENESS: THE NEED FOR PRIVACY = enjoy isolation & privacy. Less dependent on the support, warmth & reassurance of others. Disengage themselves from uncomfortable situations & handle these calmly, objectively & with dignity

- AUTONOMY: BEING INDEPENDENT OF CULTURE & ENVIRONMENT = function relatively independently of their physical & social environment. Development & continued growth depends on own potential

- CONSISTENT RENEWAL OF APPRECIATION = experience enjoyments of life with the same delight, surprise & even ecstasy as on the first occasion & continue to be inspired & strengthened by them

- PEAK EXPERIENCE = moments of intense excitement & tension but also peace, bliss & serenity. Feel more powerful & more helpless than ever before. Less aware of time & space.

- SOCIAL FEELING = concerned for humankind. Feels sympathy & empathy

- INTERPERSONAL RELATIONSHIPS = small circle of friends. Prefer to establish close relationships with other self-actualisers. Quality is more important than quantity. Fond of children. Acquire admirers, followers or disciples who demand more from the self-actualiser than they themselves can offer.
- THE DEMOCRATIC CHARACTER STRUCTURE = do not discriminate on the grounds of class, qualifications, beliefs, orientations, culture, gender, age, race or colour & are willing to learn from anyone who is their superior in a given field
- DISCRIMINATION BETWEEN MEANS & GOALS & BETWEEN GOOD & EVIL = distinguish clearly between a goal & the means by which it may be achieved. Creative. Strong ethical & moral codes & they have no uncertainties about right or wrong
- A PHILOSOPHICAL, BENEVOLENT SENSE OF HUMOUR = enjoys the kind of humour that provokes a smile rather than hearty laughter. Not amused by a joke made at someone else’s expense or that emphasises someone’s inferiority. Laugh at themselves.
- CREATIVITY = ability to look at life like a child. Attitude is more important than the product
- RESISTANCE AGAINST ENCULTURATION = abide by their own rules rather than those of the community. Resist convention. Opposed to ineffective, useless rebellion. Detach themselves from community in a certain sense by functioning autonomously & not conforming. Experience feelings of anxiety, guilt & conflict. Subject to outbursts of anger
ROGERS

- Humanistic phenomenological
- 3 assumptions = constructive potential, goal-directed, capable of changing
- Sees the individual person as the central figure in the actualisation of his or her own potential, with the environment playing a facilitating role

THE VIEW OF THE PERSON UNDERLYING THE THEORY

- Humanistic approach = emphasises the study of the individual as whole & the active role which each person plays in actualising his or her own inherent potential

THE STRUCTURE OF THE PERSONALITY

- THE ORGANISM = the total individual with all physical & psychological functions
- THE PHENOMENAL FIELD = represents the totality of a person’s perceptions & experiences
  - Objects or events outside the person & the meanings attached to them
  - Inner experiences & meanings that relate to the person himself
- THE SELF CONCEPT = concerns the person himself...the ‘picture’ which individuals have of themselves and the value they attach to themselves
  - The IDEAL SELF = the self concept the individual would most like to be & provides valuable guidelines for growth & development

![Diagram of the Personality Structure](image)

Total world of experience

Organism

Self concept

Phenomenal field includes

a) experience & meaning of external objects

b) experience & meanings concerning the individual
THE DYNAMICS OF THE PERSONALITY

THE ACTUALISING TENDENCY

- The purpose of life is to become ‘that self which one truly is’
- An inherent tendency of organisms to maintain themselves & to expand or grow in order to become what they can be
- Discover own potential & help develop that potential

THE NEED FOR POSITIVE REGARD

- The need for positive regard by others = human beings basic need for approval, appreciation, love, admiration & respect. Adopts wishes & values for another as his own & behaves in a particular way to earn esteem
- The need for positive self-regard = the need for positive regard from others, feel positive about themselves

CONGURENCE = the ideal in which the individual is open to & conscious of all his or her experiences & can incorporate them into the self concept (ie: if a boy wanted to become a ballet dancer, he would admit his desire & go ahead to realise his ambition)

INCONGURENCE = when experiences contrary to the self concept form part of the phenomenal field

PERSONAL INCONGURENCE = incongruence between organismic experience & the self concept

SOCIAL INCONGURENCE = organismic experience ssymbolised in the self concept but experience cannot be expressed or communicated

THE DEVELOPMENT OF THE PERSONALITY

- Unconditional positive regard = accepted by significant others for what they are, just as they are
- Conditional positive regard = every person will sometimes experience non-acceptance by significant others & will feel worthy only when he or she has fulfilled certain conditions laid down by them
OPTIMAL DEVELOPMENT

- A GROWING OPENNESS TO EXPERIENCE = people who can be completely open to all experiences & have no need of subception or defence. They are able to experience them all consciously as part of themselves & their world
- AN INCREASINGLY EXISTENTIAL LIFESTYLE = an increasing tendency to live each moment fully...allows the person to approach experience without a preconceived structure
- INCREASING ORGANISMIC TRUST = trust themselves when choosing behaviour appropriate to a specific situation
- FREEDOM OF CHOICE = the individuals can make whatever choices they like in terms of the total experiential field to which they become increasingly open. They feel responsible for their choices and they play a role in determining their own behaviour
- CREATIVITY = open to wide spectrum of experiences, will feel free to make choices, experience the novelty of each moment, trust own judgement & live creatively. Will be able to adjust to changing environments relatively easily & in a creative way
- BASIC RELIABILITY & CONSTRUCTIVENESS = trusted to act positively & constructively. The person who is able to admit & accept all his or her needs is also able to maintain a realistic balance among them
- A RICH, FULL LIFE = experience joy & pain, love & heartbreak, fear & courage...experience moments of happiness, enjoyment & satisfaction...’the good life’ – involves the stretching & growing of becoming more & more of one’s potentialities & the courage the be, meaning launching oneself fully into the stream of life.
• Believed that as human beings, we are primarily motivated by a will to meaning
• Logotherapy = school of thought

THE VIEW OF THE PERSON UNDERLYING THE THEORY

• We have been given freedom to be able to exercise responsibility, to live life beyond mere animal existence, to live on a dimension of meaning in realising timeless values, to live highly personalised lives as we are all unique, embrace the opportunities & fulfil the tasks that life presents to each one of us
  o THE FREEDOM TO BE RESPONSIBLE = the human person is primarily a spiritual being – a being that has freedom & responsibility. Humans have been given the freedom to be responsible, we constantly face choices & that we have the freedom to choose. We can say ‘yes’ and ‘no’. We have to bear the consequences of our choices, noögenic dimension.
  o A LEVEL OF BEING BEYOND ANIMAL EXISTENCE = the human person needs to find a purpose to live; that true fulfilment is hardly possible without a sense of purpose in life. MEANING!!!!...every situation of life contains a unique challenge to live our lives purposefully, with meaning. The physical, psychological & social aspects of human life are natural aspects of existence & do not distinguish humans from animals
    ▪ Self-transcendence = uniquely human capacity – we have the freedom to rise above conditions in being able to think & also do something about them!. We can change our environment just as we can change ourselves...we are primarily geared to find meaning in life
  o THE TRANSHUMAN DIMENSION = life has meaning. Freedom without responsibility is senseless. Meaning is not something we create or invent. Meaning is found! Meaning is something that exists in an objective way.
THE STRUCTURE OF THE PERSONALITY

• THE THREE DIMENSIONS OF THE PERSONALITY
  o Physical = ‘nothing but a complex biochemical mechanism powered by a combustion system which organizes computers with prodigious storage facilities for retaining encoded information’
  o Psychological = the person has needs & drives
  o Spiritual (man is spirit)= if human behaviour is viewed from a sub-human level of being, the uniquely human or spiritual aspects of human existence will either be missed or seen in distortion

• THE SPIRITUAL CORE OF THE PERSONALITY
  o Personal ground of being
  o The human being has a spiritual core
  o It is not primarily our genetic make-up, nor our environments that shape our personalities but it is what we have been given in terms of a genetic make-up; how we deal with the many situations we are faced with; how we relate to those whom are brought across our paths that determine the kind of personality that we will develop.
  o THE MEANING OF LIFE
    ▪ Creative values = values we experience through what we contribute to life – we find meaning in our work
    ▪ Experiential values = blessings we receive from life – love, appreciation
    ▪ Attitudinal values = values which we experience through the right attitudes we have towards life – pain, guilt & death

OPTIMAL DEVELOPMENT

• SELF-DETERMINING ACTION = we are free to take our stand – the ultimate freedom to rise above our circumstances & fate. We must use our freedom to choose how we will behave if we are to be psychologically healthy
• REALISTIC PERCEPTION = have the ability to view matters objectively & critically. We can therefore perceive ourselves & circumstances realistically
• HUMOUR = mature people can distance themselves from their weaknesses & problems & can laugh at themselves
• **SELF-TRANSCENDENCE** = involved in whatever gives their life meaning. Want to be faced with a task, to be challenged and to feel that they have a calling. Own satisfaction & happiness are not the primary goals in life

• **FUTURE DIRECTNESS** = goals & visions for the future. Death is not a threat to mature people – it only threatens those who have wasted their lives. Death is a meaningful conclusion of their lives

• **WORK AS A VOCATION** = through their work they respond to demands of responsibility – an opportunity to make a worthwhile contribution to life

• **APPRECIATION OF GOODNESS, BEAUTY & TRUTH** = enjoy & appreciate things such as literature, art, music & nature. Open to new experiences

• **RESPECT & APPRECIATION FOR THE UNIQUENESS OF OTHERS** = never make other people objects for their own satisfaction. Have meaningful encounters with others & this can only happen when others are respected as individuals in their own right. Free from prejudice & discrimination

• **MEANING IN SUFFERING** = people have accepted tragic factualities of life, meaning can be found in suffering, guilt & death. Meaning of life is unshakeable
AFRICAN PERSPECTIVES

- Humans form an indivisible whole with the cosmos
- Form the point of departure & the centre of the universe

THE MACRO-COSMOS

- Domain in which G-d is encountered
- The order in which the religious existence that enfolds the full humaneness of traditional Africans is grounded
- No distinction between G-d and humans – they lived with one another
- People had to become self-reliant
- Transcendence of G-d, with the ancestors serving as the all-important intervening medium & contact with G-d
- Ancestors = more important than G-d
- Traditional religion does not focus primarily on the individual, but on the community the individual belongs to

THE MESO-COSMOS

- A kind of no man’s land
- Coincidence & the forces of the ancestors, malignant spirits & sorcerers hold sway
- Situated in the world of individual & collective imagination
- Ancestors, living reality (animals & humans), natural physical reality (forests, bushes, rivers, trees etc)
- Sickness & death
- Ancestors, malignant spirits, sorcerers & Shaman influence & determine human behaviour
- Ancestors mediate between the living and the ‘living dead’
- Become the place that gives rise to all good & bad fortune, the site of dramatic events, source of worldly success – ‘structured collective imaginary’ – the space that gives form to the desires, fears, anxieties & hopes for success
- Intrapsychic dynamics
- Interpersonal dynamics
- External agents
THE MICRO-COSMOS

- The domain of the individual person in his or her every, collective existence – influenced by the macro-cosmos and the meso-cosmos
- Ubuntu – “a person is only a person because of others”
  - Code of ethics which governs one’s interaction with others
  - Distinguishes us from animals
  - Strength based on the qualities of compassion, care, gentleness, respect & empathy
  - Not a theoretical construction – manifests itself through the interaction of people & through the “truly good things that people unthinkingly do for each other & for the community”
  - Use their strength in a compassionate & gentle way to care & help others
- The survival of the community = give rise to values that centre around co-operation, interdependence & collective responsibility

WESTERN VIEW VS AFRICAN VIEW

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<td>Survival of the fittest</td>
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<tr>
<td>Control over nature</td>
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</table>

| - Groupness |
| - Sameness |
| - Commonality |

| - Co-operation |
| - Collective responsibility |
| - Co-operation & interdependence |

| - Survival of the tribe |
| - One with nature |
• Time is a two-dimensional phenomenon
• Actual time = events that are currently happening or that have already happened
• Potential time = something that will definitely happen in the immediate future
• Time is something that has to be created & produced

**OPTIMAL DEVELOPMENT & MENTAL HEALTH**

• Connectedness with their physical & spiritual environments
• Balanced use of the left & right hemisphere of the brain
  o African are better equipped to reach & sustain optimal development & psychological health than modern Westerners
• Westener’s functioning is dominated by the left hemisphere of the brain in an attempt to investigate, analyse, take things apart in order to understand & explain them logically
• Imbalance causes tension & stress
• The holistic view of the person & worldview of Africans give rise to the balanced use of both hemispheres
• The right hemisphere is not repressed in the African mind
• Music, dancing & rhythm – attain emotional equilibrium
• Music – the expression of real feelings in the course of which passive listening is not possible, active participation through dancing or singing becomes a means of expression
• Denial, sublimation, rationalisation, intellectualism