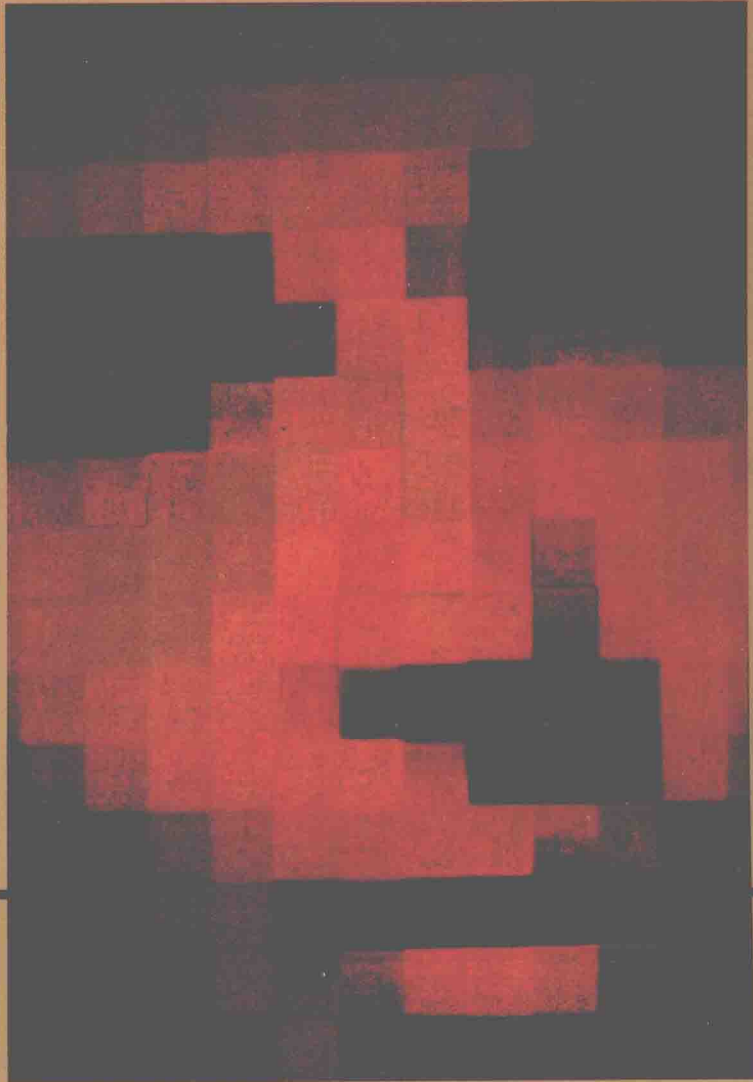


THIRD EDITION

**CHOICE
AND
CHANGE**

**THE
PSYCHOLOGY
OF
HOLISTIC
GROWTH,
ADJUSTMENT,
AND
CREATIVITY**



**APRIL O'CONNELL
JACQUELINE WHITMORE
VINCENT O'CONNELL**

THIRD EDITION

CHOICE and CHANGE

***The Psychology of Holistic Growth,
Adjustment, and Creativity***

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PRENTICE HALL, Englewood Cliffs, New Jersey 07632

Library of Congress Cataloging-in-Publication Data

O'Connell, April.

Choice and change : the psychology of holistic growth, adjustment, and creativity / April O'Connell, Jacqueline Whitmore, Vincent O'Connell. -- 3rd ed.

p. cm.

Previously published as: Choice & change.

Bibliography: p.

Includes index.

ISBN 0-13-133232-5

1. Personality. 2. Maturation (Psychology) 3. Adjustment (Psychology) I. Whitmore, Jacqueline. II. O'Connell, Vincent, 1916- . III. O'Connell, April. Choice & change. IV. Title. V. Title: Choice & change.

BF698.O27 1989

155.2'5--dc19

88-38313

CIP

Editorial/production supervision and
interior design: Hilda Tauber
Cover design: Photo Plus Art
Cover photo: Geoffrey Gove, The Image Bank
Manufacturing buyer: Ray Keating



©1989, 1985, 1980, 1974 by Prentice-Hall, Inc.

A Division of Simon & Schuster

Englewood Cliffs, New Jersey 07632

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Printed in the United States of America

10 9 8 7 6 5 4 3 2

ISBN 0-13-133232-5 01

Prentice-Hall International (UK) Limited, *London*

Prentice-Hall of Australia Pty. Limited, *Sydney*

Prentice-Hall Canada Inc., *Toronto*

Prentice-Hall Hispanoamericana, S.A., *Mexico*

Prentice-Hall of India Private Limited, *New Delhi*

Prentice-Hall of Japan, Inc., *Tokyo*

Simon & Schuster Asia Pte. Ltd., *Singapore*

Editora Prentice-Hall do Brasil, Ltda., *Rio de Janeiro*

CHOICE and CHANGE

*For
Sally Michaels
and
Gordon Derner*

Preface

Welcome to *Choice and Change*, third edition.

This introductory text continues to uphold our original basic objectives. The first is to bring together the major personality theories and research findings of growth psychology so that our readers can gain insights into their own lives. The second objective is to present this material simply, in a language that readers can understand and enjoy.

With each new edition we have confronted even more perplexing questions of priority: Which of the new research findings, methodologies, and trends should we include, and in how much detail? What previous material should we leave out? To what extent should we condense information that has become generally known through the media? In deciding these questions we have been guided by the requirements of a one-semester introductory course and by our determination to avoid an encyclopedic style.

Educational Aids

The third edition of *Choice and Change* features the following aids:

- Chapter Highlights on every chapter title page.
- 66 Boxes of Special Features that illustrate, summarize, or expand on the text.
- Excerpts from Therapeutic Sessions, including Gestalt therapy, dream interpretation, peer-support group, child–parent interactions, grief therapy, hypnotherapy, mind games, and directed fantasy.
- Interconnecting Themes (see below), linking chapter to chapter and unit to unit.
- Applications and Coping Techniques in each chapter.
- Study Aids at the end of each chapter (summary, key terms, fill-ins).
- Student Workbook (*Study Guide and Workbook* by April O’Connell).
- Instructor’s Manual with Tests.

Interconnecting Themes

Introductory texts often suffer from a common fault: The individual chapters do not seem to have any relationship to each other. Students learn much better and stay with us more eagerly when we can provide them with a continuity of experience. In this edition we have provided this kind of continuity through our use of several interconnecting themes which are sounded throughout the text:

- Life-as-process.
- All of us are persons-in-process.
- Worldviews and assumptions that underlie theory and practice.
- The holistic approach includes all dimensions of human experiencing: the physical, the cognitive, the emotional/social, and the spiritual.
- Assuming responsibility for our own lives (taking control).
- Transcending our present limitations: We are not completely determined; we are capable of conscious choice and free will.
- All experiences are opportunities for growth and creativity.

An Overview of the Contents

We indicate below the principal focus of each chapter, and point out the significant changes and additions in this edition.

Part One presents the major personality theories and research findings. *Chapter 1* deals with the emergence of the humanistic approach to human growth and evolution, and introduces the interconnecting themes noted above. We have replaced Maslow's original Hierarchy of Needs model with his revised model, which includes cognitive and aesthetic needs. There is also a further clarification of the holistic approach to human experiencing. *Chapter 2* examines the human experience in terms of our changing age/stage emotional, social, cognitive, and moral/ethical needs, interests, and values over the life span. Now included is our emerging realization that people are beginning to break out of their age/stage limitations. *Chapter 3* focuses on developing self-esteem by discovering and valuing one's individual differences. We have condensed the sections on Erikson and Spranger and have expanded other sections.

Part Two explores aspects of the bodymind/mindbody system. *Chapter 4* deals with anxiety, its etiology, and the consequent unconscious defending mechanisms. New here are the conflicts described by Kurt Lewin. Pavlov's conditioned neurosis is related to Seligman's "learned helplessness." *Chapter 5* focuses on the physiological consequences of anxiety and stress; for example, the flight-or-fight syndrome, Selye's GAS, and the life crisis units. New information traces the paradigm shift from the medical model to the holistic model of health. The chapter ends with how to develop psychological and physical hardiness. *Chapter 6* is a new chapter which focuses on the essen-

tials of classical and operant conditioning. The emphasis is on personal applications such as classroom use of human engineering and how to use the principles of conditioning to increase study skills. The chapter ends with how to manage test anxiety and develop exam-taking skills. *Chapter 7* now deals strictly with therapeutic approaches to personality integration. An entirely new section on a peer-support group includes an actual transcript of a group session.

Part Three focuses on interpersonal relationships. *Chapter 8* embraces the joys and enigmas of love, sex, and marriage. Here we focus on what makes for long-term satisfactory marriages. New also are the sections on how to make quarreling a constructive process and how to maintain psychological intimacy (the romance factor). *Chapter 9* is a completely new chapter on parenting. Theory and research with special applications for parent-child interaction are offered in the areas of play, art, language development, and children's literature. The chapter ends with Thomas Gordon's theory of parent effectiveness training (PET) along with an actual transcript of such an approach. *Chapter 10* deals with vocational choice and career development as a lifelong process. This chapter now includes job burnout, the humanistic approach to "people management," and a profile of the creative manager.

Part Four has been expanded and elaborated. *Chapter 11* is concerned with the big crises of everyday living: death, serious illness, and divorce. For the first time we examine the effects of the death of a child, abortion and its aftermath, the issues of passive and active euthanasia, and mediation as an alternative to the adversarial approach of the divorce court. *Chapter 12* deals with seriously dysfunctional behaviors. In addition to the psychoses, we now include the addictive and eating disorders. The chapter opens with the many possible models of dysfunctional behavior (demonic, legal, behavioral, sociocultural, medical, statistical/descriptive, and humanistic), and ends with step-by-step suggestions for overcoming a common addiction. *Chapter 13* discusses consciousness and altered states with the thrust that ASCs are a more common experience than is generally perceived. Everyday examples of ASCs include dreaming, day-dreaming, meditation, and prayer. Induced ASCs may be brought about by hypnosis, drugs, directed fantasy, and mind games. A section on lucid dreaming is new. Also we have brought back the Gestalt approach to dream interpretation as well as some Jungian directed mind games. The chapter ends with the observation that any creative achievement, whether in science, in business, or in the arts, must by definition be the result of an ASC. *Chapter 14* focuses on highly integrated and self-actualizing persons. We now include the classic studies in social psychology by psychologists Asch, Milgram, Zimbardo, and Adorno. The subjects of their research studies (who represent the conformist, the obedient person, the deindividuated person, and the authoritarian person) are contrasted with the highly individuated person described by Maslow, Rogers, Jung, Adler, Fromm, May, and Frankl.

A few final words

The philosophy of *Choice and Change* continues to be this: People are not completely determined. No matter how difficult or painful our experiences, no matter what cards we have been dealt by the circumstances of our birth, we are—all of us—capable of transcending our present difficulties and life style. Every one of us has the power to make conscious choices and creative changes in our lives. *All* experiences are opportunities for growth—the grist for our continuing process of personality integration and human becoming.

If we are, each of us, pilgrims and companions in this journey of life, journeying sometimes together and sometimes separately, we hope that *Choice and Change* may serve as a reference map for at least a portion of the way.

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ON PROCESS

The inner process is the inner reality. Reality is not a state of being but is always in the process of becoming. Thus reality is process and process is an evolvment of change. The inner reality or process is the core of all change, the center of every becoming. . . . It is not only the center process but represents the whole process.

—JUNG YUNG LEE, *Patterns of Inner Process*, 1976

Life itself is a process of growth that starts with the growth of the body and its organs, moves through the development of motor skills, the acquisition of knowledge, the extension of relationships, and ends in the summation of experience that we call wisdom. These aspects of growth overlap, since life and growth take place in a natural, cultural and social environment. And though the growth process is continuous, it is never even. There are periods of leveling off when the assimilation of experience occurs, preparing the organism for a new ascent. Each ascent leads to a new high or summit and creates what we call a peak experience. Each peak experience, in turn, must be integrated into the personality for new growth to occur and for the individual to end in a state of wisdom.

—ALEXANDER LOWEN, *Bioenergetics*, 1975

Clients seem to move toward more openly being a process, a fluidity, a changing. They are not disturbed to find that they are not the same from day to day, that they do not always hold the same feelings toward a given experience or person, that they are not always consistent. They are in flux, and seem more content to continue in this flowing current. The striving for conclusions and end states seems to diminish. . . . They begin to appreciate [themselves] as a fluid process.

—CARL R. ROGERS, *On Becoming a Person*, 1961

What I am really interested in is the new kind of education which we must develop which moves toward fostering the new kind of human being that we need, the process person, the creative person, the improvising person, the self-trusting, courageous person, the autonomous person.

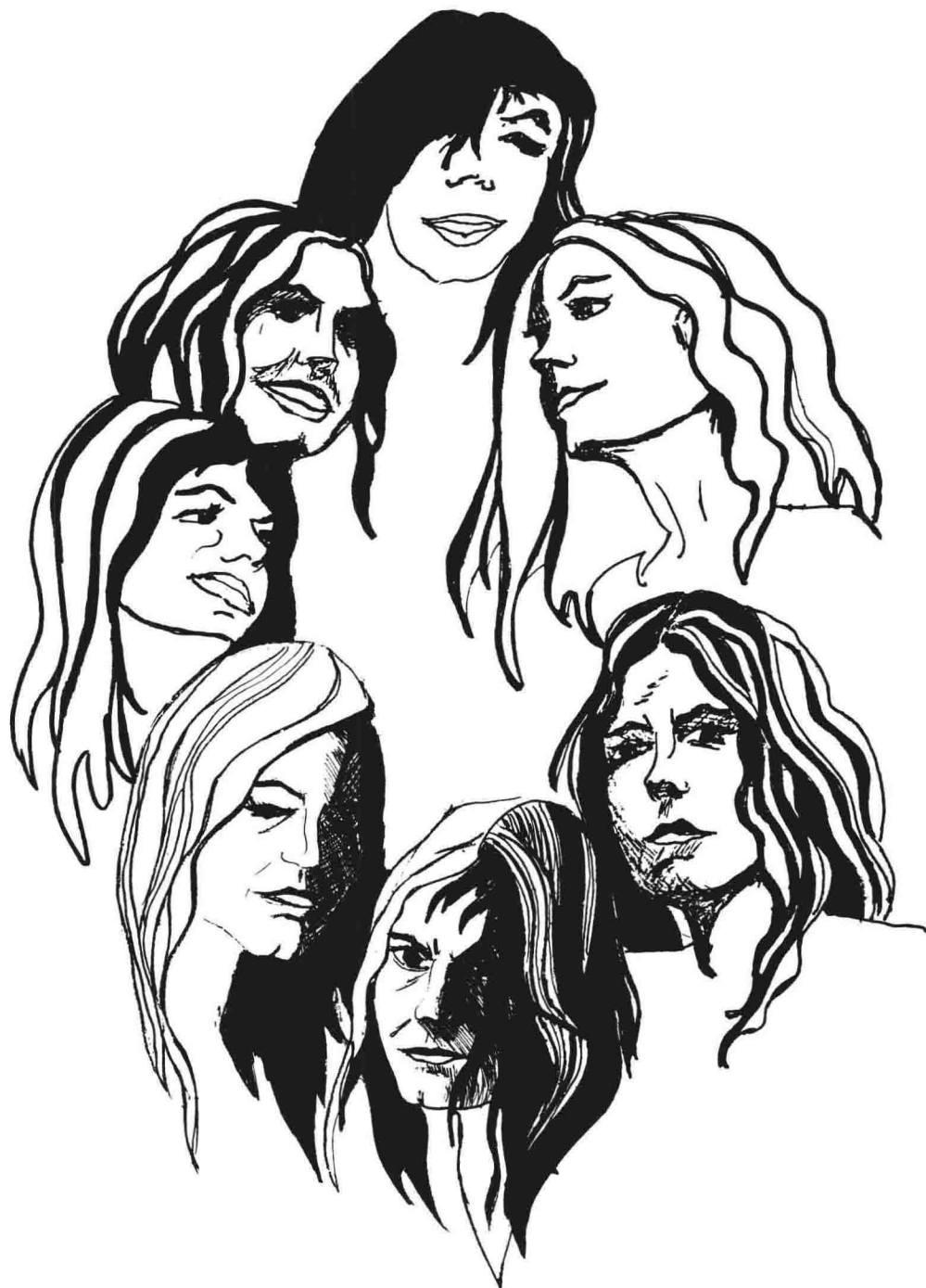
—ABRAHAM H. MASLOW, *The Farther Reaches of Human Nature*, 1976

When life is viewed as an ongoing process, each movement and each event becomes a potential experience of positive learning and growth.

—KENNETH R. PELLETIER, *Holistic Medicine*, 1980

In the human soul, there are only processes

—HENRI BERGSON, *Philosophers of Process*, 1965



In the growth approach to personality integration, all emotions are considered as potentially growth-producing, including joy, sadness, anger, indifference, and depression. Even occasional "maladjustment" can be understood as part of the growth process.

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