- Oral Stage (birth-1.5 yrs)

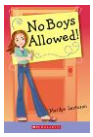
- Sucking, mouthing is a source of pleasure, soothing, satisfaction
- Conflict: dependence vs independence; trusting others vs distrust
  - being nursed vs. being weaned & able feed self
  - needing pacifier vs. being "big" enough not to use one

- Anal Stage (~ 1.5-3)
- Anus/elimination as a source of pleasurable sensation or feelings of satisfaction associated with controlling your body.
- Conflicts: Continuing the easy life of diapers & no responsibilities vs. the difficulties of gaining control & responsibilities of doing what's expected by parents/society

- Phallic Stage (~3-6)
  - Children become more interested in their genitals; begin to recognize gender differences
  - Conflict: Competing with vs. identifying with same sex parent/role models

- Oedipus Complex (boys)/Electra Complex (girls)
  - Competing with your same-sex parent for the love & attention of your opposite sex parent (who is, in some sense, your first love)
  - As part of this unconscious competition Freud proposed boys feel "castration anxiety" while girls unconsciously blame Mom for their not having a penis ("penis envy")

- Latency Stage (~7-11)
- Sexual and aggressive urges generally repressed or channeled into socially acceptable activities. Spend time with same-sex peers.



- Genital Stage (puberty-adulthood)
  - Move toward mature sexuality and relationships.
  - Healthy personality & ability to have successful social relationships & sexual experiences depend on what went on in earlier stages.
  - If, however, you were over-indulged or under-indulged during an earlier stage, you may end up stuck or "fixated" at that stage (still showing some characteristics of that earlier stage)…….

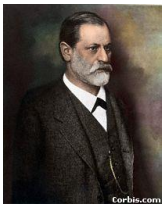
- Signs of Fixation (see bottom of 392)
  - Oral fixation → oral activities; excessive dependency; excessive need for approval or nurturance from others
  - Anal fixation → extremes of orderliness/disorderliness, punctuality or lack of it, compliance/noncompliance; generosity/stinginess
  - Phallic fixation → extreme identification with & display of sex-typical behaviors. Continuation of competitive phallic stage relationships with same sex parent
  - Thus psychosexual development begins to shape personality.

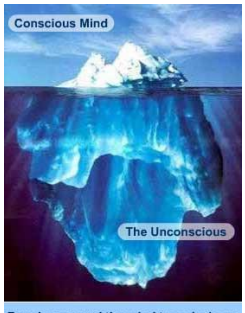
- Personality:
  - **Enduring pattern of behaviors, thoughts, motives, and emotions that typifies how one reacts to people and situations**

- Questions Personality Psychologists Ask
  - How do we come to have a particular personality? Is it stable or can personality change? In what ways are the personalities of individuals similar to or different from others, and why?
  - A psychologist's view of the nature of personality depends on his/her theoretical perspective/approach.

- Perspectives on Personality
  - Freudian/Psychodynamic Approach
  - Humanistic
  - Trait Theory/Biological Approach
  - Behavioral/ Social Cognitive Approach

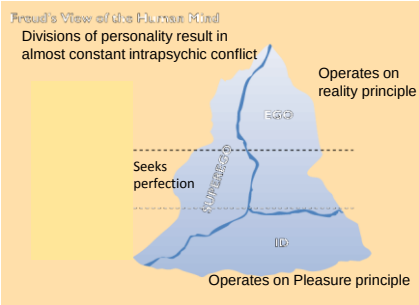
- Sigmund Freud
  - 1st comprehensive personality theory
  - Grew out of his training, his Victorian upbringing, & his medical practice.
  - Emphasizes:
    - Importance of childhood experiences
    - Unconscious forces & motivations
    - Intrapsychic conflict



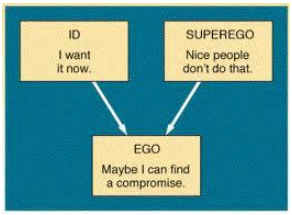


Freud compared the mind to an iceberg.

- Remember our "two track" mind?



Complete "iceberg" not present at birth



- Do you ever avoid facing the truth about something because the truth would be too upsetting?

Ego Defense Mechanisms
(see p 495)

- Tools the ego uses as it serves as the mediator between the id and superego
- Defense mechanisms help protect us from experiencing negative emotions like anxiety, guilt, emotional upset related to id/superego conflicts
- Normally we are totally unaware of these defense mechanisms

- http://www.thepsychfiles.com/mappr/ click on personality 2

Table 8.1 Some of Freud's Defense Mechanisms

Defense Mechanism	Description	Example
Repression	Unknowingly placing an unpleasant memory or thought in the unconscious	Not remembering a traumatic incident in which you witnessed a crime
Regression	Reverting back to immature behavior from an earlier stage of development	Throwing temper tantrums as an adult when you don't get your way
Displacement	Redirecting unacceptable feelings from the original source to a safer, substitute target	Taking your anger toward your boss out on your spouse or children by yelling at them and not your boss
Sublimation	Replacing socially unacceptable impulses with socially acceptable behavior	Channeling aggressive drives into playing football or inappropriate sexual desires into art
Reaction formation	Acting in exactly the opposite way to one's unacceptable impulses	Being overprotective of and lavishing attention on an unwanted child
Projection	Attributing one's own unacceptable feelings and thoughts to others and not yourself	Accusing your boyfriend of cheating on you because you have felt like cheating on him
Rationalization	Creating false excuses for one's unacceptable feelings, thoughts, or	Justifying cheating on an exam by saying that everyone else cheats

- http://www.youtube.com/watch?v=e-NP__ExSSE
- http://www.youtube.com/watch?v=ek8gGIMAnYo

- Techniques to Explore the Unconscious
  - Free association
  - Dream interpretation
  - Freudian slips
  - Today's psychodynamic therapists might use "projective tests"

Fox News Freudian Slip?

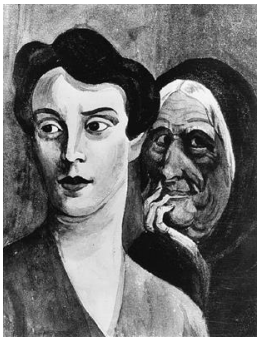
- http://www.youtube.com/watch?v=ClqfJp4WBBQ
- http://www.youtube.com/watch?v=oiPzM98h7NA

Captured at 115th and Allisonville Road in Fishers, Indianapolis. The sign is real and was up for about two hours before someone stopped and told them how to spell peonies.

- Projective Tests
- Individual responds to some ambiguous stimulus.
  - Rorschach Inkblot
  - Thematic Apperception Test (TAT)
- Assumption is that your responses will reflect your desires, needs, concerns, & conflicts
- BUT: Difficult to demonstrate projective tests are valid and reliable

- Rorschach Inkblot

- The T.A.T.



•Criticisms

- TOO much emphasis on sexual/aggressive urges, ignores other types of motivation
- Ignored social interactions; ignored rest of lifespan/experiences

  Some aspects of theory cannot be scientifically examined (but there IS research evidence for other components)
- "Neo-Freudians'" theories were more moderate

•Freud Lives On

- 75% of practicing therapists say they continue to make use of some Freudian concepts:
- importance of childhood experiences
- the unconscious
- defense mechanisms
- conflicting wants/desires

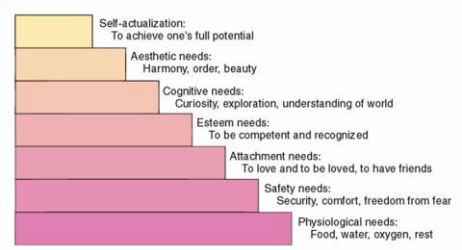
Humanistic Approach

- Rejected Freudian emphasis on unconscious forces & animal urges, as well as the behaviorists' focus on how we are shaped by consequences
- Focuses on the whole person & an individual's unique perception of the world
- Emphasizes man's basic goodness, freedom to make choices & potential for personal growth & self-fulfillment

Abraham Maslow

- Humans have many needs (physiological, psychological & growth needs) - we must satisfy basic needs before we can work on personal development & move towards maximizing your potential ("self-actualization").
- Studied characteristics of famous individuals who seemed to be self-actualized

Maslow's Hierarchy of Needs



Characteristics of the Self-Actualizing Person

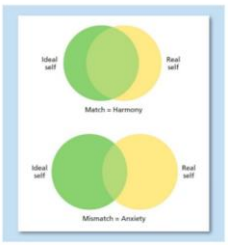
- Independent, secure in their sense of self
- Focus on accomplishing goals, almost "on a mission"
- Open and spontaneous with others – problem-centered rather than self-centered
- Perceive reality efficiently, accurately
- A few strong relationships, rather than lots of superficial friendships, but also need privacy
- Intense peak moments of joy, satisfaction and absorption in their work

Carl Rogers - Self Theory

- Key Concepts:
  - Self-Concept - how we see ourselves
  - Self-concept can be influenced by our **need for positive regard** (need for acceptance, approval, love, positive feedback from important others)
  - Self-concept influences degree to which we pursue self-actualization
  - **Real Self vs Ideal Self** - what we think we are vs what we'd like to be

Figure 13.3 Real and Ideal Selves
According to Rogers, the self-concept includes the real self and the ideal self. The real self is a person's actual perception of traits and abilities, whereas the ideal self is the perception of what a person would like to be or thinks he or she should be. When the ideal self and the real self are very similar (matching), the person experiences harmony and contentment. When there is a mismatch between the two selves, the person experiences anxiety and may engage in neurotic behavior.

Is your real self pretty close to your ideal self?



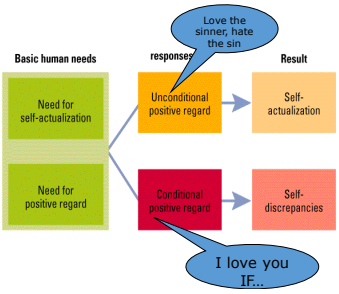
Or is there a pretty big difference between your real self & your ideal self?

PEARSON Psychology, Third Edition Saundra K. Ciccarelli • J. Noland White
Copyright ©2012 by Pearson Education, Inc. All rights reserved.

Low Self-Concept & Self-Actualization Problems

- Do our "important others" provide **"conditional positive regard"**? (must meet the standards of others to get their positive regard)
- Or do we get **"unconditional positive regard"** from friends/family? (Positive regard is not contingent on living up to another's expectations) If so, we are more likely to have a positive self-concept and be free to make our own choices in life.

Carl Rogers' Personality Theory



Trait Theory

- Traits are relatively stable, consistent and enduring tendencies to behave in a particular way.
- After sifting through a dictionary, Gordon Allport identified over 4500 possible traits.
- A statistical technique (factor analysis) which groups related traits led Raymond Cattell to whittle it down to 35, and later, 16 basic or "source" traits.

1990's - Big Five "Supertraits" Model 5 critical personality dimensions

Openness to Experience
intellect, imagination, curiosity, creativity

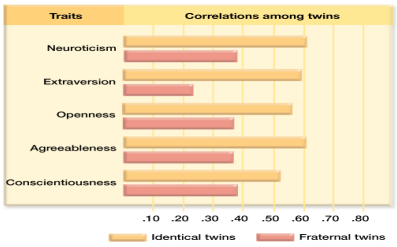
Conscientiousness
order, duty, deliberation, self-discipline

Extraversion
sociability, assertiveness, activity, positive emotions

Agreeableness
trust, nurturance, kindness, cooperation

Neuroticism (negative emotionality)
anxiety, depression, moodiness, vulnerability to stress

Biological Roots of Personality: ~50% genetic



Identical Twins

- More similar on all the Big 5 traits
- More similar on characteristics you might not have expected to be influenced by genes:
- Optimism/pessimism
- Degree of religiosity
- Political orientation
- Even when raised apart!

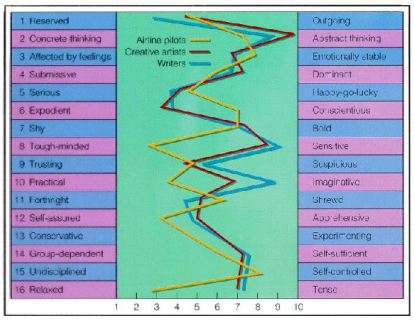
- * Find out where you stand on the Big 5! (personality test linked to our syllabus & in book)

Beginning to look at the underlying biology:

- Extraverts – less active "inhibition" system in frontal lobe; more DA reward activity
- Introverts – more reactive ANS
- Conscientiousness – larger frontal lobes

Objective Personality Inventories

- Single trait tests (e.g.Sensation-seeking test)
- Cattell 16 Personality Factor Test
- Minnesota Multiphasic Personality Inventory (MMPI)



MMPI-2

- Measures personality traits and emotional characteristics that might be associated with psychological disorders

MMPI-2

- Clinical Scales

Number	Abbreviation	Description	What is Measured
1	Hs	Hypochondriasis	Concern with bodily symptoms
2	D	Depression	Depressive Symptoms
3	Hy	Hysteria	Awareness of problems and vulnerabilities
4	Pd	Psychopathic Deviate	Conflict, struggle, anger, respect for society's rules
5	MF	Masculinity/Femininity	Stereotypical masculine or feminine interests/behaviors
6	Pa	Paranoia	Level of trust, suspiciousness, sensitivity
7	Pt	Psychasthenia	Worry, Anxiety, tension, doubts, obsessiveness
8	Sc	Schizophrenia	Odd thinking and social alienation
9	Ma	Hypomania	Level of excitability
0	Si	Social Introversion	People orientation

- Where does trait theory run into difficulties?
  - Inconsistencies in personality (e.g. someone who is sometimes outgoing, sometimes shy or shows different personality characteristics in different situations)
  - An individual's traits hold *on average*, but not in every single situation. Social situation makes a difference.

Behavioral Approaches to Personality

Famous Watson Quote:

- "Give me a dozen healthy infants, well-formed, and my own special world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select - doctor, lawyer, artist, merchant-chief, and yes, even beggar-man-thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race"

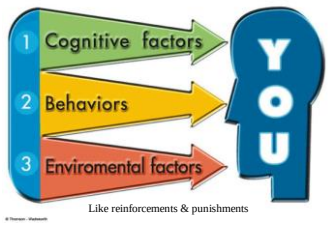
Strict Behavioral View (B.F. Skinner/Operant Conditioning)

- Personality = your behavior
- Personality is learned through reinforcem punishment of particular responses in dif situations. (can even shape rats to have different "personalities")
- 2 important offshoots of this view:
  - Behavior can differ with situation
  - Personality can change with new learning
- R08

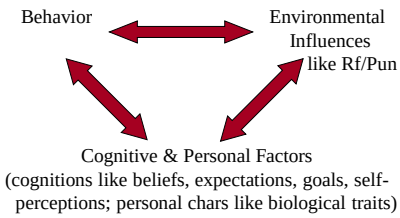
Remember Albert Bandura (and the Bobo doll study)?

- More moderate behaviorist who believed
  - Cognitions can't be ignored
  - Behaviors not only learned thru direct reinforcement, but also thru **observational or social learning**
- Bandura applied these ideas to personality in his "Social Cognitive Theory"

Bandura saw personality as shaped by the interaction of 3 factors



Bandura saw personality as shaped by the ***reciprocal interaction*** of 3 factors



Some examples of cognitions that affect or are part of your personality…….

Self-Efficacy

- Personal beliefs about our capabilities in a particular situations
  - You have high self-efficacy in situation where you feel competent, low-self-efficacy in situations where you are uncertain about your likelihood to succeed. These feeling affect your behaviors in these situations.

Locus of Control

- Do you believe you have some control over situations or rewards ("internal locus of control")
- Or do you often feel that events outside of you (like luck, fate) determine what happens to you ("external locus of control")?

- * Find out where you stand on "locus of control" (personality test linked to our syllabus)

THE FOUR PERSPECTIVES ON PERSONALITY

Perspective	Explanation of Behavior	Assessment Techniques	Evaluation
Psychoanalytic	Unconscious conflicts between pleasure-seeking impulses and social restraints	Projective tests aimed at revealing unconscious motivations	A speculative, hard-to-test theory with enormous cultural impact
Trait	Expressing biologically influenced dispositions, such as extraversion or introversion	Personality inventories that assess the strengths of different traits	A descriptive approach criticized as sometimes underestimating the variability of behavior from situation to situation
Humanistic	Processing conscious feelings about oneself in the light of one's experiences and needs	Questionnaire assessments of self-concept	A theory that reinvigorated contemporary interest in the self; criticized as subjective and sometimes naively self-centered and optimistic
Social-cognitive	Reciprocal influences between people and their situations, colored by perceptions of control	Correlational and experimental studies of people's feelings of control	An interactive theory that integrates research on learning, cognition, and social behavior; criticized as underestimating the importance of emotions and enduring traits

Make Sure You Are Familiar With These Researchers/Theorists

- Harry Harlow
- Mary Ainsworth
- Jean Piaget
- Thomas & Chess
- Jerome Kagan
- Sigmund Freud
- Abraham Maslow
- Carl Rogers
- Thomas Bouchard
- John Watson & BF Skinner
- Albert Bandura