Humanism

Chapter 13

Chapter 13 Big Ideas

Abraham Maslow

Human Needs: A Hierarchical Theory

- D-needs
- B-needs

Hierarchy of Needs

- Drive to become self-actualized and fulfill potentials

Self-actualization

Peak Experiences

Carl Rogers

The Rise of Phenomenology

Actualizing Tendency

The Self

- The self-concept
- Congruence / Incongruence

Personality Development

Unconditional positive regard

Person-Centered Therapy

- Empathy
- Acceptance
- Genuineness

Abraham Maslow

- 1908-1970
- Born Brooklyn, NY
- Experienced Anti-Semitism as child
- Not close to parents
- Cruel, "schizophrenic" mother, afraid of father
- Siblings were favored
- Questioned how he turned out so well

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Human Needs: A Hierarchical Theory
• Human experience associated with growth
  – Vs. the “balance” perspective we’ve seen so far
  – Instead, humans as “wanting animals,” always desiring something \( \Rightarrow \) motivated
  – More than one type of motivation, more than one type of need...
  – Not all needs are equal

On Motivation...
• Human motivation associated with reducing tensions (i.e. what we lack)
  – D-needs (deficiency needs)
    • Physiological survival (food, shelter, sex, rest)
    • Safety
  \( D\)-needs \( \Rightarrow \) Motivation \( \Rightarrow \) Tension reduction

…and Metamotivation
• Metamotivations are growth tendencies
  – B-Needs (being needs)
    • Drive to self-actualize, fulfill inherent potential, enrich our lives, seek stimulation
    • Do NOT arise from deficiency
    • Push us to make the most of ourselves
  \( B\)-Needs \( \Rightarrow \) Metamotivations \( \Rightarrow \) Tension Increase
Hierarchy of Needs

- Drive to become self-actualized and to fulfill potentials
- Needs organized in hierarchy
- Must satisfy D-Needs before addressing B-Needs
  - Some individuals, because of life circumstances, may never move from D-needs
- The higher one goes:
  - Greater physical health
  - Greater psychological health

Physiological needs—also known as biological needs. Consists of oxygen, food, water, constant body temperature.
- Physiological are the strongest needs.

Safety Needs—Security and Protection from physical and emotional harm
- Adults have little awareness for safety needs except in times of emergency
• Belongingness & Love needs- people seek to overcome feelings of loneliness and alienation.
  • Involves giving and receiving love affection and a sense of belonging.

• Needs for esteem-involves both self-esteem and esteem a person gets from others.
  • Humans need self-respect and respect of others.
  • When these needs are satisfied person feels self-confident and valuable.
  • When not met people feel inferior, weak, helpless, and worthless.

• Needs to Achieve Self-Actualization
  – Cognitive – to know, to understand, to explore
  – Aesthetic—to find symmetry, order and beauty
Self actualization characteristics:
- Problem focused
- Incorporate an ongoing freshness of appreciation of life
- Concerned about personal growth
- Ability to have peak experiences

Transcendence – to help others find self-fulfillment and realize their potential

Maslow recognized that not all personality types followed this hierarchy
Suggested that flow through the hierarchy can occur at any level at any time and many times simultaneously.
Yet Another Pyramid: Knowing and Understanding

- Knowing is more important and potent than understanding
  - Children initially curious, seek comprehension later
  - Not sharply delineated, overlap with other needs

Maslow’s Needs: In order of relative importance

**Primary Needs**

- **Physiological Needs**
  - Strongest needs, basic survival
  - Oxygen, water, food, shelter, sex
  - If not met, no motivation for higher needs
- **Safety Needs**
  - Orderly, stable, predictable world
  - Structure, discipline for children
    - Otherwise anxious, insecure
  - In unsafe environments, individuals expend all of their energies with safety needs

**Secondary Needs (more rare)**

- **Belonging and Love Needs**
  - Affection and intimate relationships
  - Group membership
    - Family, community, gang, etc.
Maslow’s Needs

- **Self-esteem Needs**
  - Two forms
    - Respect from others
    - Self-respect
  - Competence, confidence, mastery, achievement
  - Otherwise discouragement, sense of inferiority
  - Respect from others more important as a young person, self-respect more important with age

Maslow’s Needs

**Self-actualization**

- Possible only after other needs met and if individual has courage to choose them
- Experience unique and different for each individual
- Not easily described to make another understand
  - Simply, fulfill highest potential (whatever that may be…)

The Self-Actualized Person

- Some criticized Maslow for only studying healthy people—pseudo research—friends
  - Stands out from other personality theorists
  - Interest in health and human wellbeing
- **The Self-Actualized Person**
  - One who is fulfilling themselves, doing all that they can do
  - Self-actualizers have peak experiences
  - 15 characteristics (Awareness, Honesty, Freedom, & Trust)
Peak Experiences

- Intensification of experience
- Loss or transcendence of self
- "Epiphany"
- Not necessarily religious, may feel like it
- Experience sense of unity with, meaningfulness in life
- Transformative \( \rightarrow \) things seem different after a peak experience

Peak Experiences

- All humans, not just self-actualizers capable of peaking
- Moments of self-actualization
- Can distinguish between process and product
- Focus on the ends, but can appreciate the journey too
  - The process may be more important

Carl Rogers

- 1902-1987
- Born outside Chicago
- American Midwest Farm Family
  - Little other social life
- Seminary student before psychology
  - Departs parents fundamentalist thinking
  - Unwilling to profess specific set of beliefs
The Rise of Phenomenology
- Rogers Influenced by phenomenology
  - Greek: *phainomenon* (that which appears or shows itself)
  - The view that reality is that which is experienced in the moment
  - Human awareness, perception
- The phenomenal field
  - The sum total of experiences
  - Everything potentially available to consciousness at any one moment
  - We respond to the phenomenal field \( \rightarrow \) constructed reality

Actualization
- Organisms possess tendency to maintain, actualize and enhance one’s self
  - Genetic potential (type of flower)
  - Environmental resources (quality of the bloom)
- All behavior is goal-directed
  - Meeting needs as they are perceived

Organismic Valuing Process
- Subconsciously guides us towards productive growth experiences
  - Not encumbered by external rules
  - Societal values are congruent with growth
- *Our inner processes are intrinsically growth producing*
The Self

- The structure that functions at the interface of organism and environment
  - Incorporate experiences that enhance the self become incorporated into the self
  - Think of a membrane...
- The self-concept is the portion of the phenomenal field that can take perspective in the situation
  - Object of perception: Can distinguish between "I" and "you", self-other
  - Values of society, experiences, etc.

Experiences

Symbolized
- Accepted into consciousness and organized as a part of the self

Denied/Distorted
- Experiences incongruent with self-structure
- A young woman brought up in a family in which aggression is considered to be unfeminine
  - Lose ability to be assertive (distorted concept of aggression)

Congruence / Incongruence

Congruence
- A goal of self where symbolized (idealized) experiences match actual experiences
  - Integrate both sides of the coin
  - Free from inner tension, psychological adjusted
  - Not unrestrained behavior

Incongruence
- Occurs when there is disconnect between symbolized and actual experiences → the "good" but punishing mother
  - One may distort or deny incongruence
  - Maintaining the distortion can disrupt needs
Personality Development

- Did not posit a stage theory
- Focused on factors associated with emergence of self-actualization
  - Genetic determinants
  - Environmental influences, too!
- Children have two basic needs

Positive regard
  - Loved & accepted by others for who one is
  - Children crave acceptance, will make major changes to earn the acceptance of others

Unconditional positive regard
  - The ideal
  - Given to children with no contingencies, "no strings attached"
    - Can object to behaviors, but not the child or his/her feelings
    - "Writing on the wall destroys it" vs. "You are bad..."
Personality Development

• Problems can arise when parents give conditional positive regard
  - Regard only given in certain circumstances
  - Children learn that parents only love them if they behave, think, and feel in certain ways
  - Children experience conditions of worth
    • Provisions under which a child will be accepted
    • Integrate the values of others
    • Incongruence

Positive self-regard

• Follows automatically with unconditional positive regard
• Favorable view of self, self-acceptance
Person-Centered Therapy

- Rogers’ approach to psychotherapy
- AKA Client-centered or nondirective therapy
  - Therapist engages in reflective listening
- Conditions for Therapeutic Change
  - Empathy
  - Acceptance
  - Genuineness

Achieving Therapeutic Change

Empathy
- The ability of the therapist to experience another person’s feelings "as if" they were one’s own
  - Intellectual identification with or vicariously experiencing the thoughts/feelings of another
  - NOT sympathy: harmony of feeling in which whatever affects one affects the other

Acceptance
- A therapist’s ability to remain nonjudgmental when a client recounts things
  - No conditions of worth!

Genuineness
- A therapist who is integrated, and deeply aware of experiences in the therapy relationship

Responses to Emotional Communications

Child: “I’m afraid of the dark!”

Evaluative response (value judgments):
  “You shouldn’t be afraid of the dark!”

Interpretive response (telling what the problem really is):
  “That’s because you’re a child—you’ll grow out of it.”
Responses to Emotional Communications

Reassuring response (soothing):
“Lots of children are afraid of the dark.”

Probing response (information seeking):
“What about the dark frightens you?”

Reflective response (capture underlying feelings in the original communication):
“You’re very scared/worried.”