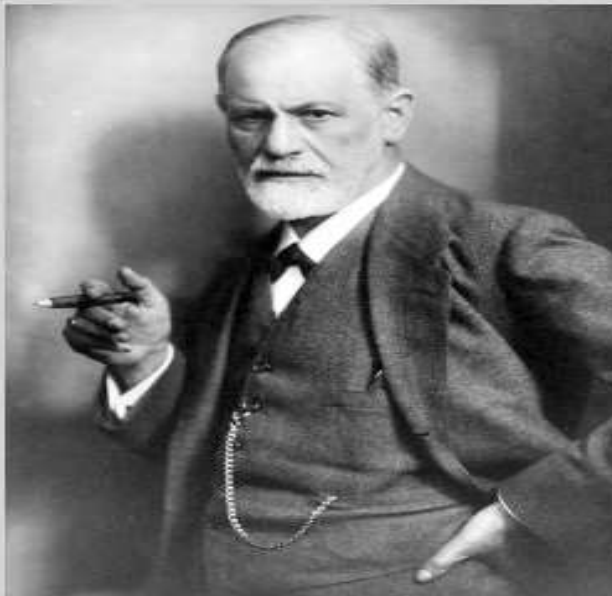


# PSYCHODYNAMIC THEORY

SIGMUND FREUD



(1856 – 1939)

Sigmund Freud

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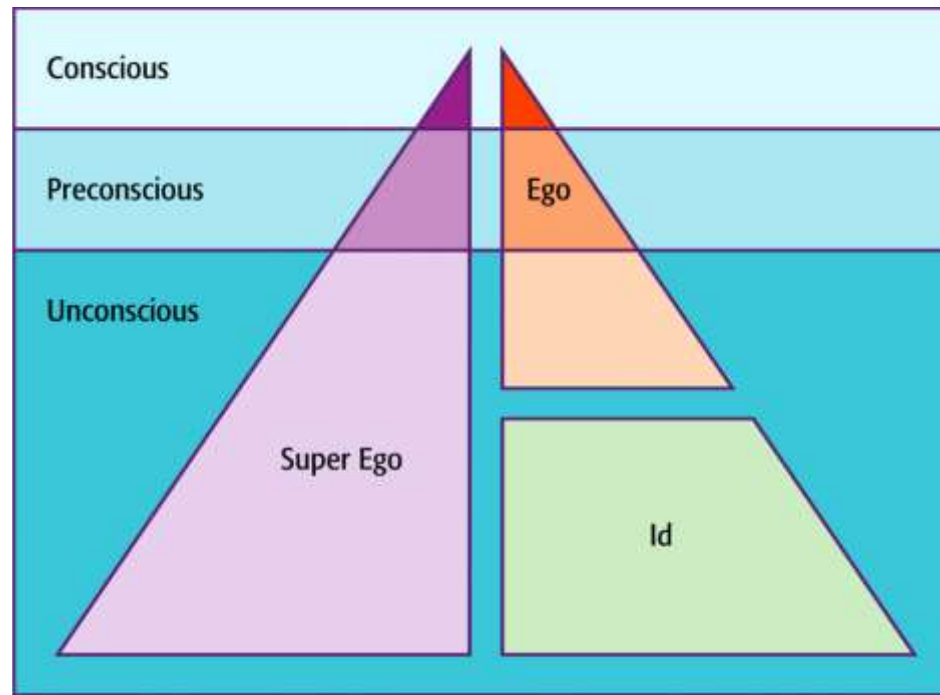
# DEFINITION OF PSYCHODYNAMIC THEORY

Psychodynamics is the study of the interrelationship of various parts of the mind, personality, or psyche as they relate to mental, emotional, or motivational forces especially at the unconscious level  
(Wikipedia)

# FREUD PSYCHODYNAMIC THEORY OF PERSONALITY

## ○ The structure of personality.

- To describe the structure of personality, Freud developed a comprehensive theory which comprises three **separate but interacting parts** *the Id, the Ego, the Superego.*



# THE ID (PLEASURE PRINCIPLE)

- The id is the personality component **made up of unconscious** psychic energy that works to satisfy basic urges, needs, and desires” (Cherry).
- The **sole function** of the id is **to provide for the immediate discharge** of quantities of excitation (energy or tension) that are released in the organism by internal or external stimulation. (Cherry).
- The **aim** of pleasure principle is **to rid the person of tension**, or, if this is impossible, as it usually, is to reduce the amount of tension to a low level and to keep it as constant as possible.

(McLeod, 2008)

# THE ID (PLEASURE PRINCIPLE)

## CONTINUE....

- No contact with reality,
- the Id works only according to the Pleasure Principle.
- The Id is not governed by laws of reasons or logic, and it does not possess values, ethics, or morality.
- It is driven by one consideration only, to obtain satisfaction. It wants immediate gratification
- E.g. child's eating habits.

(McLeod, 2008).

# THE EGO (REALITY PRINCIPLE)

- ⊙ As the ego develops, the young child learns to cope with the real world.
- ⊙ The Ego operates on the reality principle. Instead of the pleasure.
- ⊙ Reality means that which “exists”.
- ⊙ The aim is to postpone the discharge of energy.
  - For example, the child has to learn not to put just anything into his mouth when he is hungry. He has to learn to recognize food, and to put off eating until he has located an edible object. Otherwise, he will have some painful experiences.

# THE SUPER EGO (MORAL PRINCIPLE)

- ◉ moral or judicial component of personality
- ◉ incorporates social standard about what represent right and wrong.
- ◉ The Super Ego is made up of two subsystems, the Ego -ideal and the conscience.
- ◉ The psychological reward and punishment employed by the Super Ego are feelings of pride and feeling of guilt or inferiority, respectively.

# THE SUPER EGO (MORAL PRINCIPLE)

## CONTINUE...

- If the Id is regarded as the product of evolution and the psychological representative of one's biological endowment and the ego is the resultant of one's interaction with objective reality and the province of the higher mental processes, then the Super ego may be said to be the product of socialization and the vehicle of cultural tradition

(McLeod, 2008)



**The Ego is formed out of the Id and the Super Ego is formed out of the Ego. They continue to Interact and blend with each other throughout life. These interactions and blending, As well as the oppositions that developed among the three systems, Constitute the subject matter of the next.”**

# Freud's theory of mind (topographic)



# CONSCIOUS

(SMALL)

“Conscious is the part of our mind, about which we are aware at present”

- ⦿ a mechanism which develops as a society
- ⦿ basis for functioning and affecting human behavior
- ⦿ At this level, we are aware of certain things around us and of certain thoughts.
- ⦿ Our conscious makes up a very small part of who we are.

(McLeod s. , 2009)

# SUBCONSCIOUS (SMALL-MEDIUM)

- ◉ The term subconscious is defined as the “Operating system of the mind”
- ◉ responsible for the automatically triggered feelings and emotions that you suddenly experience upon facing a new situation.
- ◉ E.g. If you were about to give a presentation then all the fear and anxiety feelings you might experience are in fact launched and controlled by your subconscious mind.
- ◉ The subconscious contains material just beneath the surface of awareness that can be easily retrieved. For example, telephone numbers, childhood memories, the name of best childhood friend, etc. (Stevenson, 1996)

# UNCONSCIOUS (ENORMOUS)

- ⊙ Unconscious part of our mind is which “Does not have heredity basis, it comes out as a result of unsuccessful and dissatisfied social interaction”.
- ⊙ Unconscious is that about which we are not aware, but that can be known by psychologists, by free association, dream analysis and analysis of transference.
- ⊙ a dump box for urges, feelings and ideas that are tied to anxiety, conflict and pain.
- ⊙ This is where most of the work of the Id, Ego, and Superego take place.

(Stevenson, 1996)

# DEFENSE MECHANISMS

- ⦿ A defense mechanism is a **coping technique** that **reduces anxiety** arising from unacceptable or potentially harmful impulses
- ⦿ Defense mechanisms **are unconscious** and are not to be confused with conscious coping strategies.

# TYPES OF DEFENSE MECHANISMS

## ⦿ **Withdrawal reaction**

- Daydreaming
- Nomadism (place to place, job to job and
- Repression (father's funeral)
- Regression (less mature behavior)
- Denial (arrest due to drinking)

## ⦿ **Overt/aggressive reaction**

- Displaced aggression (glass on a wall)
- Scapegoating
- Self-aggression (suicide)



# TYPES OF DEFENSE MECHANISMS CONTINUE...

## ⊙ **Compromise reaction.**

- Rationalization (others cheated so me too)
- Reaction formation (you say you are not angry but actually you really are)
- Sublimation (hostility through competitive sports)
- Identification
- Insulation (detached even cold)
- Intellectualization (murder)
- Projection (blame others)

PSYCHOSEXUAL STAGES  
PRESENTED BY SIGMUND FREUD

# 1. ORAL STAGE (0-1 YEAR)

- ◉ libido is centered in a baby's mouth.
- ◉ It gets much satisfaction from putting all sorts of things in its mouth to satisfy libido, and thus its id demands.
- ◉ Which at this stage in life are oral, or mouth orientated, such as sucking, biting, and breast-feeding.
- ◉ Freud said oral stimulation could lead to an oral fixation in later life.
- ◉ We see oral personalities all around us such as smokers, nail-biters, finger-chewers, and thumb suckers. Oral personalities engage in such oral behaviors particularly when under stress

(Ahmed 2013).

# 1. ORAL STAGE (0-1 YEAR)

## CONTINUE...

- ◎ **Fixation at this stage has two possible outcomes**

- Oral receptive personality
- Oral aggressive personality

- ◎ **Impacts of deprived oral needs**

- Demanding personality
- Chronic pessimistic attitude
- Miss-trust in the environment
- Lack of confidence
- Inability to obtain needed satisfaction

## 2. ANAL STAGE (1-3 YEARS)

- ◉ The libido now becomes focused on the anus and the child derives great pleasure from defecating.
- ◉ The child is now fully aware that they are a person in their own right and that their wishes can bring them into conflict with the demands of the outside world (i.e. their ego has developed).
- ◉ Freud believed that this type of conflict tends to come to a head in toilet training, in which adults impose restrictions on when and where the child can defecate.

## 2. ANAL STAGE (1-3 YEARS)

- ◉ At this stage, if toilet training is particularly demanding, fixation might occur. People with anal fixation either go through life “holding things back” (Ahmed 2013).
- ◉ **Fixations at this stage can result into two types of personality.**
  - If parents are too strict or began toilet training too early, the individual would become severe, orderly, rigid and obsessive.
  - If parents take an approach that is too reflexive or began toilet training too late, individual would be an untidy, wasteful or destructive personality, lacking self-control and being care less and messy.

### 3. PHALLIC STAGE (3 TO 5 OR 6 YEARS)

- ◉ **The child becomes aware of anatomical sex differences**
- ◉ **Complexes at his stage**

the complex of emotions arouses in a young child, typically around the age of four, by an unconscious sexual desire for the parent of the opposite sex and wish to exclude the parent of the same sex.

- **Oedipus complex** (in boys)
- **the Electra complex** (in girls)

## 4. LATENCY STAGE (5 OR 6 TO PUBERTY)

- ◉ the child's Oedipus complex begins to dissolve.
- ◉ The child realizes that his/her wishes and longings for the parent of the opposite sex cannot be fulfilled and will turn away from these desires.
- ◉ Freud thought that most sexual impulses are repressed during the latent stage and sexual energy can be sublimated towards school work, hobbies and friendships.
- ◉ Much of the child's energies are channeled into developing new skills and acquiring new knowledge and play becomes largely confined to other children of the same gender.

(Ahmed 2013)



## 5. GENITAL STAGE (PUBERTY TO ADULT)

- ◉ The individual develops a strong sexual interest in people outside of the family.
- ◉ It is a time of adolescent sexual experimentation, the successful resolution of which is settling down in a loving one-to-one relationship with another in our 20's or so.

# WHY USE OF PSYCHODYNAMIC THEORY IN SOCIAL WORK

- ◉ It helps in understanding why people do what they do.
- ◉ What is happening and was happening in a client's life.
- ◉ In current social work practice psychodynamic theory is what the social worker uses when s/he looks at early attachment relationships and the developmental history of the client which includes past trauma or abuse. (Joan 2009)

# IN SOCIAL CASEWORK SETTING

- Richmond developed the casework method with a foundation in natural sciences. She had a strong methodology, but a weak theoretical context to tie to the methodology. This situation made the profession “open” to Freud’s theory which had a great impact at the time. The classical psychodynamic theory includes both an understanding of a child’s development of the personality’s construction, and of the development of mental illnesses and the treatment of these. (Hutchinson 2014)

# IN GROUP WORK SETTING

- Freud, in elaborating the group's influence on human behavior, specifically mentions about the importance of group leader, and the early life experiences of the members. The members use transference in their interactions that occur within the group and try to recreate their conflicts and defense mechanisms.

(S.Rengasamy)

# IN GROUP WORK SETTING

## CONTINUE...

- ◉ More recent psychoanalytic group treatment have adapted and modified classical psychoanalytic theory to emphasize the current experiences of group interaction. Through direct, mutual interpersonal communications members build interpersonal skills, adaptive capacities and ego strength, and develop self awareness of their behavior and its implications in a group situation. The cohesiveness of the group helps members to feel secure and able to share the intimate personal details of their life and to act out their conflicts in the safe and supportive environment of the group.  
(S.Rengasamy)