**Prep 5 - The Psychodynamic Approach**

**Complete the following using**

* The Approaches pack
* [www.simplypsychology.org/**psychodynamic**.html](http://www.simplypsychology.org/psychodynamic.html)
* Research skills – searching online

**Task 1 – General Assumptions**

Our behaviour and feelings are powerfully affected by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Our behaviour and feelings as adults are rooted in our \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

All behaviour has a cause (usually unconscious) and is therefore \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.Personality is made up of three parts (i.e. \_\_\_\_\_\_\_\_\_\_\_\_\_\_): the \_\_\_, \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\*Behaviour is motivated by two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ drives: Eros (the sex drive & life instinct) and Thanatos (the aggressive drive & death instinct). Both these drives come from the “id”. Parts of the [\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_](http://www.simplypsychology.org/unconscious-mind.html) (the id and superego) are in constant conflict with the conscious part of the mind (the ego). This conflict creates\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which could be dealt with by the ego’s use of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

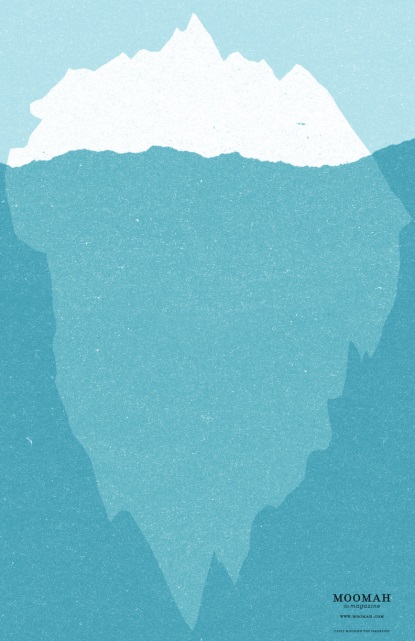
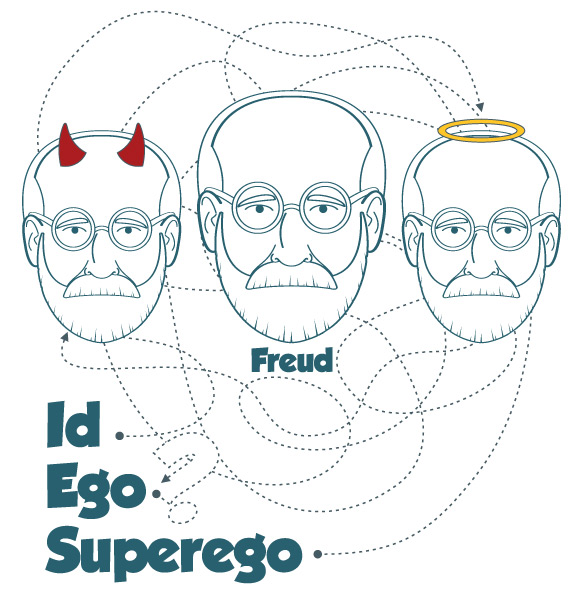
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is shaped as the drives are modified by different conflicts at different times in childhood (during \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_).

**Task 2: The Personality and the Unconscious mind**

*Label the following diagrams with the following words*

SuperEgo Ego ID

Conscious Preconscious Unconscious



**Task 3: The Psychosexual stages**

1. *Click on the link:* [*http://www.simplypsychology.org/psychosexual.html*](http://www.simplypsychology.org/psychosexual.html)

*Read and complete the following table:*

|  |  |  |
| --- | --- | --- |
| **Stage/ age** | **Description/Fixation** | **Consequence of conflict at this stage** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. The Oedipus and Electra complex:

*Use the pack to take notes and create a diagram demonstrating the process of both the Oedipus and Electra complex*

1. Consolidating your understanding of the Oedipus and Electra complex:

*Watch the clip from the Prep page or access here* [*https://www.youtube.com/watch?v=G7zZPrY8tGs*](https://www.youtube.com/watch?v=G7zZPrY8tGs)

*Make notes under the below key features of the theory based on what the clip suggests about the complex that children go through. They are in order of how they appear in the clip.*

* **Possess**
* **Both little girls and little boys**
* **Satisfaction and pleasure**
* **Competition and rivalry**
* **Strong love for…… jealousy of…..**
* **The Father represents….**
* **Resolution through identification**
* **Gender Identity**

1. Research support for the Oedipus complex

*Research online and summarise the case study of little Hans and the Oedipus complex*

[*https://www.tutor2u.net/psychology/reference/freud-1909*](https://www.tutor2u.net/psychology/reference/freud-1909)

[*https://www.simplypsychology.org/little-hans.html*](https://www.simplypsychology.org/little-hans.html)

**Aim**

**Method**

**Results/Conclusions**

The above research has been criticised due to researcher bias and subjective interpretation

- What does this mean and why?

**Task 4: Defence mechanisms:**

*Define the following defence mechanisms and provide an example relating to how an individual might deal with the conflicted feelings of not doing well in an exam when they hadn’t revised properly*

|  |  |  |
| --- | --- | --- |
| **Defence mechanism:** | **Definition** | **Example:** |
| ***Repression*** |  |  |
| ***Denial*** |  |  |
| ***Displacement*** |  |  |