

Project 2
Research Mongraph

Design Workshop
FA/YSDN 4004 6.0 Secition B: Zab Hobart

Allen Sung Kang

THE STUDY OF SELF-SCHEMA AND ITS IMPACT ON ONE'S DEVELOPMENT OF IDENTITY AND CAPABILITIES

*especially in childhood and adolescence



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The Title of the Project

Schema: In psychology, Schema describes a pattern of thought or behaviour that organizes categories of information and the relationships among them.

I only have a few ideas for the title; not clear at the moment and still needs some considerable work and time. In non-psychological terms, the synonyms indicated on the web are 'outline', 'program', 'plan', 'representation' and 'scheme'. One dimensional concepts would be mixing the two such as "Programma", "Plannema" and such. The only problem is that the term 'schema' itself is not publicly used and will confuse the audience at first sight.

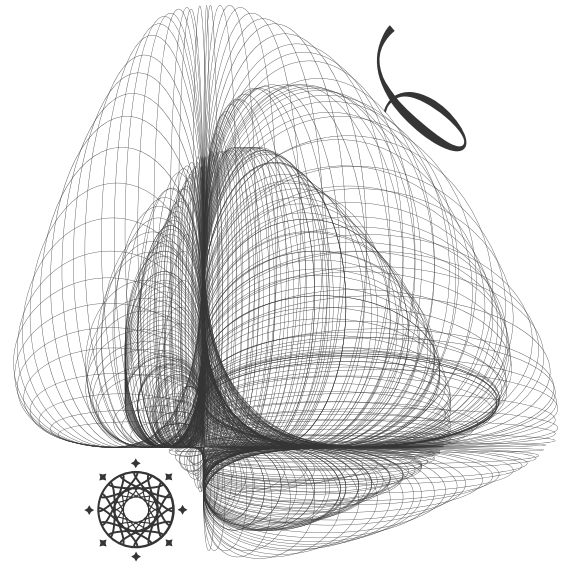
Introduction

The research goal of my project is to find out how much impact the knowledge of this concept can assist in childhood development; millennials can also be the subject. As the concept lies in the field of psychology, there are no definite yes or no answers, meaning the research is not to take a side but more to raise the awareness of the idea: self-schema. Due to the fact that the research will involve psychology -specifically on personality, limitations can be found in terms of:

Finding subjects that have applied this concept into their lifestyle

Surveying the public that have little or no knowledge about self-schema

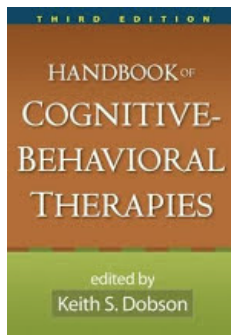
Declaring a positive and negative effects that the study may inflict



The necessity of this research lies within the fact that there are countless number of people that are clueless and confused about the 'self'. As a popular psychology magazine PsychologyToday (est. 1967) states, "self-knowledge is practically impossible to attain ... but you can achieve greater objectivity and insight by tuning into a few tested principles". The whole purpose of the research is on raising the awareness of the discipline, and doing so will not only contribute positively to the subject area but also to the audience that are exposed to the information.

Broadly, this research can impact all human beings, but as time permits, the research is narrowed down to children and millennials. However, as stated in the paragraph above, the impact it may have on these audiences may differ depending on the interest prior to exposure, and personal ability to reflect upon theories as such. More so, as the research targets children, understanding and the taking of the fosterer is an important matter. The impact it may bring is more so abstract; not tangible, but it may bring concrete end result depending on one's acceptance or utilization.

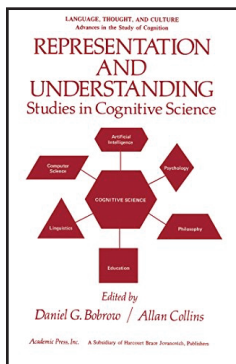
HANDBOOK OF COGNITIVE-BEHAVIORAL THERAPIES



The text, edited by **Keith S. Dobson**, presents an authoritative overview of major cognitive behavioral therapy (CBT) models. Topics such as: **what makes each therapy approach unique, which clinical problems can be treated, what interventional tools have been developed, how these tools are implemented, and what these researches reveal about the effectiveness**. The special topics that grabbed my attention was on focusing the research on these CBT models working with children and adolescents, couples, and culturally diverse clients. The term cognitive-behavior is brought up countless times in any schema related article, and this handbook had great explanation on its impact on childhood and adolescent development.

*The Schema Therapy Model targets the chronic and characterological aspects of a disorder rather than the acute psychiatric symptoms. The schema therapy model describes three main constructs: "**schemas**" are **core psychological themes**; "**coping styles**" are **characteristic behavioral responses to schemas**; and "**modes**" are the **schemas and coping styles operating at a given moment**. **Emotional difficulties** arise predominantly from unmet **core needs in childhood and adolescent development**, which lead to maladaptive schemas and coping styles (Young et al., 2003).*

REPRESENTATION AND UNDERSTANDING: STUDIES IN COGNITIVE SCIENCE

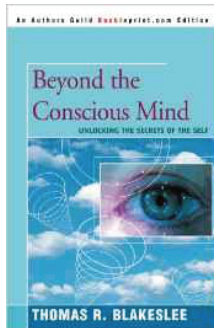


Contents in this book are related to "Theory of Representation", "New Memory Models", "Higher Level Structures", and "Semantic Knowledge".

"New Memory Models" chapter introduced myself to the term "Memory Schemata". The section talks about the basic principles of the schema. For instance, "cartoon drawings rely heavily on the fact that although the lines and marks on the paper only provide **suggestions** (or partial descriptions) of the **intended objects**, the context created by the overall drawing makes the **interpretation** of those lines and marks possible. The retrieval mechanism must be designed to cope with close mismatches and multiple matches. Most likely, it should operate by **attempting to return a single schema in response to a request, even if several schemata were possible, or even if no single schema satisfied all of the description** (as long as the violations were not severe). In using an old schema in a new context, this best-match strategy allows identification of analogic similarity".

The content within this literature provides easy to understand examples for the people that may have no knowledge regarding the schema concept. By providing both definition and real life context, readers can easily grasp the idea and practice applying these concepts in their lives.

BEYOND THE CONSCIOUS MIND: UNLOCKING THE SECRETS OF THE SELF



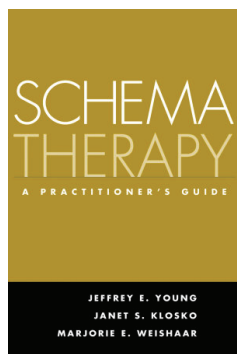
A literature that assists readers to find a new understanding of consciousness to help one better understand their own and other beings' behaviours. Thomas R. Blakeslee demonstrates the common mental illusions caused by flawed understanding of the self in the public's eyes, and supports developing a new, more accurate, self concept.

Blakeslee talks about the self-concept in history, and how the "major turning points in the history of mankind can all be related to changes in the self-concept" (Blakeslee, 102). An example that he gave was the Romantic and Rationalist dichotomy. Blakeslee says that both of these concepts are very important part of our self concept that affects our perceptions of the reality. Cultural trends show how fast these basic concepts can change and how the public is easily influenced by the society. **The 1960's, stated by Blakeslee, was a brief revival of the romanticism where frilly fashion, simple folk music, and poetry hit the market massively. However, ten years from then, the trend swung back making these same styles, music, and poetry seem sweet and embarrassing.** He attempted to illustrate how fast our mental software can change through this example; how things that brought pleasure to us in the past can become an embarrassment as the shape of our surrounding reality changes.

The most important concept to grasp from this reading is to recognize that our mind creatively constructs our reality and beliefs, and how we may think that these beliefs are always seem to be true.

"Once the **beliefs** that constitute our self-concept are **planted** in our minds in **early childhood**, they tend to grow stronger with every year because they seem to be continually **confirmed by experience**. **Only with great mental effort can we use our logic to see past these mental illusions and find and correct the errors in our self-concept**" (Blakeslee, 109).

SCHEMA THERAPY: A PRACTITIONER'S GUIDE



Schema Therapy is another topic that popped up often in relation to self schema and childhood. Summary of this guide written by Jefferey E Young, Janet S. Klosko, and Marjorie E. Weishaar, is that schema therapy is used to treat personality disorders and other complex difficulties, and the therapy methods combine proven cognitive-behavioral methodologies with characteristics of other commonly practiced therapies. This book is known as the first major text for clinician education on this approach due to the content explaining innovative ways to rapidly conceptualize challenging cases, exploring the client's childhood history, identifying and modifying self-defeating patterns, using imagery and other experiential techniques in treatment, and maximizing the power of the therapeutic relationship.

Evidence from the patient's Life Since Childhood (Young, Klosko, Weishaar, 98) has a great explanation of adults and their relation to schema(s) developed since childhood. The **coping styles** learned in **childhood** is noted to have high potentials of **carrying their schemas forward on to adult lives**. One example given in the text was of a patient that reported to always have a relationship with partners that treated her badly. The patient's belief was that her partners abused her because she is undeserving of love and respect and her partners knew it. However, a therapeutic hypothesis to this occurrence is that the patient's **Defectiveness Schema** has caused her to intentionally choose partners that were critical and rejecting and thus in the end would treat her badly. Partner selection is frequently told to be an important aspect of schema perpetuation and these selections start to form as an **adolescent**.

Combined other Readings

The most commonly referenced research in many modern psychology studies is Sir Fred-eric Charles Bartlett's 'Remembering: A Study in Experimental and Social Psychology'. In the article's introduction Bartlett says that, "...traces [or memories], are generally supposed to be of individual and specific events. Hence, every normal individual must carry about with him an incalculable number of individual traces" (Bartlett, 1932). The study focuses on our ability to remember and reen-act, and how "...each individual carries out a large number of perfectly well-adapted and co-ordinated movements" in daily basis (Bartlett, 1932).

While Bartlett's Remembering shows studies of human behaviour as a whole, there are many branches off of this study that explored narrower ideas. For example, as Blakeslee states, "it is in childhood that we begin to offer explanation for our actions, which reasoning creates the more complicated concept of the self: a child will begin to believe that the elf cause his or her behaviours, deciding on what motivations to offer as explanations of behaviour" (Blakeslee, 1996), there are studies primarily focusing on how self-schemas will be created from earlier age and affect their future development.

Both these studies, and countless more, mention the idea of self-schema or self-concept. Blakeslee states that "this [concept] is learned in childhood and serves to define the very nature of our consciousness and our sense of self" (Blakeslee, 1996). Furthermore, "it [will] provide(s) a mental framework and a model for making sense of the continuous flood of inputs from our sensory organs" and that

"these learned concepts of reality are at such a basic level that we feel sure that they are objective and immutable" (Blakeslee, 1996, 4). The book continues to explore the impact of self-concept in childhood development. Our behaviour modules evolve with time and changing environments, and as an example, while children develop relationships with their friends at earlier age, these behaviours will not remain the same but will evolve as their surroundings evolve with their age. So these ideas emphasize the importance of self-development in early childhood as it will be the foundation of how an individual will turn out in later life. However, this is not a definite system as "often, the memory of events ... may be vague or even incorrect" (Blakeslee, 1996, 23).

Blakeslee presents another interesting statement that each of these modules in our self-concept, "is capable of independent thoughts, feelings, and memories ... almost like a separate person" (Blakeslee, 1996, 24). To back up this statement he gives an example of how the "cocktail party phenomenon" shows us our ability to be alerted to multiple subjects at once. These independent modules form altogether and develop one's self-concept, and decide how individuals behave throughout infinite encounters in their lives. These behaviour mechanism "must be designed to cope with close mismatches and with multiple matches", and operates in a way where our selves will "return a single schema in response to a request, even if several schemas were possible, or even if no single schema satisfied all" (Bobrow, 2014, 134). These independent modules not only are able to assist individuals in dealing with any behaviour, but are a key to adjusting to unexpected events.

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