PNU University

Psychology Texts

for M.A Students of Psychology

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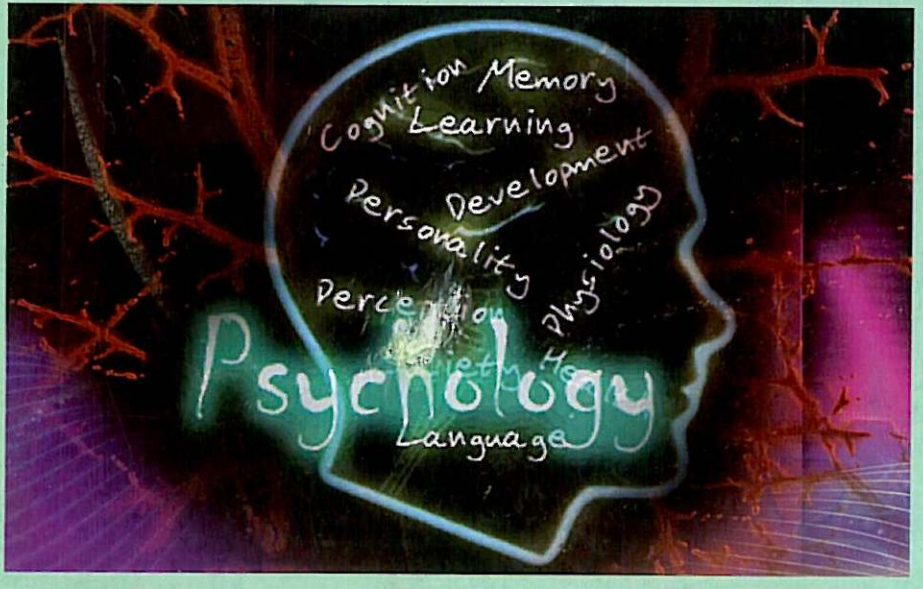

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بسم الله الرحمن الرحیم

پیشگفتار ناشر

کتاب‌های دانشگاه پیام نور حسب مورد و با توجه به شرایط مختلف یک درس در یک یا چند رشتهٔ دانشگاهی، به‌صورت کتاب درسی، متن آزمایشگاهی، فرادرسی، و کمک‌درسی چاپ می‌شوند.

کتاب درسی ثمرهٔ کوشش‌های علمی صاحب اثر است که براساس نیازهای درسی دانشجویان و سرفصل‌های مصوب تهیه و پس از داوری علمی، طراحی آموزشی، و ویرایش علمی در گروه‌های علمی و آموزشی، به چاپ می‌رسد. پس از چاپ ویرایش اول اثر، با نظرخواهی‌ها و داوری علمی مجدد و با دریافت نظرهای اصلاحی و متناسب با پیشرفت علوم و فناوری، صاحب اثر در کتاب تجدیدنظر می‌کند و ویرایش جدید کتاب با اعمال ویرایش زبانی و صوری جدید چاپ می‌شود.

متن آزمایشگاهی (م) راهنمایی است که دانشجویان با استفاده از آن و کمک استاد، کارهای عملی و آزمایشگاهی را انجام می‌دهند.

کتاب‌های فرادرسی (ف) و **کمک‌درسی** (ک) به منظور غنی‌تر کردن منابع درسی دانشگاهی تهیه و بر روی لوح فشرده تکثیر می‌شوند و یا در وبگاه دانشگاه قرارمی‌گیرند.

مدیریت تولید محتوا و تجهیزات آموزشی

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Preface

This book is designed to develop reading skills of psychology master students to expand their vocabularies as a step towards reading, understanding, and using other similar English textbooks. This Handbook is developed by its contributors as an overview of the thirteen credible books on psychology and the passages are selected from recent international psychology books. This book is divided into 6 chapters and each chapter reflects important familiar subjects on psychology fields for MA psychology students: **Chapter one** defines the nervous system and neuropschology. **Chapter two** reviews the clinical psychology issues. **Chapter three** is about mental health and treatment for child; child temperament, infant mental health, and psychodynamic. **Chapter four** describes mental health and aging and the way of coping with chronic or terminal illness. In **Chapter five** students will become familiar with cognition, motor cognition and illness of cognition. And finally **in chapter six** contemporary psychology will be described. Each chapter begins with an overview then it is devided to several subdivisions which are related to the topic of the chapter. The purpose of this book is to provide ample food for thought on English for psychology purpose. In addition, it attempts to provide some ideas for researchers and interested students to investigate about related subjects.

As this book is a self-instruction one and is prepared for distance education students, the answers to some questions are provided in Appendix I and students can check their own answers by referring to this part. In addition, the definitions of some key and general expressions of each chapter are provided in glossary part in appendix II.

In this part the author would like to appreciate the colleagues who gave him valuable criticism and suggestions: First of all, Dr. Belghis Rovshan for her helps in English and linguistic editorship of the texts. She was always ready to give him invaluable feedback; secondly, Dr. Kordestani for his guidance and generosity in academic editorship of the text, and finally Mrs. Monir Sadat Hosseini for her assistance in organizing, typewriting, and proofreading of the texts patiently. The author will appreciate critical remarks about the subjects in order to improve the quality of the book.

H. Kamar Zarin (Ph.D.), Tehran, 2011

Introduction

Reviewing history informs us that as long as human beings have had free time to contemplate matters beyond those of basic survival, they have been acutely interested in understanding the nature of their own behavior. Early writers from Greece, for example, were impressed by numerous redundancies among people of the same and different cultures, but they also noted specific abnormalities as well as systematic differences between groups and individuals. In trying to grasp the nature of these similarities, differences, and abnormalities, early personologists (such as Heraclitus, Socrates, Hippocrates, Aristotle and Galen) created theories that explained human behavior as a function of ethereal manipulation, social pressures, personal choices, and physical characteristics such as the quantity of fluids or "humors" in the body. In the late nineteenth and early twentieth centuries, scientific and technological advances helped psychologists develop complex explanations for behavior as stemming from a mixture of evolutionary, biological, social, and personal variables.

The hope of integrating ideas about the nature of human development, personality functioning, psychopathology, and treatment is pushing through. People from different disciplines and schools of thought are now working toward a comprehensive, biopsychosocial understanding of normal and abnormal behavior that can encompass, or be compatible with the many perspectives that have shown promise in the past, including biological, psychodynamic, sociocultural, and interpersonal. However, just as contemporary personologists have moved away from theoretical, dualistic conceptions of human behavior, they no longer expect a single model of behavior to encompass the vast array of human features, both normal and abnormal. Psychological observers were aware of the similarities between different therapeutic modalities as early as the 1930s, but until proponents of various schools could boast empirical validation during the past several years, there did not seem to be enough common ground for practitioners to admit the obvious. Of course, integrating commonalities at a theoretical level is not as easy as noting conceptual similarities. In the following chapters some of these theories and observable behaviours related to the above issues will be identified.