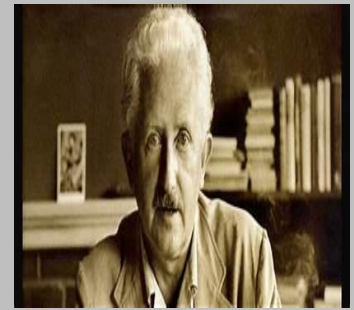


Erik H. Erikson`s Ego Psychology



- **Ego** develops its own functions to assure continuous harmony with one`s physical and social environment.
- He stresses on the **autonomy of the Ego** -Ego psychology.
- **Genetically determined** sequence of development is set to follow the **Epigenetic Principle**
- The personality characteristics that become salient during any particular stage of development **exist before that stage and continue to certain personality characteristic becomes the focus of one stage as opposed to other stages**

- **Crises**-an important turning point
 - a possible positive resolution (to strengthen the ego and therefore to greater adaptation) or a negative resolution (to weaken the ego and inhibits adaptation)

Three phases:

- Immature Phase
 - Critical Phase
 - Resolution Phase
 - Determined by heredity & social environment-
- ### Psychosocial stages

- **Virtue**- when the crisis characterizing a stage is positively resolved, a virtue emerges in one`s personality
 - It adds **strength to one`s personality**
- **Ritualization**-These are recurring patterns of behavior that **reflect those beliefs, values, customs, and behaviors** sanctioned by a particular society or culture.
- **Ritualism**-These are **inappropriate or false ritualizations**, and they are the causes of much social and psychological pathology.
- **Mechanical & Stereotyped**

Erik Erikson: Psychosocial Stages of Development

TABLE 6.1 Erikson's stages of psychosocial development and basic strengths

STAGE	AGES	ADAPTIVE VS. MALADAPTIVE WAYS OF COPING	BASIC STRENGTH
Oral-sensory	Birth–1	Trust vs. mistrust	Hope
Muscular-anal	1–3	Autonomy vs. doubt, shame	Will
Locomotor-genital	3–5	Initiative vs. guilt	Purpose
Latency	6–11	Industriousness vs. inferiority	Competence
Adolescence	12–18	Identity cohesion vs. role confusion	Fidelity
Young adulthood	18–35	Intimacy vs. isolation	Love
Adulthood	35–55	Generativity vs. stagnation	Care
Maturity—old age	55+ years	Ego integrity vs. despair	Wisdom

Erikson's psychosocial crisis stages	life stage / relationships / issues	basic virtue and second named strength (potential positive outcomes from each crisis)	maladaptation / malignancy (potential negative outcome - one or the other - from unhelpful experience during each crisis)
1. Trust v Mistrust	infant / mother / feeding and being comforted, teething, sleeping	Hope and Drive	Sensory Distortion / Withdrawal
2. Autonomy v Shame & Doubt	toddler / parents / bodily functions, toilet training, muscular control, walking	Willpower and Self-Control	Impulsivity / Compulsion
3. Initiative v Guilt	preschool / family / exploration and discovery, adventure and play	Purpose and Direction	Ruthlessness / Inhibition (hard & cruel)
4. Industry v Inferiority	schoolchild / school, teachers, friends, neighbourhood / achievement and accomplishment	Competence and Method	Narrow Virtuosity (skill) / Inertia
5. Identity v Role Confusion	adolescent / peers, groups, influences / resolving identity and direction, becoming a grown-up	Fidelity and Devotion	Fanaticism(extreme belief – politics, religion / Repudiation/reject
6. Intimacy v Isolation	young adult / lovers, friends, work connections / intimate relationships, work and social life	Love and Affiliation	Promiscuity / Exclusivity
7. Generativity v Stagnation	mid-adult / children, community / 'giving back', helping, contributing	Care and Production	Overextension / Rejectivity
8. Integrity v Despair	late adult / society, the world, life / meaning and purpose, life achievements	Wisdom and Renunciation	Presumption / Disdain

- **Trust Versus Mistrust.** From ages birth to one year, children begin to learn the ability to trust others based upon the consistency of their caregiver(s). If trust develops successfully, the child gains confidence and security in the world around him and is able to feel secure even when threatened. Unsuccessful completion of this stage can result in an inability to trust, and therefore an sense of fear about the inconsistent world. It may result in anxiety, heightened insecurities, and an over feeling of mistrust in the world around them.
- **Autonomy vs. Shame and Doubt.** Between the ages of one and three, children begin to assert their independence, by walking away from their mother, picking which toy to play with, and making choices about what they like to wear, to eat, etc. If children in this stage are encouraged and supported in their increased independence, they become more confident and secure in their own ability to survive in the world. If children are criticized, overly controlled, or not given the opportunity to assert themselves, they begin to feel inadequate in their ability to survive, and may then become overly dependent upon others, lack self-esteem, and feel a sense of shame or doubt in their own abilities.

- **Initiative vs. Guilt.** Around age **three** and continuing to age six, children assert themselves more frequently. They begin to plan activities, make up games, and initiate activities with others. If given this opportunity, children develop a sense of initiative, and feel secure in their ability to lead others and make decisions. Conversely, if this tendency is **suppressed, either through criticism or control, children develop a sense of guilt.** They may feel like a bother to others and will therefore remain followers, lacking in self-initiative.
- **Industry vs. Inferiority.** From age **six years to puberty**, children begin to develop a sense of pride in their accomplishments. They initiate projects, see them through to completion, and feel good about what they have achieved. During this time, teachers play an increased role in the child's development. If children are encouraged and reinforced for their initiative, they begin to feel industrious and feel confident in their ability to achieve goals. If this initiative is not encouraged, if it is restricted by parents or teacher, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his potential.

- **Identity vs. Role Confusion.** During adolescence, the transition from childhood to adulthood is most important. Children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc. During this period, they explore possibilities and begin to form their own identity based upon the outcome of their explorations. This sense of who they are, can be hindered, which results in a sense of confusion ("I don't know what I want to be when I grow up") about themselves and their role in the world.
- **Intimacy vs. Isolation.** Occurring in Young adulthood, we begin to share ourselves more intimately with others. We explore relationships leading toward longer term commitments with someone other than a family member. Successful completion can lead to comfortable relationships and a sense of commitment, safety, and care within a relationship. Avoiding intimacy, fearing commitment and relationships can lead to isolation, loneliness, and sometimes depression.

- **Generativity vs. Stagnation.** During middle adulthood, we establish our careers, settle down within a relationship, begin our own families and develop a sense of being a part of the bigger picture. We give back to society through raising our children, being productive at work, and becoming involved in community activities and organizations. By failing to achieve these objectives, we become stagnant and feel unproductive.
- **Ego Integrity vs. Despair.** As we grow older and become senior citizens, we tend to slow down our productivity, and explore life as a retired person. It is during this time that we contemplate our accomplishments and are able to develop integrity if we see ourselves as leading a successful life. If we see our lives as unproductive, feel guilt about our pasts, or feel that we did not accomplish our life goals, we become dissatisfied with life and develop despair, often leading to depression and hopelessness.

Source: <http://allpsych.com/personalitysynopsis/erikson.html>

Karen Horney's Feminine Psychology



- She countered Freud's concept of **penis envy** with what she called **womb envy**, or man's envy of woman's ability to bear children.
 - Normal people: Built on flexible, realistic assessment of one's abilities.** The healthy person's real self is aimed at reaching their self-actualization throughout life.
 - Neurotic people: Inflexible, unrealistic self-appraisal.**
- The neurotic's self is split into **an ideal self** and a **despised (unloved) self**.

Neurosis and Relationships:

She defined neurosis as a **maladaptive** and **counterproductive way** of dealing with relationships.

Basic anxiety

Result of bad parenting - the basic evil

- | | |
|--------------------------------------|---|
| 1. domination | 10. having to take sides in parental disputes |
| 2. indifference | 11. too much or too little responsibility |
| 3. erratic behavior | 12. Overprotection |
| 4. lack of respect for child's needs | 13. isolation from other children |
| 5. lack of real guidance | 14. injustice |
| 6. disparaging attitudes | 15. discrimination |
| 7. too much admiration | 16. unkept promises |
| 8. absence of admiration | 17. hostile atmosphere |
| 9. lack of reliable warmth | |

- Some children who feel a great deal with **anxiety insecurities and helplessness**
- **Moving Towards People** : move toward people in order to seek **help and acceptance**. They are striving to feel worthy and can believe the only way to gain this is through the **acceptance of others**. These people have an intense need **to be liked, involved, important, and appreciated**.
- **Moving Against People**: Those with this personality style come across **as bossy, demanding, selfish, and even cruel**.
- Horney argued that these people **project their own hostilities** (which she called **externalization**) onto others.
- **Moving Away From People**: If they don't get involved with others, they can't be hurt by them. **While it protects them from emotional pain of relationships, it also keeps away all positive aspects of relationships. It leaves them feeling alone and empty.**

Karen Horney: Personality Types

Personality Type	Core Behavior	Key Traits	Underlying Motivation
Compliant (Moving Toward People)	Seeks affection, approval, and protection	Submissive, dependent, eager to please	Alleviate anxiety through closeness
Aggressive (Moving Against People)	Dominates and controls others	Assertive, competitive, power-seeking, critical, ambitious	Alleviate anxiety by asserting superiority
Detached (Moving Away from People)	Withdraws emotionally and socially	Self-sufficient, private, avoids commitment, values logic over emotion	Alleviate anxiety through independence

- ▶ Neurotic Adjustments to Basic Anxiety
- ▶ **Moving Toward:** Affection & Submissiveness
- ▶ **Moving Against:** Power

▶ **Moving Away:** Withdrawal Horney described this stretching between the despised and ideal selves as "the tyranny of the **shoulds**"

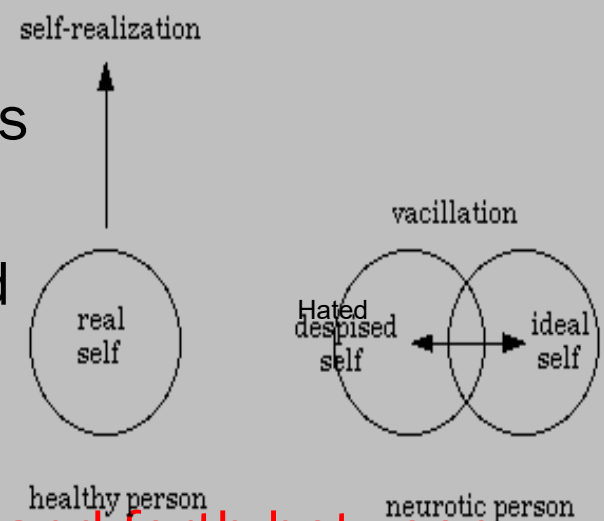
and neurotic "**striving for glory:**" Swings back and forth between pretending to be perfect and hating themselves.

- ▶ The compliant person believes "**I should be sweet, self-sacrificing, saintly.**"

The aggressive person says "**I should be powerful, recognized a winner.**"

The withdrawing person believes "**I should be independent, aloof, perfect.**" And while indecisive between these two impossible selves, the neurotic is alienated from their true core and prevented from actualizing their potentials.

- ▶ **Normal Adjustment Patterns:** Utilize all three (as per the requirement)



- **Horney's Conclusions**

- Personality is Determined by Culture (not gender)
 - Motherhood is Pleasurable
- Women Are Not Biologically Inferior but are **Culturally Inferior**. So acknowledged social, cultural, and environmental factors play a role in development
- Women characterized as masculine are simply seeking equality.
- Focused more on the present and future rather than past experience

Harry Stack Sullivan

- Sullivan, however, saw anxiety as existing only as a result of **social interactions**.
- **Selective Inattention** is one such mechanism, defense mechanisms
- According to Sullivan, mothers show their anxiety about child rearing to their children through various means. **The child, having no way to deal with this, feels the anxiety himself. Selective inattention is soon learned**, and the child begins to ignore or reject the anxiety or any interaction that could produce these **uncomfortable feelings**. As adults, we use this **technique to focus our minds away from stressful situations**.
- Another concept introduced by Sullivan is **personification**. One of the structures of personality. He believed that people **acquire certain images of self** and other throughout the developmental stages. **Subjective perceptions are referred to as personifications**.

Three Categories of Self-image (self personifications)

There are three types: **bad-me** which grows from experiences of **punishment and disapproval**; the **good-me** results **from experiences with reward and approval** and the **not-me**, which allows a person **to dissociate the experiences related to anxiety**.

Good-me : those aspects of ourselves that **we feel good about, that have been rewarded in the past**

- this evokes **good reactions from people**
- **behavior that are associated with feelings of security and the absence of anxiety**

Bad-me: behavior that has been associated **with feelings of anxiety**

- evokes **unwanted reactions from people**
- those **aspects about us that we do not like**

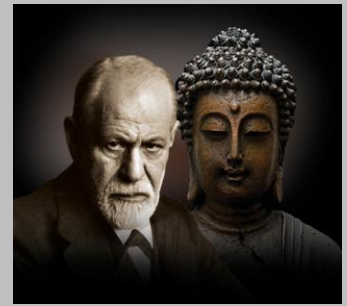
Not-me: those aspects about ourselves that are **so threatening or extremely disliked**

- they are **kept (*dissociated from our self concept*) in our unconscious mind**

Evaluation of Psychoanalysis

HOW YOUR UNCONSCIOUS MIND RULES YOUR BEHAVIOR: Leonard Mlodinow <https://www.youtube.com/watch?v=vcJm-y7UnLY>

- In modern science, what we mean by **the 'unconscious' are processes that go on in your brain that are automatic.**
- They don't take any effort, **they're beyond your awareness**, so you don't know they are happening, and they are mostly beyond your control.
- Our **mental processes that are outside of our control** and **our awareness because of the structure of our brain.**
- It's not the Freudian unconsciousness which was hidden for emotional reasons.
- Here the speaker talks about **social neuroscience.**
- It is a new field that is a combination of three fields:
 - **Social Psychology**, which is the psychology of how people interact with each other.
 - .which is the **psychology of how people think.**
 - And **neuroscience**, such as fMRI technology which images your brain and can show what parts of your brain are functioning, as **you have thoughts, feelings, perceptions, as you make decisions.** This kind of technology helps us look into the brain and it's activities



Freud and the Buddha: Axel Hoffer on what Psychoanalysis and Buddhism can learn from each other Posted on [July 26, 2015](#) by [karnacology-](#)

The Couch and the Cushion

Both traditions are concerned with the secrets of the mind and arise from careful observations by individuals of the **inner workings of the mind**. For psychoanalysis, the goal is an understanding of the **unconscious which runs our lives and of which we are unaware**; for Buddhist meditation, the goal is to **free ourselves from unwholesome feelings, misperceptions, misunderstandings and even delusions that keep us from seeing reality** as it actually is.

Differences: Use of words vs. No words

Free association, therapist & client

Both Freud's original concept of unconscious communication and the Buddhist **notion of inter-being** will be enriched by the meditators and psychoanalysts of the future.

- Commonality between the psychoanalyst's neutrality as he listens to his **freely associating patient**, and the Buddhist **monk's non-judgmental attention** to his mind.
- The psychoanalytic concepts of **free association, the unconscious, transference and countertransference** are compared to the implications of the Buddhist principles of **impermanence, non-clinging (non-attachment), the hard-to-grasp concept of the "not-self"**, and the practice of meditation.
- between the analyst's emphasis on **insight and thinking** is compared to the Buddhist attention **to awareness and experience**.
- **When Freud Meets the Buddha** (Psychological Therapist's Conversation with Wisdom of the Buddhism)
- Neo-Freudian psychologists integrated humanism and existentialism into psychoanalysis.

Applications of Psychoanalysis & psychodynamics

Topic	Main points	Application
Psychodynamic Psychotherapy	Focuses on exploring unconscious conflicts, defense mechanisms, and unresolved childhood experiences.	Used for treating depression, anxiety disorders, personality disorders, and trauma.
Classical Psychoanalysis	Intensive therapy, often 3–5 sessions weekly, to uncover unconscious motivations and restructure personality dynamics.	Applied for complex issues like narcissistic personality disorder, obsessive-compulsive symptoms, or unresolved childhood trauma.
Conflict Resolution	Using psychodynamic frameworks to address interpersonal conflicts by understanding projections and defense mechanisms.	Mediation training includes recognizing unconscious emotional triggers in disputes.
Child Guidance and Counselling	Childhood Experiences	Insights from psychoanalysis inform interventions for behavioral problems, attachment disorders, and developmental delays. e.g. Fixation or Regression
Psychosomatic Medicine	Psychoanalytic perspectives are used to understand how unconscious conflicts manifest as physical symptoms.	Treatment of conditions like chronic pain, IBS, or psychosomatic disorders.
Addiction Treatment	Causes in unconscious mind	Addressing unconscious drives, self-destructive patterns, and early relational trauma in substance abuse therapy.
Neuropsychanalysis	Research and Contemporary Integrations	Integration of neuroscience with psychoanalytic concepts to understand unconscious processes and emotion regulation.

“

Most people do not really
want freedom, because
freedom involves
responsibility, and most
people are frightened of
responsibility.

SIGMUND FREUD

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Thank You