

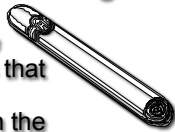
Origins of Psychoanalysis

Chapter 2

- History of Psychoanalysis
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- Contributions to the field of abnormality
- Contributions to the development of psychoanalysis
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 - The Case of Anna O
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- Psychoanalytic Treatment of Personality
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- Defense Mechanisms
- Psychoanalytic Treatment
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- Directions of Classical Psychoanalysis

The Psychoanalytic Paradigm

- The core assumption of the psychoanalytic paradigm is that abnormal behavior reflects unconscious conflicts within the person
- The psychoanalytic paradigm is derived from the theories of personality developed by Sigmund Freud



Psychoanalysis Today

- Although popular for decades, Psychoanalysis is rarely practiced in its classical form today
- Much of Freud's initial theoretical framework has been modified, some has been discarded
- Psychoanalysis represents the foundation of what we today know as the science of Psychology
- Rise of "brief" therapies

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Origins of Psychoanalysis



- Sigmund Freud (1856-1939)
 - Originator of Psychoanalysis
 - Favored son
 - Ambivalent towards parents
 - Trained as a Physician
 - Began research career studying animal biology, cocaine

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Josef Breuer



Origins of Psychoanalysis (cont'd)

- Trained in Hypnosis (Josef Breuer)
- Became interested in Breuer's "talking cure"
- Breuer and Freud collaborated, later separated owing to conceptual differences
 - Freud's emphasis on the role of sexuality

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Emphasis on the Unconscious

- Hysteria
 - Greek for "wandering uterus"
 - Believed to occur in women
 - Manifested by paralysis in a limb, loss of feeling, amnesia, etc.
 - "La belle indifference"
 - Terminology reflects the long history of sexism in medicine
 - *Now uncommon*, called Hypochondriasis or Conversion Disorder

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The Case of Anna O.

- Originally a patient of Josef Breuer
- Twenty-one years old at the time
- Experienced "glove anesthesia" of her right arm and, partial paralysis of right leg, impaired vision, nausea, difficulty understanding her native language, "absence" - dissociation?
- Breuer noticed she often muttered same words during her "absences"
- Breuer repeated the words to Anna O. under hypnosis

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The Case of Anna O.

- Under hypnosis, Anna O. recounted stories of her father's death, etc.
- Emotional retelling of storied → paralysis lifted
- Breuer concluded that the hypnosis had a cathartic effect
 - Catharsis defined as an emotional release
- Breuer terminates therapy, Anna responded with a "phantom pregnancy"
- Breuer avoids cathartic method in future

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Psychoanalytic Terminology

- Freud used hypnosis to assist patients in remembering repressed traumatic memories
 - During "trauma" a *wish* is evoked that goes against the ego ideal
 - Submerged in unconscious to render them less threatening or painful
- Freud supposed that unconscious forces were at play since patients consciously wanted to change
 - Forces of which the individual is unaware
- Coined the term "resistance" to describe phenomenon

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Psychoanalytic Terminology

- Most memories not available in consciousness
- Freud asserts they are "repressed" by unconscious forces
- Repression not necessarily harmful
- Can be protective and functional
- However, too much of a good thing can cause problems
- Repressing painful memories difficult and energy intensive
 - Takes away from available energy pool
 - Still, tension escapes in an altered form

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Free Association

- Freud found that not all patients could be hypnotized, he developed an additional technique
 - Patient verbalizes whatever comes to mind
 - No matter how trivial, unpleasant, etc.
 - Eventually will lead to thoughts, feelings, etc. associated with unconscious conflict (follow chain of associations)
 - Analyst will help patient interpret content of free association → reflect the associations back to client
 - Pauses or flood of material may imply presence of important content
 - "Freudian" slips offer important meaning

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Dream Analysis

- Freud believed dreams represented "unsatisfied wishes"
- Wishes that may be unacceptable to the conscious mind, society, etc.
- Patient describes the "manifest dream"
 - The part that can be remembered in consciousness
- Analyst assists patient to access the "latent dream"
 - True meaning
- Manifest dream masks meaning of latent dream because of the threatening nature of the latent content

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Dream Symbols

House	=	Human body
Smooth fronted house	=	Male body
House w/ledges	=	Female body
King and Queen	=	Parents
Little animals	=	Children
Children	=	Genitals
Playing with children	=	Guess?
Going on a journey	=	Dying
Clothes	=	Nakedness
Going Up Stairs	=	Having sex
Bath	=	Birth

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Drive

- Refers to an instinct or impulse
- Implied an innateness
- Attempted to avoid pure reductionism to physiological forces (mind has drives as well as the body)
- Unity of mind and body (vs. Cartesian duality)
 - Source (stimulus or need)
 - Impetus (amount of energy/intensity of need)
 - Aim (goal or purpose)
 - Object (person/object in environment needed to satisfy need)

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Excursion to Greek Mythology:

Eros



Augustus Bustrel 1888-1891 L'Amour (Eros) - Musée d'Art Moderne - Paris

- in Greek mythology, Eros (gr. *έρως* = bodily love, sexuality) is the god of love.
- he embodies harmony and the creative powers of nature.
- with his bow, he shoots darts of desire in the bosoms of gods and men.¹³

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Excursion to Greek Mythology:

Thanatos

- Thanatos (*θάνατος* = death) is the god of death.
- he is the son of Nyx (*νύχτα* = night) and brother of Hypnos (*ύπνος* = sleep).
- described as horrible, painful, cruel and pitiless, he is feared by all mortals.¹⁴



Thanatos - El Greco - 1550-1600 - Photo © Hans Föllme - OML

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Two Main Drives

Eros

- Refers to life impulses, reproduction
- Survival instincts
- Tied to sexual drive *libido*
 - Freud's term for psychic energy derived from sexuality, a biological drive
 - Emphasized the role that sexual gratification plays throughout the lifespan

Thanatos

- The death impulse
- The source of aggressiveness
- Our ultimate resolution with our tension with death

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Sexual Repression and Hysteria

What do you know about Victorian Austria?

- Non-reproductive sexuality (masturbation/homosexuality) are perverse
- Repression of fundamental drives
- Sexual act "bestial"
 - Tolerated because of shortcomings of men, need for reproduction
- Natural excretory functions viewed with shame

Prohibition of sexual behaviors leads to anxiety, fear, worry, repression, and hysteria

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And Yet...

- Cultural renaissance in philosophy, music, literature
- More and more, people were questioning prohibitions against sex and sexuality
 - Freud proposes *pleasure* as an important underlying function of sex

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Psychosexual Stages of Development

- Freud said that we possessed multiple erogenous zones
 - Body areas that provide pleasure
- The importance of various erogenous zones changes as we grow and develop
- Move from autoeroticism to reproductive sexuality

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Oral Stage

- From birth to Age 1
- Breast-feeding with mother
- Crying to meet needs
- Babies put everything in their mouths
- The mouth is source of pleasure or conflict
 - Source of understanding/discovery of the world
 - Prohibited behaviors (biting, thumb sucking)

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Anal Stage

- Age 1 to Age 2
- Pleasure derived from the anus
- Greater focus on defecating
- Children begin potty-training
 - Conversion of involuntary to voluntary behavior
 - First attempt controlling instinctual impulse
- Derive praise from parents for completing potty training
- Punishment often targets buttocks

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Phallic Stage

- Between Age 3 and Age 6
- Focus on genital
 - Pleasurable physiological sensations
 - Conflictual feelings arise
- Children notice differences between girls and boys
- May fantasize about sexual acts and masturbate

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Phallic Stage

Oedipus Complex

- Greek tragedy written by Sophocles
 - Oedipus kills his father and weds his mother
 - Oedipus unaware of the taboos he has transgressed
 - Oedipus blinds himself upon learning of his deeds
- Children have unconscious desire to possess the opposite-sexed parent and do away with the same-sexed parent
 - Not literally sexual
- Boys are fond of mothers
- Girls are "Daddy's little girl"

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Phallic Stage

Oedipus Complex

- Boys experience castration anxiety or fear that affection for Mom will be met by emasculation by Dad
 - A mixture of love and affection for father, but also fears father's reprisals
- Girl version called Electra Complex
 - Not Freud's term, considered Oedipus complex as universal
- Girls experience penis envy where they feel inferior to males for lack of a penis
 - Not having a penis is their castration anxiety

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Phallic Stage

Oedipus Complex

- Boys identify with their Fathers to overcome wishes for Mother
- Eventually girls identify with Mothers to overcome anger at not having a penis
- Both boys and girls are then prepared to later seek out members of the opposite sex for marriage and procreation

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Latency Period

- Sexual forces driven dormant by psychic forces
 - Culturally unacceptable sexual thoughts/behaviors channeled into other activities
 - (e.g., sports, intellectual interests, peer relationships)
- Preference for same-sex peers
- Modern critics say that children simply learn to “hide” their sexuality at this point

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Genital Period

- Around the age of puberty
- Return of overt sexual and aggressive desires
- Emergence of interest in the opposite sex
- Sexual needs satisfied through socially acceptable means
- *Lieben & arbeiten*
 - To love in an appropriate way and to contribute as a productive member of society

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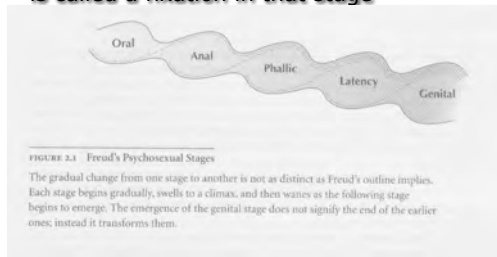
Psychosexual Stages of Development

- According to Freud, this developmental trajectory was not negotiable
- It is inevitable that we all must negotiate these stages of development despite the obstacles presented in each stage
- Individuals who experience problems along the way will have adult personality characteristics represented by that stage

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Fixations

- Lingering effects of a psychosexual stage is called a fixation in that stage



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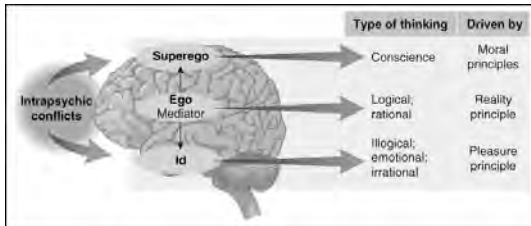
Fixations

- **Oral Fixation**
 - Dependent on others
 - Optimism, trusting, possibly gullible
- **Anal Fixation**
 - Possibly orderly, miserly, and obstinate

Freud believed that all "abnormal" sexual behaviors were at one time acceptable for children but represent fixations on early stages of development

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Freud's Model of the Mind



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Psychoanalytic Structure of Personality

- Freud's terminology of id, ego, and superego came relatively late in his career
- The personality is a single entity comprised of these three facets
 - Not divided, separate, or fragmented
- Rather, they are different processes that regulate and manage our thoughts feelings and actions

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Id

- First personality structure that develops
- Characterizes our instinctual, "hard wired" responses, reactions, drives, etc.
 - "I am hungry" etc.
- Primary process thinking
 - Hallucinating or forming a mental representation of an object to satisfy its needs
- Never known to us directly in consciousness
- Operates on the "pleasure principle" or a desire for immediate tension reduction

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Ego

- The "referee"
- Structure that balances the needs of the id against the demands and expectations of society
- Secondary process thinking
 - Cognitive and perceptual skills that distinguish fact from fantasy, allowing the ego to satisfy id needs in an appropriate manner
- Functions on reality principle
 - Satisfy tensions id needs at times it is safe and adaptive to do so in an appropriate manner

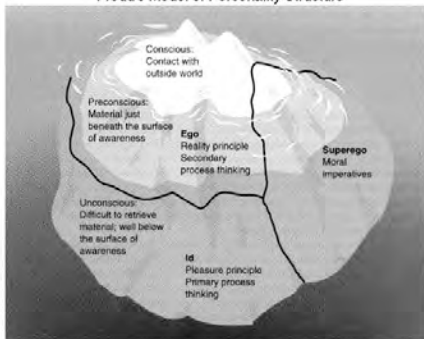
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Superego

- Representation of our societal rules, morays, taboos, etc.
- Consists of two components
 - Conscience or capacity for self-evaluation, criticism, and reproach
 - scolds ego, creates guilt when social codes are violated
 - Ego-ideal or an idealized self-image in the eyes of societal rules

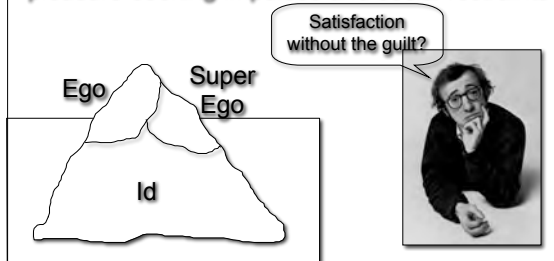
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Freud's Model of Personality Structure



Psychoanalytic Structure of Personality

"Personality arises from conflict twixt aggressive, pleasure-seeking impulses and social restraints"



Psychoanalytic Structure of Personality

- Life is a constant juggling act between needs of the id and the dictates of society
- Human Development creates the opportunity for the emergence of superego and ego
- Life experiences lead to the degree that ego can keep the balls in the air between the instinctual needs of the id and the internalized societal demands represented by the superego

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Defense Mechanisms

When the inner war gets out of hand, the result is **Anxiety**

Ego protects itself via **Defense Mechanisms**

Defense Mechanisms reduce/redirect anxiety by distorting reality

The diagram features a central photograph of a referee in a striped shirt managing a chaotic scene, possibly a fight or a game. Three arrows point from the labels 'Ego', 'Id', and 'Super Ego' to different parts of the scene. 'Ego' points to the referee, 'Id' points to a person in the background, and 'Super Ego' points to a person in the foreground.

Defense Mechanisms

- When the ego cannot effectively manage the demands of the id and superego
 - The ego has many defense mechanisms in its toolkit
- Short-term solutions
- Over-utilization leads to problems in the long run

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Defense Mechanisms

- Anxiety results from blockade of id impulses or from fear of expression of an impulse
- Defense mechanisms reduce anxiety

Table 3-2
Common Mechanisms of the Ego

DEFENSE	DESCRIPTION	EXAMPLE
Repression	Pushes anxiety-causing thoughts and feelings out of conscious awareness.	An individual learns to not think about a traumatic event in order to avoid feelings of guilt and shame.
Denial	Prevents reality about a situation from entering the conscious mind.	The student ignores the fact that she is failing in her classes and continues to go to school.
Projection	Blames feelings and emotions on other people.	An individual blames her anger on her mother for not being supportive of her career goals.
Rationalization	Provides logical explanations for feelings and behaviors that are actually irrational.	The student explains her poor grades by saying that the professor is unfair and that the course is too difficult.
Reaction formation	Turns unacceptable thoughts and feelings into their opposite.	A child who is afraid of his mother acts out by being defiant and disobedient.
Displacement	Shifts feelings and emotions from one object to another.	The student who is angry with her mother vents her anger on her brother.
Identification	Adopts characteristics and behaviors of another person.	A student who is nervous about public speaking identifies with a confident speaker.
Sublimation	Converts unacceptable thoughts and feelings into socially acceptable actions.	A student who is angry with her mother channels her anger into playing a sport.
Regression	Reverts to an earlier stage of development.	A student who is stressed about school starts eating like a child.
Undoing	Attempts to reverse or cancel out a previous action.	A student who has failed a test studies hard to pass the next one.
Compensation	Attempts to make up for a perceived weakness or deficiency.	A student who is poor at math studies hard to excel in other subjects.
Altruism	Helps others to avoid feelings of guilt or shame.	A student who is angry with her mother helps her mother with household chores.
Humor	Uses wit and humor to deal with stressful situations.	A student who is nervous about a test makes jokes to lighten the mood.
Self-blame	Blames oneself for a perceived weakness or deficiency.	A student who is poor at math blames herself for not studying hard enough.

Psychoanalysis

Goal: Insight

- Free association
- Interpretations
- Dream analysis
- Resistance
- Transference



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Psychoanalysis

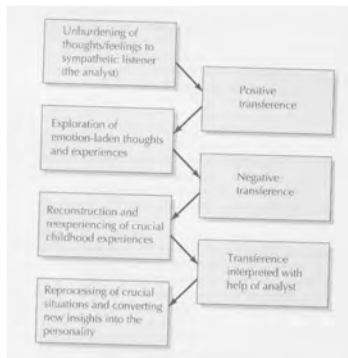
- Therapeutic technique developed by Freud
- Intended to help individuals who developed neuroses while confronting conflicts between id and superego
 - Emotional disturbance, not necessarily debilitating
 - Anna O. on the extreme end of the spectrum
- Being neurotic is not an absolute level
 - Gradations—a spectrum of neuroses

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Psychoanalysis

- Transference was an important point in the psychoanalysis
 - Positive (friendly, affectionate towards analyst)
 - Negative (hostile, angry towards analyst)
- The point where a patient had transferred emotions for one's parents or important relationships onto the psychoanalyst
- "Working through" the transference was important step
- Counter-transference was when the analyst developed feelings for the patient

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Criticisms of Classical Psychoanalysis

Seduction Theory

- Initially, Freud held that neuroses were the result of childhood sexual abuse
- Later rejected this theory owing to criticism from contemporary society
- Today, this controversy is mirrored in the repressed memory debate

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Criticisms of Classical Psychoanalysis

Gender

- Focused on male development
- Implies that female development either mirrored male development or was inferior
 - “Anatomy is destiny”
 - Woman as the deficient man, lacking a penis
 - Neuroses and hysteria = inadequate superego
 - “psychoanalysis is not a recommendation *for* a patriarchal society, but the analysis *of* one”
 - Cultural *construction* of gender and gender roles

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Criticisms of Classical Psychoanalysis

Empirical validation

- Biology does not support female as castrated male
- Unconscious processes are not falsifiable
 - Difficult to operationalize constructs
- Oral and anal personality types supported in both normal and psychiatric populations

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Analysis and Evaluation

- **Philosophy**
 - Assumptions
 - Evaluation (coherence, relevance, comprehensiveness, compellingness)
- **Science**
 - Assumptions
 - Evaluation (verifiability, prediction, compatibility, simplicity, usefulness)
- **Applications**
 - Assessment, Research, Psychotherapy
 - Psychotherapy (Scholarly, Ethical, Curative)

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