

## Human Psychosocial Needs Documented

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### Abstract

There is a need for the compilation of a list of all human psychosocial needs with an accompanying justification for each for several reasons; as knowledge of itself and for itself about our species; for a greater understanding of the socialisation process potentially leading to improved parenting; for more precise descriptions of need and consequences of absence that cause human dysfunction including psychosis among other, thereby enabling more effective research into cause and treatment. This brief theoretical article provides such a list in a figure with a brief explanation for the need of each. There are two figures. Firstly, socialization as a process is depicted, then the second figure is the list of all human psychosocial needs. It contains a rationale for variable inclusion as well as explanation of consequence of privation and as such introduces some innovative and paradigm changing ideas regarding psychosocial need and cause of mental health issues.

Psychosocial needs can be defined as emotional, social, structural and cultural variables that are essential for growth and development into an autonomous and adequately functioning human adult. There is a need for a definitive list of all such human psychosocial needs as a stand-alone exercise by itself and for itself thereby increasing knowledge and understanding of our species as homo sapiens. There is also a need for more precise descriptions of our psychosocial environment for two more reasons; firstly what is essential for adequate provision of the socialisation process and therefore assessing best practice for what constitutes adequate parenting; secondly, to be able to investigate more accurately the effects of psychosocial need privation including causes of various mental health issues. The underlying assumption here is that we are discussing needs of physiologically normal humans.

Until we know what all human psychosocial needs are, why they are needs, and consequences of privation, we will not be able to conclusively determine causes of many mental health problems.

To this end, the author has composed such a list. Several factors, including reading relevant background literature including on child abuse and biographies of serial killers, experience as a parent, classroom teacher and tutor, and interviewing a range of people including homeless and unemployed

men as well as very successful people, have contributed to ideas behind its construction. It includes sociological variables as well as those from psychology. Sociology is important as it describes our overall social structure and small group behaviour, while psychology addresses relationship variables, individual behaviours and developmental needs. These two disciplines are interdependent, and so inclusion of each is essential.

There are three columns. The first on the left contains the list of need with some rationalisation as to why we have such a need. The middle column suggests consequences of privation of each need, while the right-hand column deals with societal structure and process.

The concept of 'direction' from the 'process' column, can be defined as the provision of some sort of knowledge, value or skill from one person or group to another that enables the socialisation process to occur. The concept of 'attention' is self-explanatory. The list contains paradigm changing ideas regarding psychosis and autism cause that will challenge the conservative frameworks and ideologies of many mental health experts. Ideas of cause are based on a tabula rasa framework of child development and excludes any acknowledgement of genetic input. The author believes that child development issues and most mental health problems are a response to environment, and that genes are not capable of

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causation in the physiologically normal human.

The list reflects the life style, norms and values of western European industrialised bureaucratic type societies, which of course includes North American societies, and the Antipodes. It is therefore somewhat ethnocentric. Moreover, as this is a first attempt by anyone to engage in such an exercise, it is still somewhat hypothetical although I believe that it is probably around 95% correct as it took much thinking and reading over a four-year period.

The aim is to stimulate thought and debate in order to improve our knowledge and understanding of the socialisation process as well as cause of various forms of deviance or dysfunction. The author welcomes any discussion about inclusion, or

suggestions for further inclusions.

Immediately below is firstly, Figure 1, a schematic diagram of socialisation as a process. The need for appropriate schema development was included as a separate bubble due to its importance in the development of deviance: elsewhere it is hypothesised that the prevention of adequate schema development contributes to the onset of psychoses such as schizophrenia in particular [1]. The list of psychosocial need then follows on in Figure 2 from this description of process.

References

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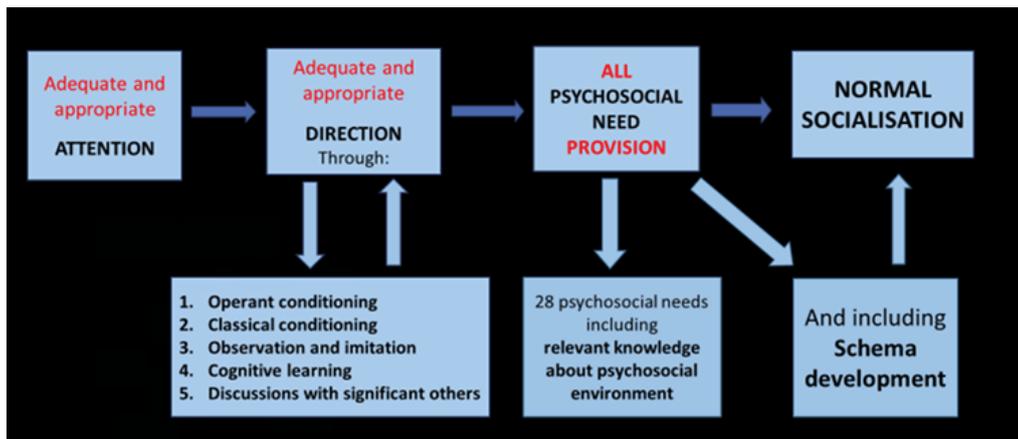


Figure 1. Socialisation Process

PSYCHOSOCIAL NEED	FUNCTION – PURPOSE OF NEED	PROCESS
<b>1. Emotional contact and stimulation through</b> 1.1. Physical contact –touching, and stroking. 1.2. Eye contact – smiling into infant’s eyes. 1.3. Vocalisations – paralinguistic contact 1.4. Adult responding to child initiating contact leading to <b>2. 2.1 Acknowledgment of the existence of the person and his or her integrity as a new discrete human, and 2.2 Permission to continue existing from significant others.</b> <b>3. Acceptance and inclusion by one or more human groups that has an adult leader.</b>	Existence confirmation through: adequate and appropriate attention – I exist Species recognition/ delimitation – I am human Early inadequate basic attention causes death. Inadequate emotional stimulation and development of basic communication skills causes autism.	FORMS OF ATTENTION provided by adults in the primary group (family), or institution
<b>4. To feel valued (approved, respected) by significant others.</b> <b>5. Develop emotional attachment to significant others</b> a. through two-way interaction leading to b. developing ability to establish connections with and therefore c. establish and maintain relationships with others.	4. Self- worth, absence causes deviance. 5. Absence causes inability to establish connections and relationships with others leading to autism.	FORMS OF ATTENTION.
<b>6. Homeostasis - maintenance of equilibrium.</b> <b>7. Adult intervention to maintain homeostasis (“support”)</b> <b>8. Biological timeframe and critical threshold compliance.</b> <b>9. Kindness, warmth and affection, that is, “love”.</b> <b>10. Empathy and understanding.</b> <b>11. Stability in relations.</b> <b>12. To experience and express emotion:</b> 12.1. To become aware of our internal psychosocial state 12.2. To establish emotional connections to others (bonding) 12.3. To communicate internal states 12.4. To communicate psychosocial and physical needs 12.5. To communicate response to other’s actions or words 12.6. For catharsis, as a stand-alone action, after trauma. <b>13. Control over</b> a. our own actions (self-control) b. our decisions – self determination c. over significant others - power	6. For emotional growth and continued existence. Too much stimulation causes ADHD. 7. Absence causes feelings of being overburdened, uncared for and undervalued, leading to paranoia and or narcissism among other. 8. Absence contributes to autism and restricted development including language. 9 - 11. Necessary for normal emotional growth. Absence also leads to feelings of being overburdened, victimised, and unloved. 12. Inability to express emotion has profound effects. Feelings get repressed and this leads to antisocial behaviour. 12.4 Communication regarding Ego’s state 12.6 To Restore homeostasis Nos. 13/14, are essential for development into emotional adulthood; absence enables chronic	FORMS OF ATTENTION AND SOME DIRECTION,  All provided by the primary group.  Significant others can include older peers when orphaned at a later age.

<p>14. <b>Take personal (adult) responsibility</b> for our actions, choices and decisions from childhood.</p> <p>15. <b>To learn to communicate verbally and non-verbally</b></p> <p>16. <b>Ego (core self) needs</b></p> <ol style="list-style-type: none"> <li>i. to be whole and undamaged;</li> <li>ii. To have compensatory mechanisms to repair any damage</li> <li>iii. To have multiple identities according to age, gender, ethnic group, education, class and any other relevant variable</li> <li>iv. To have a sense of relative level of self-worth comparative to others</li> </ol>	<p>psychosis such as depression, as well as identity problems</p> <p>16. Damage to the self can lead to psychosis, death, murder, suicide, and to a desire for revenge or justice. We appear to be born with an understanding of, &amp; desire for equal treatment.</p>	
<p>17. <b>To internalise appropriate norms and values:</b></p> <ol style="list-style-type: none"> <li>17.1. Including the distinction between reality and myth.</li> <li>17.2. To be able to verify any claim about the nature of reality.</li> <li>17.3. To be able to organise and systematise knowledge for comprehension of our psychosocial environment</li> <li>17.4. To learn about different social categories</li> <li>17.5. To develop appropriate schema about those categories.</li> <li>17.6 To learn rules for differential role performances             <ol style="list-style-type: none"> <li>17.7. To learn to recognise the existence of and rules for status differentiation</li> <li>17.8. To learn the rules for influence, power and persuasion.</li> </ol> </li> </ol> <p>18. <b>We need consistency in behaviour and role performance from parents or carers</b></p> <p>19. <b>We need to have the opportunities to learn appropriate social and life skills that will ensure at least adequate performance as a human, according to societal norms</b></p>	<p>17. Orderly intergenerational culture transmission through adequate and appropriate direction, ensures ordered existence, enables societal wide progress, and maintains sanity of individuals (inappropriate direction contributes to schizophrenia) through appropriate schema development; inadequate direction can have profound consequences on the individual leading to many possible forms of deviant behaviour, such as all forms of violence and other risk behaviours. <b>MANY OF THESE ARE MISSING IN PEOPLE WITH SCHIZOPHRENIA.</b></p> <p>18. To develop orderly thinking patterns, that enables schema development and prevents personality disorder and psychosis. Absence contributes to psychosis.</p> <p>19. Failure to provide such direction results in anger and can lead to civil disobedience of varying types</p>	<p>DIRECTION, provided by primary and secondary groups (family and school)</p>
<p>20. <b>Time and space to be alone (self-attention):</b></p> <ol style="list-style-type: none"> <li>20.1. for consolidation of internalisation of norms and values,</li> <li>20.2. for LT memory development</li> <li>20.3. to increase emotional maturation</li> <li>20.4. To develop reasoning and related higher cognitive skills</li> </ol>	<p>20. Enables recovery from any trauma, and personal development consolidation, also psychosocial understanding of environment</p>	<p>DIRECTION</p>
<p>20.5. For Ego restoration</p> <p>20.6. For general contemplation of the human condition</p> <p>21. <b>Performance feedback:</b></p> <ol style="list-style-type: none"> <li>21.1. for existential reassurance – I exist</li> <li>21.2. for group acceptance reasons - I belong</li> <li>21.3. for performance competence assessment – I am good at being human</li> </ol>	<p>21. performance feedback for:</p> <ol style="list-style-type: none"> <li>i. Identity</li> <li>ii. Goodness of fit</li> <li>iii. Self esteem</li> </ol>	
<p>22. <b>Boundaries set for behaviour acceptability</b></p> <p>23. <b>Social control mechanisms for maintaining boundaries</b></p> <p>24. <b>Social order and mechanisms for maintaining order</b></p> <p>25. <b>Autonomy</b> – <ol style="list-style-type: none"> <li>i. freedom from coercion,</li> <li>ii. the ability to form multiple identities</li> <li>iii. the ability to develop a unique personality</li> </ol></p>	<p>22. Behaviour limitation information; Social control imposed by others leads to security</p> <p>25. Coercion contributes to onset of mental health issues including paranoia, depression and schizophrenia.</p>	<p>DIRECTION supported by societal resources provided by the primary group and wider society</p>
<p>26. <b>Structures:</b></p> <ol style="list-style-type: none"> <li>26.1 We need some structure to our daily lives, including set rituals, pastimes and routine behaviours.</li> <li>26.2 We need to participate in social institutions and other non-structured groups, such as peer groups, etc.</li> <li>26.3 We need to ascribe purpose to our existence through self-constructed life 'scripts'.</li> </ol>	<p>Structure enables time management, and facilitates communication, bonding, and order. It makes life easier to manage. Social institutions enable provision of social and other needs, e.g. informal social control, socialisation, economic, etc. Scripts provide life-long structure of time and purpose. Absence or being thwarted causes mental health problems, e.g. addiction</p>	<p>SOCIETAL STRUCTURES, NEEDS AND FUNCTION</p>
<p>27. <b>Access to group resources</b> including:</p> <ol style="list-style-type: none"> <li>27.1. Education</li> <li>27.2. Work</li> <li>27.3. Status, power and prestige</li> <li>27.4. Potential sex partners</li> <li>27.5. Cultural and political activities.</li> <li>27.6. Personal development opportunities.</li> <li>27.7. Medical/ psychosocial problem resolution opportunities</li> <li>27.8. Legal /conflict problem resolution opportunities</li> </ol> <p>28. <b>Equality of opportunity</b></p> <ol style="list-style-type: none"> <li>1. to access resources</li> <li>2. through agreed rules and procedures</li> </ol>	<p>Resource access is essential for optimum psychosocial development of the individual in post-industrial societies;</p> <p>Inadequate provision leads to social problems such as delinquency, violence, and various forms of acting out, that is, civil disobedience and social unrest. Absence therefore leads to deviancy, that is, rule breaking, as social protest and coping mechanisms, The level of available resources will depend on type of social organisation – simple, such as hunter-gatherer, or complex such as post-industrial bureaucratic.</p>	<p>SOCIETAL STRUCTURES PROVIDING RESOURCES THAT ASSIST THE SOCIALISATION PROCESS</p>

Figure 2. Theoretical list of human psychosocial needs