LESSON PLAN

ON

SULLIVAN'S THEORY OF PERSONALITY

Name   : Ms. SHELJY SHAJAN

Class   : M.Sc. Nursing 1st year

Subject   : Psychiatry

Topic   : Sullivan's Interpersonal Theory

Group   : M.Sc. Nursing 1st year Students

Venue   : M.Sc. Nursing 1st year classroom

Duration of teaching : 30 minutes

Method of teaching   : Lecture-Cum-Discussion

Language   : English

A V Aids   : Power-Point Presentation

General Objective

After the teaching, students will be able to gain knowledge about interpersonal relationships.

Specific Objectives:

- To gain knowledge about the topic and improve her teaching skills.
- To develop communication skills
- To develop skills in utilization of the audio-visual aids.

TIME	SPECIFIC OBJECTIVE	CONTENT	TEACHING LEARNNG ACTIVITY WITH AV AIDS	EVALUATION
1 min	To Announce the Topic.			
2 mins	To introduce the topic.	**<u>Introduction</u>** Interpersonal relationship is a strong, deep or close association between 2 or more people that may range in duration from brief or enduring. They vary in different levels of intimacy and sharing and may be centered on something which is shared in common. Sullivan in his Interpersonal Theory has explained that how the interpersonal relationships are playing a key role in development of the personality of an individual, starting right from birth.	Teacher introduces the topic with the help of PowerPoint presentation	Define interpersonal relationship?

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3 mins	To describe the Biography of Harry Stack Sullivan.	**Biography of Harry Stack Sullivan** He was born on Feb 21st 1892 in New York, US. He was raised in isolation on a rural farm in New York with no siblings and few playmates. He did his MD from Chicago College of Medicine and Surgery in 1917. He believed that anxiety and other psychiatric symptoms arise in fundamental conflicts between the individual and his human environment and that personality development also takes place by a series of interactions with other people. He made substantial contributions to clinical psychiatry, especially the psychotherapy of schizophrenia, and suggested that the mental functions of schizophrenics, though impaired, are not damaged past repair and can be recovered through therapy.	Teacher explains briefly about the life of Harry Stack Sullivan.	Who gave the interpersonal theory of personality?
20mins	To explain the various concepts which were developed by Sullivan.	**Concepts developed by Sullivan** 1. Tension 2. Dynamism 3. Personifications 4. Stages of development of personality	TEACHER explains about the various concepts developed by Sullivan.	Describe the various concepts developed by Sullivan ?

1. Tension

Sullivan conceptualized personality as an energy system.
He further divided tensions into:
a. Need
b. Anxiety

a. Need
Need can relate either to the general wellbeing of a person or to specific zones such as mouth or the genitals.

b. Anxiety
It is a feeling of emotional discomfort. Sullivan believed that anxiety is the chief destructive force in interpersonal relations and the main factor in development of serious difficulties in living.
Eg: An infant dependent on breast feeding when unable to satisfy his needs develops a discomfort and starts crying.

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	.	**2. Dynamism** Sullivan used the word dynamism to refer to a typical pattern of behaviour. A. Malevolence B. Intimacy C. Lust D. Self system A. Malevolence The dynamism of evil or hatred is called malevolence. It is feeling of living among one's enemies. In Latin it means ''wishing ill ''. B. Intimacy This dynamism is marked by a close personal relationship between two people of equal status. Intimacy facilitates interpersonal development while decreasing anxiety and loneliness. C. Lust In contrast to both malevolence and intimacy, lust is an isolating dynamism.		

Lust is a self centred need.

Eg : Having a strong sexual desire for someone. It is purely physical attraction and no lasting effects.

D. Self-system

It is a collection of experiences or security measures adopted by the individual to protect against anxiety.

Sullivan identified 3 components of self-system which are based on interpersonal experiences early in life.

- Good Me
  This part of personality develops in response to the positive feedback from the primary care giver.

- Bad Me
  This part of personality develops in response to the negative feedback from primary caregiver.

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	.	• Not Me It is the part of personality that develops in response to situations that produce intense anxiety in the child. Eg: Feeling of horror, fear and loathing are experienced by a child in certain situations which might lead the child to deny the feelings in an effort to relieve the anxiety. These feelings having been denied become 'not me' but someone else. 3. **Personifications** Sullivan believed that people acquire certain images about self and others throughout the developmental stages and he refered to these subjective perceptions as personifications. A. Bad mother and Good mother The bad mother personification grows when the mother is unable to satisfy the child hunger needs. All children experience the bad mother personification though there mother would be loving and caring. Later the infant acquire a good mother personification as they become mature enough to		

recognize the tender and caring behavior of the mother.

B. Me personification

C. Eidetic personifications
Eidetic personifications are the imaginary playmates that pre-school children often have. These imaginary friends enable children to have a safe, secure relationship with another person, even though that person is imaginary.

4. **Stage of development**
Sullivan postulated 6 epochs or stages of development, each crucial to the formation of human personality.

AGE	STAGE
Birth -18months	Infancy stage
18months -6years	Childhood
6 – 9 years	Juvenile
9 – 12 years	Preadolescence
12 -14 years	Early adolescence
14- 21 years	Late adolescence

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	.	**1. INFANCY STAGE**: Birth to 18 months ✓ Major Developmental task: Relief from anxiety through oral gratification of need. ✓ This is accomplished through activities associated with the mouth such as crying, thumb sucking and feed. **2. CHILDHOOD STAGE** : 18months to 6 years ✓ Major Developmental task: Learning to experience a delay in personal gratification without undue anxiety. ✓ The relationship between mother and child becomes more personal and less one-sided. ✓ Besides their parents, preschool-aged children often have one other significant relationship an *imaginary playmate.* This eidetic friend enables children to have a safe, secure relationship that produces little anxiety. The malevolent attitude reaches a peak during the preschool years, giving some children an intense feeling of living in a hostile or enemy country. At the same time, children learn that		

society has placed certain restraints on their freedom.
From these restrictions the child evolves their self-dynamism, which helps them handle anxiety and stabilize their personality.

Related research:
Gleason and Hohmann conducted a study on the concept of real and imaginary friendship in early childhood.

3. JUVENILE STAGE : 6-9 Years
- ✓ Major developmental tasks: Learning to form satisfactory peer relationships.
- ✓ During this stage the child learns to compete, compromise and cooperate.
- ✓ By the end of the juvenile stage, a child should have developed an orientation toward living that makes it easier to consistently handle anxiety, satisfy zonal and tenderness needs, and set goals based on memory and foresight.

4. PRE-ADOLESCENCE STAGE : 9-12 years
Major Developmental task : Learning to from satisfactory relationships with

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		✓ persons of same gender. ✓ Initiating feelings for one another. RELATED RESEARCH Rose A J, Carlson W ,Waller E M conducted a study on prospective associations of co-rumination with friendship and emotional adjustments in the year 2002. **5. EARLY-ADOLSCENCE STAGE:** 12-14years ✓ Major Developmental Tasks : learning to form satisfactory relations with persons of opposite gender. ✓ To develop a sense of identity. **6. LATE-ADOLSCENCE STAGE**: 14-21 years ✓ Major Developmental Task : Establishing self-identity, working to develop a lasting intimate opposite gender relationship.		
2 mins			SUMMARY Today I discussed the Sullivans	

2 mins			Theory of Personality. It included the concepts given by Sullivan i.e. tension, dynamism, self-system and the stages of personality development. CONCLUSION Interpersonal relationship is a strong, deep or close association between 2 or more people that may range in duration from brief or enduring. Sullivan in his Interpersonal Theory has	

			explained that how the interpersonal relationships are playing a key role in development of the personality of an individual, starting right from birth.	

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