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Batch - 350

QNO 2

Define Intelligence. What are the major theories of intelligence?

Some experts describe intelligence as the ability to solve problems. Others describe it as the capacity to adapt and learn from experiences. Some arguing that intelligence in these cognitive terms ignores other dimensions of intelligence such as creativity and practical and interpersonal intelligence.

• **Binet and Simon:**

there is a fundamental faculty in intelligence. This faculty is judgement, which is called good sense, practical sense, initiative, the faculty of adapting one's self to circumstances. to judge well, to comprehend well, to reason well, all of these are the essential activities of intelligence.

• **Terman**

described intelligence as the ability to carry on abstract thinking.

• **Burt**

regarded it as a fixed inherited cognitive ability.

Phares

explained, three general classes of skills as abilities underlying intelligence.

1. Adapting to new situation and changing tasks demand.
2. Profiting optimally from experience and training.
3. Thinking abstractly using symbols and concepts.

Intelligence, is general potential to acquire new knowledge and to achieve.

THEORIES OF INTELLIGENCE

Many theories of intelligence have emerged for the theoretical models, neurological biological learning and developmental theories.

The psychometric approach examines the fundamental structure of a test. The information processing approach examine the process that underlying how we learn and solve problems. Cognitive tradition focus on how humans adapt to real world demands.

• CATTELL'S THEORY OF INTELLIGENCE.

Cattell contested Thurston's analysis reanalyzed the data and argued that "g" exists but there are two kinds of "g", which he labelled fluid and crystallized.

→ Fluid Intelligence:

It is the basic power of reasoning and problem solving it produces induction, deduction and an understanding of relationships between idea. Cattell viewed that intelligence could be improved by training and could, therefore, be regarded as fluid.

→ Crystallized Intelligence:

It involves specific knowledge gained as a result of applying fluid intelligence.

It produces a good vocabulary and familiarity with the multiplication table. Since people with greater fluid intelligence are likely to gain more crystallized intelligence, measures of the two sorts of intelligence are positively correlated.

The aspects of intelligence, ~~measures of the two~~ ~~sorts of intelligence~~ ~~are~~ ~~positively~~ ~~correlated~~.

which would not likely to change significantly and was, therefore "fixed" and crystallized.

• STERNBERG'S TRIARCHIC THEORY

In his triarchic theory, Sternberg proposes that there are three main types of intelligence named as analytical, creative and practical.

→ Analytical Intelligence.

Sternberg proposes analytical intelligence calls analytic thinking and abstract reasoning as analytical intelligence. It is the closest to what has traditionally been called intelligence and which is commonly assessed by intelligence test.

Analytical intelligence is related to academic problem solving skills. In Sternberg's view of analytical intelligence, the basic unit of information processing is the basic components of intelligence. He believes such components include the ability to acquire or store information, to retain or retrieve information, to transfer information, to plan, to make decisions solve problems and to translate thoughts into performance.

→ Creative Intelligence:

According to Sternberg, it involves in reacting to novel situations. He believes that creative people have the ability to solve new problem quickly.

They can learn how to solve familiar problems in an automatic rote away, so that their minds are free to handle other problems that require insight and creativity.

→ Practical Intelligence:

It included the ability to get out of trouble, an aptitude for replacing a fuse and settle the everyday tasks. It is also labelled as contextual intelligence.

Sternberg describes practical intelligence as all of the important information about getting along in the world that is not taught in schools. He believes practical

intelligence is sometimes more important than analytical intelligence, the book knowledge taught in school.

→ Emotional Intelligence:

Along with Gardner and Sternberg's, another theory that emphasizes interpersonal, intrapersonal and practical aspect of intelligence described emotional intelligence, which has been popularized by Daniel Goleman.

Such an individual is able to take the perspective of others to understand the roles that emotions play in friendship and marriage, to be in a positive mood and that is linked to creative thinking and ability to control one's anger.

• STRUCTURE OF INTELLECT BY GUILFORD

Guilford chooses to describe intelligence as a cube to emphasize what he sees as the three basic dimensions of human capability. these are contents, operations and products, which are comparable to the cube's height, width and depth.

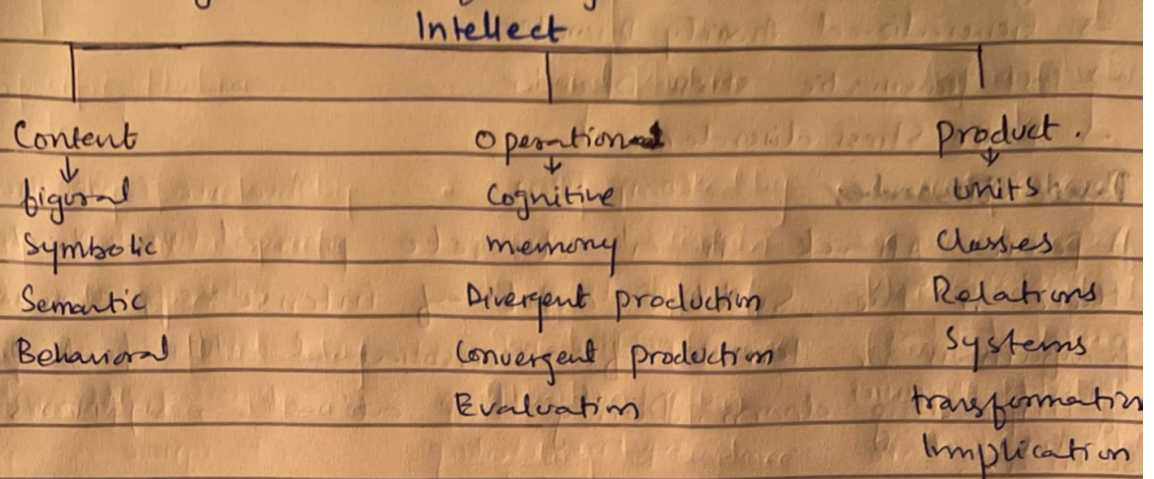
These different intellectual abilities represent different combinations of contents, products and operations. That is any of the four types of content may take the form of any of the six products ($4 \times 6 = 24$).

on these 24 resulting kinds of information may be performed with any of the five types of operations ($24 \times 5 = 120$). thus we have a total of 120 possible intellectual abilities.

This theoretical model is analogous to a chemist's periodic table of elements. By means of such a systematic framework, intellectual factors like chemical elements, may be postulated before they are discovered. In 1961, when Guilford proposed his model nearly

Intellectual abilities had been identified. Having proposed their existence, he has worked industriously for years to fill them. He and his students sought tests to measure all abilities separately.

He has given the following model.



Different combinations of each of these produce different cognitive skills involved in intelligence.

QNO 5

Illustrate major Psychological disorders. Alongside their causes and Psychotherapeutics.

Psychological Disorders.

Psychoneurotic disorders / Psychoneurosis

Psychoneurosis, also called neurosis, plural psychoneuroses mental disorder the causes a sense of distress and deficit in functioning.

ANXIETY DISORDERS

A group of disorders which is characterized by unrealistic anxiety, unpleasant feelings of fear and apprehension is labelled as anxiety disorder. It is diagnosed when subjectively experienced feelings of anxiety are clearly present. Earlier anxiety was considered as a type of neurosis.

the symptoms.

DSM, proposes six categories of anxiety disorder which are as follows.

- Panic disorder
- Phobia
- obsessive compulsive disorder
- Generalized Anxiety Disorder
- Post traumatic stress Disorder
- Acute Stress disorder.

Panic Disorder

A panic Attack is a discrete period in which there is the sudden onset of intense apprehension, fearfulness or terror often associated with feelings of impending doom. During these attacks, symptoms such as:

- Shortness of breath
- Palpitations
- chest pain
- discomfort
- Choking
- Smothering Sensations
- Fear of going crazy
- losing control.

Panic attacks can occur in the context of any anxiety disorder as well as other mental disorders.

Therapies for panic disorder:

One well-validated therapy developed by Barlow and his fellow and referred to as panic control therapy (PCT) has three principles component.

- 1- relaxing technique
- 2- A combination of Ellis and Beck type cognitive behavioral interventions.
- 3- the most novel part, exposure to the internal cues that trigger panic.

Phobia

Phobia is persistent fear which is almost unavoidable and unreasonable. DSM has described the following types of Phobia.

Types of Phobia

Specific Phobia



- anxiety provoked by exposure to a specific feared object or situation, often leading to avoidance behavior

Social Phobia



- anxiety provoked by exposure to certain things or type of social or performance situation, often leading to avoidance behavior

Agoraphobia



- anxiety about or avoidance of places or situations from which escape might be difficult or in which help may not be available in the event of having a panic attack

Causes of Phobia

- past incidents or trauma. certain situations might have a lasting effects on how you felt about them.
- learned responses from early life, your phobia may develop from factors in your childhood environment.
- Reactions and responses to panic or fear.
- Experiencing long term stress.
- Genetic factors.

Therapies for Phobia:

- Psychoanalytical approaches
- Behavioral Approaches
- Flooding
- Social Skills
- Modeling

Obsessive - compulsive Disorder (OCD)

obsessive - compulsive disorder is characterized by obsession (which causes marked anxiety or distress) and by compulsion (which serves to neutralize distress or anxiety).

Form of OCD

Obsession	Compulsion	Obsessive Compulsive disorder
↓	↓	
• Obsession are Persistent ideas thoughts, impulses Images that are experienced as Intrusive and inappropriate that causes marked anxiety or distress.	• Compulsion are repetitive behaviors e.g. hand washing repetitive checking or mental acts.	• The individual with obsessions usually attempt to ignore or suppress such thoughts or to neutralize them with planned by doctors some other thought or action.

Causes of OCD

Compulsions are learned behaviors, which become repetitive and habitual when they are associated with relief from anxiety. OCD is due to genetic and hereditary factors. Chemical structural and functional abnormalities in the brain are the cause.

Therapies for Obsessive - compulsive Disorder.

- Psychoanalytical therapy.
- Rational Emotive behavior therapy.

Generalized Anxiety Disorder.

Generalized Anxiety Disorder is characterized by least 6 months of persistent and excessive anxiety

and worry. the anxiety and worry are accompanied by at least three additional symptoms from the following.

- restlessness
- difficulty in concentration
- muscle tension
- Being easily fatigued
- Irritability
- Disturbed sleep.

Associated features and Disorders.

following somatic symptoms are the associated features of GAD.

- trembling
- feeling shaky
- soreness
- Nausea
- Exaggerated startle response
- Shortness of breath
- twitching
- muscle ache
- sweating
- Diarrhea
- Accelerated heart rate
- Dizziness.

therapies for generalized anxiety disorder.

- Behavioral Approaches
- Cognitive Approaches
- Biological Approaches
- Psychoanalytical approaches.

Post traumatic stress disorder

Post traumatic stress disorder is characterized by the re-experiencing of an extremely traumatic event accompanied by symptoms of increased arousal and by avoidance of stimuli associated with the trauma.

PTSD can be classified as

acute	chronic	with delayed onset.
the specifier should be used when the duration of symptoms less than 3 months	The specifier should be used when the symptoms last 3 months or longer	The specifier indicates that at least 6 months have passed since traumatic event and the onset of the symptoms

Therapies of Post traumatic Stress disorder:

- Cognitive and Behavioral Approaches.
- Psychoanalytical Approaches.
- Biological Approaches.

Acute stress disorder:

Acute stress disorder is characterized by symptoms similar to those of post traumatic stress disorder that occur immediately in the aftermath of an extremely traumatic event.

Diagnostic features:

A Subjective sense of numbing

Detachment

Absence of emotional responsiveness -

A reduction in awareness of his or her surroundings -

Derailization

Depersonalization

Dissociative amnesia.

Therapies of Acute stress disorder.

- Psychotherapy
- Cognitive behavioral therapy.

QNO 8 :

write short note on leadership or stress management.

STRESS MANAGEMENT

Stress is a natural response to the demands and pressures we experience in our daily life. While stress can be beneficial, chronic stress can have detrimental effects on our physical and mental well being. Stress management is the process of identifying, understanding and effectively dealing with stress to minimize its negative impact.

Awareness and understanding.

The first step in managing stress is to be aware of its presence and understand its causes. This involves recognizing the physical, emotional and behavioural signs of stress in ourselves and others. It's essential to identify the sources of stress, whether they be work related, personal or environmental and understand how they affect us.

Self care

Practicing self care is crucial for managing stress. This includes adopting healthy lifestyle habits such as regular exercise, sufficient sleep and a balanced diet. Engaging in activities that promote relaxation and well being like mindfulness, meditation or hobbies, can also help reduce stress levels.

Time management

Proper time management can significantly alleviate stress. Prioritizing tasks, setting realistic goals and breaking them in smaller manageable steps can help prevent overwhelm. Effective time management ensure that we allocate sufficient time for work, leisure and self care, reducing constantly pressed for time.

Healthy coping strategies

Developing healthy coping strategies is essential for managing stress. Engaging in activities that provide stress relief and relaxation, such as exercise, breathing exercises or spending time in nature can help reduce stress levels. Building a support network of friends, family or seeking professional help when needed can also provide emotional support during challenging times.

Remember, stress management is a continuous process that requires conscious effort and practice. By implementing these strategies, we can better manage stress and enhance our well-being.

LEADERSHIP

Leadership resembles love. It is something most people feel they can recognize, but find difficult to define.

Leadership is the process whereby one individual influences other group members towards the attainment of defined group or organizational goals.

Leadership is primarily a process involving influence that means a leader changes the action or attitudes of several group members or subordinates.

The formal leader is accepted as the person to carry out the duties of the position. Leadership style is also very important as compliance from followers will largely depend on it. What is effective for one leader may not be for another. This is the bottom line of the leadership issue. Two important considerations involve power and acceptance by followers.

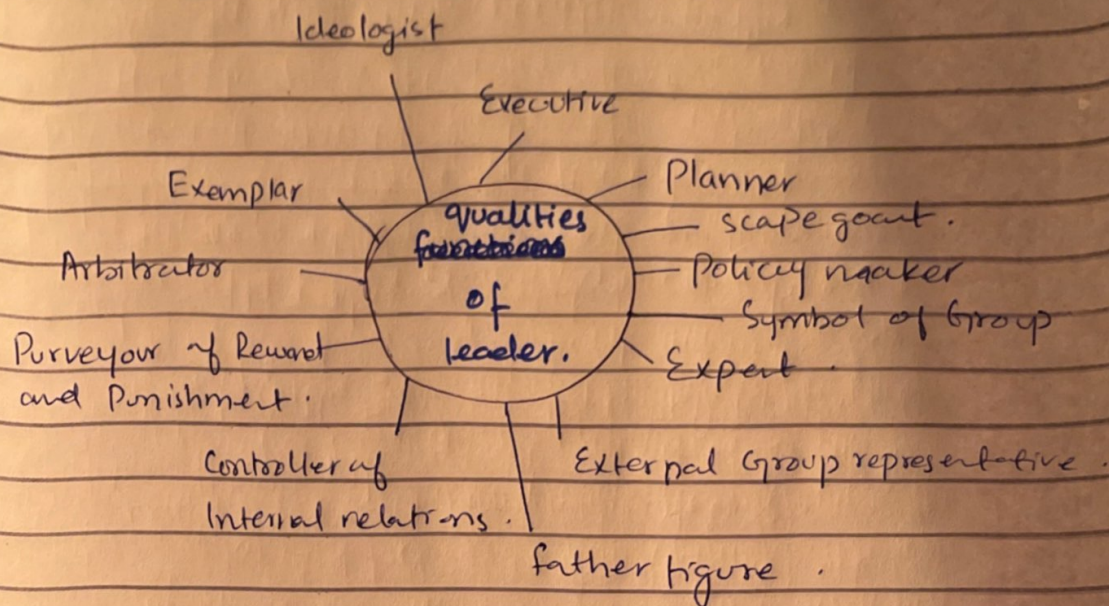
Power

Power includes the personal and positional attributes that are the basis for a leader's ability to influence others. If a person is able to accomplish its goals then, by definition, power is granted.

acceptance.

Individuals may view the leader as effective or ineffective in terms of their satisfaction derived from the total work experience. In fact, acceptance of a leader's directives or request rests largely on the

followers needs, the expectations that a favourable response will lead to an attractive outcome.



types of leadership

authoritarian leadership

The authoritarian leader yields more absolute power than the democratic leader. He alone determines policies of the group. He alone makes major plans, he alone fully knows the succession of the future steps in the group activities.

Democratic leadership

The democratic leader does not necessarily differ from the authoritarian leader in amount of power but he does differ in the way he exercises his power. The democratic leader seeks to evolve the maximum involvement and participation of every member in group activities.