

**COSCA Counselling Certificate  
Module Three**

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**Module 3    Unit 4**

**Psychodynamic Approach**



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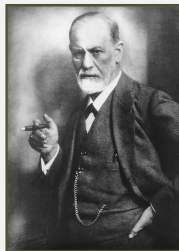
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**Sigmund Freud**



1856 -1939



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- Born in Vienna in 1856, son of a wool merchant
- Trained as a Doctor
- Went on to study neuropathology
- Developed Psychoanalysis after interpreting his own dreams (1899 *Interpretation of dreams*)
- Set up the Vienna Psychological Society in 1908
- Developed cancer of the jaw in 1923
- Fled to London in 1938
- Died in London in 1939



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'Psychodynamic' refers to the way in which the psyche (as mind/emotions/ spirit/self) is seen as active, and not static.

The activity of the psyche is not confined to relating to people or to objects outside the self, activity also takes place in relation to itself.

The self seems to consist of a number of 'selves'.



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**"I don't feel myself today"**

The speaker seems to be saying that there is a self that is more normally him than the one he is experiencing.

**"It just came over me, and I felt so cross with myself"**

Here the speaker refers to three parts of himself:

- a) 'it' something inside that took over for a while. This is what Freud meant by **Id**.
- b) 'me' the central part of self that got thrown off centre - **Ego**
- c) 'I' a critical, even hostile, part of self - **Superego**



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### 3 Core Concepts of Psychodynamic Theory

#### 1. Past and present worlds

Childhood / past experiences affect our development and psychological wellbeing.

Principally this is about our interaction with significant others.



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#### 2. Inner and outer worlds

The significance of the unconscious and its transition into awareness and conscious expression (dreams, fantasies, symbols, art, creativity).

Freud said that "dreams are the royal road to the unconscious".



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#### 3. Divided Self

Several constellations of thinking and feeling operating independently and at times in conflict with each other.

Id Ego Superego



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**Id**  
Unconscious primitive / biological impulses present from birth.


**Ego**  
Conscious logical thinking self that mediates between the id and superego. From 1 year



**Superego**  
Conscious and unconscious moral conscience where morals of parents / society are adopted. From 3yrs



**This causes anxiety and the use of defence mechanisms**



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- **Over active superego**  
= excessive guilt
- **Under active superego**  
= immaturity, irresponsible behaviour



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### Anxiety and Defence Mechanisms

The Ego is constantly regulating the demands of the Id and the threat of punishment from the super-ego.

This constant pressure causes **anxiety** which is dealt with by **defence mechanisms** – a psychological process where people protect themselves against extreme discomfort and tension.

Defence Mechanisms help to maintain mental composure and self-esteem.



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### Defence mechanisms



- Compensation
- Denial
- Displacement
- Humour
- Identification
- Intellectualisation
- Introjection

- Projection
- Rationalisation
- Reaction Formation
- Regression
- Repression
- Splitting
- Sublimation



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### Object Relations Theory

- An expansion on Freud's thinking by the 'post Freudians'. **Ronald Fairbairn** first used the term 'Object relations' in 1952.
- Object relations are developed in early years with primary care-givers.



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### Object Relations Theory

From the experience of early relationships, the infant forms learned expectations of that person and the ways that they will react and behave.

These relationships become so vivid that they eventually become internalised objects and part of the adult personality.



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• **Transference**

This is the transference of the speaker's feelings and behaviours from an old relationship onto the relationship with the counsellor.

• **Counter-transference**

This is when the counsellor brings thoughts, feelings and behaviours into the relationship with the speaker that originate in an old or other relationship.



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## Attachment Theory

John Bowlby

- Relationships with Primary care-givers affect the child's ability to make attachments in adult life.
- In childhood when we are stressed we need attachment.
- If the attachment figure is unavailable, anxiety increases.



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**Prolonged separation causes anxious attachment – this is a constant anxiety and fear of loss of attachment figure which may cause a person to:**

- form attachments with objects and reject human relationships, e.g. computers, cars, books, hobbies – fishing, trains, clothes.
- form attachments to an alternative figure – teacher, aunt, other adult
- behave in a clinging and rejecting way e.g. being very friendly and then dumping friend and moving on to someone else.



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- In adult life some healing can happen in partnership and marriage, mending disordered attachment styles.
- It is suggested that we choose partners that repeat the pattern – Mother didn't love me, my husband doesn't love me.

*Interweaving of*

**Boundaries, Dependency AND Separateness = Intimacy**



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### Stages of development

- Erikson, Winnicott and Jacobs all wrote about stages of development.

#### **Jacobs**

- Trust vs. dependency
- Authority vs. Autonomy
- Competition vs. co-operation
- Change vs. loss



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**The End!**



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