

BASISKENNIS

Werkcollege 1 Periode 1 PERSOONLIJKHEIDSLEER

Doel:

Kennismaken met:

1. Introductie / Wat is psychologie, wat is gedrag?
2. Persoonlijheidsleer

Introductie

Kenmerkend voor een toegepast psycholoog is hoe deze naar mensen en situaties kijkt door een psychologische bril. Hoe steviger de psychologische kennisbasis is, hoe scherper het zicht door die bril. Bovendien maakt gedegen kennis de toegepast psycholoog creatiever in zijn praktische benadering van situaties.

Je zult al gauw merken dat de psychologie een rijk en fascinerend kennislandschap vormt. Helaas is de reis die kennisverwerving heet niet alleen maar leuk en inspirerend. Het vraagt heel wat van je motivatie, discipline en doorzettingsvermogen om met dat dikke Engelstalige boek van Gazzaniga aan de slag te gaan. Je zult misschien te maken gaan krijgen met onzekerheid en frustratie die ontstaan wanneer je een theorie nog niet helemaal begrijpt, of wanneer de woorden waarin de theorie is beschreven wel erg wetenschappelijk zijn. Je hoeft gelukkig geen omgevallen boekenkast te worden. Met ondersteuning van de kennisclips, de quizvragen en het werkcollege bouw je samen met medestudenten gestaag aan een kennisbasis. Die basis is als een web van allerlei kennis die je je eigen maakt, kennis die je met elkaar verbindt en uiteindelijk kunt vertalen naar een concrete beroepssituatie zodat jij de best denkbare dienstverlening kunt bieden aan je cliënten en opdrachtgevers.

Week 1

In week 1 starten we met het onderwerp persoonlijkheidsleer.

Wanneer iemand zegt, 'hij heeft een vriendelijke persoonlijkheid' of 'ze heeft geen persoonlijkheid', wat betekent dat? Hoe zou je jouw persoonlijkheid typeren? Psychologen en filosofen bestuderen sinds lange tijd persoonlijkheid in de hoop deze te beschrijven en uit te leggen hoe het zich ontwikkelt. Psychologen definiëren persoonlijkheid als karakteristieke patronen van denken, gevoelens en gedragingen van een persoon. In vergelijking met stemming kun je persoonlijkheid beschouwen als het klimaat, de stabiele en betrouwbare factor. Stemming daarentegen is als het dagelijkse weer, variërend en niet altijd te voorspellen.

De persoonlijkheid van personen beïnvloedt de manier hoe ze omgaan met de wereld om hen heen. Als psycholoog kijk je naar hoe de persoonlijkheid het handelen van mensen in sociale situaties beïnvloedt, hoe ze reageren op anderen, hoe ze omgaan

met problemen en hoe ze de stress in hun leven aanpakken. Uiteindelijk bepaalt de persoonlijkheid hoe mensen zichzelf zien en deels hoe ze zich gedragen.

1. Bestudeer:

1. Phelps, A., Berman, E.T., & Gazzaniga, M. (2022). *Psychological Science* (7th edition). W.W. Norton, New York. Hoofdstuk 13, p 495 t/m 517.

2. Paragraaf 13.3 uit Gazzaniga, M.S. (2018): *Psychological Science* (6th edition). W.W. Norton, New York. **ZIE BIJLAGE A.**

2. Doe:

- Maak deze quizvragen over de stof die je hebt bestudeerd. **ZIE BIJLAGE B.**
- Bekijk de kennisclips:

Introductie psychologie:

[Week 1 Wat is psychologie.ppsx](#)

<https://www.loom.com/share/b3e987e9c5b540d397d5cebfbdb26ee4f>

Persoonlijksleer:

[Persoonlijksleer 1 - Introductie persoonlijkheid & trait approach](#)

[Persoonlijksleer 2 - De psychodynamische theorie](#)

[Persoonlijksleer 3 - Behavioristische en humanistische theorieën](#)

Hoe leer je efficiënt?:

<https://www.youtube.com/watch?v=uSPRxoZHXxc&feature=youtu.be>

3. Neem mee naar het werkcollege:

Je leerboek, antwoorden op de quizvragen, NOTITIEBLOK EN PEN, eventueel kleurpotloden / stiften.

BIJLAGE A

psychodynamic theory

The Freudian theory that unconscious forces determine behavior.

id

In psychodynamic theory, the component of personality that is completely submerged in the unconscious and operates according to the pleasure principle.

superego

In psychodynamic theory, the internalization of societal and parental standards of conduct.

ego

In psychodynamic theory, the component of personality that tries to satisfy the wishes of the id while being responsive to the dictates of the superego.

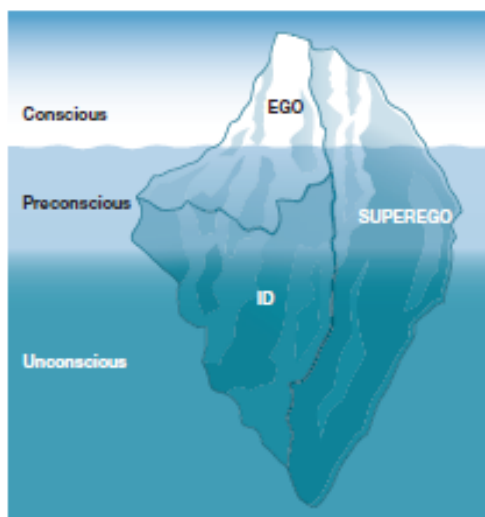


FIGURE 13.6

Levels of Consciousness

Sigmund Freud theorized that mental activity occurred at three levels. He believed that much of human behavior was influenced by unconscious processes, which can result in conflict between the three personality structures: the id, the ego, and the superego.

personality. Behaviorists believed that personality resulted from histories of reinforcement. Cognitively oriented psychologists focused on how thought processes affected personality. Humanistic psychologists emphasized personal growth and self-understanding. Contemporary psychologists are primarily interested in trait approaches and the biological basis of personality traits. The following sections consider these various theoretical perspectives.

13.3 Psychodynamic Theories Emphasize Unconscious and Dynamic Processes

As discussed in Chapter 1, Sigmund Freud was a physician who developed many ideas about personality by observing patients he was treating for psychological disturbances. For example, some of Freud's patients suffered from paralysis that had no apparent physical cause. Freud came to believe their problems were psychogenic—caused by psychological rather than physical factors. From his clinical work, Freud developed his **psychodynamic theory** of personality. The central premise of this theory is that unconscious forces—such as wishes, desires, and hidden memories—determine behavior. Many of Freud's ideas are controversial and not well supported by scientific research, but they had an enormous influence over psychological thinking for much of the early history of the field.

UNCONSCIOUS INFLUENCE Freud believed that conscious awareness was only a small fraction of mental activity. That is, conscious awareness represented the proverbial tip of the iceberg, with most mental processes buried under the surface (**FIGURE 13.6**). According to this model, the *conscious* level consists of the thoughts that people are aware of. The *preconscious* level consists of content that is not currently in awareness but that could be brought to awareness. This level is roughly analogous to long-term memory. The *unconscious* level contains material that the mind cannot easily retrieve, including hidden memories, wishes, desires, and motives.

For Freud, unconscious forces that drive behavior could produce conflict. In general, these conflicts are not accessible. Sometimes, however, this information leaks into consciousness. As discussed in Chapter 4, for example, people may accidentally reveal a hidden motive when uttering a *Freudian slip*. Think of someone introducing herself or himself to an attractive person by saying, “Excuse me, I don’t think we’ve been properly seduced”

instead of “properly introduced.” For Freud, such slips were not accidents. Instead, they offered a glimpse into unconscious forces that indicate hidden, unconscious desires.

A STRUCTURAL MODEL OF PERSONALITY Freud (1923) also proposed a model of how personality is organized (see **Figure 13.6**). In this model, personality consists of three interacting structures, and these structures vary in their access to consciousness. The relative strengths of these structures are primarily responsible for an individual's personality.

The first structure, the *id*, exists at the most basic level: completely submerged in the unconscious. The *id* operates according to the *pleasure principle*, which directs the person to seek pleasure and to avoid pain. Freud called the force that drives the pleasure principle the *libido*. Although today the term *libido* has a sexual connotation, Freud used it to refer more generally to the energy that promotes pleasure seeking. In

other words, the libido acts on impulses and desires. The id is like an infant, crying to be fed whenever hungry and to be held whenever anxious.

The second structure, the **superego**, acts as a brake on the id. Largely unconscious, the superego develops in childhood and is the internalization of parental and societal standards of conduct. It is a rigid structure of morality, or conscience.

The third structure, the **ego**, mediates between the id and the superego. That is, the ego tries to satisfy the wishes of the id while being responsive to the dictates of the superego. The ego operates according to the *reality principle*, which involves rational thought and problem solving. Some aspects of the ego's operations are open to conscious awareness. For example, the ego allows the person to delay gratification so that the wishes of the id can be realized while accommodating the rules of the superego. According to psychodynamic theory, unique interactions of the id, ego, and superego produce individual differences in personality.

Conflicts between the id and the superego lead to anxiety. The ego then copes with anxiety through various **defense mechanisms**: unconscious mental strategies that the mind uses to protect itself from distress. (Several common defense mechanisms are listed in **TABLE 13.1**.) For instance, people often *rationalize* their behavior by blaming situational factors over which they have little control. Perhaps you have told your parents or friends that you did not call them because you were too busy studying for an exam. Finding excuses like these keeps people from feeling bad and can also prevent others from feeling angry toward them.

Much of the theoretical work on defense mechanisms can be credited to Freud's daughter, Anna Freud (1936; **FIGURE 13.7**). Over the past 40 years, psychological research has provided considerable support for the existence of many of the defense mechanisms (Baumeister, Dale, & Sommers, 1998). According to contemporary researchers, however, these mechanisms do not relieve unconscious conflict over libidinal desires. Instead, defense mechanisms protect self-esteem.

PSYCHOSEXUAL DEVELOPMENT An important component of Freudian thinking is the idea that early childhood experiences have a major impact on the development of personality. Freud believed that children unconsciously aim to satisfy

defense mechanisms

Unconscious mental strategies that the mind uses to protect itself from anxiety.



FIGURE 13.7

Anna Freud

Anna Freud studied defense mechanisms and contributed to the understanding of children's development.

Table 13.1 Common Defense Mechanisms

MECHANISM	DEFINITION	EXAMPLE
Denial	Refusing to acknowledge source of anxiety	Ill person ignores medical advice.
Repression	Excluding source of anxiety from awareness	Person fails to remember an unpleasant event.
Projection	Attributing unacceptable qualities of the self to someone else	Competitive person describes others as supercompetitive.
Reaction formation	Warding off an uncomfortable thought by overemphasizing its opposite	Person with unacknowledged same-sex desires makes homophobic remarks.
Rationalization	Concocting a seemingly logical reason or excuse for behavior that might otherwise be shameful	Person cheats on taxes because "everyone else does it."
Displacement	Shifting the attention of emotion from one object to another	Person yells at children after a bad day at work.
Sublimation	Channeling socially unacceptable impulses into constructive, even admirable, behavior	Sadist becomes a surgeon or dentist.

psychosexual stages

According to Freud, developmental stages that correspond to distinct libidinal urges; progression through these stages profoundly affects personality.

libidinal urges to experience pleasure. In their pursuit of these satisfactions, children go through developmental stages that correspond to the different urges. These developmental stages are called **psychosexual stages**.

In each psychosexual stage, libido is focused on one of the *erogenous zones*: the mouth, the anus, or the genitals. The *oral stage* lasts from birth to approximately 18 months. During this time, infants seek pleasure through the mouth. Because hungry infants experience relief when they breast-feed, they come to associate pleasure with sucking. When children are 2 to 3 years old, they enter the *anal stage*. During this time, toilet training—learning to control the bowels—leads them to focus on the anus. From age 3 to 5, children are in the *phallic stage*. That is, they direct their libidinal energies toward the genitals. Children often discover the pleasure of rubbing their genitals during this time, although they have no sexual intent *per se*. The phallic stage is followed by a brief *latency stage*. During this time, children suppress libidinal urges or channel them into doing schoolwork or building friendships. Finally, in the *genital stage*, adolescents and adults attain mature attitudes about sexuality and adulthood. They center their libidinal urges on the capacities to reproduce and to contribute to society.

One of the most controversial Freudian theories applies to children in the phallic stage. According to Freud, children desire an exclusive relationship with the opposite-sex parent. For this reason, children consider the same-sex parent a rival and develop hostility toward that parent. In boys, this phenomenon is known as the *Oedipus complex*. It is named after the Greek character Oedipus, who unknowingly killed his father and married his mother. Freud believed that children develop unconscious wishes to kill the one parent in order to claim the other parent. Children resolve this conflict by repressing their desires for the opposite-sex parent and identifying with the same-sex parent. That is, they take on many of that parent's values and beliefs. This theory was mostly applicable to boys. Freud's theory for girls was more complex and even less convincing. Few data support either theory.

According to Freud, progression through these psychosexual stages profoundly affects personality. For example, some people become *fixated* at a stage during which they receive excessive parental restriction or indulgence. For instance, those fixated at the oral stage develop *oral personalities*. They continue to seek pleasure through the mouth, such as by smoking. They are also excessively needy. Those fixated at the anal phase may have *anal-retentive personalities*. They are stubborn and highly regulating. Anal fixation may arise from overly strict toilet training or excessively rule-based childrearing. Again, evidence to support Freud's ideas is lacking.

PSYCHODYNAMIC THEORY SINCE FREUD Although Freud is the thinker most closely identified with psychodynamic theory, a number of influential scholars have modified his ideas in their own psychodynamic theories. While rejecting aspects of Freudian thinking, they have embraced the notion of unconscious conflict. These *neo-Freudians* include Carl Jung, Alfred Adler, and Karen Horney. For instance, Adler and Horney strongly criticized Freud's view of women, finding many of his ideas misogynistic. Consider that the phallic stage of development is named for the male sex organ, although Freud used this label for both female and male development. Many neo-Freudians rejected Freud's emphasis on sexual forces. Adler viewed the primary conflict as based on fears of inadequacy, which he called the *inferiority complex*. Horney focused on a fear of abandonment (i.e., basic insecurity). In her view, this fear resulted from the child's relationship with the mother.

Contemporary neo-Freudians focus on social interactions, especially children's emotional attachments to their parents or primary caregivers. This focus is embodied in *object relations theory*. According to this theory, a person's mind and sense of self

develop in relation to others in the particular environment. "Objects" are real others in the world, and how the person relates to these others shapes her or his personality.

Psychological scientists have largely abandoned psychodynamic theories. After all, Freud's central premises cannot be examined through accepted scientific methods. Today, Freud has to be understood in the context of his time and the methods he had at his disposal. He was an astute observer of behavior and a creative theorist. His observations and ideas continue to affect personality psychology and have framed much of the research in personality over the last century (Hines, 2003; Westen, 1998). His terminology appears in many contexts, from literature and pop culture to most people's understanding—and misunderstanding—of psychology.



According to Freud, which personality structure operates according to the reality principle?

ANSWER: The ego, which uses rational thought and problem solving to mediate between the id and superego.

BIJLAGE B

Quizvragen week 1

1. Leg in je eigen woorden uit waarom persoonlijkheid niet simpelweg een lijst met karaktertrekken is.
2. Onderzoek naar genetische oorsprong van persoonlijkheid gebeurt veelal door het vergelijken van monozygotische met dizygotische tweelingen. Leg in je eigen woorden uit wat figuur 13.2 in het boek aantoont (NB: hiervoor moet je wellicht de betekenis opzoeken van enkele termen: monozygotisch en dizygotisch, correlatie).
3. Noem de drie trekken die als temperament worden aangeduid en leg in je eigen woorden uit hoe temperament en persoonlijkheid samenhangen.
4. Freud ontwikkelde een psychodynamische theorie van persoonlijkheid. Hierin onderscheidde hij drie niveaus van bewustzijn. Geef van elk een omschrijving.
5. Freud zag de persoonlijkheid als bestaand uit drie verschillende interactieve structuren. Welke zijn dat, hoe ontstaan ze en volgens welke principes opereren ze?
6. De Big Five zijn 5 belangrijke en veel onderzochte persoonlijkheidsdimensies binnen de psychologie. Geef een beschrijving van iedere dimensie.
7. a. Wie hebben volgens de theorie van Eysenck in rust de hoogste alertheid (door invloed van het RAS systeem); introverte of extraverte mensen?
8. Leg uit wat het persoon/situatie debat inhoudt.

9. De persoonlijkheid van mensen blijft relatief stabiel als men ouder wordt. Toch kan de persoonlijkheid relatief veranderen. Welke verklaringen worden hiervoor gegeven in het boek?