

Learning

Anoosha Rehan, Lecturer, FAST NUCES CFD

Application of Psychological Therapies

Procrastination

Academic procrastination is often described as “student syndrome” as many students often begin to engage themselves in a task just before deadline.



I don't procrastinate. I wait until the last minute to do things, because I will be older, and therefore wiser

How to beat Procrastination?

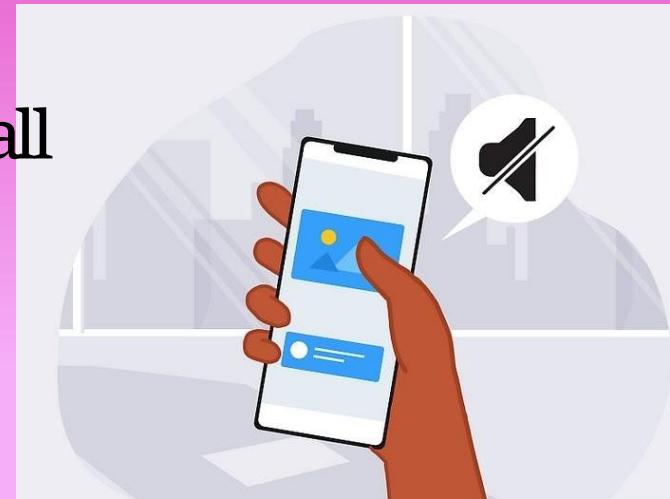
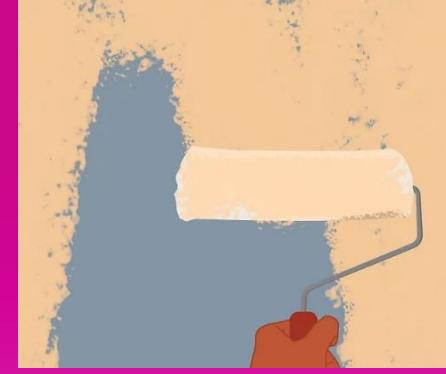
Eat the frog first

- Eating the frog is the process of identifying your most difficult task of the day and completing it before you do any other work.
- If you have to eat two frogs, eat the bigger one first. Identify which task is more challenging and do that first thing.



Avoid sirens songs

- Sirens songs are everything that distract you from doing important tasks. Therefore, if you want to be more productive during your worktime, you have to create distraction free environment.
- One of the first things Steve Jobs the company he founded was painting everything white and removing all possible distractions. When he was asked: “Why everything is white? Why is everything so perfect?” He answered: “Because I want to think clearly.”
- Thus, if you want to think clearly too, you should clean out all distractions.



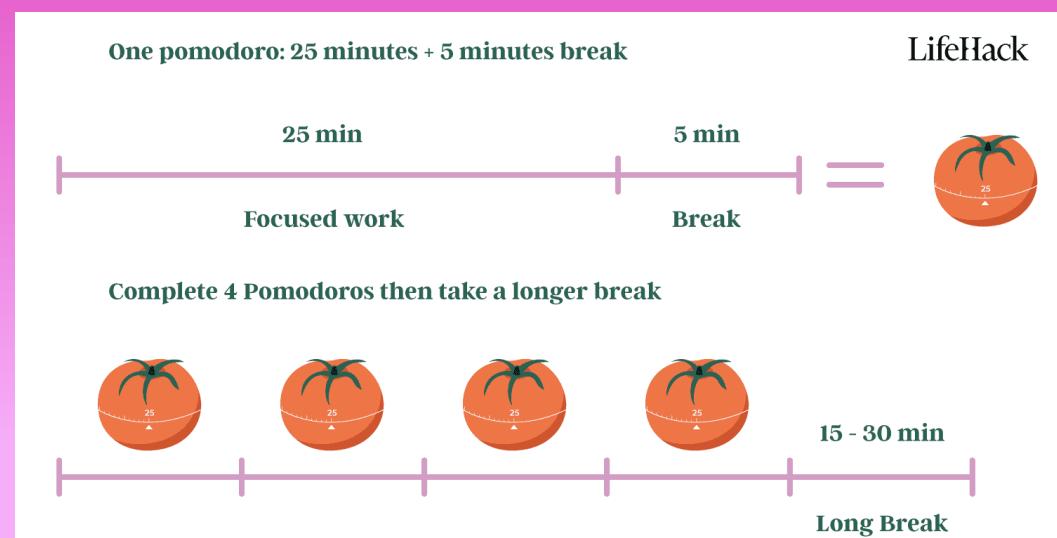
Create streaks

- Streaks are chains of days in a row on which you achieve your goals. You should track them in a way that's motivating and convenient. For example, you can use a dedicated app, (by marking a big X in a calendar on each day you achieve your goals).



Pomodoro Technique

- Set your timer for 25 minutes, and focus on a single task until the timer rings.
- When your session ends, mark off one pomodoro and record what you completed.
- Then enjoy a five-minute break.
- After four pomodoros, take a longer, 15-30 minute break.



Anger

How to deal with it:

- Take a Time-Out
- Use "I" Statements
- Set Boundaries
- Progressive Desensitization
- Time Management



How To Slow Down Your Anger Reaction

1

Take 3 deep breaths.

Breathe in slowly through the nose and out through the mouth.

2

Understand what triggered you.

Ask yourself, "what happened that made me feel angry?"

3

Identify 2 other emotions you feel.

Other emotions that trigger anger include sadness, shame, guilt, embarrassment, and fear.

4

Consider your next steps.

Ask yourself, "What do I need to do to control my anger so it does not lead to unwanted consequences?"

5

Control your anger before acting.

Don't lose yourself in anger. Take a break and calm yourself so you can behave in a way that is true to your character.

Peer Pressure

- Peer pressure is the influence that a person experiences from their peers. It can be positive or negative, but it is often associated with negative behaviors.
- Let's smoke and lighten up!
- Send me your assignment, I'll paraphrase.
- Let's make a code for cheating on MCQs.
- Drive freely, you only live once.
- Let's teach that student a lesson.
- Let's bunk today's lecture and we can call in sick.
- I'm going to post stories on social media that show what a great life I live or others would think I'm boring.

How to deal with peer pressure:

- Say “no” like you mean it:

Standing up to peer pressure will save you the trouble of getting pressured again in the future because it sends a clear message that you're not interested. You can say, “I don't do that” or “No thanks, I'll pass.”



How to deal with peer pressure:

- Use the buddy system:

If you have a friend who has similar values, keep each other in check as well as look out for one another. Back each other up and support each other in making good decisions. For example, if your friend is having a hard time saying no, chime in and say, “We’re just leaving now and going to the library.



Family Issues

How to deal with it:

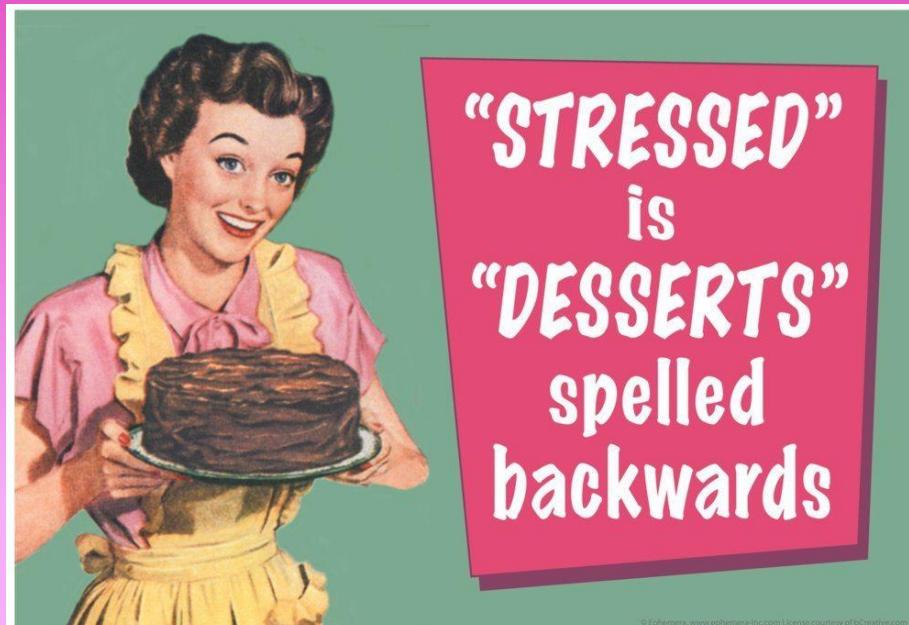
- Focus on Solutions, Not Blame
- Conflict Resolution Skills
- Practice Empathy
- Open and Honest Communication

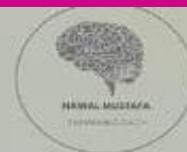




Take Home Message

Stress is NOT what happens to us.
It's our response to what happens.
And we can choose our RESPONSE.





How to Regulate Your Emotions

Nawal Mustafa M.A. @ thebraincoach

When I Feel...

I will...

Angry



Pause until I am able to think clearly so I can respond rationally instead of reacting.

Overwhelmed



Write down what I need to get done and focus on one task at a time based on importance.

Insecure



I will work on appreciating and accepting myself, flaws and all. I am more than I give myself credit for.

Rejected



I will acknowledge that this feeling sucks but I will not let it consume me. Rejection is redirection.

Discouraged



I will be kind to myself and remind myself of the reason why I am trying. I will use that as my strength.

Anxious



Focus on the present moment and take deep breaths to regulate my nervous system

Change your attitude

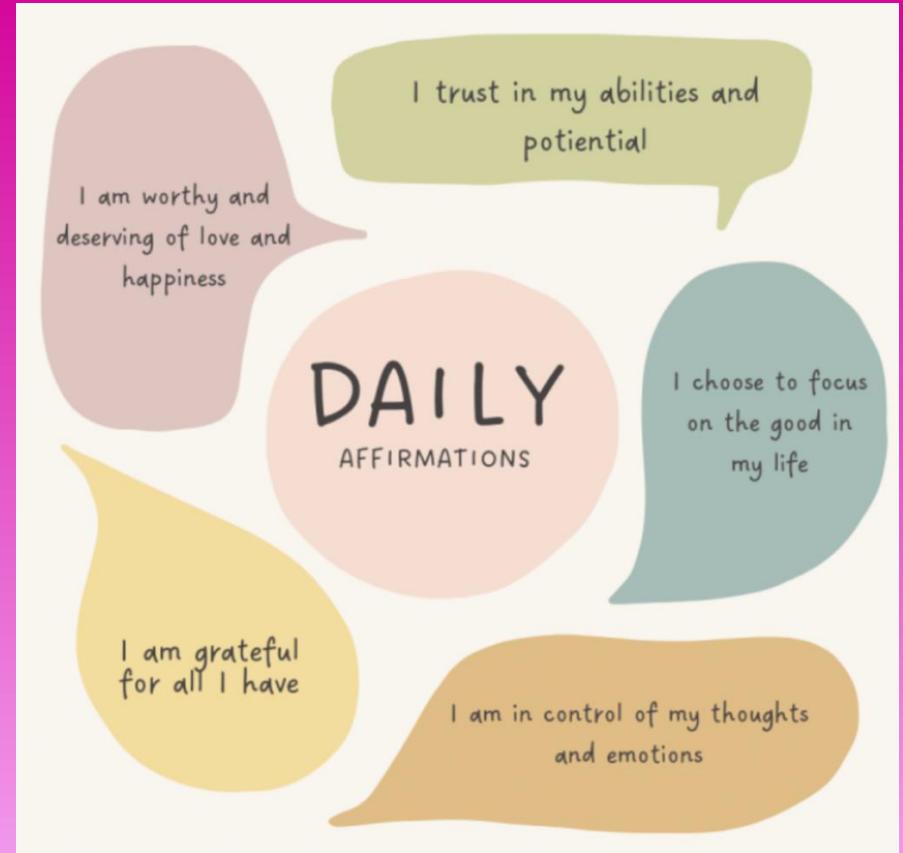
- Find other ways to think about stressful situations.
 - "Life is 10% what happens to us, and 90% how we react to it."



Positive Affirmations

Affirmations are effective for replacing negative or anxious thoughts with positivity, which can help you relax and calm your body. Knowing you have the ability to manage stress and other life difficulties can help boost confidence and self-empowerment.

- I am on the journey of becoming a very successful student.
- I love gaining knowledge which helps me in growing to my full potential.
- I am capable of handling anything that comes my way.
- I am asking for help when I need it.
- I am taking breaks when I need them.



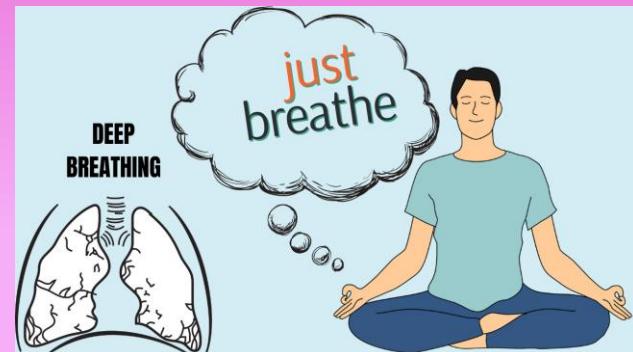
Laugh, use humor

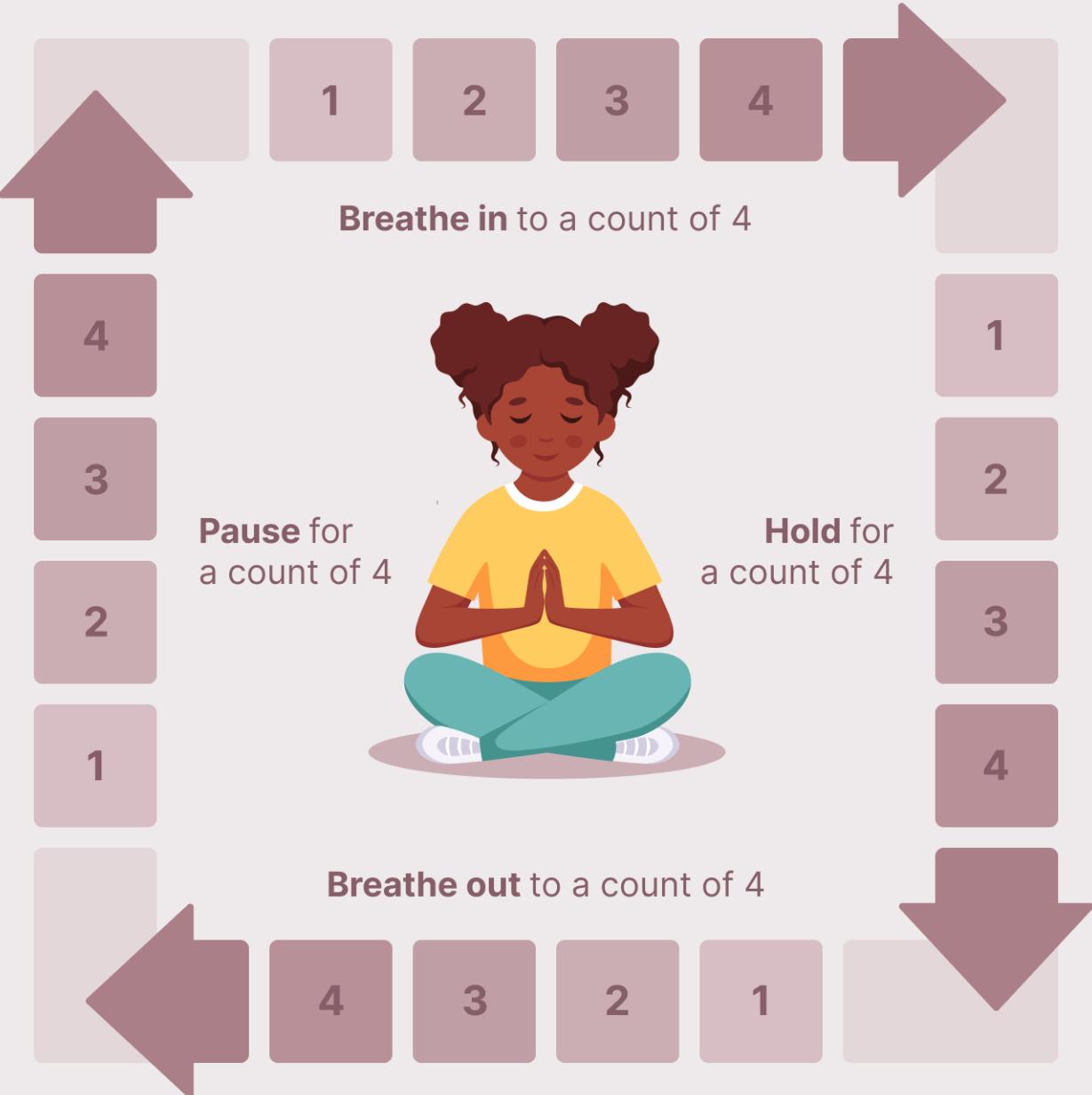
- Do something fun and enjoyable such as seeing a funny movie, laughing with friends, reading a humorous book, or going to a comedy show.



Taking Care of Yourself - Deep Breathing

- Sit back in your seat
- Make yourself as comfortable as possible
- Close your eyes
- Take a deep breath (inhale through your nose and exhale through your mouth)
- Breathe deeply until you feel calm and settled





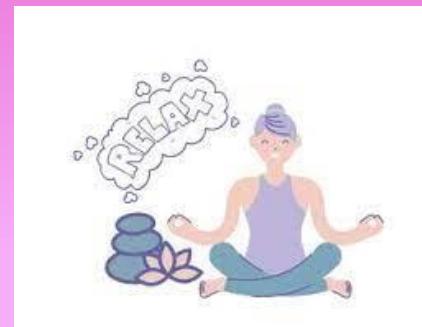
Slow down



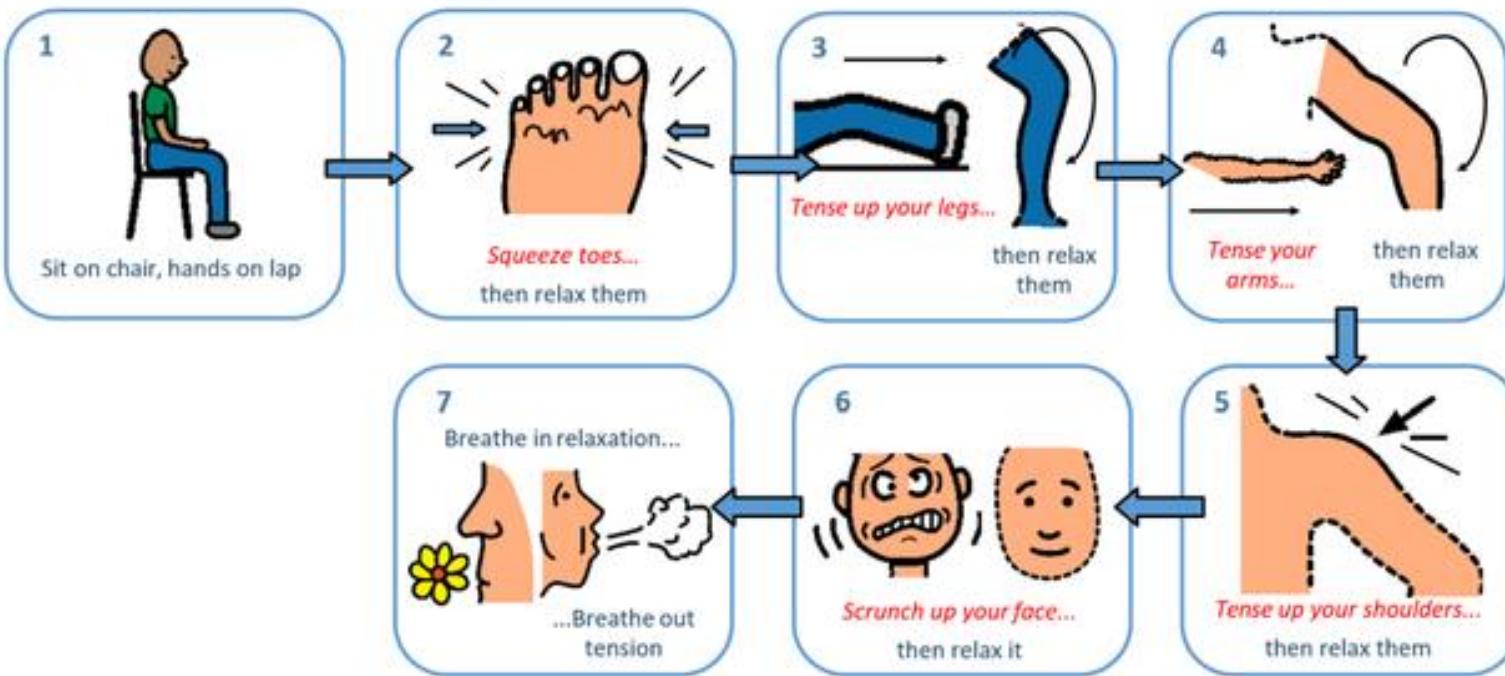
- Know your limits and cut down on the number of things you try to do each day, particularly if you do not have enough time for them or for yourself.
- Be realistic about what you can accomplish effectively each day.
- Monitor your pace. Rushing through things can lead to mistakes or poor performance. Take the time you need to do a good job. Poorly done tasks can lead to added stress.

Taking Care of Yourself - Progressive Muscle Relaxation

- Find a quiet place
- Find a comfortable position that supports your head and neck
- Close your eyes and take a few deep breaths
- Tighten the muscles of each legs for 5 seconds and then release
- Repeat this process with arms, shoulders, and face
- Focus on letting go of the tension in that muscle area
- Finish with slow and even breathing



Progressive Muscle Relaxation Routine



Get a hobby, do something different

- For a balanced lifestyle, play is as important as work.



An Important Question

When you start criticizing yourself for past mistakes or seeing disaster around every corner, ask yourself:

"Is there anything I can do right now to change the past or positively influence the future?"

If the answer is yes, do it - take action.
If the answer is no, be at peace - let it go.

You have to take action or let it go,
everything else is self-harm.

Stage Phobia and other anxiety issues' treatment

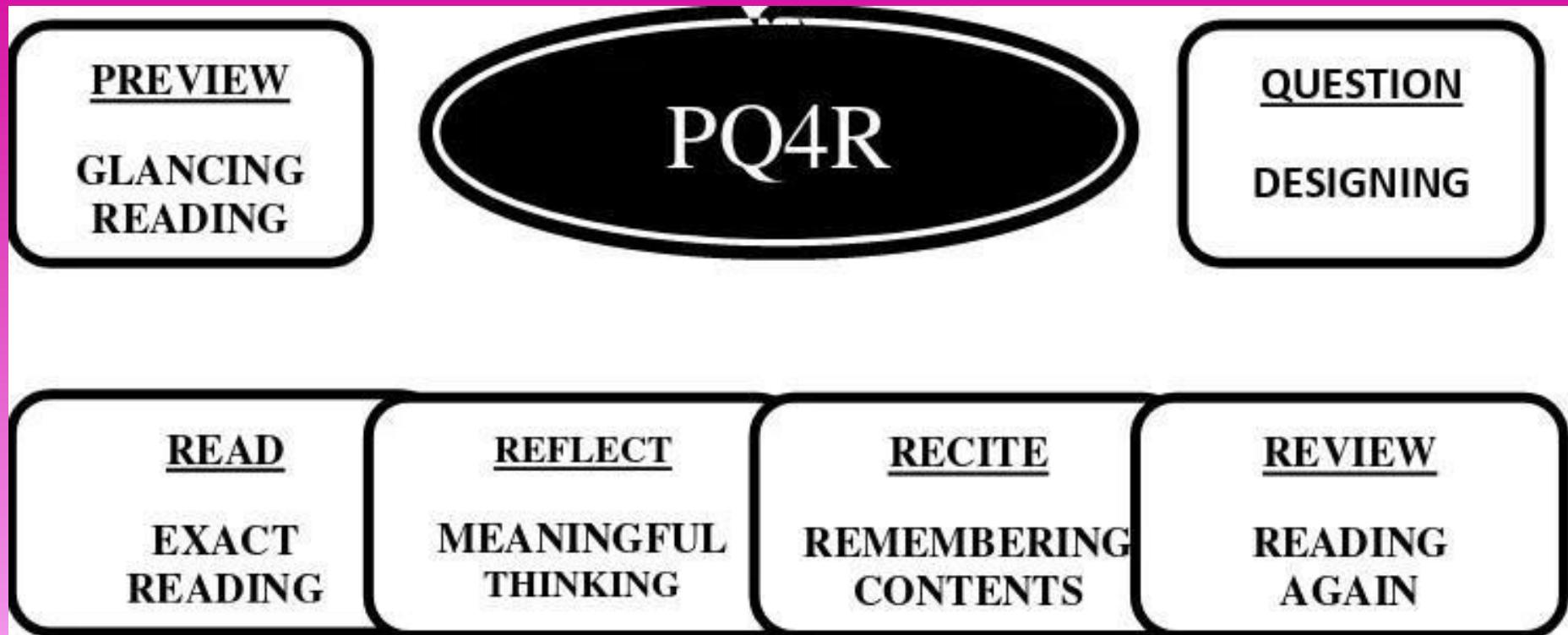
- Flooding: exposed to the harmless stimulus until fear is extinguished.
- Imagine someone has an intense fear of flying. They decide to face this fear by taking a long flight, despite their anxiety. They are exposed to the airplane environment for an extended period until their fear diminishes through the process.
- Systematic Desensitization: relaxation techniques designed to gradually expose you to whatever stimulus you fear while keeping you very relaxed.
- A person with a fear of spiders undergoes systematic desensitization with a therapist. They first learn relaxation techniques, like deep breathing, to stay calm. Then, they gradually encounter pictures of spiders and, eventually, real spiders while maintaining their relaxed state. This process helps reduce their fear.

- Positive Imagery and Visualization: The individual is guided to visualize themselves performing successfully on stage, feeling confident, and receiving positive feedback from the audience.
- Imagine an athlete who experiences performance anxiety before a big competition. They work with a sports psychologist to practice positive imagery and visualization. They close their eyes and vividly imagine themselves excelling during the event, hearing the cheers of the crowd, and feeling a strong sense of confidence. This mental rehearsal helps boost their self-assurance and reduces anxiety.
- Exposure Therapy: If individuals tend to avoid making decisions due to fear or anxiety, exposure therapy can be used to gradually expose them to decision-making scenarios. This can help desensitize them and build confidence in their abilities.
- Consider an individual with a social anxiety disorder who avoids social gatherings. They participate in exposure therapy sessions with a therapist. Initially, they might discuss their fears and concerns in therapy. As they progress, they gradually attend small social events, work on social interactions, and engage with larger groups. Over time, this exposure helps them become more comfortable with social situations and reduces their avoidance tendencies.

Active Learning: PQ4R Method

- Students learn more when they take a more active approach to learning:
 - This can be accomplished through the PQ4R method.
 - Six Steps laid out by Francis Robinson
 1. Preview
 2. Question
 3. Read
 4. Reflect
 5. Recite
 6. Review

Active Learning: PQ4R Method



The PQ4R method is a structured approach to reading and studying that helps improve comprehension and retention of information. It stands for:

- Preview: Before you read, quickly glance over the material to get a sense of its structure and content.
- Question: Formulate questions based on the material's headings, subheadings, and any questions or problems posed within the text. This helps to create a purpose for reading.
- Read: Actively read the text while looking for answers to the questions you formulated. Highlight or take notes as you read.
- Reflect: After each section, pause to reflect on what you've just read. Try to answer the questions you generated earlier.
- Recite: Summarize what you've learned by reciting it in your own words. This helps reinforce your understanding.
- Review: Regularly review your notes and the text to reinforce your memory.

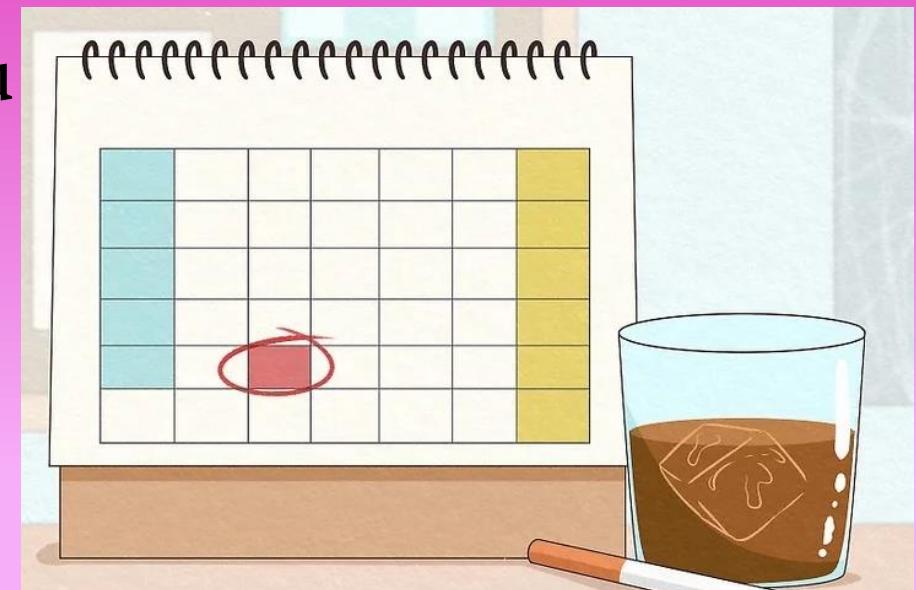
Substance Abuse

The influence of smoking, drugs and alcohol can have a significant impact on students, leading to addiction, impaired academic performance, and behavioral problems.

“One of the hardest things was learning that I was worth recovery.”

How to deal with substance abuse:

- Make a decision to quit
- Choose a quit date
 - Choose a date that's within the next 3 weeks.
 - Mark the date on your calendar so it feels real to you.
 - You might pick a date that's meaningful to you for added motivation.



How to deal with substance abuse:

- Write down reasons you want to change

A client's motivation
and view of self:

Drug Self

Lying
Fear of being caught
Aggressive
Hyperactive
Restless
Selling home
Borrowing money
Not being able to
Left home

Ideal Self

Working on job
Supporting wife
Drug-free
Great bond with
parents and children
Mentally stable
Saving finances

Cost and Benefit of
Substance
(with rating)

Cost (1-10)

Benefit (1-10)

-
- 1. Wife upset (10)
 - 2. Not wanting to stay at home (10)
 - 3. Humiliation (10)
 - 4. Disrespect from children (10)
 - 5. Feeling isolated (10)

T= 50

- 1. Relaxed feeling (10)
- 2.

T= 10

How to deal with substance abuse:

- Identify your triggers and make a plan to deal with them
 - Stress is often a trigger for all kinds of addictions. You could manage your stress using a meditation app, or a short walk outside.
 - Certain situations might act as triggers. You might decide to turn down invitations to events that might trigger you, or you could ask a friend to be your accountability partner.
 - Certain individuals can be triggers, so you may decide to spend less time around them.



Substance Use Triggers Worksheet

Instructions: List people, places, events, situations, objects, feelings, thoughts, memories, or times of day that trigger your cravings or urges. Rate the level of threat presented by each trigger using the scale below. Finally, list strategies for coping with each trigger that will help you avoid using.

0 ————— 1 ————— 2 ————— 3 ————— 4 ————— 5

No Threat

Moderate Threat

Severe Threat

Trigger (external or internal)	Level of threat (0-5)	Coping strategies
Overthinking (internal)	0 5	Distraction (TV, assigning worry time)
Stressful event (external)	0 4	Social support
Old spot (external)	0 5	Changing route Calling friend
Bitter memories of wife (internal)	0 3	Writing (venting)

How to deal with substance abuse:

- Tell yourself you'll wait 10 minutes:
 - If you feel a very strong urge to use drugs, delay by telling yourself you will make yourself wait 10 minutes.
 - When that 10 minutes is up, if the urge is still strong, tell yourself you'll wait another 10 minutes. Keep delaying until the urge passes.



How to deal with substance abuse:

- Remove temptations from your environment
- Fill your time with healthy activities. Create new pleasant activities
- Celebrate every accomplishment
- Seek professional help
- Counterconditioning: replacing an undesirable response (such as craving or using substances) with a more desirable or healthier response.



- In the context of substance abuse, counterconditioning involves identifying the triggers that cause cravings for the substance and then training the individual to associate those triggers with alternative, healthier behaviors or feelings that are incompatible with substance use. This helps weaken the connection between the trigger and the urge to use the substance.
- For example, if someone feels the urge to drink alcohol when they are stressed (the stress is the trigger), a therapist might help them learn relaxation techniques like deep breathing or meditation (the new, healthier response). Over time, when the person encounters stress, they may automatically engage in relaxation techniques instead of turning to alcohol, effectively "counterconditioning" the old craving behavior.

Suicidal Thoughts

How to deal with it:

- Manage Negative Self-Talk
- Focus on Self-Compassion
- Peer Support
- Mindfulness and Meditation
- Develop Coping Strategies





Can We Understand The Unconscious Mind?

How to deal with it:

- Freudian Slip

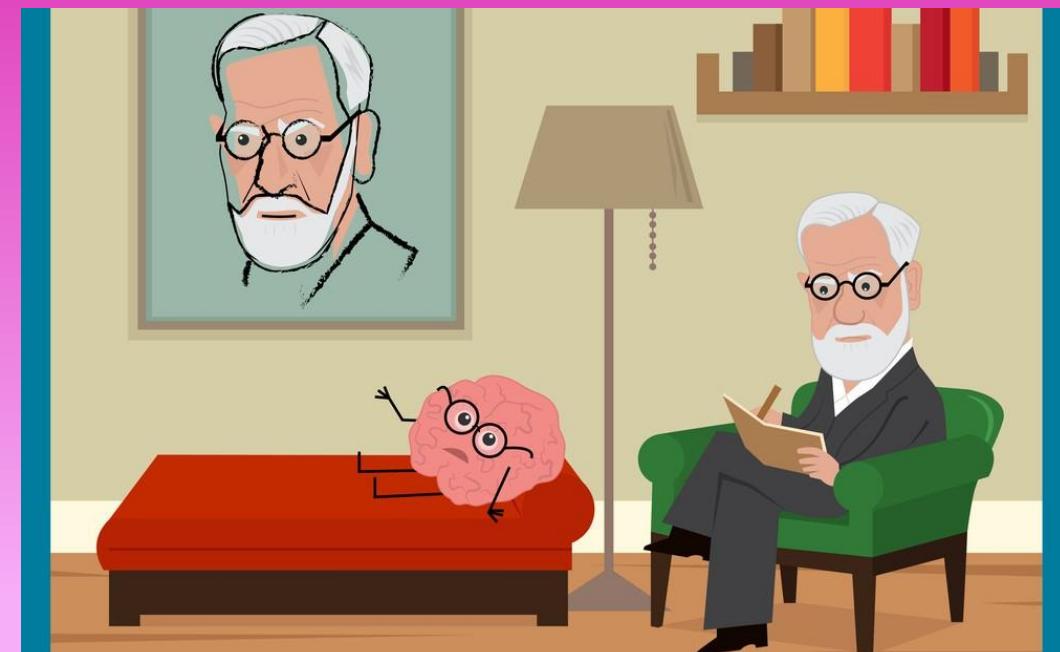
We reveal what is really on our mind by saying something we didn't mean to. Freud believed that these were no accidents but were due entirely to the workings of the unconscious. As such, they were a valuable source of insight into this part of the human mind.

Can We Understand The Unconscious Mind?

- Free Association

As unconscious ideas and emotions emerge, the therapist helps the client explore and make meaning of them.

- Dream Analysis Freud (1900) considered dreams to be the royal road to the unconscious



Thank you!

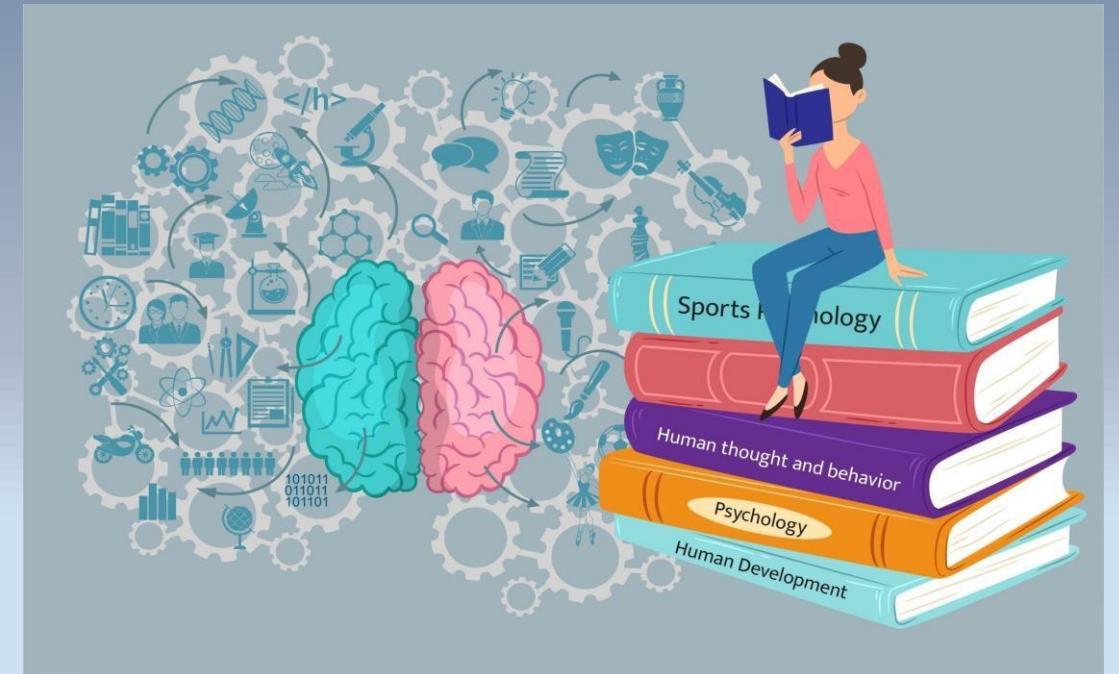
Learning

Anoosha Rehan, Lecturer, FAST NUCES CFD

Definition

- Psychologists define learning as a relatively permanent change in behavior (or in the capacity for behavior) due to experience. The core of this definition is the phrase change in behavior (Feldman, 2011).
- After learning, we can do something new that we couldn't do before, providing us with enormous advantages in surviving a changing world.

The psychology of learning focuses on a range of topics related to how people learn and interact with their environments.



Learning

- **Learning -**
 - Long lasting change in a subjects behavior brought about by repeated experiences in that situation
- Can't be explained on the basis of **native response tendencies** (instinct or natural behaviors), **maturity or temporary states** (fatigue, drugs, etc)



Types of Learning

Learning is traditionally divided into three categories:

- Associative learning
 - Non-associative learning
 - Cognitive learning



- Associative learning
- Associative learning occurs when we form associations, or connections, among stimuli, behaviors, or both. In other words, if A happens, then B is likely to follow. This type of learning helps us to predict the future based on past experience.
- The formation of associations, or connections, among stimuli and behaviors.

- Two important types of associative learning are:
 - Classical conditioning
 - Operant conditioning
- In classical conditioning, we form associations between pairs of stimuli that occur sequentially in time.

- Classical conditioning example
- If a child sees a bee for the first time and then gets stung, the child forms a connection between seeing bees and the pain of being stung. The next time a bee flies by, the child is likely to feel quite frightened.

- In operant conditioning, we form associations between behaviors and their consequences.

Example:

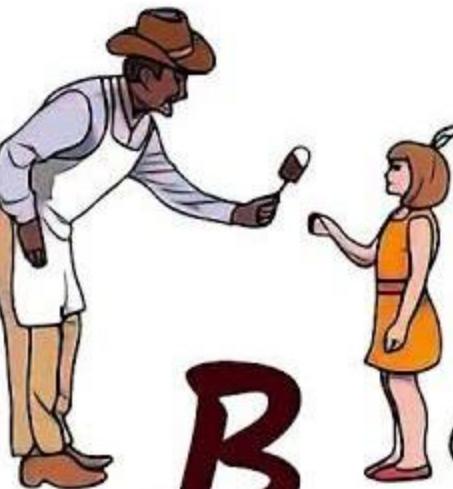
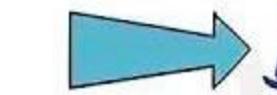
- If you study hard, you will get good grades.

Behavioural Perspective: ABC Model



A

Antecedent



B

(Behaviour is Repeated if consequence is favourable.)

Yum Yum..

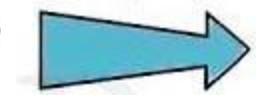
It was so tasty

I want to eat again.



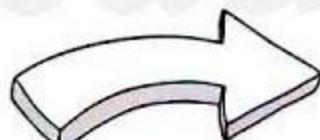
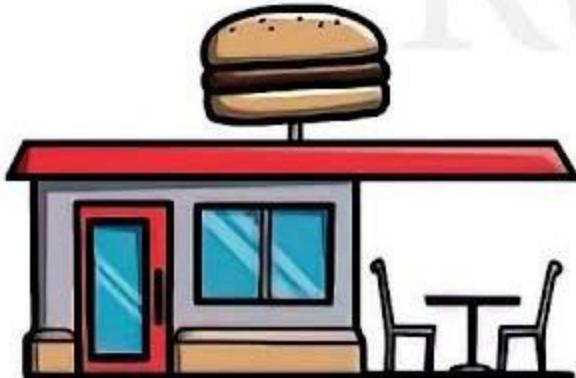
C

Behaviour



Consequence

(Behaviour is Not Repeated if consequence is unfavourable.)



Food was awful...

Next time I won't visit that restaurant.



Applications of Operant Conditioning

- Reinforcement: The process by which a stimulus increases the probability that a preceding behavior will be repeated (Feldman, 2011).
- Primary: Food, water and adequate warmth
- Secondary: stimulus that has been associated with something that satisfies a need
 - Example. Money
- Positive: when presented this type of reinforcement strengthens a response
 - Example. Throughout the semester, the professor provides verbal feedback and recognition to students who actively participate.
- Negative: This type of reinforcement strengthens a response by its absence.
 - Example. Ending class 15 minutes early if students didn't disturb the class.

Applications of Operant Conditioning

- Education System
- Gaming Etc.

Operant Conditioning is used in enhancing decision making power. Operant conditioning techniques can be integrated into the treatment to reinforce positive decision-making behaviors. Individuals can be rewarded or praised for making good decisions and discouraged from repeating poor choices.



- Non-associative learning involves changes in the magnitude of responses to a single stimulus rather than the formation of connections between stimuli.
- Non-associative learning is a type of learning that occurs without the association of two stimuli. It is a simple form of learning that is common to all animals.
- Two important types of non-associative learning are:
 - Habituation
 - Sensitization

- Habituation reduces our reactions to repeated experiences that have already been evaluated and found to be unchanging and harmless.

Example:

- You might sleep better the second night than the first in the same hotel because you have adjusted to the unfamiliar noises in that environment.
- Imagine living near a busy train track. When the trains first start passing by, the noise is highly disruptive, and you may wake up every time. However, with time, you become accustomed to the noise, and it no longer disrupts your sleep.

- Sensitization increases our reactions to a range of stimuli following exposure to one strong stimulus. Following an earthquake, people experience exaggerated responses to movement, light, or noise.
- Sensitization is an increase in the response to a repeated stimulus over time. For example, if you are bitten by a dog, you may become more afraid of dogs in general. This increased fear is a result of sensitization.

Example:

- If you are awakened by a loud crash, even if you figure out it's just your roommate coming home late at night, it might be harder to get back to sleep because of your suddenly increased state of arousal. Every little sound now seems magnified.

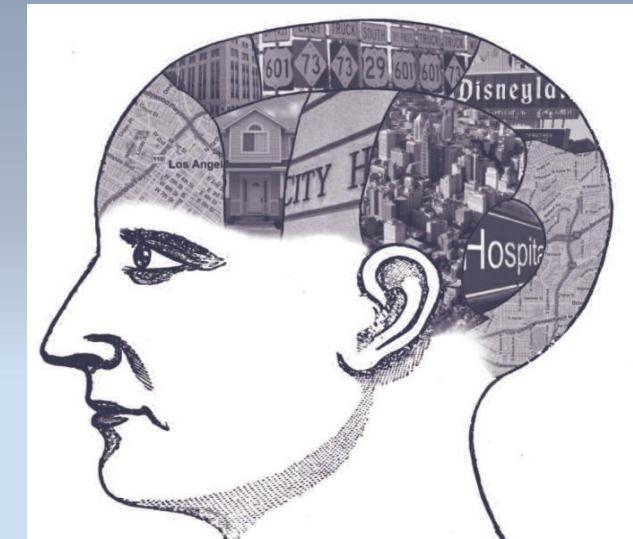
- In sensitization, the organism is simply exposed to a stimulus repeatedly. Over time, the organism becomes more sensitive to the stimulus, even though the stimulus itself has not changed. This is likely due to changes in the organism's nervous system.
- For example, if a rat is exposed to a loud noise repeatedly, it will become more sensitive to the noise. This means that the rat will startle more easily in response to the noise. However, the rat does not need to learn to associate the noise with a particular response. The rat simply becomes more sensitive to the noise in general.

- Non-associative learning is important because it allows animals to adapt to their environment. For example, habituation allows animals to ignore irrelevant stimuli and focus on important stimuli. Sensitization allows animals to learn to avoid dangerous stimuli.
- Examples of non-associative learning in everyday life:
- A baby cries when they hear a loud noise, but over time, they become habituated to the noise and stop crying.
- A dog barks at the sound of the doorbell, but over time, they become habituated to the sound and stop barking.
- A child is afraid of the dark, but over time, they become habituated to the dark and are no longer afraid.
- A person develops an allergy to peanuts after eating them several times. This is an example of sensitization.
- A person becomes more anxious after giving a presentation at work. This is an example of sensitization.

- Cognitive Learning: Cognitive Psychologists see learning as purposeful, not mechanical.
- People and animals can learn by thinking about something, or by watching others.
- Two kinds of learning that involve cognitive factors are:
 1. Latent Learning
 2. Observational Learning

1. Latent Learning

- Learning that remains hidden until needed.
- Creating mental pictures or cognitive maps.
- Latent learning is a type of learning that occurs without reinforcement and is not immediately apparent. It is a type of cognitive learning, because it requires the learner to understand the relationship between stimuli and events.
- On a piece of paper draw the layout of one of the following:
 - McDonalds
 - Subway
 - Hostel to Classroom
 - Your Home



- In latent learning, a rat might explore the maze without a reward. Although its behavior doesn't change immediately, the rat has acquired a mental map of the maze. Later, when a reward is introduced, the rat navigates the maze as efficiently as the rat that received rewards from the start. The learning was 'latent' because it wasn't demonstrated until a motivating factor (the reward) was introduced.

- Imagine you're a college student who has been commuting to and from your university for a semester. You've been taking the same route every day, from your home to the university, because that's the way your friends showed you, and it's the path you've become comfortable with. You've learned the route, but you haven't paid much attention to the details or alternative paths.
- Latent Learning: One day, your friends offer you a ride to university, and you passively notice that they take a different route that's shorter and less congested. Although you weren't actively trying to learn this new route, you've gained knowledge about it.
- Realization: Later in the semester, your regular route is unexpectedly closed due to construction. Remembering the shorter route you observed with your friends, you decide to take it. You've used the knowledge you gained earlier without an immediate reward, and it has now become valuable.

2. Observational learning, also known as social learning or modeling, occurs when one organism learns by watching the actions of another organism.

- Given by Albert Bandura:
 - We acquire knowledge and skills by observing, and imitating others.
 - Most psychologists agree that media plays a role in shaping behavior.



Observational learning example:

- If your knowledge of table manners does not extend to the many forks, knives, and spoons at a fancy dinner, you might want to watch what others do before diving into your food.





DARK Psychology

How to Detect and Defend

Anoosha Rehan

Lecturer, FAST NUCES CFD



WHAT IS DARK PSYCHOLOGY?

“It cannot be seen, cannot be felt, cannot be heard, cannot be smelt; It hides behind stars and under hills and empty holes; it fills; It comes first and follows after. Ends life, kills laughter”: (*Williams, J. W. (2020). Dark Psychology*)



WHAT IS DARK PSYCHOLOGY?

Dark Psychology, as the name suggests, delves into the darker aspects of human behavior and the mind. It's a study of how people use their knowledge of psychology to manipulate, control, and influence others for their own gain, often without the victim's awareness.

Think of a scenario where a salesperson uses flattery and emotional manipulation to convince you to buy something you don't need. You leave the store wondering why you bought it—this is a mild form of dark psychology in action.



ANALYZING DARK PSYCHOLOGY

- Common Tactics:

MANIPULATION

In plain terms, to manipulate someone is to control or influence that person cleverly or unscrupulously. Like it or not, we have all manipulated a person or a situation for a desirable outcome.

Example: *A colleague might manipulate you into covering their shift by saying they have a family emergency, even if they don't. You feel obligated, but they just wanted the day off.*



ANALYZING DARK PSYCHOLOGY

- Common Tactics:

Lying

One of the most common tactics employed by manipulators is lying. They are adept at coming up with grand stories that have no real bearings on the truth.

Example: *Think of someone who constantly invents stories about their achievements to appear more successful. Their goal is to make you feel inferior or to gain your admiration.*



ANALYZING DARK PSYCHOLOGY

- Common Tactics:

Guilt tripping and shaming

When confronted for something they have done wrong they would instantly deny it and then promptly turn the tables around by making you feel bad for questioning them in the first place.

Example: *You confront a friend about canceling plans last minute, and they reply, 'I didn't realize spending time with me was such a burden for you,' leaving you feeling guilty instead of holding them accountable.*



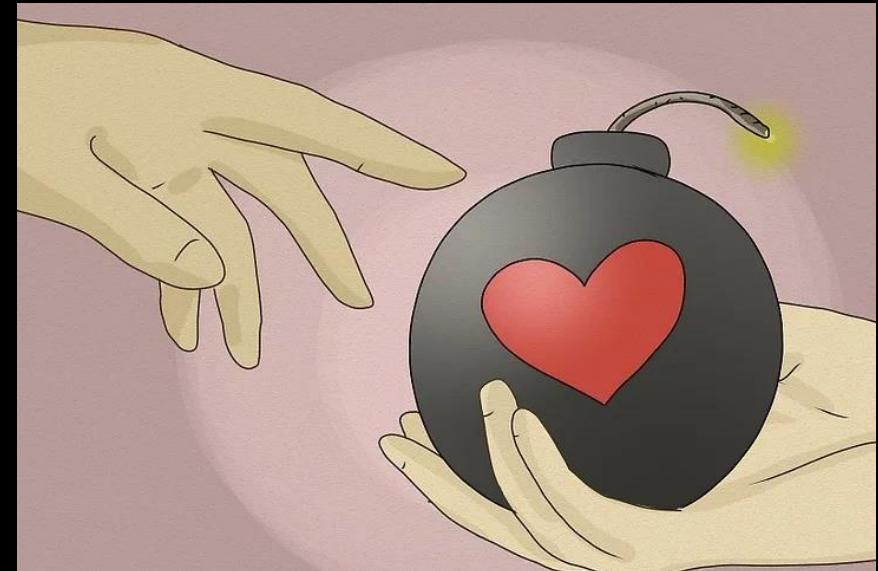
ANALYZING DARK PSYCHOLOGY

- Common Tactics:

DECEPTION (⚠️ Red Flags)

Deception is defined as the act of hiding the truth, especially to gain an advantage.

Example: *A partner may hide their financial troubles, presenting a false image of stability, only to reveal the truth when it's too late to back out of a joint commitment.*



ANALYZING DARK PSYCHOLOGY

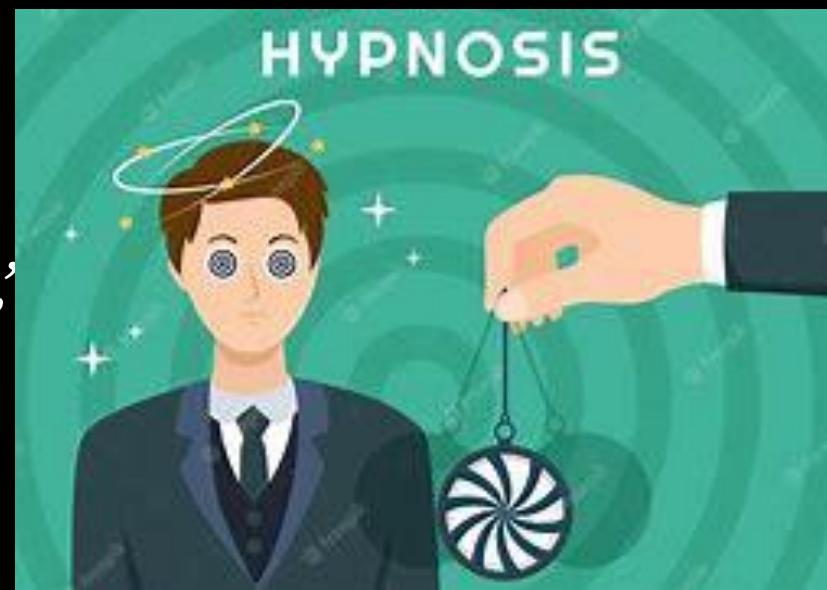
- Common Tactics:

HYPNOSIS

The key elements in hypnosis are the power of suggestion and the repetitive use of words that resonates deeply.

Example: *Advertisers frequently use this technique. Hearing slogans repeatedly—such as ‘Because you’re worth it’—shapes how you view yourself and influences purchasing decisions.*

A friend might constantly tell you, ‘You’re always so forgetful,’ until you start believing it, even though it may not be true.



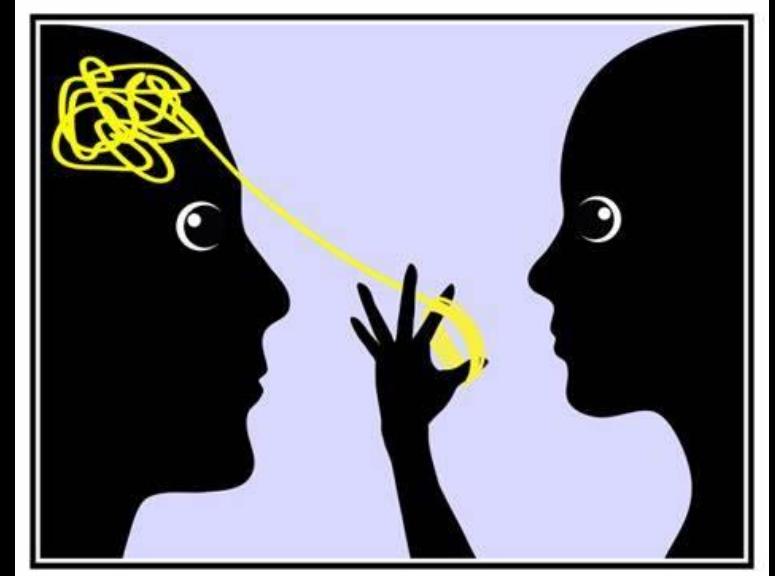
ANALYZING DARK PSYCHOLOGY

- Common Tactics:

Gaslighting

Gaslighting refers to a form of manipulation where a person tries to convince someone that they're going crazy, or that their memory is failing them to get them to believe something beneficial for the gas-lighter.

Example: *Imagine your partner denies ever saying something, even though you clearly remember it. Over time, they make you question your memory, and you start to believe them, doubting your own experiences.*



Tactic	Definition	How It Works	Example	Effect on Victim
Manipulation	Controlling or influencing a person's behavior cleverly or dishonestly for personal gain.	Subtle persuasion to guide someone into doing something that benefits the manipulator, often without awareness.	A boss downplays an employee's contribution to discourage them from asking for a raise.	Victim may feel guilty, confused, or obligated to comply with the manipulator's desires.
Lying	Telling falsehoods or creating fabricated stories to mislead others.	The manipulator creates false narratives to cover the truth or paint themselves in a favorable light.	A friend lies about where they were to avoid conflict but continuously spins more stories to cover the initial lie.	The victim's trust is eroded, and they may become unsure of what is true.
Guilt Tripping/Shaming	Making someone feel guilty or ashamed for questioning or confronting behavior.	The manipulator shifts the blame onto the victim, making them feel responsible or bad for raising legitimate issues.	A colleague says, "If you really cared about the team, you'd work overtime," making you feel guilty for not wanting to work extra.	Victim feels guilty or ashamed and often ends up complying to avoid further guilt or conflict.
Deception	Concealing or distorting the truth to gain an advantage.	The manipulator omits or distorts information to influence the victim's understanding of a situation.	A partner hides financial issues and only reveals them after a major financial commitment has been made.	Victim is misled, often resulting in poor decisions made on incomplete or false information.
Gaslighting	Manipulating someone to question their reality or sanity.	The manipulator denies events, distorts facts, or manipulates situations to make the victim doubt their own memory.	A spouse denies saying something that the partner clearly remembers, causing the partner to question their memory and reality.	Victim experiences confusion, self-doubt, and a weakened sense of self, becoming dependent on the manipulator's version of reality.
Hypnosis	Influencing someone's thoughts and behaviors using the power of suggestion and repetition.	Through repeated exposure to certain phrases or ideas, the manipulator implants thoughts or beliefs into the victim's mind.	Advertisers use repetitive slogans like "Just Do It" to shape behavior and create an emotional connection to a product.	Victim is subtly influenced over time, often without realizing their thoughts or decisions have been manipulated.

KEY AREAS IN OUR LIVES THAT MAKE US VULNERABLE TO DARK PSYCHOLOGY

- LOVE AND RELATIONSHIPS
- BLIND FAITH AND RELIGIOUS BELIEFS
- SOCIAL CONDITIONING
- AMBITION AND PERSONAL ASPIRATIONS
- EMOTIONAL SCARS



Avoiding Dark Triad Behavior

- IGNORE THE LIES THAT OTHERS TELL US: You Matter 🌈
- DON'T COVER UP Positive Self-Talk: Be Your Own Cheerleader 📣
- FORGIVE YOURSELF 🔒
- Trust Your Intuition: Listen to Your Gut 😮



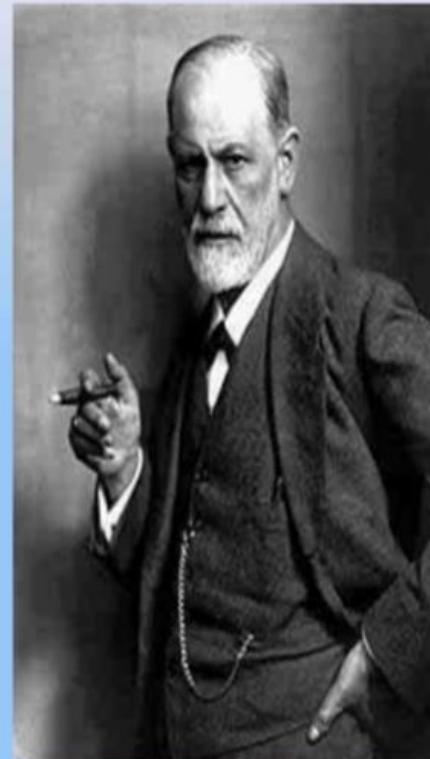
Personality

Anoosha Rehan, Lecturer, FAST NUCES CFD

Psychoanalytic Theory of Personality

Sigmund Freud (1856-1939)

- Born – May 6, 1856 in Freiberg, Moravia
- Graduated from Vienna University in 1873
- Physiologist, medical doctor, psychologist and father of psychoanalysis
- Founder of Psychoanalytic School of Psychology
- Died of cancer while exiled in England in 1939

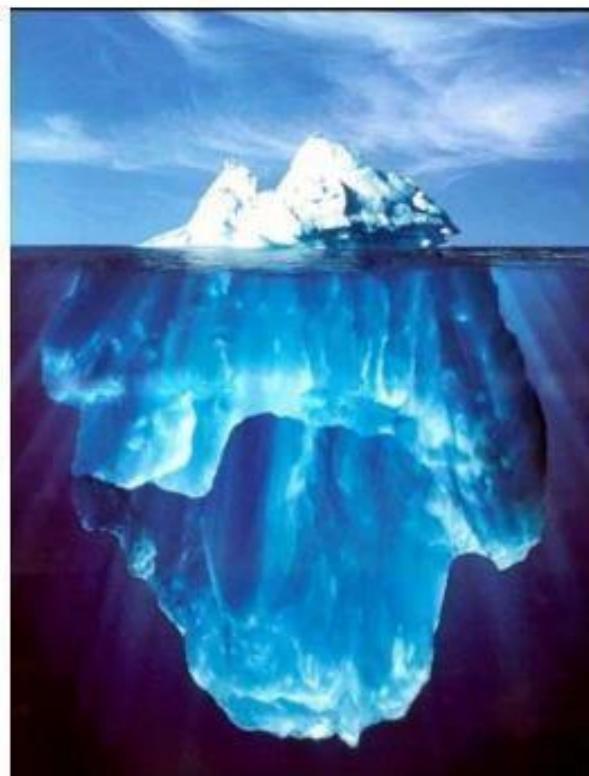


Psychoanalytic Theory of Personality

- Fathered by Sigmund Freud.
- Idea of the Libido (survival energy): driving force of all the behavior.
- Proposed the concept of Instincts:
 - Eros (life instinct)
 - Thanatos (death instinct)

Structure of Mind / Levels of Awareness

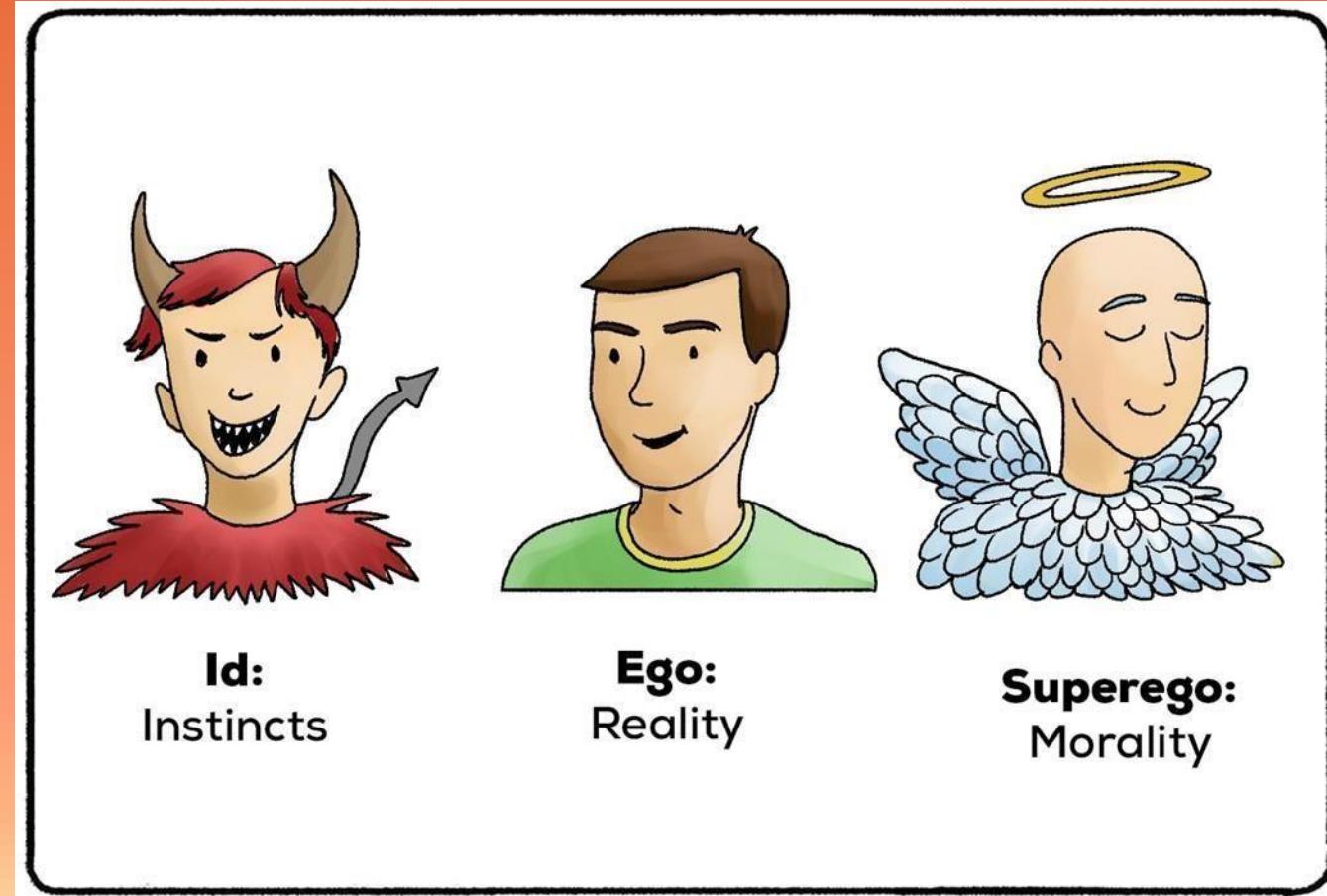
Structure of Mind/ levels of Awareness



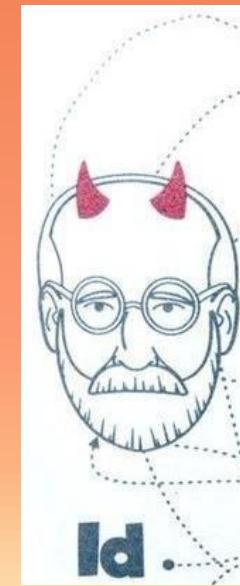
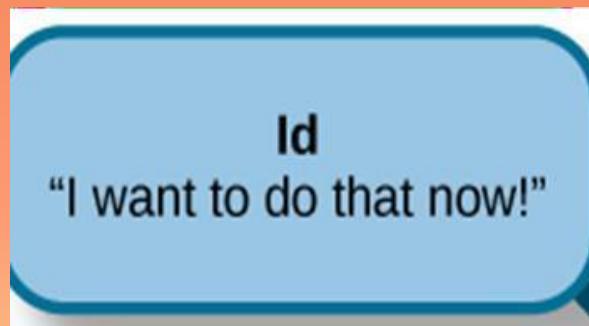
- **Conscious-** things we are aware of.
- **Preconscious-** things we can be aware of if we think of them.
- **Unconscious-** deep hidden reservoir that holds the true "us". All of our desires and fears.

Freud's Concept of Personality: Structure and level of personality

- Id
- Ego
- Superego



The id operates according to the pleasure principle in which the goal is the immediate reduction of tension and the maximization of satisfaction.



Id:

- Energy striving to satisfy basic drives.
- Exists entirely in the unconscious so we are never aware of it (but its influence can indirectly manifest in conscious thoughts and behaviors).
- Works on the pleasure principle.
- Avoids pain and receives instant gratification.

Ego:

- Develops after the Id works on the reality principle.
- Negotiates between the Id and the environment.
- In our conscious and unconscious minds.
- It is what everyone sees as our personality.

Ego:

In a sense, then, the ego is the “executive” of personality: it makes decisions, controls actions, and allows thinking and problem solving of a higher order than the id’s capabilities permit.

Ego

“Maybe we can
compromise.”

Ego:

Example: If an individual seriously wants to harm his foe in order to take revenge. His id says just take the revenge, but his ego does not want to end up in jail or face any serious consequences. So the person decides to stay out.



Superego:

The superego is the final personality structure to develop in childhood. According to Freud, the superego is the part of personality that harshly judges the morality of our behavior. It represents the rights and wrong of society as taught and modeled by a person's parents, teachers, and other significant individuals.



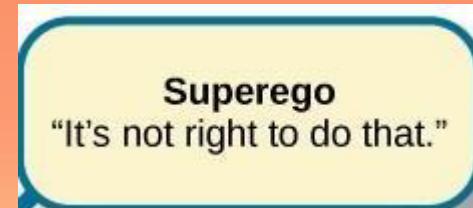
Superego:

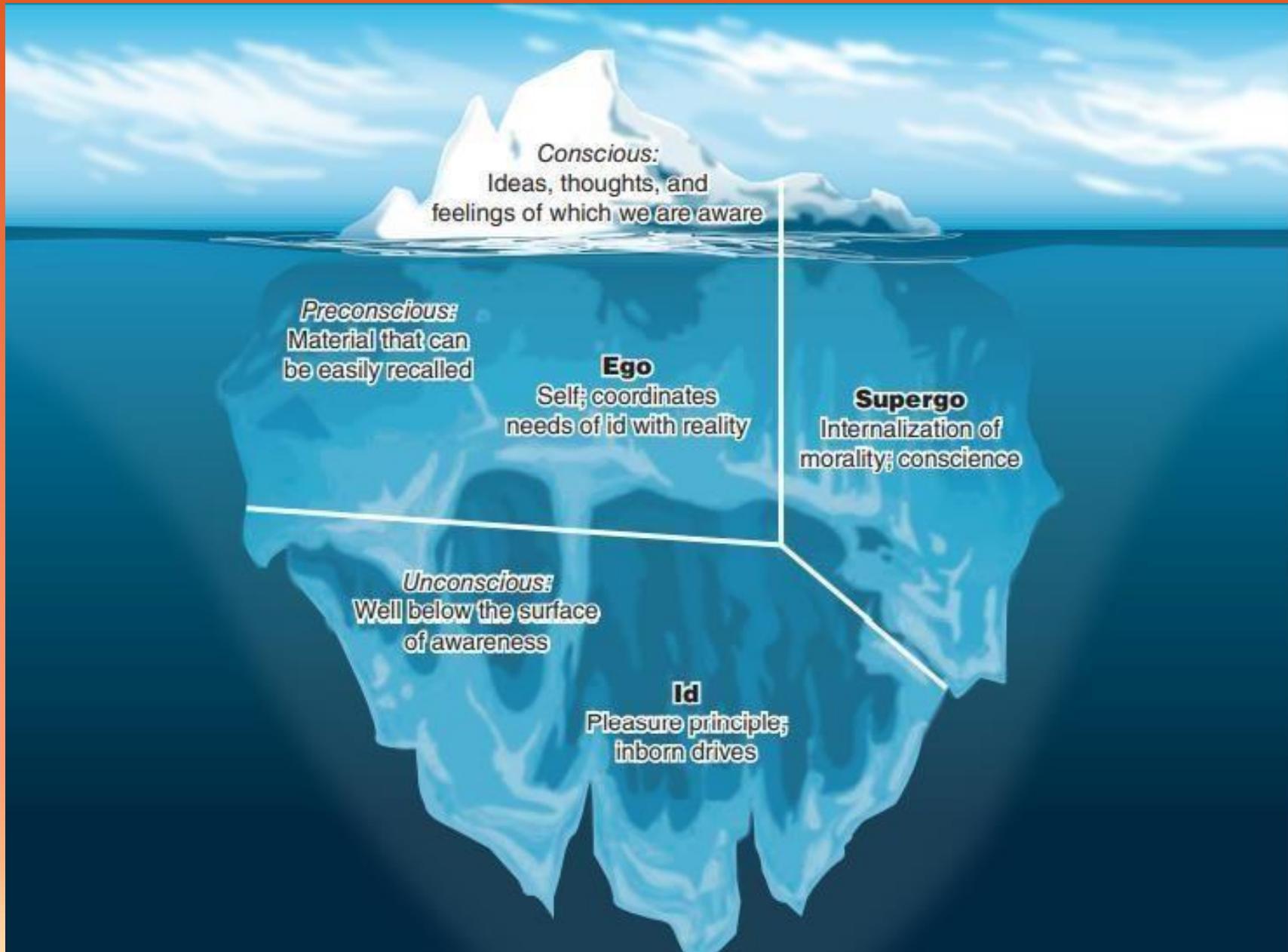
The superego includes the conscience, which prevents us from behaving in a morally improper way by making us feel guilty if we do wrong. The superego helps us control impulses coming from the id, making our behavior less selfish and more virtuous.



Superego:

- Develops at the age of about 5.
- It is our conscience (what we think the difference is between right and wrong).
- The ego often mediates between the superego and id.

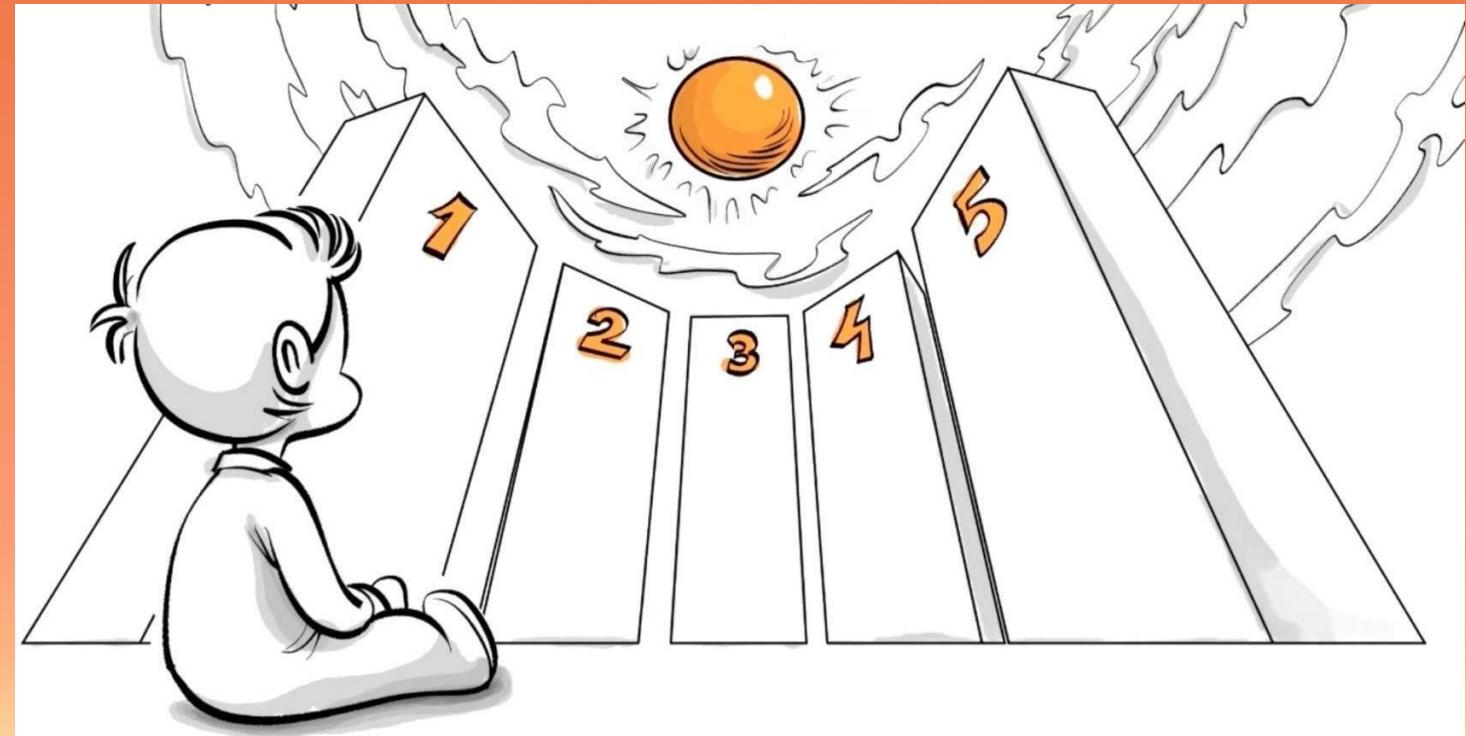




Freud's psychological stages of Development

Stages of psychological development:

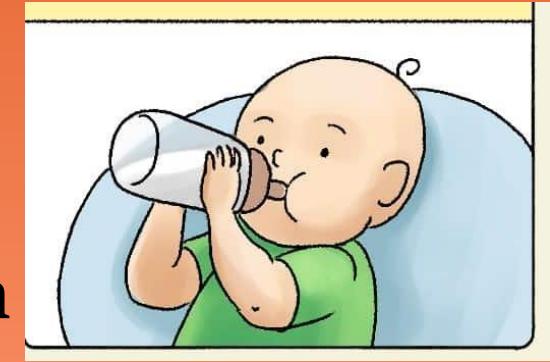
- Oral
- Anal
- Phallic
- Latency



- According to Freud, if we are not able to resolve the conflicts that occur at a particular psychological stage, we may become locked in that conflict throughout life—something he called fixation. Fixations are conflicts or concerns that persist beyond the developmental period in which they first occur. Such conflicts may be due to having needs ignored.
- A fixation is a persistent focus of the id's pleasure-seeking energies at an early stage of psychosexual development.
- Oral, anal, and phallic fixations occur when an issue or conflict in a psychosexual stage remains unresolved, leaving the individual focused on this stage and unable to move onto the next.

Oral Stage (birth to 1 year):

- Gratification is obtained through oral route.
- At this stage in life infant's gratification is oral, or mouth such as drink milk, pacifier and put all toys in the mouth.
- Freud believed oral stimulation or unmet needs could lead to an oral fixation in later life, such as smoking, nail-biting, finger-chewing, and thumb sucking.
- Oral personalities engage in such oral behaviors, particularly when under stress.



Anal (1-3 years):

- Conflict between child's ability to eliminate wastes at will versus societal expectations of toilet training.
- At this point, the major source of pleasure changes from oral to anal region and children obtain considerable pleasure from both retention and expulsion of feces. If toilet training is particularly demanding, fixation might occur.
- If a child experiences excessive control and pressure during toilet training, they might become fixated at the anal stage. As adults, they may exhibit characteristics of excessive orderliness, punctuality, rigidity, and a need for control—or extreme disorderliness and sloppiness in adulthood.

Phallic stage (3-6 years):

- Oedipus complex:

Essentially, a boy feels that he is attached with his mother.

- Electra complex:

A girl feels that she is attached to her father.

Fixation: In adulthood, this might manifest as difficulties in forming healthy romantic relationships

Latency (6-12 years):

- Focus on internalization of society's rules. Freud thought that during the latent Stage, focus is towards school work, hobbies and friendships.
- In this stage, children develop social skills and find comfort in family and peer interactions.
- Much of the child's energy is channeled into developing new skills and acquiring new knowledge.
- While fixation is less common during this stage, unresolved conflicts related to earlier stages can still affect development.



Freud's Personality Fixation

Oral



Forceful feeding
Deprivation
Early weaning

Oral activities (e.g., smoking), dependency, aggression.

Anal



Toilet training:
Too harsh
Too lax

Obsessiveness, tidiness, mean-ness; untidiness, generosity

Phallic



Abnormal family set-up leading to unusual relationship with mother/father

Vanity, self-obsession, sexual anxiety , inadequacy, inferiority, envy

Examples of Psychological Fixations

Oral Fixations



nail-biting



Anal Fixations



rigidity



Phallic Fixations



pride



Defense Mechanisms

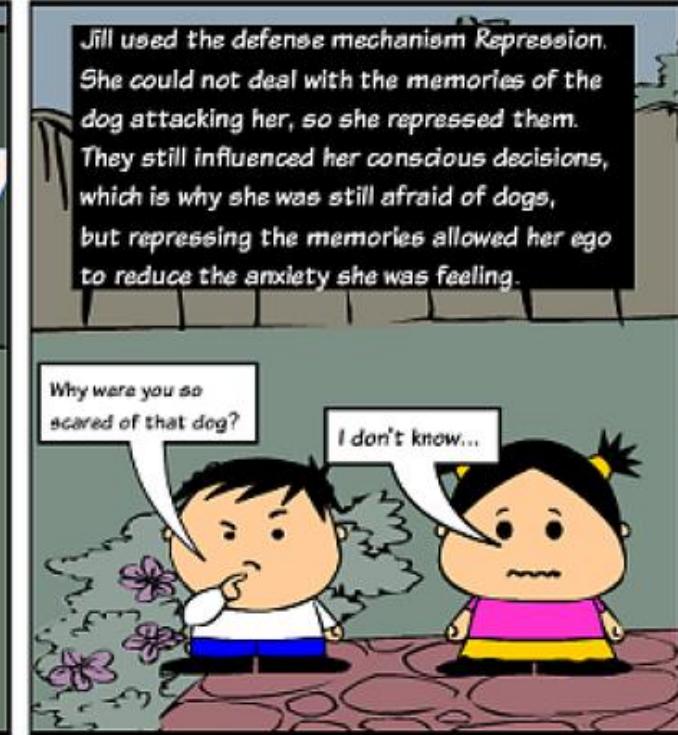
- The ego has a pretty important job and that is to protect you from threatening thoughts in our unconscious.
- One way it protects us is through defense mechanisms.
- You are usually unaware that they are even occurring.



Repression

- We deliberately and consciously try to push away thoughts into our unconscious.
- Sometimes it is called Motivated Forgetting.
- Being abused as a child but not remembering the abuse.

REPRESSION - BY KATHERINECLAIRE

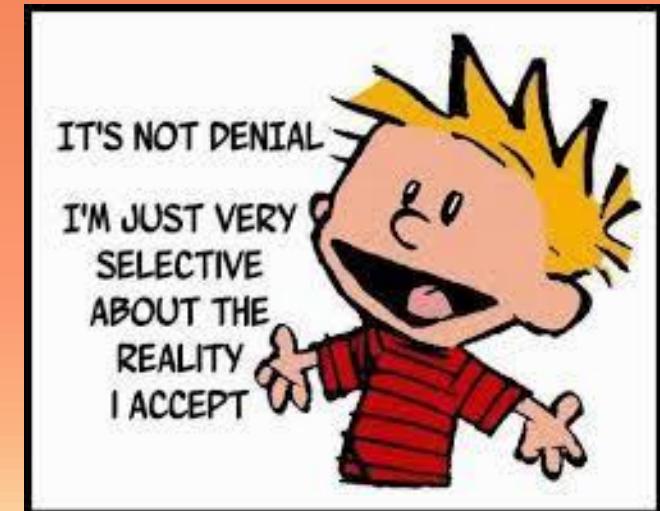


WWW.TOONDOO.COM

Jill used the defense mechanism Repression. She could not deal with the memories of the dog attacking her, so she repressed them. They still influenced her conscious decisions, which is why she was still afraid of dogs, but repressing the memories allowed her ego to reduce the anxiety she was feeling.

Denial:

- Not accepting the ego-threatening truth.
- Individual will refuse to accept the reality.
- You completely reject thoughts and feelings that cause you anxiety.
- A person with a smoking problem may repeatedly deny that they have an issue, even when confronted with evidence of their chain smoking.



DENIAL



This defense mechanism is called Denial. The main objective that denial plays in protecting the ego from things that the person cannot cope with. For example, A mom tells her daughter to clean her room. She doesn't because she denies that it is messy.

Displacement:

- Redirecting one's feelings toward another person or object.
- Often displaced on less threatening things.
- After a difficult day at work, a person might come home and take out their frustration on a family member or household object rather than addressing the issues at work.

DISPLACEMENT - BY KATHERINECLAIRE

WWW.TOONDOO.COM



Projection:

- Believing that the feelings one has toward someone else are actually held by the other person and directed at oneself.
- Projection involves attributing one's unacceptable thoughts, feelings, or qualities to others.
- Someone who is secretly envious of a coworker might accuse the coworker of being jealous of them, projecting their own feelings onto the other person.
- Feeling attracted to someone other than your spouse, then fearing that your spouse is cheating on you

PROJECTION - BY KATHERINECLAIRE

WWW.TOONDOO.COM



Reaction Formation

- Expressing the opposite of how one truly feels.
- Unconscious impulses are expressed as their opposite in consciousness.
- Someone with deep-seated anger toward a family member might go out of their way to show excessive affection and kindness to that person, masking their true anger.
- Being sad about a recent breakup, but acting happy about it.

REACTION FORMATION

- BY RACHAELB404

WWW.TOONDOO.COM

HEY MIRANDA, ARE WE STILL
ON FOR TONIGHT?

REACTION FORMATION

I'm so sorry I completely forgot
about our plans and already
made other ones with Liz!

IM SO MAD!!!!!!!

I hope you aren't mad.

I'm not mad, I'm glad, I didn't wanna hang out anyways.

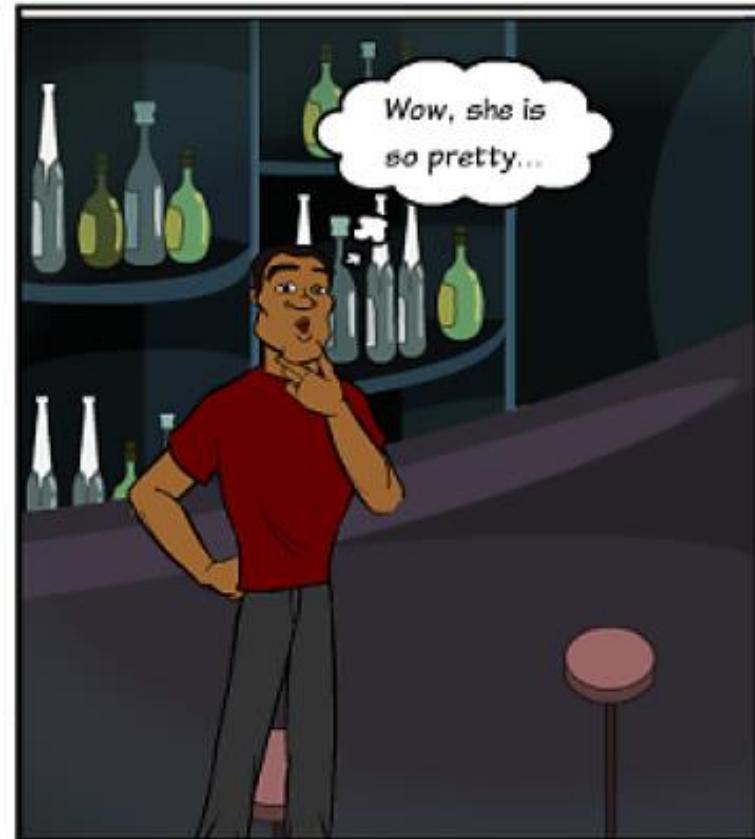
Rationalization

- People provide self-justifying explanations, which are often untrue.
- Coming up with a beneficial result of an undesirable outcome.
- Justifying an unacceptable feeling or behavior with logic.
- Being denied a loan for your dream house, then saying it's a good thing because the house was too big anyway.
- A student who fails an exam might rationalize it by saying they didn't really want a good grade or that the test was unfair, avoiding the acknowledgment of their lack of preparation.



RATIONALIZATION - BY KATHERINECLAIRE

WWW.TOONDOO.COM



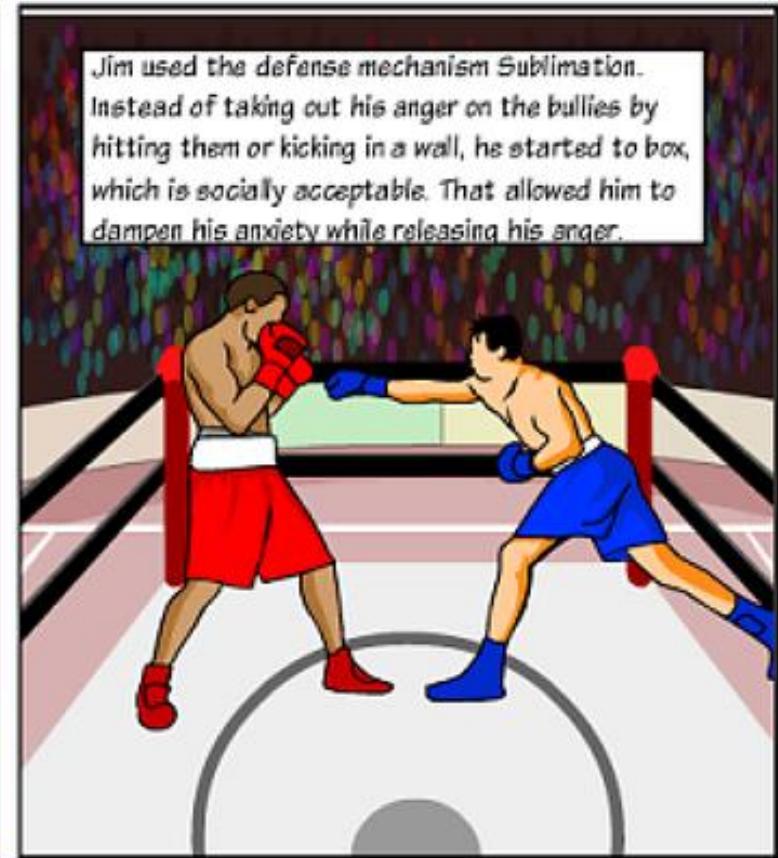
Sublimation

- Acting out unacceptable impulses in a socially acceptable way.
- Channeling one's frustration toward a different goal.
- Sometimes a healthy defense mechanism.
- Being upset with your spouse but going for a walk instead of fighting.
- A person with aggressive tendencies might become a successful competitive athlete, channeling their aggression into their sport.



SUBLIMATION - BY KATHERINECLAIRE

WWW.TOONDOO.COM

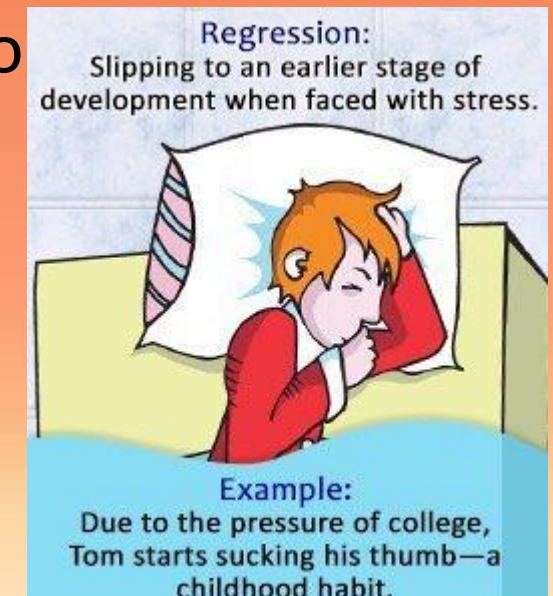


Regression

Returning to a previous immature stage of development.

This type of defense mechanism may be most obvious in young children. If they experience trauma or loss.

Hugging a teddy bear when you're stressed, like you were a child.





Regression: Regression is where one attempts to handle stress by reverting to a previous psychosexual stage in which they are fixated. In this scenario, Mark displays regression because he attempts to deal with stress from work by regressing to the oral psychosexual stage in which he is fixated. His fixation is shown by his excessive eating.

- To deal with anxiety, Freud believed that defense mechanisms helped shield the ego from the conflicts created by the id, ego and superego.
- So what happens when the ego cannot deal with the demands of our desires, the constraints of reality, and our own moral standards?
- According to Freud, anxiety is an unpleasant inner state that people seek to avoid. Anxiety acts as a signal to the ego that things are not going the way they should. As a result, the ego employs some sort of defense mechanism to help reduce these feelings of anxiety.

These defense mechanisms are thought to be strategies the mind employs to protect the individual from emotional distress or anxiety. While they can be adaptive in moderation, an overreliance on defense mechanisms can interfere with healthy coping and self-awareness.

Thank you!

Personality

Anoosha Rehan, Lecturer, FAST NUCES CFD

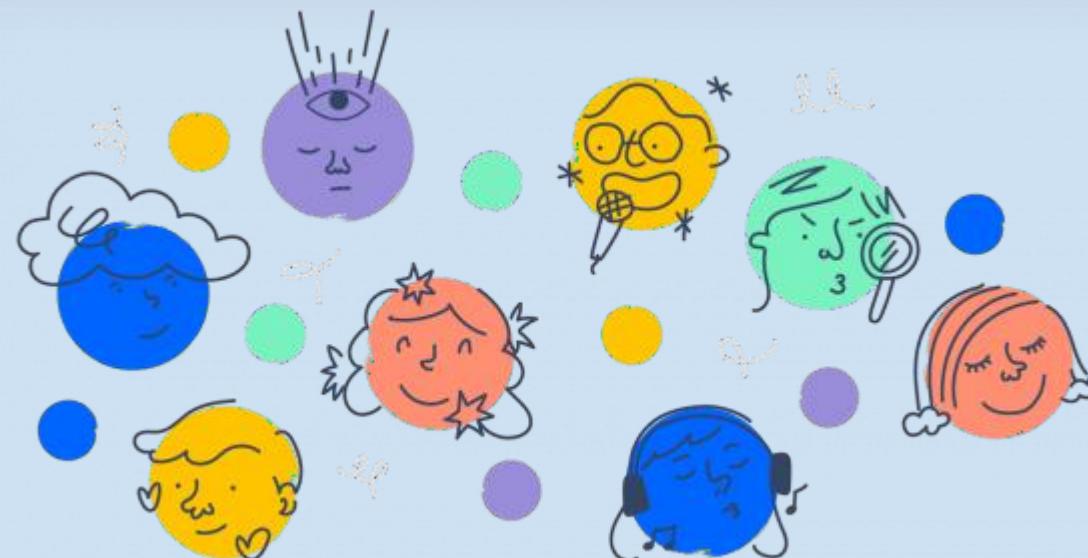
Definition of Personality

- A person's pattern of thinking, feeling and acting.
- Personality refers to the characteristic patterns of thinking, feeling, and behaving (Cacioppo & Freberg, 2013).
- An individual's unique and relatively stable patterns of behaviors, thoughts, and feelings (Baron & Misra, 2014).



Definition of Personality

Personality is the pattern of enduring characteristics that produce consistency and individuality in a given person. Personality encompasses the behaviors that make each of us unique and that differentiate us from others. Personality also leads us to act consistently in different situations and over extended periods of time.



Types of Personalities

Type A

- Ambitious
- Easily angered
- Stress prone
- Highly competitive
- Workaholics
- Feel time pressure
- More prone to heart disease & hypertension
- Health neglect

Type B

- Relaxed
- Calm and composed
- Less stressed
- Easygoing
- Don't face much health problems
- Single-tasking
- Time flexibility
- Patient
- Health conscious

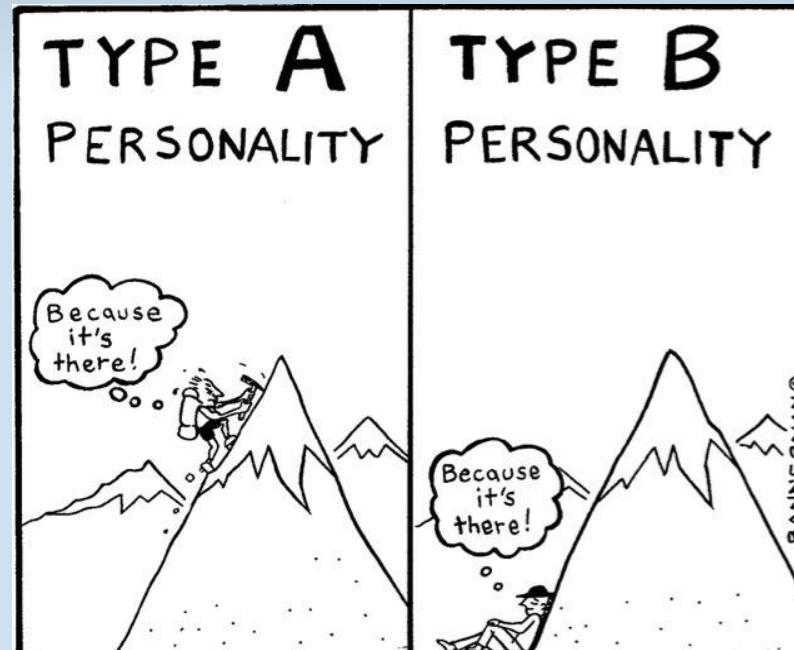
Types of Personalities

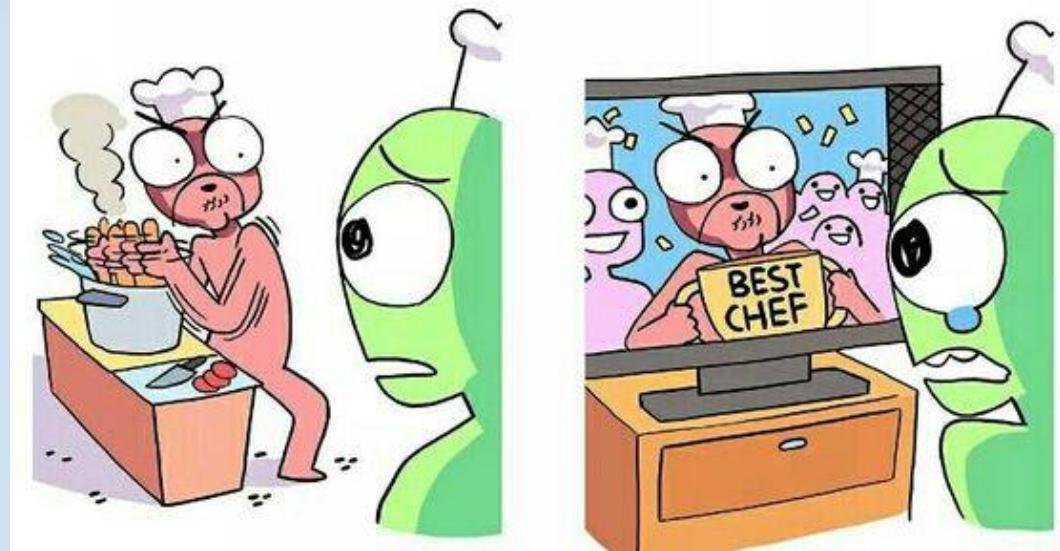
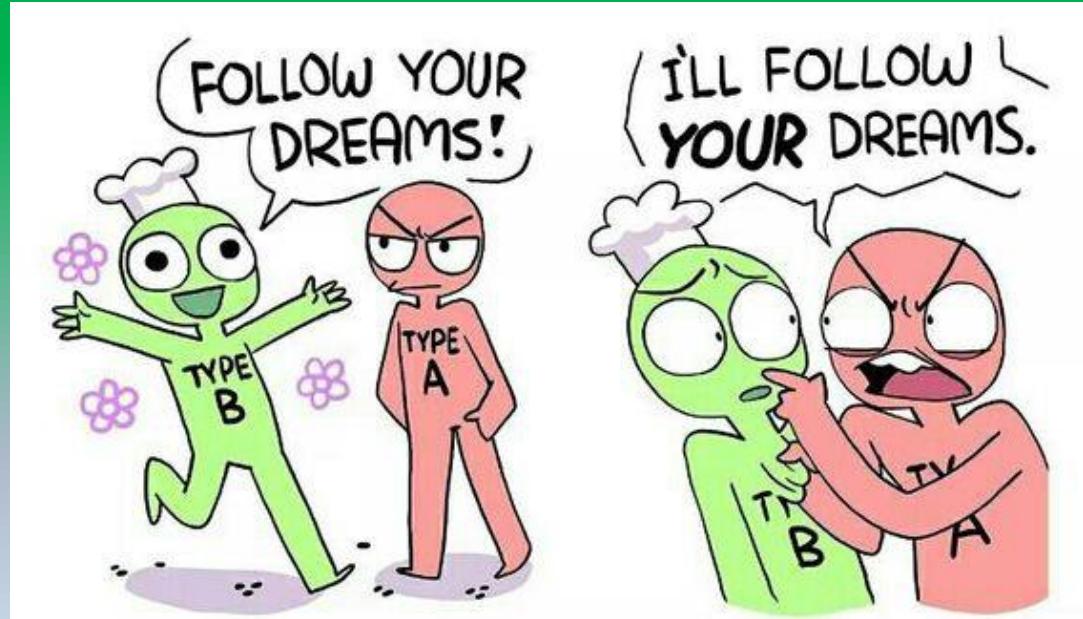
Type A

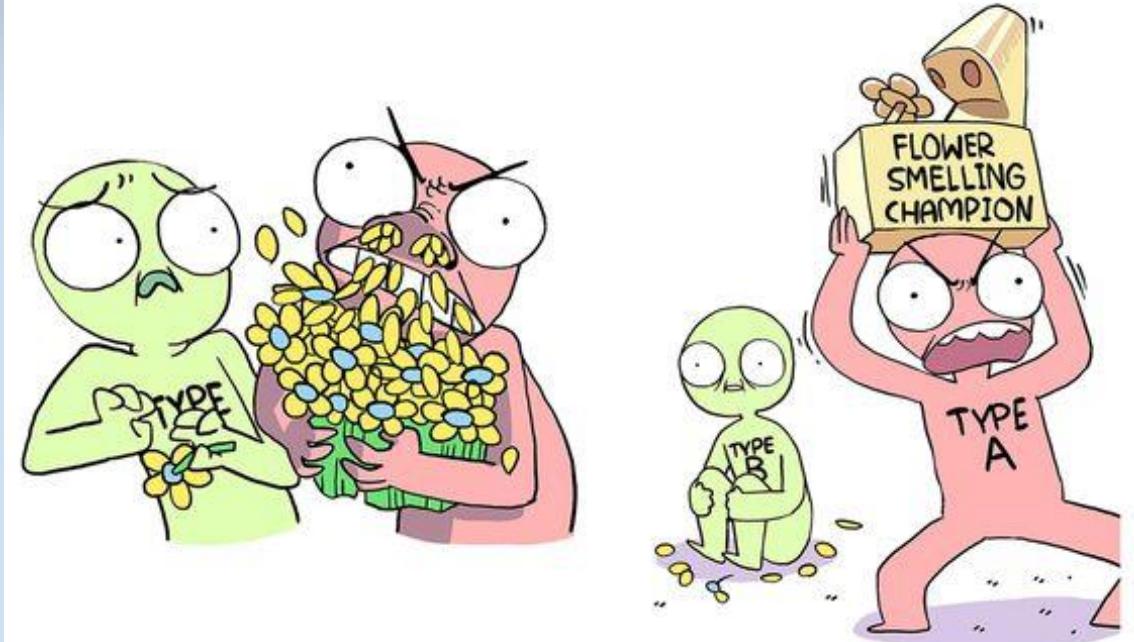
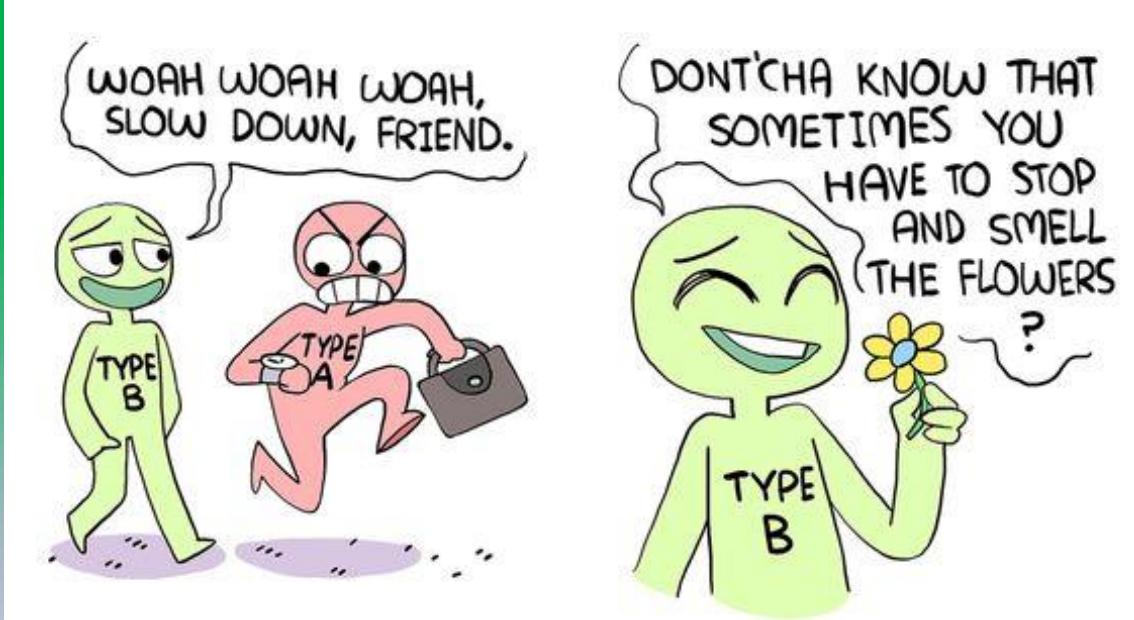
- Work hard
- Play hard to win
- Impatient (get destructive)
- Dominating

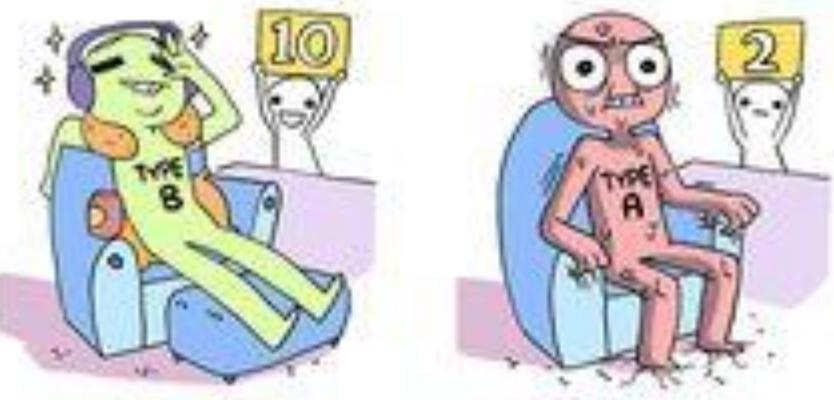
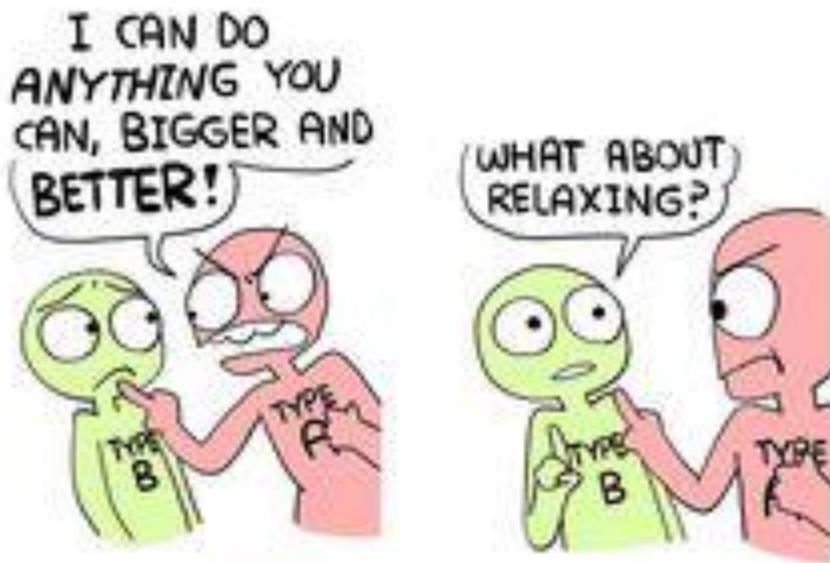
Type B

- As hardworking as type A but they don't mind losing
- Play for entertainment
- Flexible (get productive)
- Emotional & Expressive









Would you rather:

- a) Finish all your tasks perfectly, even if it means staying up late,
- OR
- b) Get a good night's sleep and risk not finishing everything but feeling well-rested for the next day?

Would you rather:

a) Lead a team project, taking charge and making decisions,

OR

b) Work collaboratively on a team, contributing your ideas but letting others lead?

Would you rather:

- a) Have a highly structured daily routine
with planned activities,
OR
- b) Have a flexible schedule, adapting to
spontaneous plans and opportunities?

Would you rather:

- a) Win a competition, even if it means intense preparation and sacrifice,
OR
- b) Enjoy the experience of participating in the competition, regardless of the outcome?

Would you rather:

a) Multitask and juggle multiple responsibilities simultaneously, aiming to accomplish as much as possible in a short amount of time,

OR

b) Focus on completing one task at a time, giving each task your full attention and concentration, even if it means taking longer to finish?

Assessment of Personality

- Personality assessment involves the techniques for systematically gathering information about a person in order to understand and predict behavior.
- Goal of personality assessment is to obtain reliable, valid measures of individual differences that will permit the accurate prediction of behavior.
- There are main 2 types of tests to assess personality:
 - i. Projective Tests
 - ii. Non-Projective Tests

Assessment of Personality

Projective Test

- A projective personality test is where the subject is given an ambiguous stimulus and is asked to respond spontaneously.
- Stimulus consists of words, pictures or inkblots with no clear answer. The test-takers are asked to respond with their thoughts, feelings, or interpretations.
- These responses are believed to reveal unconscious aspects of the individual's personality.
- The responses in projective tests are open-ended and can vary widely among individuals.

Assessment of Personality

- The ambiguous stimulus allows test takers to project their own needs, dreams, feelings into their response. The observer's responses to the stimulus are then used to infer information about the observer's personality.
- All projective tests are based on the projective hypothesis which states that the individual's response to an ambiguous stimulus represents a projection of his or her own inner, often unconscious, feelings and needs.

Assessment of Personality

Projective tests are the indirect method of personality assessment based on psychoanalytic assumptions:

- Personality is mostly unconscious.
- People are unaware of contents of unconscious.



Assessment of Personality

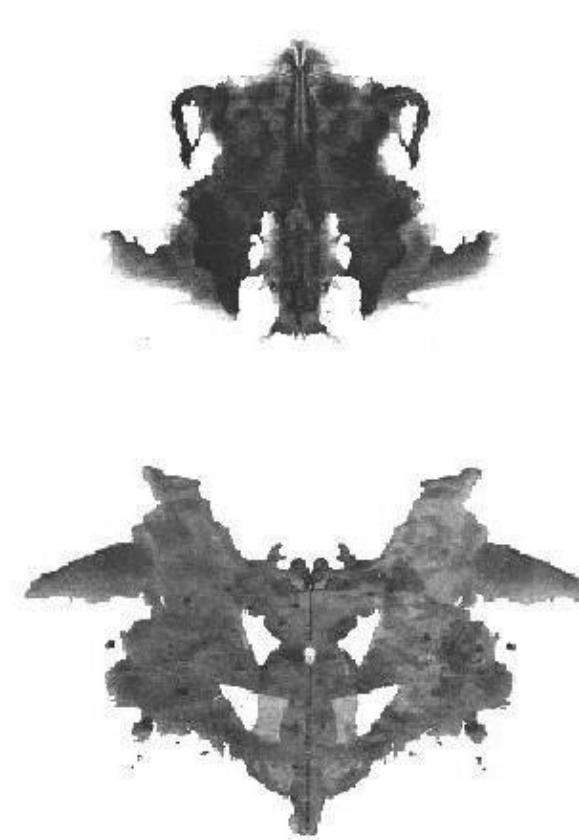
The 2 most frequently used projective tests are:

- i. Rorschach Inkblot Test
- ii. Thematic Apperception Test (TAT)

Rorschach Inkblot Test:

- The most widely used projective test.
- A set of ten inkblots designed to identify people's feelings when they are asked to interpret what they see in the inkblots.
- In this test, Reactions to inkblots are employed to classify personality types.

Assessment of Personality

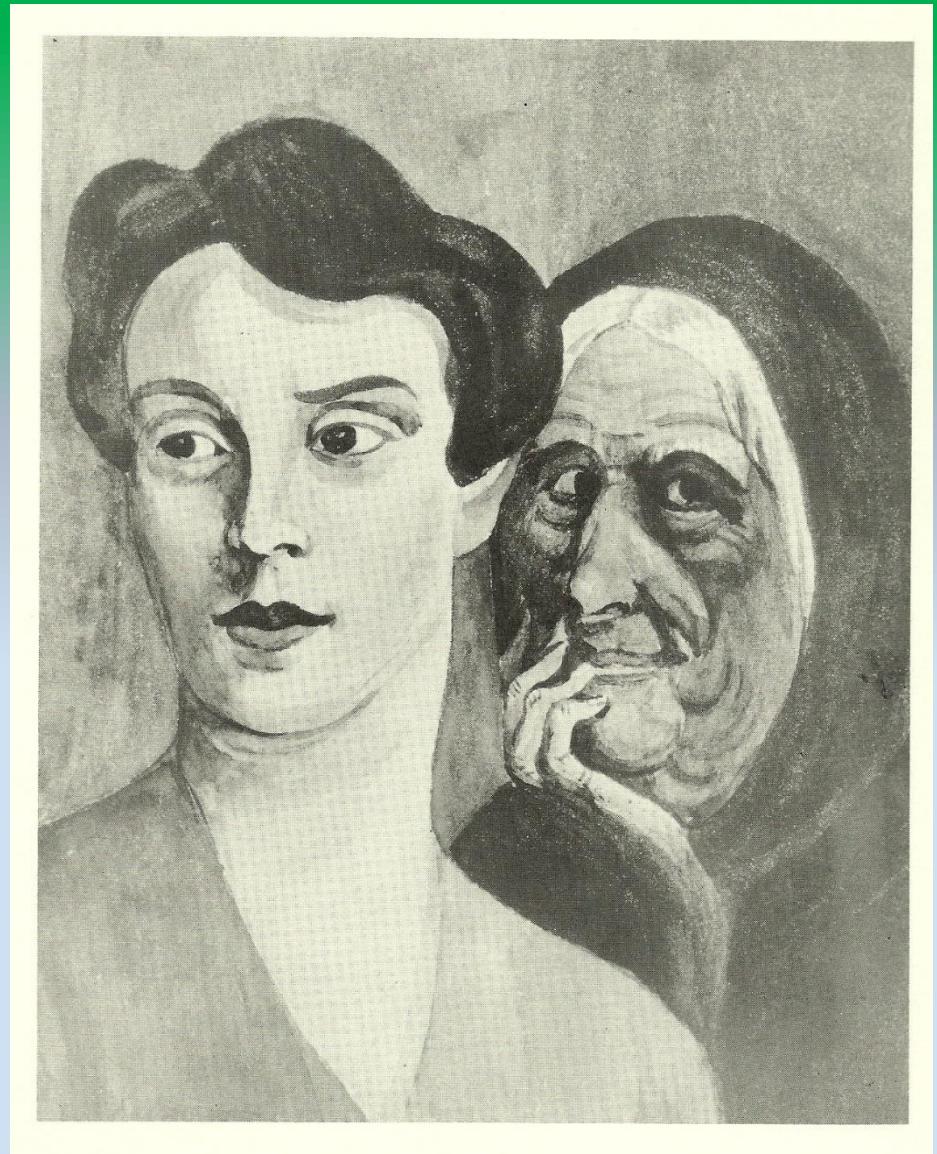


Assessment of Personality

Thematic Apperception Test (TAT):

- Stories about ambiguous pictures are used to draw inferences about the storyteller's personality.
- Giving the subject a picture that is ambiguous (can have several meanings) and ask them what is occurring.

Assessment of Personality



Assessment of Personality

Non-Projective Test

- A non-projective personality test also known as objective personality test, presents the test taker with a number of specific items to which he/she is asked to respond, either on paper or on a computer screen.
- Non-projective tests present clear, structured questions or statements with specific response options.
- These tests aim to measure specific personality traits, behaviors, diagnose psychological disorders, or measure traits like intelligence, aptitude, or vocational interests.
- The responses in non-projective tests are typically selected from predefined options (e.g., multiple-choice, Likert scale). They provide quantifiable data and are less open to interpretation.

Assessment of Personality

The 2 most frequently used non-projective tests are:

- i. Self-report Inventories (self-report questionnaires)
- ii. Interview

i. Self-report Inventories:

- These measures ask people about a sample range of their behaviors.
- These reports are used to infer the presence of particular personality characteristics.

Assessment of Personality

Examples of objective personality tests are:

- MMPI (Minnesota Multiphasic Personality Inventory)
- 16 PF (the Sixteen Personality Factor Questionnaire)

MMPI:

The most commonly used self-report measure is the Minnesota Multiphasic Personality Inventory (MMPI-2), designed to differentiate people with specific sorts of psychological difficulties from normal individuals.

Assessment of Personality

MMPI 2 TEST QUESTIONS IN ORDER TRUE OR FALSE (567 QUESTIONS)

1. I like mechanics magazines
2. I have a good appetite
3. I wake up fresh & rested most mornings
4. I think I would like the work of a librarian
5. I am easily awakened by noise
6. I like to read newspaper articles on crime
7. My hands and feet are usually warm enough
8. My daily life is full of things that keep me interested
9. I am about as able to work as I ever was
10. There seems to be a lump in my throat much of the time
11. A person should try to understand his dreams and be guided by or take warning from them
12. I enjoy detective or mystery stories

Assessment of Personality

ii. Interview:

This measure asks the person about his/herself. Information that reveals personality. It obtains information that reveals personality.

Examples of interviews are:

- Face-to-face Interview,
- Online Interview,
- Telephonic Interview



Thank you!