**CHAPTER 3-JUNG'S ANALYTICAL PSYCHOLOGY**

**CHAPTER OUTLINE**

I. **Analytical Psychology**-a depth psychology which emphasizes the complex interplay between oppositional forces within the psyche and the ways in which these internal conflicts affect personality development.

II. **Psyche**-a construct to represent all of the interacting systems within human personality that are needed to account for the mental life and behavior of the person.

A. **libido**-general life process energy

B. Operation of the Psyche

1. **principle of opposites**-idea that the energy that propels personality and behavior is derived from the interplay between opposite forces within the psyche.

2. **principle of equivalence**-the idea that energy expended in one part of the psyche will be compensated for by an equal amount of energy in the same or different form in another part of the psyche.

3. **principle of entropy**-the idea that energy is automatically redistributed in the psyche in order to achieve equilibrium.

C. Components of the Psyche:

1. **ego**-force in the personality responsible for feelings of identity and continuity.

2. **personal unconscious**- region that contains all of the personal experiences that have been blocked from awareness.

3. **collective unconscious**-depository of instincts and archetypes that go beyond personal experience. These transpersonal experiences are the residue of human evolutionary development.

a. **Archetypes**-universal themes or symbols that can be activated by forces operating in the psyche.

1. **persona**- the role human beings play in order to meet the demands of others.

2. **shadow**-inferior, evil, and repulsive side of human nature.

3. **anima**-feminine archetype in men, including both positive and negative characteristics of the transpersonal female.

4. **animus**-masculine archetype in women, including both positive and negative characteristics of the transpersonal male.

5. **self**-an archetype that leads people to search for ways of maximizing the development of their multifaceted potentials.

a. **mandala**-symbolic representation of the self; multifaceted, balanced, harmonious.

III. Theory of Psychological Types

A. Fundamental Attitudes

1. **extraversion**-characterized by an outgoing and relatively confident approach to life.

2. **introversion**-characterized by a retiring and reflective approach to life.

B. Functions

1. **rational**-modes of making judgments or evaluations of events in the world.(thinking and feeling)

2. **irrational**-Modes of apprehending the world without evaluating it (sensation and intuition).

C. Typology: Combines 2 Attitudes and 4 functions:

1. **extraverted thinking type**-characterized in a positive way by an ability to organize masses of facts into a coherent theory and in a negative way by a selfish and exploitative attitude toward others.

2. **introverted thinking type**- characterized positively by imagination and an ability to think originally and boldly and negatively by social ineptness.

3. **extraverted feeling type**- characterized positively by an acceptance of the standards of society and negatively by a change in emotions from situation to situation.

4. **introverted feeling type**-characterized positively by intense feelings of sympathy for others who have experienced misfortune and negatively by shyness and inaccessibility.

5. **extraverted sensing type**- characterized positively by an appreciation for the arts and negatively by crude pleasure seeking.

6. **introverted sensing type**-characterized positively by the intensity of subjective sensations and negatively by oversensitivity and obtuseness.

7. **extraverted intuitive type**-characterized positively by a quick grasp of the creative possibilities in various ventures and negatively by impatience and flightiness.

8. **introverted intuitive type**- characterized positively by the ability to envision the future and negatively by an inability to communicate effectively with others.

IV. Personality Development

A. Self-realization-goal of development is the realization of one's potentials.

V. Therapeutic Assessment Techniques

A. **Dream analysis**-means of resolving current problems and pointing to directions for healthy development.

B. **Method of amplifi**cation-technique in which the patient and analyst continue to reassess and reinterpret the same symbols in an attempt to broaden their understanding of them.

C. **Word association test**-patients are presented with stimulus words and asked to give responses to them. Greater time latencies in responding are assumed to reflect the existence of underlying complexes.

D. **Painting therapy**-technique used to help patients clarify the various symbols seen in their dreams and increase their understanding of themselves.

VI. Evaluative Comments

A. comprehensiveness-broad scope.

B. precision and testability-not very precise and very difficult to test adequately.

C. parsimony-too many concepts to explain phenomena in its domain economically.

D. empirical validity- some support for the theory of psychological types.

E. heuristic value-continues to generate interest in a variety of professional disciplines.

F. applied value-has high applied value; used by investigators in many disciplines to understand the complex functioning of humans.

**CHAPTER 4-ADLER'S INDIVIDUAL PSYCHOLOGY**

**CHAPTER OUTLINE**

I. **Individual Psychology**-theory that seeks to understand the behavior of each person as a complex, organized entity operating within a society.

A. **Social interest**-innate tendency in human beings to help and cooperate with one another as a means of establishing a harmonious and productive society.

1.feelings of inferiority and striving for superiority in accordance with social interest.

2.feelings of inferiority and striving for superiority in a selfish, uncooperative way.

II. Personality Development

A**. Style of life**-individual’s distinctive personality pattern, which is basically shaped by the end of early childhood.

1. destructive life styles

a. **ruling-person** who strives for personal superiority by trying to exploit and control others.

b. **getting-person** who attains personal goals by relying indiscriminately on others for help.

c. **avoiding-person** who lacks the confidence to confront problems and avoids or ignores them.

2. constructive life styles

a. **socially useful**- person who actively and courageously confronts and solves his or her problems in accordance with social interest.

B. **Creative self**-belief that people have the ability to create and actively shape their own destinies and personalities.

C. **Birth order**-how each child is treated by parents depends to a large extent on the child’s order of birth within the family.

1. **first-borns**-understand the importance of power, dominance, and intellectual achievement.

a. confluence model (Zajonc)-support for Adler's views of first borns.

2. **second-borns** (and later borns)-likely to be rebellious and highly competitive.

3. **youngest borns**-family members tend to spoil them.

4. **only-borns**-likely to lack social competence.

a. Falbo research suggests Adler was wrong about only borns.

5. Inadequacies of Confluence Model (Steelman and Rodgers).

III. Therapeutic Assessment Techniques

A. **Early recollections**-earliest memories provide insights into life style.

B. **Dream analysis**-technique used to uncover unconscious goals in accordance with his or her life style.

C. **Birth order analysis**-provides information about the unconscious lifestyle goals of the person.

IV. Evaluative Comments

A. Comprehensiveness-broad scope.

B. Precision and testability-not very precise and very difficult to test adequately.

C. Parsimony-too simplistic and reductionistic.

D. Empirical validity- weak support for most aspects of the theory.

E. Heuristic value-major contributions to existential psychology and psychiatry and on the humanistic psychology movement.

F. Applied value-has high applied value.

**CHAPTER 5-HORNEY'S SOCIAL AND CULTURAL PSYCHOANALYSIS**

**CHAPTER OUTLINE**

I. The Etiology of Neurosis in the Family

A. Poor treatment by parents creates basic anxiety in children and leads to neurotic forms of competitiveness.

1. **Hypercompetitiveness-One Form of Neurotic Competitiveness**-indiscriminate need to win at all costs in order to feel superior.

1. Personality correlates of hypercompetitiveness

a. distrust of others

b. low self-esteem

c. exhibitionism

d. narcissism

e. constant need for prestige, status, and power

2. Hypercompetitiveness and Academic Success (at what price?)

2. **Competition Avoidance-The Other Form of Neurotic Competitiveness**-need by individuals to check their ruthless ambition because of excessive fear of losing the affection and approval of others as a consequence of either being successful in competition with others or through failure in such competition.

1. Personality correlates of competition avoidance

a. fear of success

b.fear of failure

c. self-handicapping

d. abnormal level of modesty

e. too conforming to others’ expectations

B. Some Neurotic Strategies to Cope with Basic Anxiety

a. neurotic need for affection and approval.

b. neurotic need for partner to control one's life

c. neurotic need to restrict one's activities

d. neurotic need for power

e. neurotic need to exploit others

f. neurotic need for social recognition and prestige

g. neurotic need for personal admiration

h. neurotic ambition for personal achievement

i. neurotic need for self-sufficiency and independence

j. neurotic need for perfection and unassailability

C. Simplification of 10 neurotic strategies into 3 Basic Neurotic Trends

1. **compliant type**-individuals who cope with feelings of basic anxiety by indiscriminately seeking the approval and affection of others through excessive conformity. Such individuals move toward people-a trend that protects them against basic anxiety by self-effacement and obliteration.

2. **aggressive type**- individuals who protect themselves against feelings of insecurity by exploiting others in order to feel superior. Such individuals moving against people-a trend that seeks to control basic anxiety through domination and exploitation of others.

3. **detached type**-individuals who protect themselves by continual avoidance of others. Such individuals move away from people-a trend that protects the person against basic anxiety by utter detachment and extreme self-sufficiency.

D. **Basic Conflict** in Neurosis-the turmoil created within neurotics because the three major trends are incompatible with one another.

II. Personality Development

A. Horney's disagreement with Freud

1. penis envy or status envy?

2. feminists' criticisms of Horney

B. Horney's Humanistic View of Development-optimistic view of development that sees each person as having intrinsic and unique potential for constructive growth.

1. **actual self**-the self as it is at the moment, including all of the person’s actual strengths and weaknesses.

2. **real self**-unique set of potentials for constructive growth within each person.

3. **idealized self**-defensive identification of neurotics with their idealized images.

a. **tyranny of the shoulds**-moral imperatives that drive neurotics to accept nothing less than perfection from themselves.

b. defenses to keep the idealized self intact

1. **blind spots**-painful experiences are denied or ignored because they are at variance with the idealized self.

2. **compartmentalization-**alleviation of tensions by separating beliefs and actions.

3. **rationalization**-person wards off anxiety by offering plausible, but inaccurate, excuses for his or her conduct.

4. **excessive control**-person exercises will power to keep emotional impulses under control.

5. **arbitrary rightness**-conviction that one is always right.

6. **elusiveness**-person refuses to take a position on anything so that he or she can never be proven wrong and criticized or ridiculed by others.

7. **cynicism**-person claims to believe in nothing so that he or she cannot be hurt or disappointed by others

8. **externalization-**a person experiences inner emotions externally and blames others for his or her own weaknesses.

III. Therapeutic Assessment Techniques

A. Free Association

1. interpretation different from Freud's

B. Dream Analysis

1. interpretation different from Freud's

C. Growth of Real Self

IV. Evaluative Comments

A. Comprehensiveness-limited scope.

B. Precision and testability-not very precise and very difficult to test adequately.

C. Parsimony-appropriately parsimonious.

D. Empirical validity- weak support for most aspects of the theory (probably not tested enough).

E. Heuristic value-major contributions to the development of cognitive-behavior therapy and the humanistic psychology movement.

F. Applied value-has high applied value, at least in therapy.