Understanding Human Behavior A Guide for Health Care Professionals 9th edition Honeycutt Solutions Manual

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SECTION II

Understanding Human Behavior

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CHAPTER 4

Influences on Behavior

OBJECTIVES

After completing this chapter, you should be able to:

- Describe how people are alike.
- Define heredity, chromosome, and gene.
- Define dominant, recessive, and sex-linked traits.
- Summarize the developmental process.
- Describe how environment influences a child's development.

SUGGESTED ACTIVITIES

Topics for Discussion

1. Differences in value systems of various socioeconomic classes (lower, middle, upper) or several subcultures.
2. Influence of socioeconomic level on an individual's interests.
3. a. Characteristics of a "democratic home."
   b. Influence of a democratic home atmosphere on the formation of a child's behavior patterns.
4. Racial prejudice as an influence on behavior.
5. Religious prejudice as an influence on behavior.
6. Importance of broad interests for a health care professional.
7. Prejudice in relation to the philosophy of individual worth.

Questioning Session

1. What are some ways people are alike?
2. What are some ways people are different?
3. What is the importance of heredity to the understanding of people and their behaviors?
4. Explain the meaning of "developmental rate."
5. What are four different aspects of the developmental process?
6. Explain in your own words how one's physical environment influences development.
7. Explain in your own words how one's social environment influences development.
8. Why is early childhood so important to the development of behavior patterns?
9. Can an adult modify behavior learned in early life? Explain your answer.
10. How do interests influence behavior? Give three examples.
11. How does one's value system influence behavior? Give an example from your own experience during the past month.
12. Explain the relationship between one's value system and standards of behavior.
13. How do values, interests, and standards of behavior relate to one's effectiveness as a health care professional?

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REVIEW QUESTIONS

1. List ways that people are alike.
2. Define the following in your own words:
   Chromosome.
   Dominant.
   Heredity.
   Gene.
   Recessive.
   Sex-linked trait.
3. List factors related to genes that determine if a particular trait will be inherited.
4. What are the two types of environment that influence a child's development?
5. Name influences on development during childhood.
6. Explain how a person's interests influence behavior.
7. How does a person's value system influence behavior?

SAMPLE ANSWERS TO REVIEW QUESTIONS (ANSWERS WILL VARY.)

1. Any answer similar to the following:
   - They have basic physical needs.
   - They have basic psychological needs.
   - They have specific interests.
   - They have a value system.
   - They have their own unique heredity.
2. Definitions should include the basic meaning of each word, but should be written in the learner's own words rather than verbatim from the text or glossary.
3. One specific gene, the sequential arrangement of molecules on each gene, a particular pair of genes, a group of genes interacting with each other, or the influence of environmental factors on a gene or genes.
4. Physical and social.
5. Home environment, cultural group (minority vs. majority), and neighborhood.
6. Any of the following: attention, decisions, activities, occupation, recreation, use of leisure time.
7. A person's values influence everyday decisions and life choices.

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CHAPTER 5

Physical Needs

OBJECTIVES

After completing this chapter, you should be able to:

- List the levels of human needs as proposed by Maslow.
- Explain why Maslow stated these needs as a hierarchy.
- Describe influences on the formation of behavior patterns.
- List physical needs that are essential to survival.
- Explain how need-satisfaction influences behavior.

SUGGESTED ACTIVITIES

Topics for Discussion

1. Ways health care professionals can meet the needs of patients who do not understand about personal cleanliness, without appearing to be judgmental.
2. Johnny, age 9, is a patient in a four-bed room in the pediatrics unit. His family is on welfare. He has been caught several times taking food from the trays of other children in the ward, helping himself to chewing gum in the bedside tables of other patients, and even taking money from a visitor's pocketbook. How should the health care professional deal with this?
3. Mrs. J. is a health care professional who has little tolerance for any patient who does not meet her standard of cleanliness. She often says, "Even if you are poor, you can at least be clean."

Questioning Session

1. What are the basic physical needs of all people?
2. What is the result of an individual being deprived of an essential physical need?
3. How are essential physical needs different from comfort needs? (This requires the answer, "They can be satisfied in only one way.")
4. Describe influences on how people strive to meet their physical needs.
5. Compare "dependency" with "self-reliance."
6. Why does Maslow's hierarchy have physiological needs as the foundation of the pyramid?
7. What is the relationship of levels 1 and 2 to level 3 in Maslow's hierarchy?

REVIEW QUESTIONS

1. List five levels of human needs in Maslow's hierarchy from bottom to top.
2. Explain why Maslow arranged these various needs as a hierarchy.
3. List five physical needs that are essential to survival.
4. Explain how need-satisfaction influences behavior.
5. State two reasons why responsible behavior includes the practice of safe sex.

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SAMPLE ANSWERS TO REVIEW QUESTIONS (ANSWERS WILL VARY.)

1. From bottom to top: physiological (survival) needs; need for safety; need for love, affection, and belonging; esteem needs; need for self-actualization.
2. Each level of need must be satisfied before an individual is ready to strive for satisfaction of the next higher level of need.
3. Oxygen, water, food, protection, and sleep.
4. Behavior that results in need-satisfaction tends to be repeated and may become habitual.
5. Prevention of an unwanted pregnancy and protection from a sexually transmitted disease.

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CHAPTER 6

Self-Esteem and Social Needs

OBJECTIVES

After completing this chapter, you should be able to:

- Explain social needs.
- Compare self-concept and self-esteem.
- Explain the influence of success and failure experiences on self-concept and self-esteem.
- Describe the relationship between "success expectation" and "performance."
- Describe the problem-solving process.
- Recognize behaviors that may represent an effort to meet the need for approval, acceptance, or appreciation.
- Express approval, caring, or appreciation appropriately.

SUGGESTED ACTIVITIES

Topics for Discussion

1. Everyday situations for which one deserves approval.
2. Attention-getting behaviors that a newcomer to a school might use to relieve the discomfort of being "an outsider."
3. How "failure expectation" might affect the performance of a student who is about to start a new clinical assignment.
4. How the problem-solving approach could be used in the following situations:
   a. You have a paper due on Monday and are expecting guests for the weekend.
   b. Family obligations require that you go to a family reunion in another county, but you do not want to go.
   c. You want to complete the health occupations course, but your family is complaining that you do not spend enough time with them.

   Note: After these problems have been discussed up to step 3 of the problem-solving method, it may be desirable to review what the real problem is. Frequently, the problem discussed initially is recognized as superficial, and the real problem that emerges is quite different.

Questioning Session

1. What are some examples of social needs?
2. Explain "compensation" in your own words.
3. What are some indications that someone has a negative self-concept?
4. What are some behaviors that might indicate someone has a positive self-concept?
5. During what stage of development is the self-concept formed? What is the primary influence on the self-concept?
6. List examples of positive and negative influences on a child's developing self-concept.
7. Compare "autonomy" with "dependence."
8. Explain the influence of expectation on probable success or failure in a particular task.
9. Explain "success" as you see it. How does your perception compare to the definition in the text?

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10. Explain the value of knowing a systematic method for solving problems.
11. List the steps of the problem-solving method.
12. Why is problem-solving skill related to self-concept?
13. What is the value of having goals?
14. Why is the meeting of social needs important to an individual's sense of well-being?
15. How is "conformity" likely to influence one's success in meeting social needs?
16. How is caring related to one's ability to establish rapport with others?
17. Describe how you can help others meet their social needs, while also meeting some of your own needs.
18. Why do some people seem to have a "hunger" for approval?
19. What are some pitfalls to avoid in expressing approval?
20. Compare "sympathy" and "empathy."

REVIEW QUESTIONS

1. Explain the meaning of "social needs" and list five types of social needs.
2. Compare self-esteem and self-concept.
3. Explain the influence of a success experience on a person's self-esteem and self-concept.
4. Explain the effects of a failure experience on a person's self-esteem and self-concept.
5. Explain the relationship between expectations of success and performance of a task.
6. List the steps of the problem-solving process.
7. Explain the relationship between social needs and a person's sense of worth.
8. List two specific needs that must be met in order for a person to feel accepted.
9. List three ways to express approval effectively.

SAMPLE ANSWERS TO REVIEW QUESTIONS (ANSWERS WILL VARY.)

1. Social needs can only be met by interactions with other people. Types of social needs include psychological, emotional, intellectual, spiritual, diversional, recreational.
2. Self-concept refers to beliefs about oneself. It is well established by age 6 and is primarily influenced by people in one's social environment. Self-concept is relatively permanent and is difficult to change once it has been established. Self-esteem refers to temporary feelings about oneself, which change based upon one's current experience or situation.
3. Success experiences enhance one's belief in self as a person who can overcome obstacles or can do what he sets out to do. Success also enhances one's self-esteem at the moment.
4. Failure experiences may lead to self-doubt, future expectations of failure, and lowered self-esteem.
5. Expectation of success is likely to improve performance.
6. The following steps should be listed in the correct sequence:
   a. Identify the problem; write a brief statement that describes the problem.
   b. Collect information related to the problem.
   c. Consider all available information; restate the problem.
   d. Write down as many possible solutions as you can think of; consider the probable outcome of each solution.
   e. Select and try out the solution you believe is most likely to solve the problem.
   f. Evaluate the results; if the outcome is not satisfactory, try another possible solution.
7. The need to belong is fundamental; a sense of self-worth is enhanced by positive interactions with others and a sense of belonging.

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8. Any two of the following:
   - Approval.
   - Caring and understanding.
   - Appreciation.
9. Any of the following:
   - Express approval for everyday tasks, not just big events.
   - Notice others' actions as opportunities to express approval.
   - Express approval whenever it has been earned.

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CHAPTER 7

Emotions and Behavior

OBJECTIVES

After completing this chapter, you should be able to:

- Describe the physiological effects of emotional arousal.
- Define stress, distress, and stressor.
- Explain how emotional patterns are formed.
- Identify ways to use emotions constructively.
- Practice using "I-statements."

SUGGESTED ACTIVITIES

Topics for Discussion

1. Behavior that may be exhibited by a person who tends to overreact to situations.
2. Behavior a patient may manifest if he or she is fearful about having surgery.
3. Emotional reactions of patients being admitted to a hospital for the first time, if the patient is:
   a. A professional businessperson who carries heavy responsibilities and believes she cannot leave her business even to take a vacation.
   b. An immigrant who does not speak English.
   c. A child whose father went to the hospital last year and died. Someone has told the child, "Daddy just went to sleep in the hospital and did not wake up again."

Questioning Session

1. What is the meaning of "stress"?
2. What is the meaning of "stressor"?
3. Explain the statement "Emotions are neither good nor bad."
4. Explain the relationship of emotional states to physical function.
5. Describe a positive emotion. (Continue with this question until students have described at least five positive emotions.)
6. Compare love-for-self with love-for-others.
7. Describe a negative emotion. (Continue until students have described at least three negative emotions.)
8. What is meant by "intensity" of an emotion?
9. How does frequency of a specific emotional response affect one's personality?
10. How can one use emotions to promote a positive outlook on life?
11. Describe ways to deal with anger.
12. Describe an effective way to deal with fear.
13. Describe the "chain reaction effect" of an emotional state.
14. Describe an effective way to deal with grief.
15. Explain the meaning of the phrase "owning your feelings."

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REVIEW QUESTIONS

1. Describe how emotions affect a person's quality of life.
2. Describe the physiological effects of experiencing a strong emotion.
3. Name two different positive emotions; for each, list several words that describe various degrees of that particular emotion.
4. Name three different negative emotions; for each, list several words that describe various degrees of that particular emotion.
5. What factors influence the emotional patterns that an individual develops?
6. Describe ways that you, as a health care professional, can use knowledge about emotions to build effective relationships with patients.

SAMPLE ANSWERS TO REVIEW QUESTIONS (ANSWERS WILL VARY.)

1. Any of the following:
   - Determines the degree of satisfaction one experiences.
   - Influences the degree of success in dealing with life situations.
   - Influences relationships.
   - Influences physical well-being.
   - Influences mental health.
   - Contributes to personality traits as perceived by others.
   - Influences behavior patterns.
2. Experiencing a strong emotion affects the automatic nervous system, which influences the function of internal organs, stimulates some organs, and inhibits the functions or others; strong emotions also cause a release of adrenaline, which stimulates circulation, increases respiratory rate, increases flow of blood to muscles, and decreases flow of blood to other organs (the "fight or flight" response).
3. Two positive emotions:
   - Joy: elation, ecstasy, pleasure, satisfaction.
   - Love: affection, friendliness.
4. Negative emotions:
   - Anger: rage, hate, hostility, annoyance, resentment.
   - Fear: terror, panic, apprehension, anxiety, dread.
   - Guilt: regrets, self-blame.
5. Any of the following:
   - Satisfaction experienced during infancy and childhood.
   - Distress experienced during infancy and childhood.
   - Consequences of behavior.
   - Reactions of others to the individual's expression of feelings.
   - Emotional expressions of caregivers.
   - Behavior of caregivers.
   - Family patterns for expression of feelings.
   - Interactions with others during infancy, childhood, adolescence, and into adulthood.

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6. Should include some or all of the following:
   - Maintain a positive emotional state, even when others express negative feelings.
   - Use reflection to indicate awareness of another's feelings.
   - Note behaviors that may indicate fear, anger, or grief.
   - Spend additional time with a fearful patient.
   - Grant others the right to grieve.
   - Grant others the right to be angry.
   - Help others to acknowledge their fear.
   - Avoid becoming defensive.

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CHAPTER 8

Adjustment and Patterns of Behavior

OBJECTIVES

After completing this chapter, you should be able to:

- Contrast characteristics of a person who is well adjusted with characteristics of a person who is poorly adjusted.
- Explain why poor adjustment can be a vicious cycle.
- Discuss strategies for improving adjustment and for adapting to a new situation.
- Describe how one's emotional patterns influence adjustment.

SUGGESTED ACTIVITIES

Situations for Discussion

1. Discuss the following incidents in regard to any probable influence on behavior.
   a. A practical nurse has accepted a position in a large hospital that has written policies for each department and specified responsibilities for each role. This licensed practical nurse (LPN) has been working in a small hospital where she was allowed much responsibility; sometimes, she was the only licensed person on duty for a shift.
   b. Joe was in the army as a medical corpsman; he has had much experience in handling battle casualties. After his discharge, he enrolled in a surgical technician course. Joe has just completed the course and accepted a position as an operating room technician in a large hospital.
   c. Mrs. Y. has always been regarded as a "born nurse" in her community. After her children reached high school age, she enrolled in a practical nursing education program. She has many strong convictions about how to deal with health problems.
2. Discuss the following incidents to develop suggestions for effective behavior:
   a. Joe has just lost his job as a surgical technician. He explains to his friends that "they don't appreciate me at the hospital."
   b. Mrs. B. has resigned her job at the community hospital in order to take a job in a large hospital nearby. She has never worked anywhere except in a community hospital, but she feels the time has come for her to try something new. In spite of outward appearances, she is quite frightened and unsure of her ability to function in the new setting.
   c. Mr. A. has been working as an orthopedic aide for 12 years. He has always discussed problems directly with the patient's doctor. Now the hospital has employed a new supervisor for orthopedics. Mr. A. is told that he will get all instructions from the supervisor; he is not to contact the doctors.
   d. Amy, Shalonda, and Tiffany were all employed in the laboratory at the same time, three years ago. One year later, Amy was taught a new procedure. Shalonda and Tiffany are now taught the procedure but told that Amy is to check their results.

Questioning Session

1. Define "good adjustment."
2. Define "poor adjustment."
3. Compare good adjustment with poor adjustment, in terms of an individual's behavior in a new situation.
4. How does one's adjustment influence the effectiveness of one's behavior?

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5. How does change affect one's adjustment?
6. How can an individual improve adjustment?
7. How can one adapt to a new situation with minimal threat to adjustment?

REVIEW QUESTIONS

1. List behaviors that indicate a person is well adjusted.
2. List behaviors that could indicate a person is not well adjusted.
3. Explain why poor adjustment can be a vicious cycle.
4. Explain why any change in a person's life situation can affect adjustment.
5. List guidelines that you could use to improve adjustment.
6. Describe strategies that could help a person adapt to a new situation.
7. What are two strategies for adapting to the role of health care professional?
8. How do one's emotional patterns influence adjustment?
9. List examples of daily hassles that can affect a person's adjustment.
10. Name examples of daily experiences that can provide satisfaction and thereby contribute to good adjustment.

SAMPLE ANSWERS TO REVIEW QUESTIONS (ANSWERS WILL VARY.)

1. Any of the following:
   - Deals effectively with problems.
   - Finds much satisfaction in living.
   - Has habits and skills for solving problems.
   - Has patterns of behavior that satisfy basic needs.
   - Can handle a crisis and reestablish good adjustment within a reasonable period of time.
2. Any of the following:
   - Feels restless and dissatisfied most of the time.
   - Does not cope with obstacles.
   - Does not deal with everyday problems effectively.
3. The person's ineffective behavior patterns create additional problems.
4. Change of any type may make a person's established habits or behavior patterns inappropriate. If the change is permanent, rather than temporary, a person may experience a period of poor adjustment while seeking new behavior patterns that will be effective in the changed situation.
5. Any of the following:
   - Find patterns of behavior that satisfy basic needs and solve problems.
   - Assume conscious control of your behavior.
   - Use the problem-solving method.
   - Use emotions constructively.
   - Evaluate your behavior in specific situations.
   - Be self-evaluative—look for ways to improve.
   - Select appropriate goals in terms of "all that I can be."

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6. Any of the following:
   - Modify some behavior patterns.
   - Expect to feel some stress in the new situation.
   - Make a conscious effort to adapt to the new situation.
   - Study the new situation, and then adopt appropriate behavior patterns.
7. Know your role and perform within it. Accept and abide by the code of ethics for your role.
8. Daily experiences include many opportunities for choosing how to react to a situation—with good humor, with pleasure, or with anger or fear:
   - We choose how to react to daily hassles.
   - We choose the amount of attention we pay to our satisfying experiences and the amount of attention we give to our difficult experiences.
   - We choose the extent to which we allow positive versus negative emotions to dominate our lives.
   - We choose where to focus our attention—on positive events or on the "ain't it awful" situations that come to our attention.
   - We choose some of our life experiences—a movie that is a comedy versus one that is filled with violence.
9. Any examples of daily hassles.
10. Any examples of daily satisfactions.

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