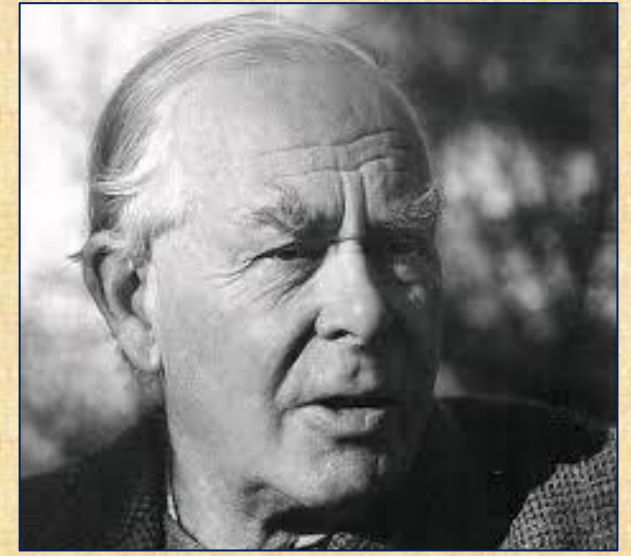
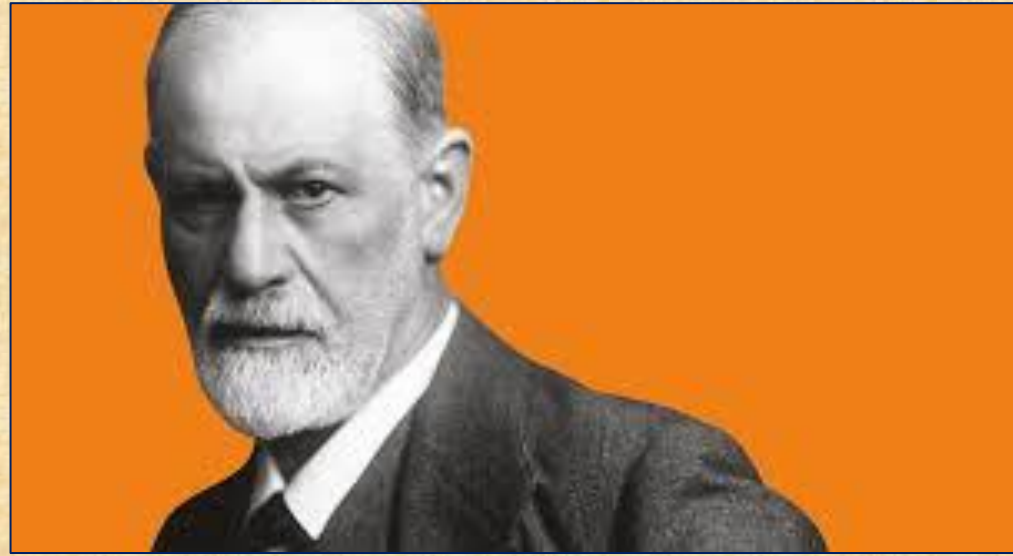




Part two:

THE PSYCHODYNAMIC APPROACH CONTINUED...

SO...TO RECAP

Freud had three elements to his theory:

They are?...

Which element determines our daily functioning?

What does he mean by the `royal road`?

How many stages does he propose children must develop through before adulthood?

There are three ways in which we can access the contents of our unconscious mind during therapy. They are:

DEFENCE MECHANISMS

Repression- Pushing bad experiences or negative emotions into the unconscious so you no longer think about them. For example, you were humiliated in the dining room at lunch, but can no longer remember the event

Displacement: transferring undesirable impulses from one person to an object or another person. For example, someone who is angry at their boss may go home and kick the bin

Projection: undesirable thoughts or emotions are attributed to someone else. For example, someone who has a bad temper may complain that someone they know gets angry easily

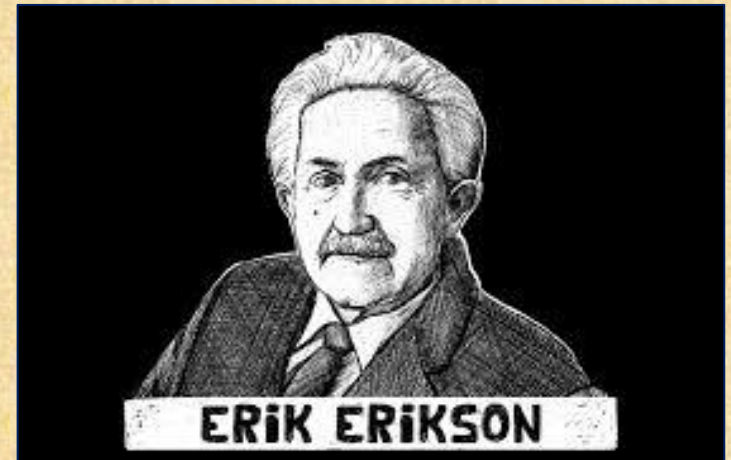
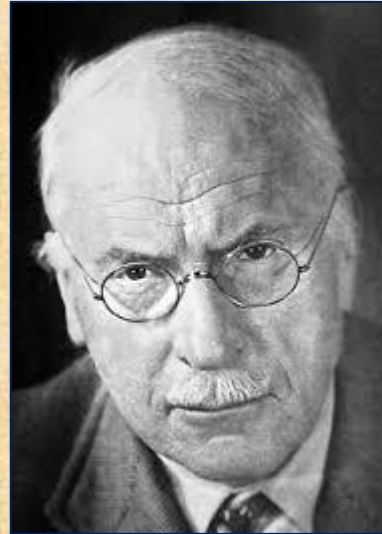
WHICH DEFENCE MECHANISM?

- ✗ A woman who scored low in an IQ test accuses another person of being stupid
- ✗ _____
- ✗ A man who is in love with his boss lavishes lots of attention onto his car
- ✗ _____
- ✗ A child who is hit by a car has no memory of the event
- ✗ _____
- ✗ A man who worries that he might be gay shouts homophobic language to a stranger on the bus
- ✗ _____
- ✗ A student who is being bullied at school buys a punch bag and spends hours hitting it in his room

NEO-FREUDIANS: WHAT CAME NEXT...

✕ As a result of Freud...

- + Adler
- + Jung
- + Bowlby
- + Harlow
- + Ainsworth
- + Erikson
- + Gerhardt



ALFRED ADLER (1870-1937)

- ✘ Alfred Adler was a physician, psychotherapist, and the founder of Adlerian psychology (individual psychology). He is considered the first community psychologist, because his work pioneered attention to community life, prevention, and population health. Adlerian psychology emphasizes the human need and ability to create positive social change and impact.
- ✘ Adler's work stressed the importance of nurturing feelings of belonging and striving for superiority. He held equality, civil rights, mutual respect, and the advancement of democracy as core values. He was one of the first practitioners to provide family and group counselling and to use public education as a way to address community health.
- ✘ In 1907 Adler was invited to meet with Sigmund Freud. Adler and Freud, along with Rudolf Reitler and Wilhelm Stekel, began "Wednesday Night Meetings" that eventually grew to begin the psychoanalytic movement. Together, they formed the Vienna Psychoanalytic Society.
- ✘ Although Freud looked upon Adler as one of his first disciples, Adler never viewed himself that way, and broke with Freud and Freudian psychoanalysis in 1911.

- ✗ Adler's goal was to create a psychological movement that argued for the holistic view of an individual as well as social equality.
- ✗ Adler was one of the first psychotherapists to disregard the symbolic couch in favour of two chairs, to create a sense of equality between patient and clinician.
- ✗ Adler also focused greatly on family dynamics, specifically parenting and family constellation, as a preventative means of addressing possible future psychological problems.
- ✗ Alfred held a theory of three life tasks—occupation, society and love — that intermingle with one another. Success and health in each and all life tasks is dependent on co-operation.
- ✗ Perhaps Adler's most influential concept is that of social interest. Social interest should be viewed as an individual's personal interest in furthering the welfare of others. Collaborating and cooperating with one another as individuals and communities can progress to benefit society as a whole.

CARL JUNG (1875 – 1961)

- ✗ Swiss psychologist and psychiatrist who founded analytic psychology, as a response to Sigmund Freud's psychoanalysis.
- ✗ Jung proposed and developed the concepts of the extraverted and the introverted personality, archetypes, and the collective unconscious.
- ✗ He was Freud's close collaborator and held important positions in the psychoanalytic movement; widely thought of as the most likely successor to the founder of psychoanalysis.
- ✗ But this was not to be the outcome of their relationship. Partly for temperamental reasons and partly because of differences of viewpoint, the collaboration ended. At this stage Jung differed with Freud largely over the latter's insistence on the sexual bases of neurosis and resulted in a serious disagreement in 1912.

QUESTION -

- ✗ *James is eleven years old. He has just been excluded from school for stealing. He often steals things from his classmate's pencil cases, but has now started stealing from the teachers. He was caught breaking into a locked classroom and stole a wallet from his teacher's bag. This is the fourth time this month that he has been sent to the headmaster for theft. When questioned as to why he kept stealing he just shrugged his shoulders and said that he does not know.*
- + *What possible psychodynamic explanations can you come up with to explain James's behaviour?*



BOWLBY (1944)



- ✗ It has long been argued that prolonged separation from the mother during childhood can cause long lasting psychological problems.
 - + Children who had a prolonged stay in hospital away from their mother's often had trouble readjusting to life back at home
 - + Previous research supports the link between separation and disturbed behaviour.

- ✗ Bowlby noted that for nine out of ten criminal cases the charge is theft.
 - + Large amount of convicted thieves are young people.
 - + Theft is seen as a “disease of childhood” and episodes later in life are mostly recurrences.
- ✗ Bowlby argued that the cause of this delinquent behaviour was separation from the mother.
 - + Aimed to investigate this link by conducting a number of case studies on “44 Thieves”



- ✗ Collection of case studies on “44 thieves”.
 - + Comparison group of 44 non-delinquent children
 - + Aimed to see if there was an association between delinquent behaviour and experiences of separation from the mother



METHODOLOGY



✕ The 44 Thieves:

- + 44 children for whom stealing was a problem who had been referred to a Child Guidance Clinic.
- + Over half were under the age of 11.
- + 31 boys and 13 girls.
- + Aged between 5 and 17 years old.
- + Average, or slightly above average intelligence. 50% had IQ`s in the range of 85-114. Fifteen had a higher IQ and two of the children scored quite low on IQ.

FINDINGS

- ✗ Differences between criminal and control groups.
 - + No Affectionless Characters amongst the controls
 - + This is statistically significant and demonstrates the **strong association between Affectionless Character and stealing.**
- ✗ Thieves in the **Affectionless group would also steal more persistently and more seriously** than those in the other groups.

FINDINGS

- ✗ Of the 14 children classified as affectionless, 12 had experienced frequent **separations from their mothers.**
- + Of the 30 non-affectionless thieves, only 3 had experienced separations from the mother.
- + In the control group, only two had experienced prolonged separations.
- + It did not make a difference if the separation was from the child's biological mother or foster mother, it still had the same negative impact.

FINDINGS

- ✗ Of the 27 thieves who had not experienced separation, 17 had **poor (ambivalent) relationships with their mothers.**
 - + These mothers were described as “extremely anxious, irritable or fussy or were rigid, domineering and oppressive... These are traits that mask unconscious hostility”
- ✗ Six of the thieves had **issues with their fathers** who openly hated them.



FINDINGS

- ✗ Bowlby also found that **traumatic events later in childhood** could account for some of the delinquent behaviour.
- + There were cases where it appears that the child would not have become a criminal, but for a relatively recent incident.
- + In this study there are 11 cases in which a recent traumatic event precipitates stealing, varying from the death of a close relative to jealousy at the birth of a new baby.

CONCLUSIONS



- ✖ From the earliest days, **emotional satisfaction is associated with obtaining possession of things.**
 - + In infancy it is milk, in later years, toys and sweets, and even in adulthood a drink, a box of chocolates or a good meal symbolise kind feelings from one person to another.
 - + A child separated from its mother comes to crave both for her love and for its accompanying symbols.

WHERE DOES HARLOW FIT IN?

✖ A shift in focus came with Harry Harlow and the famous monkey studies:

✖ What did this imply?



THE STRANGE SITUATION: AINSWORTH...

Episode	Events	Aspect of Attachment Behavior Assessed
1	Experimenter introduces caregiver and infant to the unfamiliar room, shows parent where to sit and shows baby toys; then leaves.	None
2	Caregiver and child are alone; caregiver is told not to initiate interaction but to respond to baby as appropriate.	Exploration and use of parent as a secure base
3	Stranger enters and is seated quietly for 1 minute; then talks to caregiver for 1 minute; then tries to interact with the baby for 1 minute.	Reaction to the stranger
4	Mother leaves child alone with the stranger, who lets baby play but offers comfort if needed. Segment is shortened if the baby becomes too distressed.	Separation distress and reaction to stranger's comforting
5	Caregiver calls to baby from outside door, enters the room, and pauses by the door. Stranger leaves. Caregiver lets infant play or may comfort infant if distressed.	Reaction to reunion with parent
6	Parent leaves infant alone in the room. Segment is ended if infant is too distressed.	Separation distress
7	Stranger enters room, greets infant, and pauses. She sits or comforts infant if the infant is upset. Segment is ended if the infant is very upset.	Ability to be soothed by stranger
8	Caregiver calls from outside the door, enters and greets infant and pauses. Caregiver sits if infant is not upset but may provide comfort if infant is distressed. Caregiver allows infant to return to play if interested.	Reaction to reunion

THE STRANGE SITUATION...

Classifications of Infant Attachment

Attachment styles	% of sample (also generalized to represent U.S. population)	The child's general state of being	Mother's responsiveness to her child's signals and needs	Fulfillment of the child's needs (why the child acts the way it does)
Secure Attachment	65%	Secure, explorative, happy	Quick, sensitive, consistent	Believes and trusts that his/her needs will be met
Avoidant Attachment	20%	Not very explorative, emotionally distant	Distant, disengaged	Subconsciously believes that his/her needs probably won't be met
Ambivalent Attachment	10-15%	Anxious, insecure, angry	Inconsistent; sometimes sensitive, sometimes neglectful	Cannot rely on his/her needs being met
Disorganized Attachment	10-15%	Depressed, angry, completely passive, nonresponsive	Extreme, erratic: Frightened or frightening, passive or intrusive	Severely confused with no strategy to have his/her needs met

Original model

Additional stage to model

ERIK ERIKSON (1902-1994)

- ✗ Yet another neo-Freudian, Erikson modified and extended psychodynamic theory. He too had a stage theory of PSYCHOSOCIAL DEVELOPMENT with eight stages involving psychosocial crises (involving relationships with other people).
- ✗ Similar to fixations, unresolved crises become the core elements of personality in adult life.
- ✗ Similar to Freud, Erikson`s work has been criticized for the lack of empirical support and the subjective nature of his theory.
- ✗ However, it does provide useful points of departure for discussions around adjustment and maladjustment throughout the lifespan.

STAGES OF PSYCHOSOCIAL DEVELOPMENT

Erikson's Stages of Psychosocial Development

Stage	Psychosocial Crisis/Task	What Happens at This Stage?
1	Trust vs Mistrust	If needs are dependably met, infants develop a sense of basic trust.
2	Autonomy vs Shame/Doubt	Toddlers learn to exercise will and do things for themselves, or they doubt their abilities.
3	Initiative vs Guilt	Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about efforts to be independent.
4	Industry vs Inferiority	Children learn the pleasure of applying themselves to tasks, or they feel inferior.
5	Identity vs Confusion	Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.
6	Intimacy vs Isolation	Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.
7	Generativity vs Stagnation	The middle-aged discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.
8	Integrity vs Despair	When reflecting on his or her life, the older adult may feel a sense of satisfaction or failure.

MORE RECENTLY

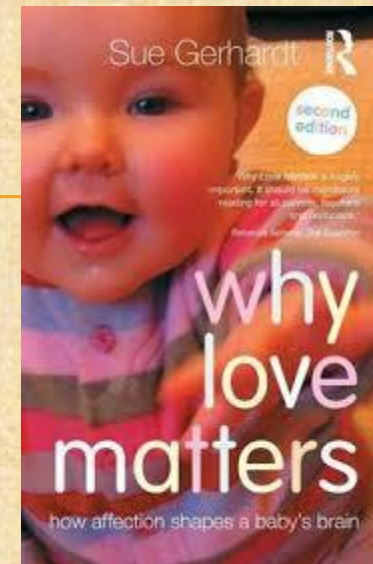
The first relationship we ever have—sets the stage for our future self, but we don't take babyhood seriously enough, as explained by Sue Gerhardt.

Loving, sensitive parents who calm their distressed baby, or stimulate a restless one, are helping to establish optimum levels of bio-chemicals (oxytocin and serotonin), which result in the baby feeling safe, contented, and relaxed.

This lays the groundwork for an effective soothing system, and a balanced stress response—the foundations of self-regulation and the source of genuine independence.

Consistent, responsive parenting supports the development of the PFC, which enhances the toddler's growing capacity to control impulses, to pay attention, and be more empathetic to others.

- ✗ All kinds of negative early experience, a stressed-out mother during pregnancy, harshness, shouting, hitting, leaving the baby to cry, humiliating or ignoring the child, and separation from the parent—generate stress hormones in the infant.
- ✗ Chronically high levels of cortisol during dependent babyhood can have lasting effects on the rapidly developing nervous system.
- ✗ Everyone is different, but stressful and unhappy early relationships do shape the brain. For example, if you grow up around anger or violence, your brain becomes more sensitive and reactive to threat.
- ✗ If you faced early separation from loved ones, or have been ignored by a depressed mother, your brain may be hyper-reactive to stress, which can predispose to depression in adulthood.
- ✗ Very unpredictable or frightening parenting early in life has been linked with adult personality disorders.



WHERE WE ARE NOW:

Psychodynamic psychology comprises a loose collection of approaches to personality and development which are concerned with adult life as opposed to childhood.

The approach refers to any concern with the urging and checking forces in unconscious motivation within or apart from therapy.

Most contemporary therapy has moved away from sexual matters and towards an understanding of unconscious conflict in order to improve adjustment.

In ingenious experiments, Dozier & Kobak (1992) and Bargh (1997) produced empirical evidence in support of unconscious emotion and unconscious motivation respectively, further strengthening the contribution of Freud to psychological science.

AN EVALUATION OF THE PSYCHODYNAMIC APPROACH



Problems in the collection of data; he used case studies and communicated the findings in a subjective manner, using analogy, metaphor, speculation and storytelling (very different to the cautious and objective scientific method). In fact, his case studies were the only evidence that he had to support his claims.



A second problem refers to `investigator effects`. Without awareness, a researcher may focus on the outcomes they expect to achieve, thus making the results unreliable. It is possible that Freud focused on an individual's sexuality, as that is what he believed to be at the core of their development. He was also likely influenced by the gender bias in society at that current time.



A further issue lies with `falsifiability'. A testable hypothesis should be shown to be true or false. The problem with Freudian theory is that it often cannot be shown to be true or false; making it impossible to test and therefore should have no place in scientific enquiry.