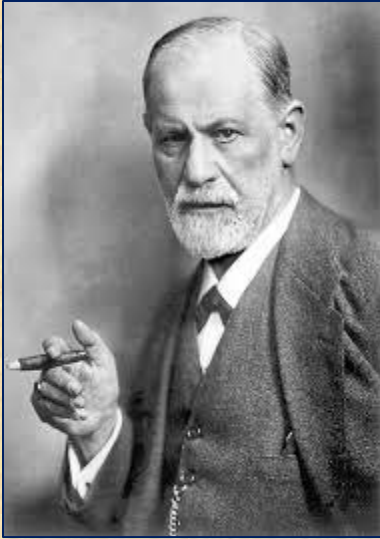
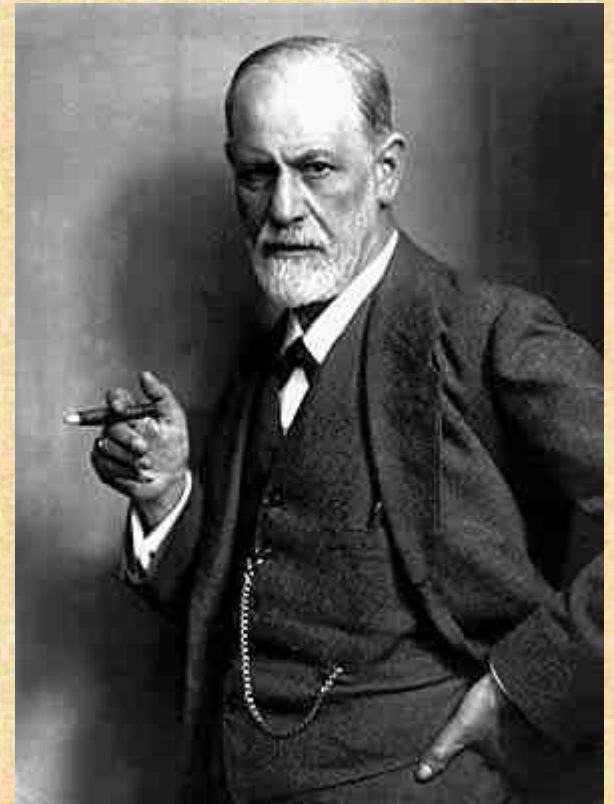




# THE PSYCHODYNAMIC APPROACH

# THE BACKGROUND HISTORY...

- ✗ The Psychodynamic Approach is one of the earliest approaches in psychology, originating in the 19<sup>th</sup> century.
- ✗ The main figure in psychodynamic theory is Sigmund Freud.
- ✗ There are three main assumptions.



# **ASSUMPTION 1: CHILDHOOD EXPERIENCES**

- ✖ Events in childhood shape our adult personality.
- ✖ Traumatic events can be repressed and cause stress later in life.



**Relationships with parents set template for adult relationships.**

# ASSUMPTION 1: CHILDHOOD EXPERIENCES

- ✖ Children go through 5 stages of **Psychosexual Development**:
  - + Oral, Anal, Phallic, Latency and Genital
- ✖ Libido: sexual or psychic energy (driving force)
- ✖ Fixation in stages can lead to problems in adulthood



# **ASSUMPTION 1: CHILDHOOD EXPERIENCES**

| <b>Stage</b> | <b>Age</b>    | <b>Libido focused on...</b>                                                                                                           |
|--------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Oral         | 0-1           | Mouth as source of pleasure from food                                                                                                 |
| Anal         | 1-3           | Anus as source of focus, learning to wait for gratification                                                                           |
| Phallic      | 3-6           | Genitals and opposite sex parent, then same sex parent                                                                                |
| Latency      | 7-<br>puberty | This stage is not important. Libido is dormant and child focuses on knowledge and understanding of the world and same sex friendships |
| Genital      | Puberty       | Focus is on genitals, but gratification is received from the opposite sex not parents. Adult personality is set                       |

# **ASSUMPTION 1: CHILDHOOD EXPERIENCES**

## ✗ 1: The Oral Stage

- + Libido focused on the mouth
- + Breast feeding, sucking etc. Only the id

## ✗ Healthy development:

- + able to trust others, and enjoy food and drink

## ✗ Oral receptive:

- + optimistic, gullible and dependent

## ✗ Oral aggressive:

- + aggressive, pessimistic, envious and suspicious



# **ASSUMPTION 1: CHILDHOOD EXPERIENCES**

## **✗ 2: The Anal Stage**

- + Libido focussed on the anus**
- + Potty training, delayed gratification. Development of ego**



- ✗ *What do you think healthy development will be?***
- ✗ *What about too little gratification?***

# ASSUMPTION 1: CHILDHOOD EXPERIENCES

- ✗ Healthy Development
  - + The ability to deal with authority, to maintain a balance between being ordered and being able to tolerate mess
- ✗ Too little gratification (Anal Retentive)
  - + Stubbornness, Orderliness and stinginess
- ✗ Too much gratification (Anal Expulsive):
  - + if parents are too lax with potty training, and the child is allowed to go to the toilet anywhere, as adults they may be messy, disorganised, careless and defiant



# **ASSUMPTION 1: CHILDHOOD EXPERIENCES**

- ✗ 3: The Phallic Stage
  - + Libido focused on the genitals
  - + Exploration and interest in genitals
  - + Id and ego fully formed
- ✗ At the resolution of these complexes, a child has an internalisation of their same sex parent which becomes the superego



# OEDIPUS COMPLEX

Boy starts to desire his mother, and wants her to himself.

Boy sees father as a rival for his mother's attention, and wishes to kill him.

He fears that if his father finds out about his feelings for his mother, he will castrate him.

The boy is in a state of conflict. He resolves this by internalising and identifying with his father.

This leads to the development of the superego. The boy substitutes his desire for his mother into desire for other women.

# ELECTRA COMPLEX

The girl begins to develop penis envy. She blames her mother for removing her penis.

She starts to sexually desire her father who has a penis.

The girl sees her mother as a sexual rival for her father.

To resolve this, the girl identifies with her mother so that she can have her father.

The superego develops, as does gender identity. She replaces penis envy with desire for a baby.

# **ASSUMPTION 1: CHILDHOOD EXPERIENCES**

- ✗ The resolution of these complexes is vital to personality development and the development of the superego.
  - + The superego is literally the mental representation of the same sex parent.
  - + The child may end up as a sexually over or under confident adult.



# **ASSUMPTION 1: CHILDHOOD EXPERIENCES**

## **✖ 4: The Latency Stage**

- + To Freud, the middle stage of childhood is not particularly important.**
- + The libido is dormant, and the child focuses on acquiring knowledge and understanding of the world, and building same sex friendships.**



# CHILDHOOD EXPERIENCES

## ✕ 5: The Genital Stage

- + Libido focused on genitals, and the opposite sex
- + Adult personality is set, problems in earlier stages can return.

- No issues? Well adjusted, mature adult, capable of love, with healthy sexual relationships.



# THE FULLY FORMED PERSON

At the end of the stages, adult personality is set, and any issues that were encountered during the first 3 stages will be revisited. In particular, the events of the Oedipus and Electra complexes have been repressed into the unconscious.

During adolescence, there may be conflict again between adults and children, particularly if there were issues at previous stages of development.

If an individual has made it through the previous stages of development without issue, they will be a well adjusted mature adult who is capable of love and is able to be loved.

They will work hard and contribute to society as well as being able to maintain healthy sexual relationships. Freud described this as a genital character.

# **ASSUMPTION 2: THE UNCONSCIOUS MIND**



**We have an unconscious mind which influences our behaviour**



**We are unaware of our unconscious**



However, these unconscious thoughts and feelings can have an effect on our conscious mind. This is one of the key themes in psychodynamic theory.

# **ASSUMPTION 2: THE UNCONSCIOUS MIND**

## **✗ Freudian slip**

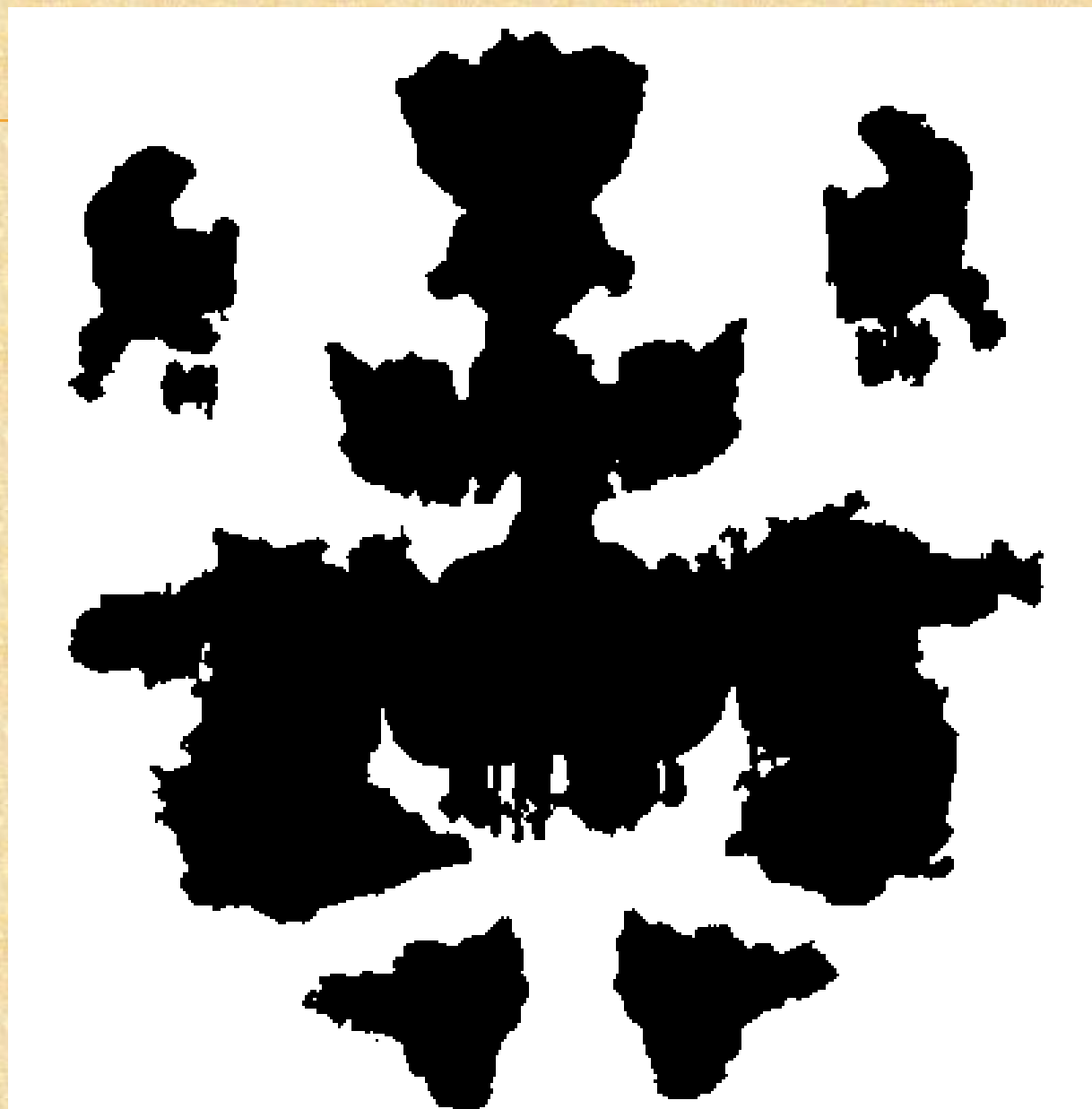
- + You say something which accidentally reveals your unconscious desire. Can often be sexual or violent –**
- + “Let’s get some eggs from the shop” becomes “Lets get some sex from the shop”**

# ASSUMPTION 2: THE UNCONSCIOUS MIND

## ✗ Other ways of accessing the unconscious

- + Dream analysis
- + Rorschach inkblot test
- + Word association



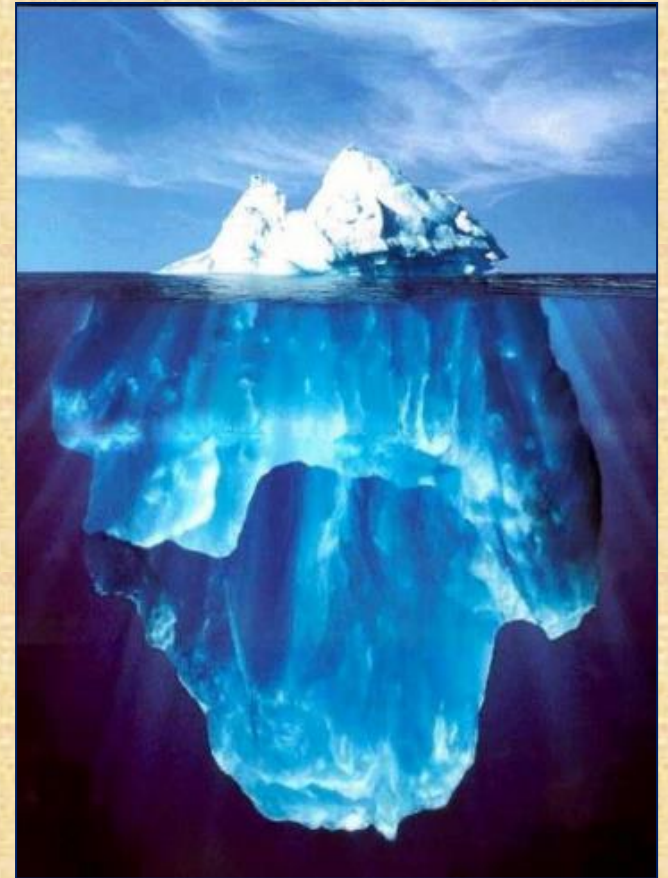






# **ASSUMPTION 2: THE UNCONSCIOUS MIND**

- ✗ The mind is like an iceberg
- ✗ **Conscious:** what we are aware of
- ✗ **Preconscious:** what we could be conscious of if we turned our attention
- ✗ **Unconscious:** inaccessible



# **ASSUMPTION 2: THE UNCONSCIOUS MIND**

- ✗ How the ego protects itself from unconscious thoughts and feelings
- ✗ Can push a desire out of consciousness, or transfer it to something else
  - + Repression
  - + Displacement
  - + Projection
- ✗ ***Ego Defence Mechanisms- are ways that the ego protects itself from unconscious thoughts and feelings that may cause stress if they became conscious***

# 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

# **ASSUMPTION 3: TRIPARTITE PERSONALITY**

- ✗ We do not have one unified personality, but 3 different parts
- ✗ They pull us in different directions.
  - + “I really need to study, but I want to go to a party with my friends”.



# THE `ID`



This is the primitive biological part of the mind. It is present in the new born infant and consists of basic biological impulses or drives such as hunger, thirst etc. Therefore the ID is said to work on the pleasure principle.



Freud argued that these drives motivate us to behave in certain ways and humans are motivated to satisfy urges and wishes. We are driven to seek out instant reward and gratification and avoid displeasure

# THE `EGO`

---



The ego develops as the child grows. The ego aims to gratify the id's impulses in line with what is realistically possible, and what is morally acceptable by considering the environment it is in.



It works on the reality principle. It develops at about three or four years of age.

# THE `SUPEREGO`

The superego develops last. It judges whether actions are right or wrong. It is effectively our conscience.

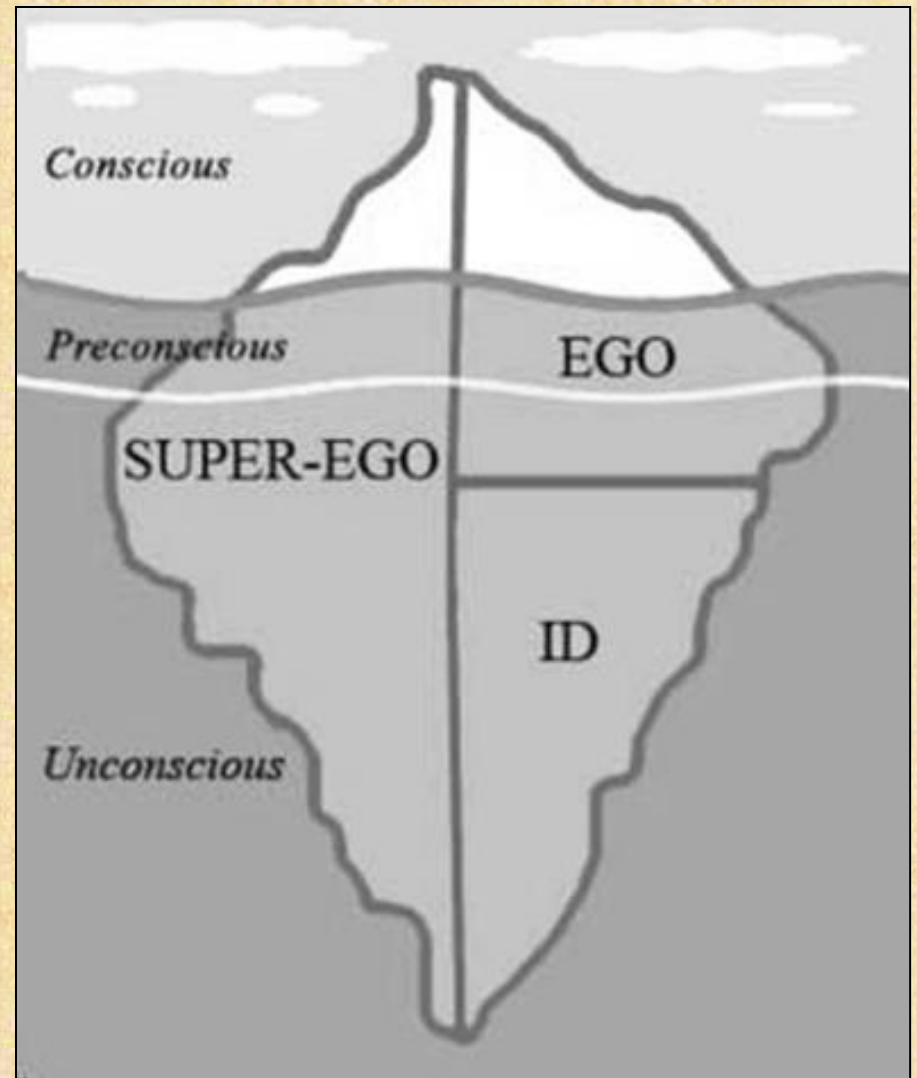
It is an internalised representation of the same-sex parent.

Violating the superego's standards or even the impulse to do so may cause anxiety. This anxiety is largely unconscious but may be experienced as guilt. It therefore works on the morality principle.

The id and the superego are often at odds about what is morally right, and what we want to do. It is the job of the ego to mediate between the two, and choose a course of action that satisfies both the id and superego.

# THE INTERACTION:

The way that the tripartite model of personality interacts with the levels of consciousness



# ASSUMPTION 3: TRIPARTITE PERSONALITY

- ✗ Conflict between these three parts of personality can lead to problems and mental disorder.
  - + Ability to be able to function is **ego strength**
  - + A strong ego will be able to manage these pressures
  - + Someone who has a weak ego may give in to the id and superego too readily
  - + According to Freud, the key to a healthy personality is being able to maintain a balance between the id, ego and superego



# PSYCHODYNAMIC THERAPY



The aim of psychodynamic therapy is to help bring these conflicts into the conscious mind where they can be dealt with



All psychodynamic therapies work on two levels. Firstly, **Insight** involves making unconscious thoughts and feelings conscious, with the aim that by making them conscious, a person can then confront and deal with them.



**Catharsis** is the process of talking about negative emotions and memories, getting things out of your unconscious which may otherwise cause you stress, and in the process, feeling better about them.

# THERAPY- DREAM ANALYSIS



WHY DO WE DREAM?



DO DREAMS HAVE A  
MEANING?



DREAMS ARE THE ROYAL  
ROAD TO THE UNCONSCIOUS  
(FREUD, 1900)



# MAIN COMPONENTS OF DREAM ANALYSIS

- ✗ Dreams as wish fulfilment
- ✗ The most important aspect of our personality when we look at dreams is our unconscious.
- ✗ This is because it is the source of our wishes and fantasies. It is instinct driven, irrational and impulse led. Freud called this **primary process thought**.
- ✗ In our conscious minds, many of these impulses are seen as unacceptable, and so are repressed as a way to protect the conscious mind.
- ✗ However, when we dream, the unconscious has more freedom, and so dreams can be a source of wish fulfilment. Freud argued that all dreams were the unconscious fulfilment of wishes that could not be satisfied within the conscious mind.
- ✗ The **latent content**: the hidden real meaning
- ✗ The **manifest content**: the parts of a dream that people remember
- ✗ The latent content is turned into the manifest content through **dreamwork**

# **MAIN COMPONENTS OF DREAM ANALYSIS**

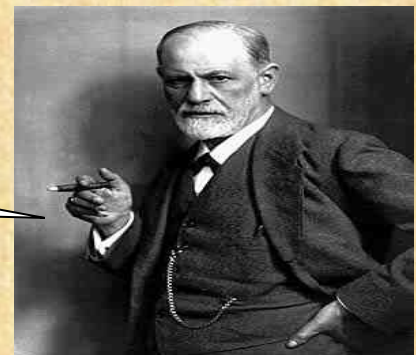
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- ✗ A patient will talk to the therapist about the manifest content of their dream, and the therapist will help guide the patient to uncovering the latent content.
- ✗ The aim of dream analysis is to interpret the meaning of dreams to access unconscious thoughts and feelings.
- ✗ By bringing these to conscious awareness, (by gaining insight) issues can be dealt with, and unconscious conflicts can be resolved.
- ✗ Talking about the underlying issues can be cathartic for the patient.
- ✗ Conducted in the context of the person's own life and experience.
- ✗ It is not the therapist who makes the final interpretation. The therapist will provide a few possible interpretations and the patient will pick the explanation which they feel is true.

# MAIN COMPONENTS OF DREAM ANALYSIS

- ✗ *How could Freudian theories explain nightmares?*
  - + Id has too much power. Not being controlled by the ego
  - + Superego is punishing you with guilt
- ✗ Not everything is symbolic in dreams...

Sometimes a cigar is just a cigar!!!...



# EVALUATION: EFFECTIVENESS



- ✘ Freud based many of his theories on interactions with his patients: Case studies

## The Wolf Man's Dream

Between 1910 and 1914, Freud treated Sergei Pankejeff for depression and psychological dependency on enemas.

In therapy he reported a dream he had in which he awoke (at 4 -5am) terrified to see white wolves with fluffy tails in a tree outside his window staring at him.

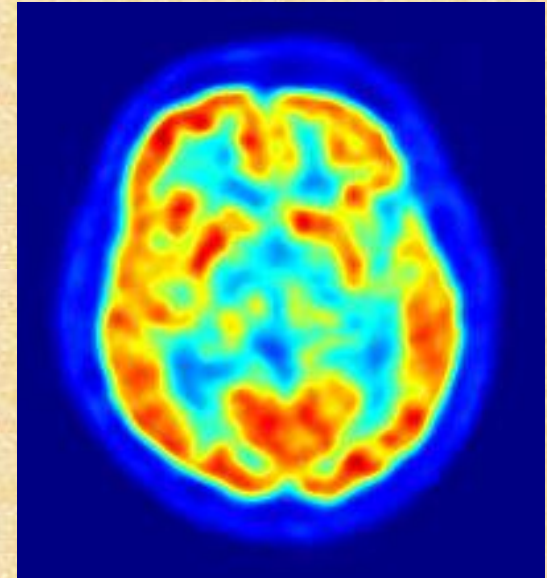
As a toddler, he had awoken at 5pm and looked through the bars of his cot and watched his parent's having sex "doggy style". The time was significant as in adulthood his depression was most severe at that time.

Freud's interpretation - the wolves represented Pankejeff's parents, while the window represented the bars of the cot.

Wolves made good symbols of his parents because of the linguistic association between wolves and "doggy style". Freud further interpreted that the Wolf Man was gay and that the dream expressed his wish to perform a sex act in that position.

# **EVALUATION: EFFECTIVENESS**

- ✗ **Solms (2000) found evidence for Freud's theory of dreaming**
  - + PET scans show that when people are dreaming, their forebrain is active, but the parts of the brain involved in logic are dormant.
  - + The id is active, the ego is dormant
- ✗ ***Using neural networks on a computer to simulate brain activity – led to the finding that overloaded memory on the networks are dealt with by condensing memories, supporting the idea of condensation (Hopfield et al., 1983).***



# EVALUATION: ETHICS

## ✗ Time and cost

- + Psychoanalysis takes a long time
- + Therefore can be expensive
- + Not available on NHS
- + CBT may be a better choice
- + Only accessible to those with money
- + Open to abuse: it is in the therapists best interest to keep client coming back year after year



# FINALLY...IS IT USEFUL?

- ✗ Wide variety of therapies, many shown to be effective
- ✗ Dream analysis, free association, psychoanalysis



- More in depth than other therapies
- ***Lindgren (2010)***
  - Found psychoanalysis to be very effective with young adults

# CLASSIC PSYCHODYNAMIC THEORY

Following on from the work of Freud are a whole body of psychologists who have developed and extended his original ideas.

For example: Anna Freud, Karen Horney, Alfred Adler, Jung and so on.

We will take a brief look at some of the influential research within the psychodynamic field.