

# Classical Psychoanalysis

## Psikologi Kepribadian

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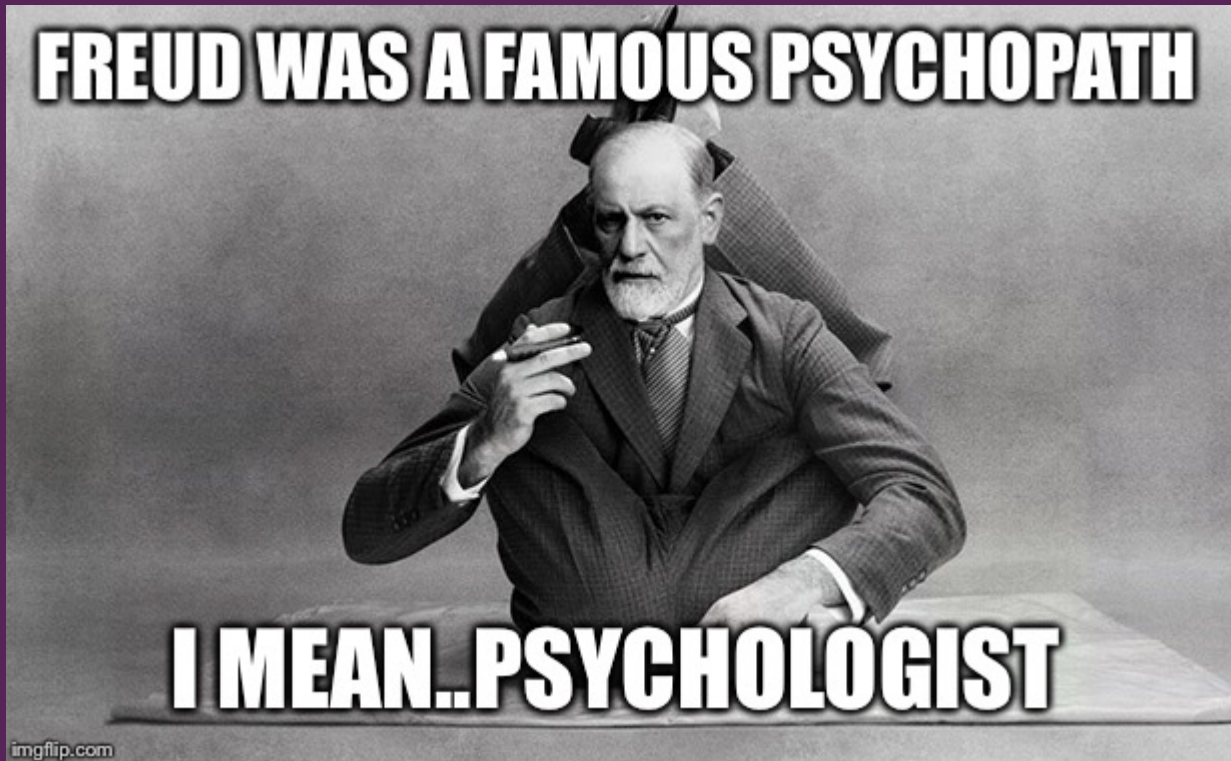
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# Classical Psychoanalysis

[...also known as Ego Psychology, Psychodynamics]



First things first: Instinct!

# Instincts (1)

- Freud defines it as the motivating forces that **drive behaviour** and determine **its direction**.
- Instinct (or **Trieb** in German), is a form of energy, that is transformed into **physical energy** and serve its function to connect the physical and psychological needs.
- Freud argues that human always experience instinctual tension and unable to escape from it. So most of our activities are directed to **reduce this tension**.
- People could have different ways to reduce the tension (e.g. sexual drives can manifest in various sexual behaviours).
- It's also possible to substitute the objects (**displacement**) and this process is primarily important to determine one's behaviour.
- Freud coined the terms "**life**" and "**death**" instincts, which posit different process of primal motivations.



# Instincts (2)

## The Life Instinct

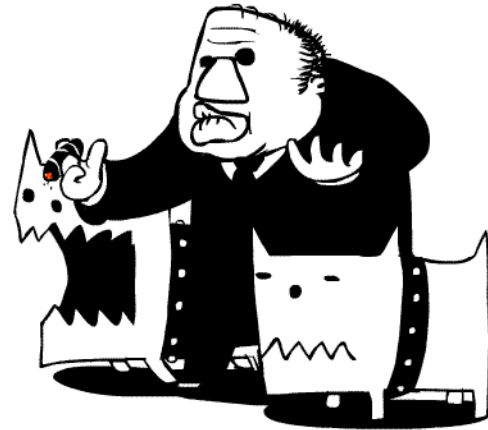
1. Serve the purpose of **survival** of the individual and the species by seeking to satisfy the needs for food, water, air, and sex.
2. The life instincts are oriented toward **growth and development**. The psychic energy manifested by the life instincts is **the libido**.
3. The libido can be attached to or invested in objects, a concept Freud called **cathexis**.
4. So if you like Ryan Gosling so much, for example, then your libido is cathected to him.



# Instincts (2)

## The Death Instinct

1. In opposition to the life instincts, Freud postulated the **destructive or death instincts**.
2. All living things decay and die, returning to their original inanimate state, and he believed that people have an **unconscious wish to die**.
3. One component of the death instincts is **the aggressive drive**, which he saw as the wish to die turned against objects other than the self.
4. Aggressive drives including strong impulsion to do damage, kill, destroy, conquer, etc.



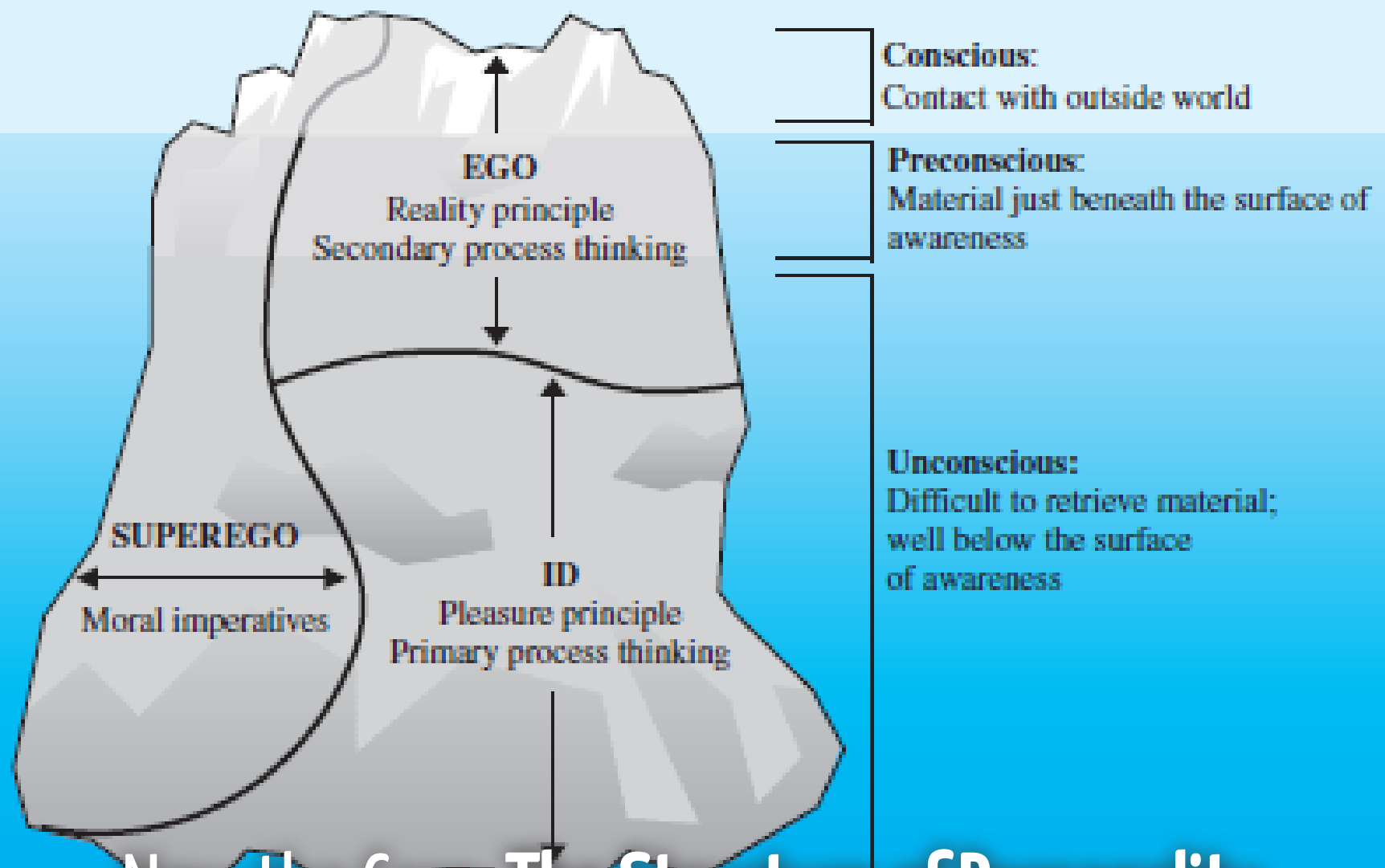


## Now the Core: The Levels of Personality



# The Levels of Personality

- Freud divided personality into three levels: **the conscious, the preconscious, and the unconscious.**
- **The conscious**, as Freud defined the term, includes all the sensations and experiences of which we are aware at any given moment.
- Freud considered **the conscious** to be a **limited** aspect of personality because only **a small portion** of our thoughts, sensations, and memories exists in conscious awareness at any one time.
- More important, according to Freud, is **the unconscious**, that larger, invisible portion below the surface. This is **the focus of psychoanalytic theory.**
- Its vast, dark depths are the home of the instincts, those wishes and desires that direct our behavior, the unconscious contains **the major driving power** behind all behaviours and is the repository of forces we cannot see or control.
- Between these two levels is **the sub/preconscious.** This is the storehouse of all our memories, perceptions, and thoughts of which we are not consciously aware at the moment but that we can easily summon into consciousness.



## Now the Core: The Structure of Personality

# The Structure of Personality

## Id (Das Es)

- The id is the reservoir for the instincts and libido (the psychic energy manifested by the instincts).
- The id is a powerful structure of the personality because it supplies all the energy for the other two components.
- The id operates in accordance with what Freud called **the pleasure principle**. Through its concern with tension reduction, the id functions to increase pleasure and avoid pain.
- The id is a selfish, pleasure-seeking structure-primitive, amoral, insistent, and rash.
- The id has no awareness of reality.
- The only ways the id can attempt to satisfy its needs are through reflex action and wish-fulfilling hallucinatory or fantasy experience, which Freud labeled **primary-process thought**.

# The Structure of Personality

## The Ego (Das Ich)

- The growing child is taught to deal intelligently and rationally with other people and the outside world and to develop the powers of perception, recognition, judgment, and memory-the powers adults use to satisfy their needs.
- Freud called these abilities **secondary-process thought**.
- The Ego perceives and manipulates the environment in a practical and realistic manner and so is said to operate in accordance with **the reality principle**.
- The ego serves two masters-the id and reality-and is constantly mediating and striking compromises between their conflicting demands.
- This controlling and postponing function of the ego must be exercised constantly. If not, the id impulses might come to dominate and overthrow the rational ego.
- Freud argued that **we must protect ourselves** from being **controlled by the id** and proposed various unconscious mechanisms with which to **defend the ego**. This is **the main purpose of Psychoanalysis**.

# The Structure of Personality

## The Superego (Das Uber Ich)

- There is also a third set of forces-a powerful and largely unconscious set of dictates or beliefs-that we acquire in childhood: **our ideas of right and wrong**.
- We call this **internal morality or conscience**. Freud called it the superego.
- Through praise, punishment, and example, children learn which behaviors their parents consider good or bad. Those behaviors for which children are punished form **the conscience**, one part of the superego.
- The second part of the superego is **the ego-ideal**, which consists of good, or correct, behaviors for which children have been praised.
- The superego strives neither for pleasure (as the id does) nor for attainment of realistic goals (as the ego does). It strives solely for **moral perfection**.

A blue square with a white border, containing the word **ANXIETY** in red, bold, uppercase letters.

**ANXIETY**

Anxiety: A Threat to the Ego



# What is Anxiety?

1. Anxiety is not unlike fear, but we may not know what we're afraid of.
2. Freud described anxiety as an objectless fear, meaning that we cannot point to its source, to a specific object that caused it.
3. Freud made anxiety an important part of his personality theory, asserting that it is fundamental to the development of all neurotic and psychotic behavior.
4. When we cannot cope with anxiety, when we are in danger of being overwhelmed by it, the anxiety is said to be traumatic.
5. What Freud meant by this is that the person, regardless of age, is reduced to a state of helplessness like that experienced in infancy. In adult life, infantile helplessness is reenacted to some degree whenever the ego is threatened.
6. Freud proposed three different types of anxiety: reality anxiety, neurotic anxiety, and moral anxiety.

# Reality Anxiety

- This involves a fear of real dangers in the real world. Most of us justifiably fear fires, hurricanes, earthquakes, and similar disasters.
- Reality anxiety serves the positive purpose of guiding our behavior to escape or protect ourselves from actual dangers.
- The person who cannot leave home for fear of being hit by a car or who cannot light a match for fear of fire is carrying reality-based fears beyond the point of normality.

# Neurotic Anxiety

- Neurotic anxiety has its basis in childhood, in a conflict between instinctual gratification and reality.
- Children are often punished for overtly expressing sexual or aggressive impulses. Therefore, the wish to gratify certain id impulses generates anxiety.
- This neurotic anxiety is an unconscious fear of being punished for impulsively displaying id-dominated behavior.

# Moral Anxiety

- Moral anxiety results from a conflict between the id and the superego. In essence, it is a fear of one's conscience.
- When you are motivated to express an instinctual impulse that is contrary to your moral code, your superego retaliates by causing you to feel shame or guilt.
- Moral anxiety is a function of how well developed the superego is.
- Children are punished for violating their parents' moral codes, and adults are punished for violating society's moral code.
- The shame and guilt feelings in moral anxiety arise from within; it is our conscience that causes the fear and the anxiety.

# The Purpose of Anxiety

- Anxiety serves as a warning to the person that something is amiss within the personality.
- Anxiety induces tension in the organism and thus becomes a drive (much like hunger or thirst) that the individual is motivated to satisfy. The tension must be reduced.
- Anxiety alerts the individual that the ego is being threatened and that unless action is taken, the ego might be overthrown.
- How can the ego protect or defend itself?

**TABLE 2.1** Some Freudian defense mechanisms

Repression: Involves unconscious denial of the existence of something that causes anxiety

Denial: Involves denying the existence of an external threat or traumatic event

Reaction Formation: Involves expressing an id impulse that is the opposite of the one truly driving the person

Projection: Involves attributing a disturbing impulse to someone else

Regression: Involves retreating to an earlier, less frustrating period of life and displaying the childish and dependent behaviors characteristic of that more secure time

Rationalization: Involves reinterpreting behavior to make it more acceptable and less threatening

Displacement: Involves shifting id impulses from a threatening or unavailable object to a substitute object that is available

Sublimation: Involves altering or displacing id impulses by diverting instinctual energy into socially acceptable behaviors

# Defense Mechanism





# Psychosexual Stages

# Psychosexual Stages

1. Freud argued that a person's unique character type develops in childhood, largely from parent-child interactions.
2. Freud also sensed strong sexual conflicts in the infant and young child, conflicts that seemed to revolve around specific regions of the body.
3. He noted that each body region assumed a greater importance as the center of conflict at a different age. From these observations he derived his theory of the psychosexual stages of development.
4. In each developmental stage a conflict exists that must be resolved before the infant or child can progress to the next stage.
5. In either case, the individual is said to be fixated at this stage of development. In **fixation**, a portion of libido or psychic energy remains invested in that developmental stage, leaving less energy for the following stages.

# The Oral Stage

- The first stage of psychosexual development, lasts from birth until some time during the second year.
- During this period, the infant's principal source of pleasure is the mouth. The infant derives pleasure from sucking, biting, and swallowing.
- The infant is totally dependent on the mother or caregiver who becomes the primary object of the child's libido.
- There are two ways of behaving during this stage: **oral incorporative behavior** (taking in) and **oral aggressive or oral sadistic behavior** (biting or spitting out).
- Adults **fixated at the oral incorporative stage** become excessively concerned with oral activities, like eating, drinking, smoking, and kissing.

# The Anal Stage

- Around the age of 18 months, when a new demand, toilet training, is made of the child.
- Freud believed that the experience of toilet training during the anal stage had a significant effect on personality development.
- Defecation produces erotic pleasure for the child, but with the onset of toilet training, the child is put under pressure to learn to postpone or delay this pleasure.
- Such a person becomes stubborn and stingy, and hoards or retains things because feelings of security depend on what is saved and possessed, and on the order and in which possessions and other aspects of life are maintained.
- **The anal retentive person** is likely to be rigid, compulsively neat, obstinate, and overly conscientious.
- If children defy their parents' order to defecate properly, it causes **anal aggressive personality**.
- To Freud, this was the basis for many forms of hostile and sadistic behavior in adult life, including cruelty, destructiveness, and temper tantrums.

# The Phallic Stage

- Children at the phallic stage display considerable interest in exploring and manipulating the genitals, their own and those of their playmates.
- The phallic stage is the last of the pre genital or childhood stages, and phallic conflicts are the most complex ones to resolve.
- They are also difficult for many people to accept because they involve the notion of incest, a taboo in many cultures.
- **The Oedipus Complex** happens in this stage.
- Oedipus complex refers to a condition where boys interpret his fear of his father in genital terms, becoming fearful that his father will cut off the offending organ (the boy's penis), which is the source of the boy's pleasure and sexual longings (**castration anxiety**).
- Penis envy vs Womb envy

# The Latency Stage

- The latency period is not a psychosexual stage of development.
- The sex instinct is dormant during this time, Freud believed, and is temporarily sublimated in school activities, hobbies, and sports and in developing friendships with members of the same sex.



# The Genital Stage

- The final psychosexual stage of development, begins at puberty.
- The body is becoming physiologically mature, and if no major fixations have occurred at an earlier stage of development, the individual may be able to lead a normal life.
- Freud believed that the conflict during this period is less intense than in the other stages.
- The adolescent must conform to societal sanctions and taboos that exist concerning sexual expression, but he believed that conflict is minimized through sublimation.

**TABLE 2.2** Freud's psychosexual stages of development

STAGES	AGES	CHARACTERISTICS
Oral	Birth–1	Mouth is the primary erogenous zone; pleasure derived from sucking; id is dominant.
Anal	1–3	Toilet training (external reality) interferes with gratification received from defecation.
Phallic	4–5	Incestuous fantasies; Oedipus complex; anxiety; superego development.
Latency	5–Puberty	Period of sublimation of sex instinct.
Genital	Adolescence–Adulthood	Development of sex-role identity and adult social relationships.

## Psychosexual Stages



# Psychoanalysis Techniques

# Free Association

A technique in which the patient says whatever comes to mind. In other words, it is a kind of daydreaming out loud.

# Catharsis

The expression of emotions that is expected to lead to the reduction of disturbing symptoms.

# Hypnosis

Freud learned to perform hypnosis from Charcot, but he stopped using it afterwards.

# Dream Analysis

- Freud believed that dreams represent, in symbolic form, repressed desires, fears, and conflicts. So strongly have these feelings been repressed that they can surface only in disguised fashion during sleep.
- **Two aspects of dreams:** the manifest content, which refers to the actual events in the dream; and the latent content, which is the hidden symbolic meaning of the dream.

**TABLE 2.3** Dream symbols or events and their latent psychoanalytic meaning

SYMBOL	INTERPRETATION
Smooth-fronted house	Male body
House with ledges, balconies	Female body
King and queen	Parents
Small animals	Children
Children	Genital organs
Playing with children	Masturbation
Baldness, tooth extraction	Castration
Elongated objects (e.g., tree trunks, umbrellas, neckties, snakes, candles)	Male genitals
Enclosed spaces (e.g., boxes, ovens, closets, caves, pockets)	Female genitals
Climbing stairs or ladders; driving cars; riding horses; crossing bridges	Sexual intercourse
Bathing	Birth
Beginning a journey	Dying
Being naked in a crowd	Desiring to be noticed
Flying	Desiring to be admired
Falling	Desiring to return to a state such as childhood where one is satisfied and protected



# Thank You!

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