



# Challenging the mind

## Encounter with Psychology - Psychology's Appeal?

**Coordinator - navigator**

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# Psychology's Image

- One of the most popular subjects at college:  
high schools don't offer this course
- Clinical psychologists and school counselors  
make a positive contribution to society
- A study in reading people's minds;  
comprehending people's minds;  
manipulating people's minds / hypnotism

# Overview: psychology

## Aspects of basic research

cognitive psychology

developmental  
psychology

personality psychology

social psychology,  
etc.

## Aspects of practical and applied research

clinical psychology

educational psychology

forensic psychology

industrial psychology,  
etc.

# Psychology's Appeal

**1. A study that scientifically clarifies how the mind works.**

**clarifying the mechanisms of the mind**

**2. A practical help for others**

**directly linked to people's occupations and contribution to society**

**3. A means to understand one's own mind**

**ex.) dawning self-awareness in an adolescent's mind**

**\* a recommended option for those torn between the humanities and science.**

# Psychology at the University of Tokyo

1. Faculty of Letters **psychology**
2. Faculty of Letters **social psychology**
3. Faculty of Education **educational psychology**
4. College of Arts and Sciences  
**life and the cognitive sciences,**  
**etc.**

**Mailing list “Psycho”**

# Global Focus on Knowledge Lecture Series

## Challenging the mind

Encounter with Psychology, Psychology's Appeal

What kind of research are psychology professors at the University of Tokyo conducting?

This lecture will convey their range of interest and the wide spread field of advanced research in psychology.

**Global Focus on Knowledge  
Lecture Series**

# **Challenging the mind**

Encounter with Psychology, Psychology's Appeal

- 1 . Exploring the mechanisms of cognition**
- 2 . The structure of society and individuals' minds**
- 3 . Clinical psychology and abnormal psychology**
- 4 . Psychology of mental development and education**

**Global Focus on Knowledge  
Lecture Series**

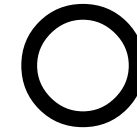
# **Challenging the mind**

Encounter with Psychology, Psychology's Appeal

- Attendance will be taken every time.  
(Barcodes and mark sense cards are used.)**
- After each lecture, students will write a mini report on the back of the mark sense card.**
- Students are required to submit at least nine mini reports.**
- Questions are welcome.**



# What does “Global Focus on Knowledge Lecture Series” aim at?



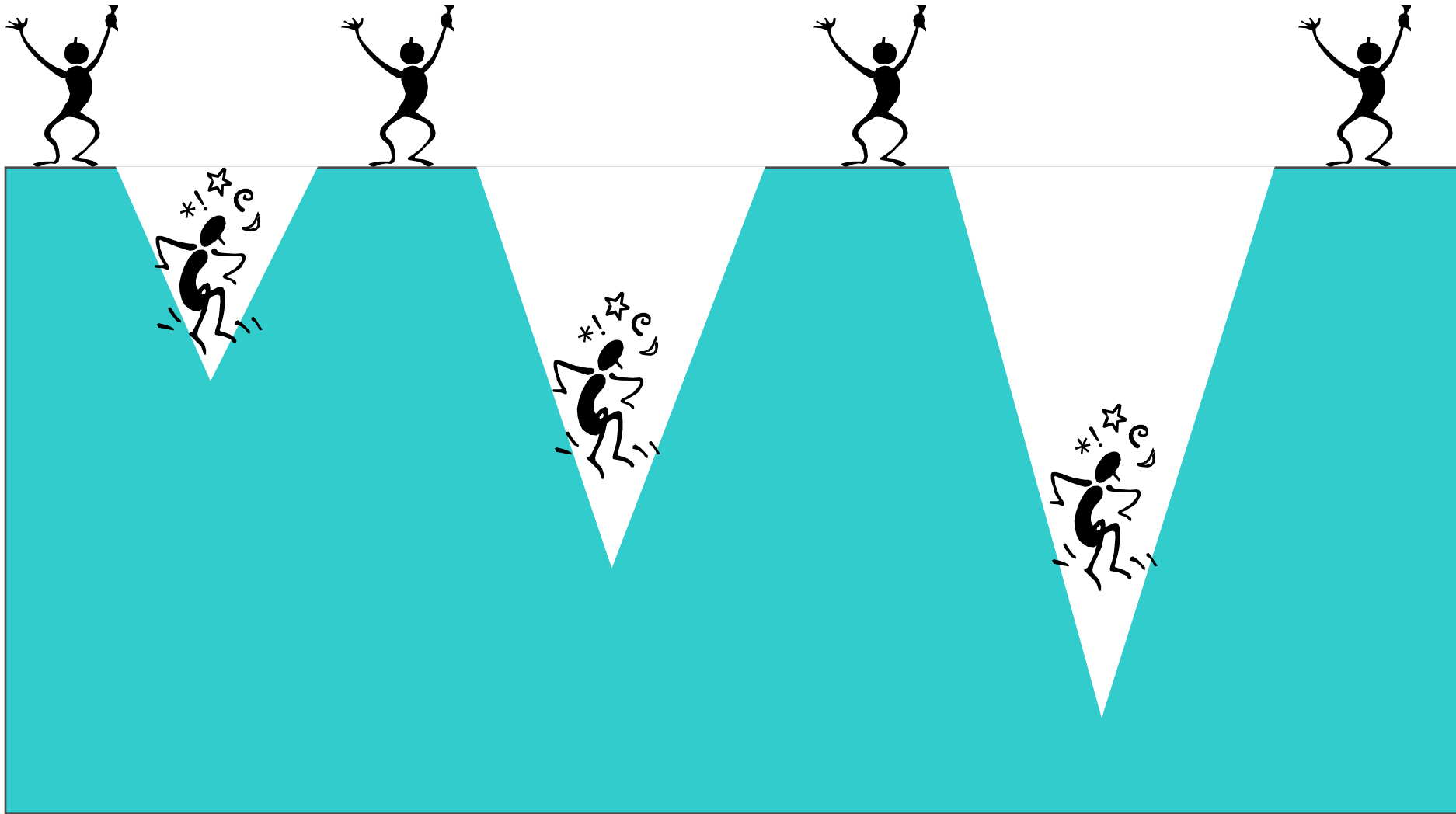
**1. Not digging a hole**

**Climbing a hill to gain a broader view**

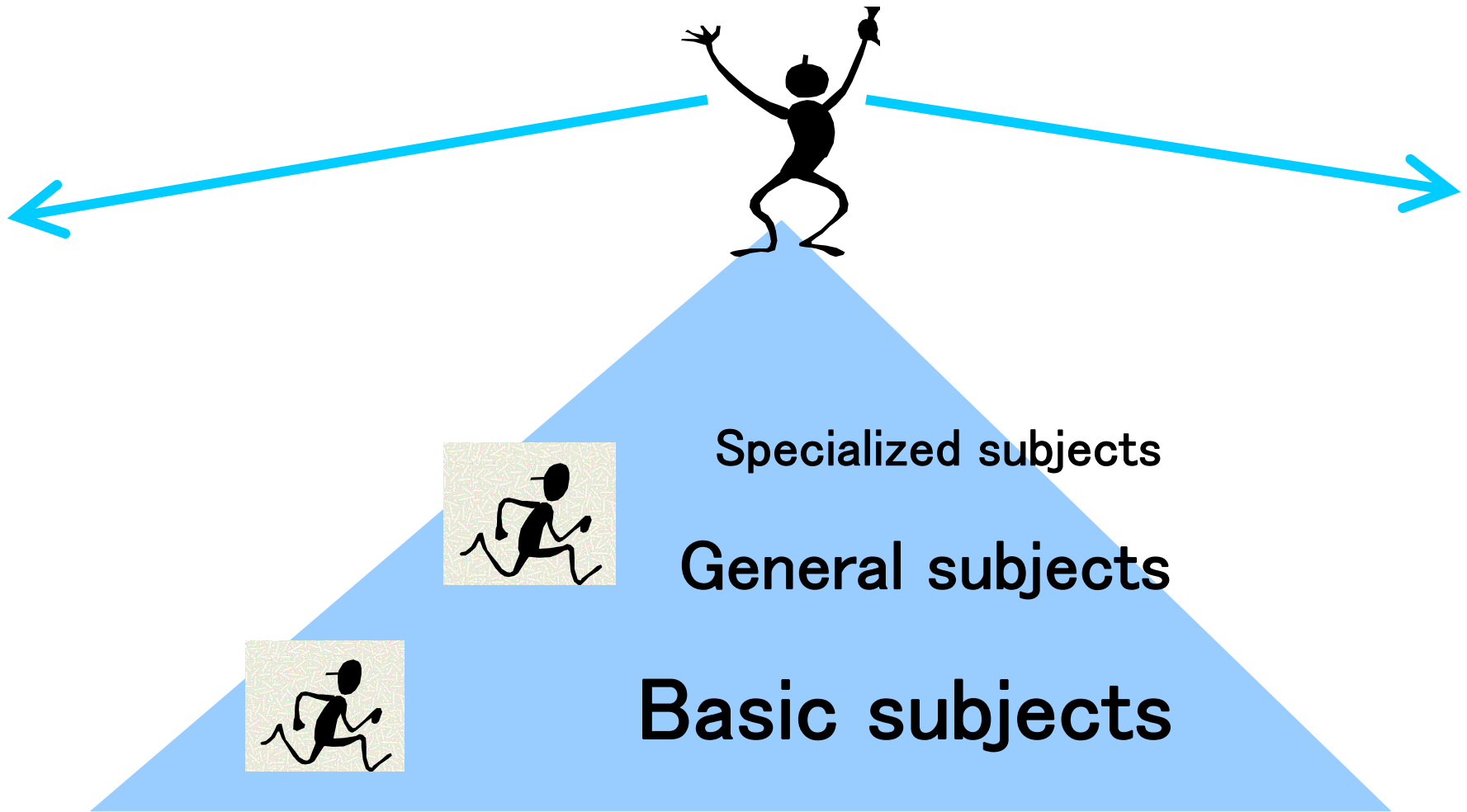
**2. Not cramming**

**Gaining infinite knowledge by structuring knowledge**

**“Hole-digging studies”**  
**narrow the vision and creates “nerds”**



# “Hill-climbing studies” broaden our vision



What “Global Focus on Knowledge” is intended

## **“Bucket of knowledge” model**

**If the bucket is filled beyond capacity, it overflows.**

**If you try to remember too much, you inevitably forget something.**

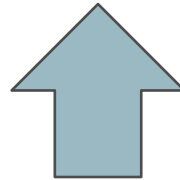
# Memorizing Nonsense Words

Memorize as many words as possible  
in 10 seconds.

JA LN ECN TTI BMK DD

The test will be given again tomorrow.

JAL NEC NTT IBM KDD



JA LN ECN TTI BMK DD

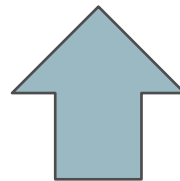
Company Name

Airline

Computer

Tele Communication

**JAL NEC NTT IBM KDD**



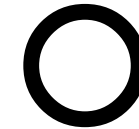
**JA LN ECN TTI BMK DD**

**A model for  
“Structuring knowledge”  
“Knowledge” is not a “bucket.”  
Structured, it gains infinite capacity.**

**In college,  
the goal is not to cram,  
but to structure knowledge.**



# What does the “Global Focus on Knowledge Lecture Series” aim at?



**1. Not digging a hole**

**Climbing a hill to gain a broader view**

**2. Not cramming**

**Gaining infinite knowledge by structuring knowledge**

**Global Focus on Knowledge  
Lecture Series 2008**

**Abnormal Psychology:  
Learning Through Your Own Mind**

**Yoshihiko Tanno**

**College of Arts and Sciences**

**Department of Life and Cognitive Sciences**



Evidence Based

# Contents

1. My own encounter with psychology
2. Psychological crisis
3. Adolescence and psychological crisis
4. What is clinical psychology?
5. Conclusions



# My Own Encounter with Psychology

## Sciences

## Humanities

Sciences in high school



Worries about personality  
How about psychology?



Human Sciences III  
at UT,  
hoping to become a  
novelist



Department of psychology  
Experiments with  
Hallucinogens  
Thesis / master's degree



Medical school

Doctoral course



Adolescent  
psychology



Education at Komaba



Clinical psychology



## **My Own Encounter with Psychology**

**Using my experience from both  
the humanities and sciences**

**My mind suited to the humanities -  
my brain to the sciences.**

**-Psychology is a recommended option for those who are  
torn between humanities and science.**



# My Encounter with Psychology

## Worries about personality

- wanting to change my personality

## Adolescent worries

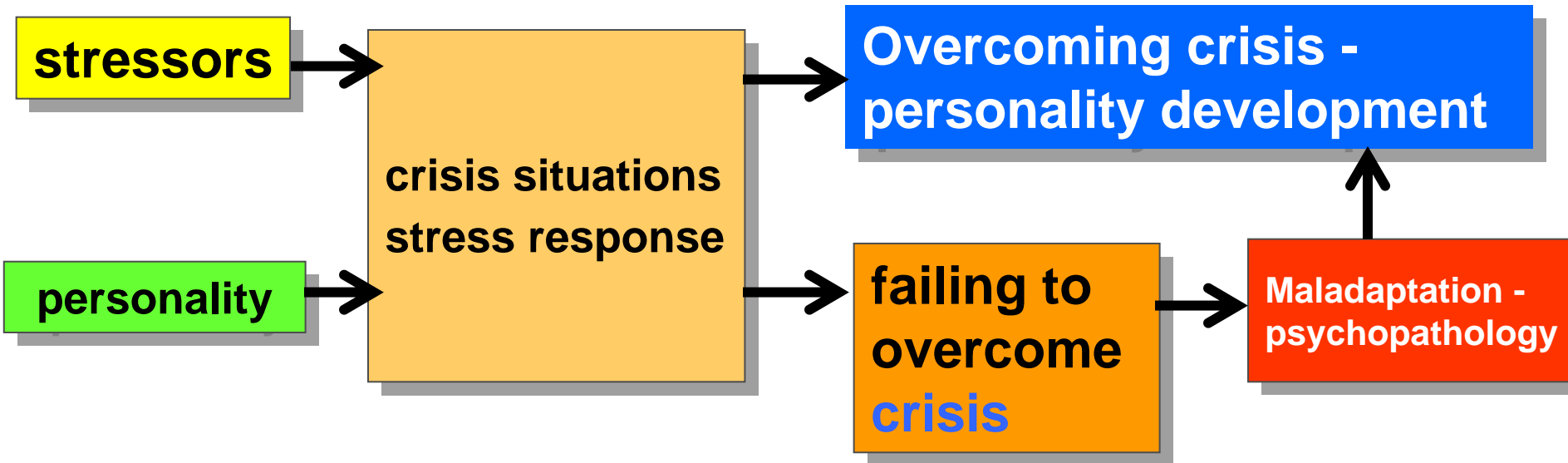
- What am I suited for?

humanities?

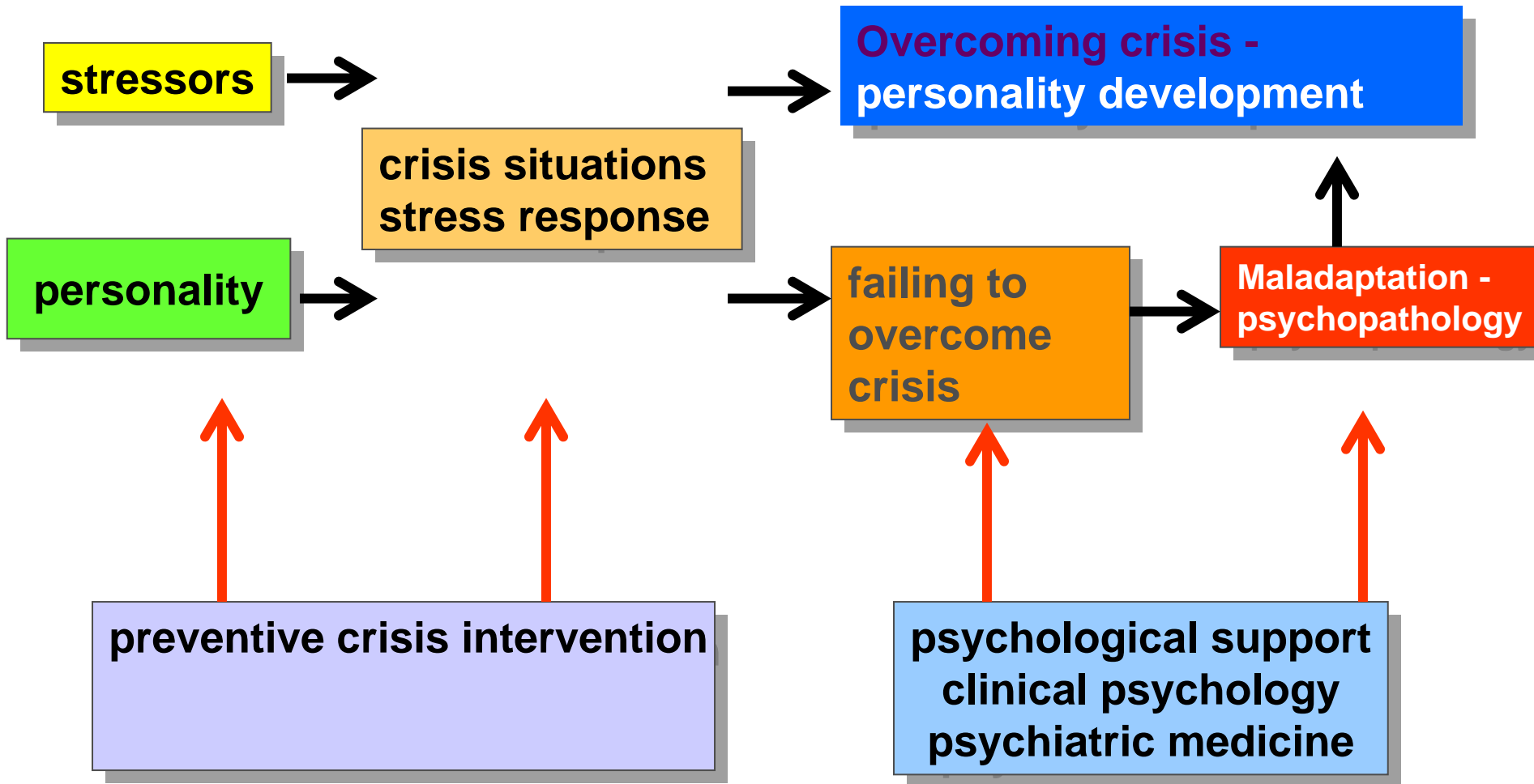
science?

- wanting to understand my own mind
- identity crisis
- psychological crisis, insecurity

# Psychological Crisis



# Support for Psychological Crisis







# Stressors

## Uncontrollable stressors

**unpredictable incidents**

**ex.) accidents, illness, bereavement**

## Developmental stressors

**events everyone faces  
in the process of growth**

**ex.) going to college, getting a job,  
getting married, aging**



# Uncontrollable Stressors

survey of college students

stressors

stress level (●-5 points)

becoming a victim of crime (incl. theft and molestation)



death of a family member



problems in family relationships



hospitalization or treatment at home



illness, injury, death of a close friend



breaking up with a boyfriend/girlfriend



failure in an entrance exam



trouble at part-time work



trouble with friends



taking uninteresting classes/

classes with many assignments



trouble at club (circle) activities





# Developmental Stressors

“Man develops throughout life.”

Erikson

developmental stages	ages	developmental challenges	psychosocial crisis
infant	0~1.5	trust	mistrust
toddler	1.5~4	autonomy	shame, doubt
preschooler	4~5	initiative	guilt
school-age child	6~15	industry	inferiority
adolescent		ego identity	identity diffusion
young adult		intimacy	isolation
middle-age adult		generativity	stagnation
older adult		integrity	despair



# Developmental Challenges in Adolescence

## Acquisition of identity

“Who am I?”

“How should I live from now on?”

“What kind of job should I get?”

“How should I behave as a man/woman?”

Integrating various aspects of the self and finding an answer to the question “Who am I?”

Having a sense of “This is the real me”

= ego identity



## Developmental Challenges of Adolescence

### Adolescence is a period of moratorium

Adolescence is considered to be a preparation period (moratorium) for the young, free from social obligations and responsibilities, in which to establish one's own identity.

It's an important time in that it allows young people to positively form their self-image by trial and error.

During this period of time, a few mistakes are tolerated.

If the developmental challenges of adolescence (ego identity) are not successfully met:

“I don’ t know who I am.”

“I don’ t know what I want to do.”

“I don’ t know how I should live from now on.”

“I don’ t know what kind of job I should get.”

“I don’ t know how I should behave as a man/woman.”

⇒ identity diffusion



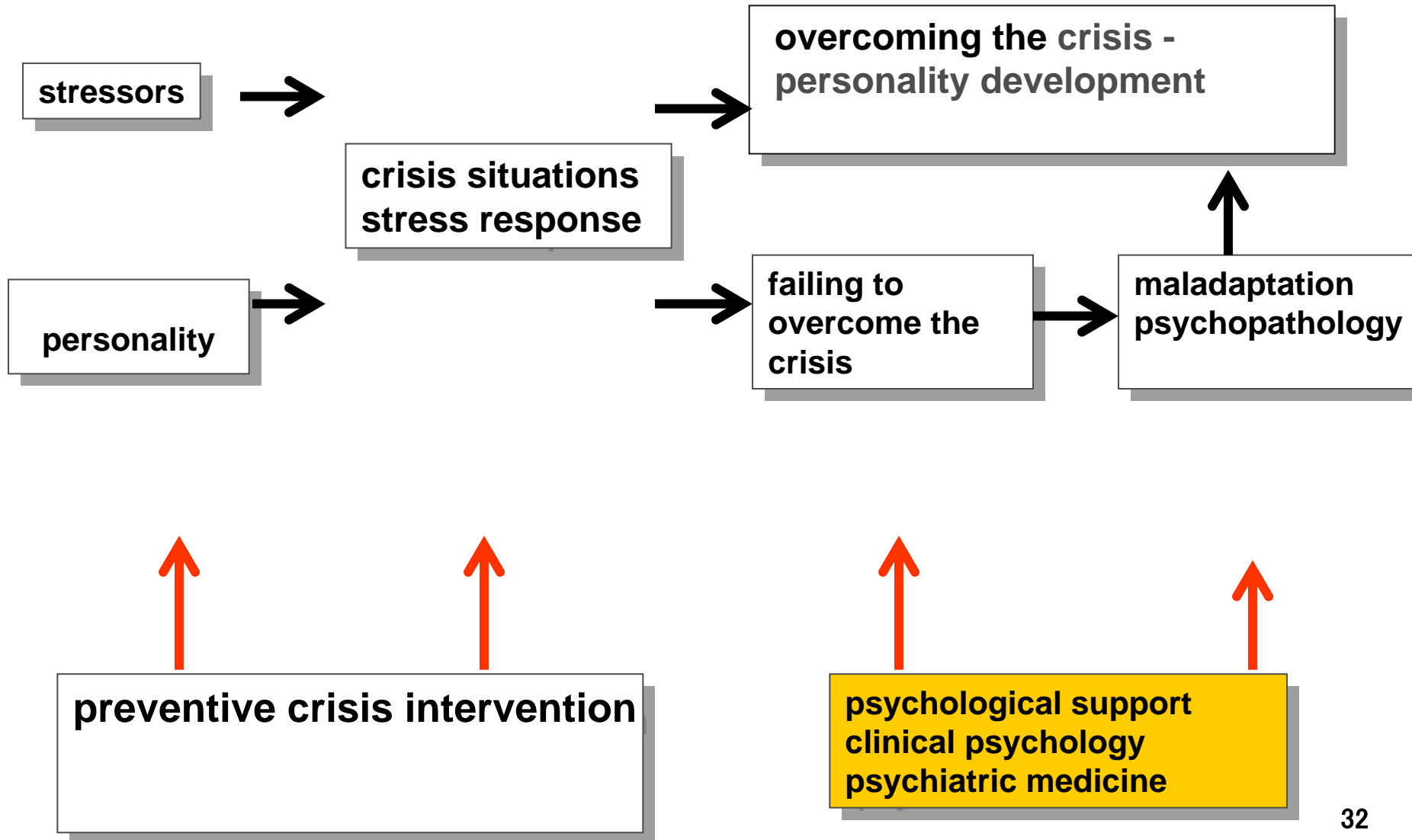
**If the developmental challenges of adolescence (ego identity) are not successfully met:**

**Identity diffusion can occur.**

**In extreme cases:**

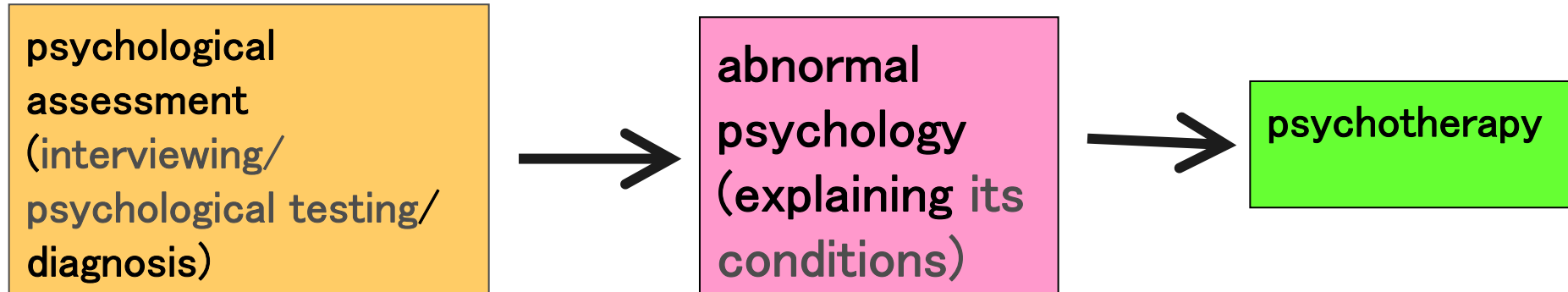
- ① adopting a negative identity      ex.) delinquency
- ② failure in interpersonal relations      ex.) social anxiety
- ③ avoidance of choice, paralysis      ex.) apathy

# Support for Psychological Crisis



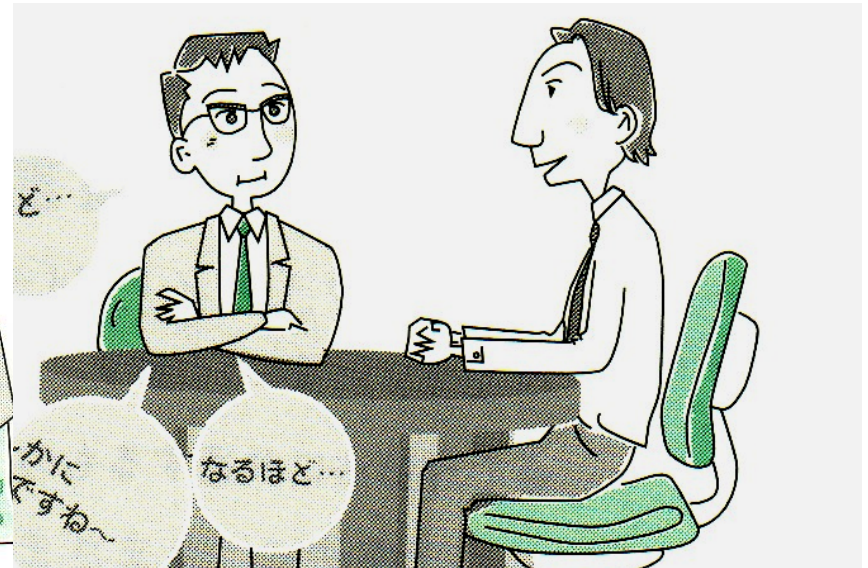


# The Role of Clinical Psychology



# Psychotherapy (1)

## Psychoanalytic Therapy (Freud) Counseling (Rogers)



‡ Source: Hasegawa, Tojo, Oshima, Tanno, "Hajimete deau shinrigaku (The First Psychology)" pp.141,148, YUHIKAKU PUBLISHING CO.,LTD.2000.

# Psychotherapy (2)

## Cognitive Behavioral Therapy (Beck)



**with Beck (the founder of Cognitive Therapy)**



# Areas Where Clinical Psychotherapists Work

## Medical institutions

**hospitals:** departments of psychiatrics, psychosomatics, pediatrics

## Schools and colleges

**school counselors, student counseling centers**

## Judicial institutions

**recurrence prevention, support for victims of crime**

## Social activities

**the Great Hanshin Earthquake, the subway sarin gas attack**

**⇒ care for PTSD**



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**ex.) dawning self-awareness in an adolescent's mind**

**\* a recommended option for those torn between humanities and science.**



## ■ Yoshihiko Tanno Website

<http://park.itc.u-tokyo.ac.jp/tanno/>

## ■ references

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Kongo Shuppan

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University of Tokyo Press

# Mini Report: Topics

- 1. What image have you had of psychology until now?**
- 2. After today's lecture, what image do you have of psychology?**