2021 Study Manual

Covers 2020 NBCC Content Outline Standards

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National Counselor Exam

Study Manual

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Before You Begin...

Congratulations on reaching the professional level where licensing is within your reach! Your decision to become a National Certified Counselor, and to join thousands of other professional counselors in the advancement of our profession, is commendable.

NCEExamprep.com believes that the best approach to the study process is to identify your strengths and weaknesses and then formulate a structured study plan incorporating **numerous repetitive passes** through the materials found in each chapter. How much time you spend on any one of the chapters in the study process depends upon your own assessment of your needs.

The Study Manual is updated and reprinted periodically to reflect changes and revisions in the counseling literature and announced changes in the NCE Exam.

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Please keep in mind that this Study Manual is not an attempt to teach new material, but to revisit the topics and issues that were part of your graduate level course work.

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Taking the Exam

All of the Exam questions will be multiple-choice questions as illustrated below:

1. A bottle of hand cream is laced with an irritant that causes itching. The young lady that uses the hand cream begins to scratch frantically. On subsequent occasions she is presented with other bottles of hand cream that have also been laced with the irritant. Eventually, the mere sight of the hand cream bottle is sufficient to make her scratch. In this example, the lady's scratching in response to the sight of the hand cream is
    a. an unconditioned response (UCR).
    b. a conditioned response (CR).
    c. an unconditioned stimulus (UCS).
    d. a conditioned stimulus (CS).

2. Jerry's family is a high income family consisting of his father, Bill; his mother, Susan; and two twin younger sisters, Janette and Keri. Jerry is 17 and is 7 years older than his sisters. Recently, though its been going on for long time, his parents have been arguing over how Bill is spending (wasting according to Susan) significant dollars on lottery tickets. Jerry has begun to stay away from home more and more to avoid the fighting. His father, though, sees Jerry's staying out late as very poor decision making and is continually riding Jerry to come home earlier. Soon after Bill begins this, Susan joins in the attempt to get Jerry to act responsibly. Soon Bill and Susan are no longer fighting over Bill's expenditures on lottery tickets. When this family finally decides to seek therapy because of Jerry's behavior, which of the following terms would most likely be used to describe these three's relationship?
    a. triangulation.
    b. transfer of blame.
    c. transference.
    d. transactional disorder.

Be sure to read each question carefully. While several of the possible answers may be partially correct, you must select the **best possible answer** to each question.

There is no penalty for guessing (In other words, don't leave any question un-answered). If you can narrow the choice of four answers down to three or even two logical possibilities, you have a better chance of making an educated guess and picking the right answer. Don't forget that on this exam, it is as important to be able to rule-out incorrect answers as it is to select the correct answer. Be sure to answer all questions, even the one's you have to guess at! If a question is left blank, it is considered incorrect.

The Day of the Exam

Come prepared!! Be on time with reading glasses and medication if necessary. Be sure to take the appropriate and REQUIRED forms of identification with you. (These forms of identification and other important information are found in the packet NBCC sends you.)

You will probably also want to have a watch so you can budget your time. The use of dictionaries, study books, papers, computers, calculators, etc., are not allowed. NCEExamPrep suggests that you leave all study material or other reference materials at home.

Relax, and continue to relax as you progress through the examination. You'll do much better if you pay attention to your stress level and thereby know when to intentionally reduce your stress.

2020 NCE Content Update

In 2019, NBCC released a new content outline detailing changes to the National Counselor Examination. One of the major changes to the exam was the way the questions were distributed by Work Domain rather than CACREP content area. After reviewing the new content outline and Work Domain distributions, the consensus between myself and others promoting NCE study material is that the content of the exam has not changed, rather the way it is tested.

The NBCC have revised the work domains categories (from 5 to 6) but kept the existing CACREP content. This is described in the Content Outline document available on the NBCC site. The two different sets of categories measure two different things. The 8 CACREP content areas measure the information your graduate program was supposed to teach you in order to be a competent counselor. The distribution of questions on the old exam (pre-March 2020) was based on these 8 categories. The new exam (as of March 1, 2020) still measures these 8 CACREP areas but the question distribution is based on the 6 Work Domains. These 6 categories were determined by interviewing licensed professionals in the work force who, after being surveyed, it was determined that the application of knowledge predominantly fell into these 6 categories. **The 6 Work Domains represent the way the content from the 8 CACREP areas is used in real life.**

OUR STUDY MANUAL:
The NCEExamPrep Study Manual is organized around the 8 CACREP content areas. Since the exam is competency based, we felt it was best to leave the study manual organized this way. It goes through minor revisions periodically but based on the consensus stated above, we feel it is still a great resource that covers the content outlined by NBCC.
OUR PRACTICE EXAMS:
These have been revised to align with the new format as of March 2020. We changed the way our practice exams are organized to make sure that the question distribution accurately simulates the NCE. This includes 40 unscored item analysis questions. Our updated score report provides a summary of your overall score, along with a breakdown by The 8 CACREP content areas, 6 Work Domain categories as well as a chapter by chapter breakdown from our study manual. This score report is an incredibly powerful tool to help you focus your precious study time on the areas that need it most.

2020 NCE Question Distribution
By Work Domain*

	Work Domain	Percent of Items	Number of Scored Items
1	Professional Practice and Ethics	12	19
2	Intake, Assessment, and Diagnosis	12	19
3	Areas of Clinical Focus	29	47
4	Treatment Planning	9	14
5	Counseling Skills and Interventions	30	48
6	Core Counseling Attributes	8	13
	Total	**100**	**160**

NCEExamPrep Study Manual
CACREP Category Organization

1 Human Growth & Development - 12 Questions

Chapter 1 - Normal Human Growth & Development
Chapter 2 - Abnormal Human Behavior

2 Research & Program Evaluation - 16 Questions

Chapter 3 - Research Methods and Statistics

3 Appraisal - 20 Questions

Chapter 4 - Appraisal or Assessment Techniques

4 Helping Relationships - 36 Questions

Chapter 5 - Counseling Theories, Methods, & Techniques
Chapter 6 – Family Therapy
Chapter 7 - Consultation

5 Group Work - 16 Questions

Chapter 8 - Group Dynamics, Theories, & Techniques

6 Professional Orientation and Ethics - 29 Questions

Chapter 9 - Professional Orientation & Ethics
Chapter 10 - Referral/Triage/Advocacy
Chapter 11 - Supervision

7 Career & Lifestyle Development - 20 Questions

Chapter 12 - Lifestyle and Career

8 Social & Cultural Foundations - 11 Questions

Chapter 13 - Social & Cultural Foundations

Chapter 1

Normal Human Growth & Development

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NORMAL HUMAN GROWTH AND DEVELOPMENT

NCE - Chapter 1

Chapter Outline

INTRODUCTION

- I. Developmental Research
  - A. Systematic Observations
  - B. Designs for Research
  - C. Time Spans of Studies
- II. Life-Cycle, Life-Span Approach
- III. Nature vs. Nurture Controversy
  Need to Know

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  - B. Freud's System of Personality
    Id, Ego, Superego
  - C. Freud as a Stage Theorist
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    Biological energy, Cathexis, Fixation
    Libido
  - D. Freud's Ego Defense Mechanisms
  - E. Other Freudian Concepts and Terms

- II. Carl Jung
  - A. Analytical psychology
  - B. Individuation, Personal Growth, Self-actualization
  - C. Logos vs. Eros Principle
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- III. Alfred Adler
  - A. Individual psychology; Becoming
  - B. Contributions and Significant Concepts
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    Early Recollections
    Pampered childhood/negative effect
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- IV. Harry Stack Sullivan
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  - A. Three modes of ego formation
  - B. Six Stages of Development

V. Heinz Hartmann – Ego Development

VI. Karen Horney
   A. Basic Tenants
   B. Basic Anxiety
   C. Coping Strategies
   D. The Tyranny of the Shoulds
   E. Feminist-Based Criticism of Freud

VII. Erik Erikson
   A. Personality Constructs
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   C. Epigenetic
   D. Maturation Theory
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   Eight psycho-social stages of development; Flexible and growing personality

VIII. Arthur Chickering
   Seven vectors of development for college-aged students

IX. Object Relations Theory
   Mahler – Development of self in relations to others/objects

EXISTENTIAL / HUMANISTIC THEORIES

I. Abraham Maslow
   Hierarchy of needs; Self-actualization

II. Person Centered – Carl Rogers
   Self-theory of personality; Internal actualizing tendency

COGNITIVE THEORIES

I. Jean Piaget
   Four developmental stages
   - Sensorimotor
   - Pre-operational
   - Concrete Operational
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   A. Children's Sense of Morality – heteronomous and autonomous morality
   B. Mechanisms for growth
   C. Additional Terms from Piaget's Work

II. David Elkind
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III. Lawrence Kohlberg
   The Heinz Story
   Three Levels of Moral Development
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     Obedience and Punishment; Instrumental Relativist (Hedonism, Egotistic)
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IV. Carol Gilligan
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VI. William G. Perry
Cognitive-developmental sequences in college students:
Dualism, Multiplicity, Relativism, Commitment to Relativism

VII. Robert Kegan
Life-span developmental model; Constant cognitive procedure

VIII. Robert Havighurst
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"Computer programming" model; Mental hardware and software
Case, Flavell, Seigler, Meltzoff, Sternberg

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I. Classical Conditioning/Respondent Conditioning
Empiricism
A. Ivan Pavlov
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- Acquisition
- Conditioned Response
- Conditioned Stimulus
- Counter-Conditioning
- Discrimination
- Extinction
- Stimulus Generalization
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- Unconditioned Stimulus
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    B.   John Watson – Father of Behaviorism
        Phobias; shaped behavior, Little Albert
    C.   Clark Hull
        Theory of motivational processes (drive)
    D.   Joseph Wolpe
        Anxiety reduction; Reciprocal inhibition; Systematic desensitization

  II.   Operant Conditioning/Instrumental Learning
    A.   Edward Thorndike
        Law of effect
    B.   B. F. Skinner
        Principle of reinforcement
        Types of reinforcement:
        Positive, Negative, Primary, Partial or intermittent, Punishment
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        Fixed-interval, Variable-interval, Fixed-ratio, Variable-ratio
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        Successive approximation, Token economy

  III. Vicarious Conditioning also known as   Social Learning Theory
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                                         Theory

    A.   Albert Bandura
        Systems of Control: External stimuli, outcomes, symbolic
        Modeling Processes: Attention, Retention, Reproduction, Motivation
        Primary and secondary vicarious conditioning
    B.   George Kelly
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    C.   Edwin R. Guthrie
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        Habit reduction by fatigue, threshold, incompatible stimuli

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  I.   Henry Murray
    Press; Thema; Basic and learned needs; TAT; EPPS

  II. Gordon Allport
    Specific and general traits

  III. Raymond Cattell
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    I.   H. F. Harlow
        Bonding; Contact comfort

    II.   Renee Spitz
        Anaclitic depression, hospitalism

    III.   Konrad Lorenz
        Imprinting

    IV.   John Bowlby
        Adaptive function of attachment; Stages of prolonged separation

    V.   Mary Ainsworth
        Strange Situation; Four attachment behavior types; Four stages of attachment

    VI.   Arnold Gesell
        Maturation; Development quotient

    VII.   Stella Thomas & Alexander Chess
        Inherited temperament

    VIII.   Gibson's Visual Cliff
        Depth perception

    IX.   Jerome Bruner
        Influence of culture, evolution, integration, language

    X.   William Sheldon
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    II.   Factors Influencing Prenatal Development
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    IV.   Critical Details of Central Nervous System Development

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  A. Birth to 2 weeks old
  B. Two weeks to two years old - Babyhood
  C. Two years to six years – Early Childhood
    Categories of Play
  D. Six years to sexual maturity – Late Childhood
    Gender differences: Physical, Cognitive, Socioemotional, Androgyny
    Self-esteem and Parenting styles
  E. Puberty to 18 - Adolescence
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  G. Effects of Divorce and Remarriage on Parents and Children

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  B. 5 to 8 Months
  C. 9 to 12 Months
  D. 12 to 18 Months
  E. 18 to 24 Months
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  I. Five Year Olds
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   Middle Adulthood – Generativity vs. stagnation
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II. George Vaillant's Expansion of Erikson's Stages
   A. Career consolidation
   B. Keeping the meaning vs. rigidity

III. Roger Gould
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IV. Daniel J. Levinson
   Three adult transitions/seasons, Midlife crisis

V. Gail Sheehy
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VI. Alice Rossi
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VII. Four-Stage Cycle of Sexual Arousal
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        Activity; Disengagement; Attachment

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14. Discrimination
15. Down's Syndrome
16. Drive
17. Echolalia
18. EEG
19. Egocentrism
20. Ekman
21. Emotions
22. Encoding
23. Epigenetic
24. Escape conditioning
25. Genotype
26. Hedonism
27. Heredity
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47. Ontogenesis
48. Opponent-Process Theory of Emotion
49. Phobia
50. Physiological psychology
51. PKU
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NORMAL HUMAN GROWTH AND DEVELOPMENT

NCE - Chapter 1

INTRODUCTION

Our English word "develop" etymologically goes back to the Old French "desvoloper" meaning to "unwrap" or "unfold." As man has sought from ancient times to bring understanding to the unfolding or development of a person, numerous hypotheses have been tested, countless theories put forth. Successful, happy living has come to be seen as a process of **growth**, the acquisition of new physical and psychological means.

Yet, as these new resources become available, the next challenge is already apparent. A new developmental task is at hand, which when successfully accomplished, sets the stage for the next level. Conversely, failure to achieve the task sets the stage for difficulty at the next level with the accompanying unhappiness and societal criticism. Thus, there is an ever-present **tension** between the person with his/her newly attained resources and the demands and expectations of society at large.

I.   Developmental Research

Researchers have applied various methods in their quest for data that correctly represents the human developmental process. We briefly mention these research methods here simply to remind you that all theories of human development are derived from some method of observing behavior and then designing a way to draw appropriate conclusions from the data gathered.

For observation to be termed "systematic," the who, what, when, where, how, and the form of recording the behavior must be predetermined.

A.   Systematic observations include the following
(Santrock, 1999; Kail & Cavanaugh, 1999)**:**

1. **Laboratory Observations** – Observations take place in a controlled setting. Real world factors are eliminated.
2. **Naturalistic Observations** – Behavior is observed in its natural setting. No manipulation or control of the situation takes place.
3. **Interviews and questionnaires** – Skilled interviewing techniques and questions increase the reliability of the information given in survey methods.
4. **Case studies** – These dramatic, in-depth portrayals of people's lives provide insight when the unique details of one's life cannot be easily duplicated.
5. **Standardized tests** – Test scores are compared with the scores of a larger group of similar people.
6. **Life-history records** – A wide array of materials which may include written and oral reports from the subject, public records, etc.
7. **Physiological Research and Research with Animals** – The biological basis of behavior is explored and often explained.
8. **Multimeasure, Multisource, Multicontext** – Using multiple measures, sources, and contexts should provide a more comprehensive and valid assessment of development.

B.   **Two general designs for research are used by developmental researchers:**

1.   **Correlational Studies** – The researcher intends to describe the strength of the relation between two or more characteristics or events. Identical conditions are provided and variables are not manipulated.

2.   **Experimental Studies** – Variables are manipulated to allow the researcher to determine the exact influence each variable causes.

C.   **The time span for a developmental research study is designed in one of these three ways:**

1.   **Cross-sectional** – People of different ages are observed and compared at one time.

2.   **Longitudinal** – The same individuals are observed or tested over a period of time.

3.   **Sequential** – The cross-sectional and longitudinal approaches are combined as the study begins with a cross-sectional study; the same subjects are then assessed again at a future date. Often, new subjects are added cross-sectionally at subsequent testings to control for changes that may have occurred in the original group.

II.   Life-Cycle, Life-Span Approach

While theories of human growth and development have offered a variety of conceptual models for explaining the changes humans experience, the **life-cycle** approach (Santrock, 1999; Baltes, 1987) is currently the most widely used. The eight periods of **life-span** development are delineated in this order:

1.   Prenatal
2.   Infancy
3.   Early childhood
4.   Middle and late childhood
5.   Adolescence
6.   Early adulthood
7.   Middle adulthood
8.   Late adulthood

Current models increasingly separate Late Adulthood into the "young old" or "old age" (ages 65 to 74) and the "old old" or the "late old" (ages 75 and up) (Santrock,1999).

III.   Nature vs. Nurture Controversy

No textbook on human growth and development is complete without at least a paragraph on the nature vs. nurture argument regarding how and why development takes place.

Nature, of course, refers to the hereditary nature of development.

Nurture refers to the effect of the child's environment on that development.

While some theorists have argued for one or the other's influence, today's theorists recognize that both factors powerfully impact development.

Need to Know

A well-rounded counselor needs a basic knowledge of all the currently accepted theories since no single theory gives a full explanation of human growth and development.

PSYCHOANALYTIC THEORIES

Basic assumptions of psychoanalytic theories:

- Biological forces drive development
- The individual strives to channel/control these drives
- Personality characteristics appear in childhood
- These characteristics are stable over time.

For our purposes, we will include the theories of both Freud and his **neopsychoanalytic** followers under this heading.

I.   Sigmund Freud

Freud's admirers and critics alike agree that his work has had a greater impact on psychology, the psychotherapies, and the way we Westerners think about ourselves than any other person's theory of human growth.

As a practicing neurologist, Freud theorized from observing and treating his neurotic patients that humans are born with two basic instincts or urges: **eros**, the life instincts, and **thanatos**, the destructive or death instincts. From these come the mental or psychic energy for all mental processes and functions.

A.   Freud's Concept of the Unconscious

Freud saw personality as having a conscious mind, a preconscious mind, and an unconscious mind.

1. **Conscious mind** – Known impulses, events, memories; present knowledge.
2. **Preconscious mind** – Easily recalled but not currently known memories and drives.
3. **Unconscious mind** – Emotions, thoughts, memories, drives etc. that are influencing behavior without current awareness; hidden or forgotten experiences.

Freud's concept of the **unconscious**, a radically new idea at the time, is thought by many to be one of his **greatest contributions** to psychological thought. Critics, however, emphasize that the unconscious cannot be verified scientifically.

Freud's notion of the unconscious, preconscious, and conscious mind is called a **topographical** concept. Just as a topographer is a map drawer, a Freudian analyst maps the mind as if it looked like an iceberg.

B.   Freud's System of Personality

Freud believed that the two basic instincts of eros and thanatos plus some basic instincts compose the undifferentiated personality of a newborn. This personality is divided into three processes or **systems** (Corey, 1996).

1. The id
    The **id** is present at birth and represents a biological, instinctual component that cannot bear tension. The id functions under the pleasure principle and, therefore, demands immediate gratification, the avoidance or diminishing of pain, and the securing of pleasure. The id is not rational or logical and has no concept of time. The id is part of the unconscious mind.

2. The ego
    The **ego** develops as the psychological component that wields power over the id. The ego functions under the reality principle and, therefore, logically and realistically plans appropriate ways to fulfill needs. The ego is pressed by the id to give in to pleasure and gratification in spite of the consequences. The ego operates primarily in the conscious and preconscious minds.

3. The superego
    The **superego** represents the social component, made up of the conscience and ego ideals. It is from the superego that a person pursues perfection. Guilty feelings result from a violation of the standards and morals set by the superego.

C.   Freud as a Stage Theorist

1. As a stage theorist, Freud postulated that the human personality is determined in the most critical years of personal development - the **first five years** of life.

2. Freud saw maturity as the living out of the results of the pre-genital (oral, anal, and phallic) and genital stages.

3. Freud viewed **biological energy** as the source of all basic drives as people progress through the stages of life. Three sources of energy are

    a. **Sexuality**   (Originally referring to sexual energy, the concept of **libido** was later broadened to encompass the energy of all the life instincts.)

    b. **The drives of hunger and pain**

    c. **Aggression**

4. **Cathexis** is the process by which sources of energy are tied to thoughts, actions, objects, or people.

5. **Fixation** is the resistance of a person to move to the next stage because the cathexis is too intense. In other words, if a person experiences either too much pain (trauma) or too much pleasure at any given stage, he/she may resist letting go of that stage. Cognitive and physical development occurs, but emotional development is "stuck." Fixation during a stage leads to certain problems as adults.

Each of Freud's stages is emblematic of certain developmental issues and is named for the corresponding physical (bodily) source of pleasure (psychosexual stage):

Stage	Characteristic Behavior
Oral: 0 - 2 years	Pleasure is derived from nursing and sucking. Infants will put everything into their mouths.
Anal: 2 - 3 years	The first experience of "imposed control" is found in the form of toilet training. Gratification is derived from withholding or expelling feces.

Phallic: 3 - 6 years	Pleasure is derived from fondling genitals.
	Children observe the differences between males and females and direct their awakening sexual impulses toward the parent of the opposite sex:
	Oedipus Complex – boy desires sexual relations with his mother.
	Electra Complex – girl desires sexual relations with her father.
	In order to become an ally of:
	    his father, **the boy** will adopt traditional male roles.
	    her mother, **the girl** will adopt traditional female roles.
	The Oedipus Complex is Freud's **most controversial** concept.
	
	Freud theorized that the identification of the child with the same-sex parent leads to internalization of authoritarian/parental values which leads to the emergence of the super-ego or conscious.

Latency: 6 - puberty	The child becomes less concerned with his/her body and turns his/her attention to the skills needed for coping with the environment. This is the only stage not primarily psychosexual in nature.
Genital: puberty	The adolescent begins to turn his/her interests towards others and to love in a more mature way.

* See mnemonic device at the end of Chapter 1 for remembering the psychosexual stages.

D.   **Freud's Ego Defense Mechanisms**

    1.   **Anxiety** is the result of conflict among the id, the ego, and the superego. Ego defense mechanisms are employed as unconscious coping mechanisms when the superego cannot control anxiety by rational and direct methods (Corey, 1986). Ego defense mechanisms reduce anxiety by denying or distorting reality. Freudians believe that **repression** is the most important of the ego defense mechanisms.

    2.   Sixteen Ego Defense Mechanisms are given on the following page.

EGO DEFENSE MECHANISMS

1. **Displacement** – means displacing or directing emotion onto a person/object other than the one that originally aroused the emotion.

   Example: A meek employee, who is continually ridiculed by her boss, builds up tremendous resentment but verbally attacks family members instead of her boss, who might fire her.

2. **Rationalization** – is justifying behavior to oneself and to others with well thought-out and socially acceptable but fictitious reasons for certain behaviors. This is not just lying; it's a matter of habit and intensity.

   Example: A high school student explains away her failing of an algebra exam by saying, "I really don't see why I have to take this course. I don't need it to graduate and that teacher just sits there and doesn't explain anything."

3. **Compensation** – means attempting to overcome the anxiety associated with a feeling of inferiority in one area by concentrating on another where the person can excel. This may be healthy and constructive; it may be avoidance.

   Example: A woman who cannot bear children becoming overly attached to pets.

4. **Projection** – entails attributing to another person feelings and ideas that are unacceptable so the other person seems to have these feelings and ideas.

   Example: Feeling like a coward in handling a situation but blaming the outcome on the cowardice of the other person.

5. **Reaction Formation** – involves exaggerating and openly displaying a trait that is the opposite of the tendencies that we do not want to recognize (traits that have been repressed).

   Example: People who are zealots about smut but really have hidden desires.

6. **Denial** – means failing or refusing to acknowledge or to recognize and deal with reality because of strong inner needs.

   Example: Ignoring the symptoms of a heart attack; wearing copper bracelets.

7. **Repression** – is an unconscious process of blocking urges, forbidden or dangerous desires, or traumatic experiences from consciousness. This is the most basic defense mechanism according to Freud. (Suppression is a conscious process.)

   Example: A police officer who witnesses the violent death of a fellow officer may press the incident out of consciousness because it symbolizes his own mortality.

8. **Identification** – is the attempt to overcome feelings of inferiority by taking on the characteristics of someone important to oneself.

   Example: A student who takes on characteristics/attributes of his/her mother, father, favorite teacher, or coach.

9. **Substitution** – involves achieving alternate goals and gratifications in order to mask feelings of frustration and anxiety.

    Example: Young girls who miss their father shacking up with an older man.

10. **Fantasy** – involves retreating in one's mind to a comfortable (maybe ideal) setting. While one of the most useful defense mechanisms, it can become addictive and substitute for honest effort.

11. **Regression** – consists of reverting to a pattern of feeling, thinking or behavior appropriate to an earlier stage of development.

    Example: A competent and capable adult acting very childish when sick in an attempt to have those around them provide greater care.

12. **Sublimation** – is the redirecting of unacceptable impulses into socially and culturally acceptable channels.

    Example: Ones need for approval leading to an interest in theatre productions.

13. **Introjection** – is the taking in, absorbing or incorporating into oneself the standards and values of another person.

    Example: The abused child who becomes an abusive parent.

14. **Undoing** – occurs when a person acts inappropriately thus producing anxiety; then the person acts in an opposite way so as to reverse or negate the original behavior thus extinguishing the original anxiety.

    Example: A child yells at the dinner table and then offers to help with the dishes.

15. **Emotional Insulation** – is protecting oneself from hurt by withdrawing into passivity.

    Example: "Looking for a new job will bring rejection so I'll just go with the flow and see what happens."

16. **Isolation** – is separating the emotion from an experience so as to deal dispassionately with an otherwise emotionally overwhelming topic.

    Example: Making funeral arrangements instead of grieving.

E. **Other Freudian Concepts and Terms**

1. Incest

   Freud published *Totem and Taboo* summarizing his theory that family groups in other cultures **dread incest**, meaning that the dread of incest is inborn and not just a product of societal expectations.

2. Wish Fulfillment

   - Freud believed that a **dream** can be a **wish fulfillment**. These wishes or desires can either be conscious or unconscious.
   - A **slip-of-the-tongue** can also signify such a wish or desire.

3. Freud's theory is a Maturation Theory

   - Freud's developmental theory could be classified as a **maturation theory** (as is Erikson's) because Freud believed that the developmental order or the unfolding of behavior is programmed by heredity.
   - Certain stimuli must be present in the environment, however, for the next behavior to emerge.
   - Additionally, a necessary predetermined level of neural development must be present for the next behavior to emerge.

II.   Carl Jung

A. **Analytical Psychology**

Jung's theory, **analytical psychology**, grew out of Jung's disagreement with Freud that neuroses originated in the libido (sexual origin). Jung instead emphasized a general psychic energy (Hunt, 1993).

B. **Individuation • Personal Growth • Self-actualization**

- Also, Jung believed that individuals by instinct are driven toward **individuation**, that agreement or harmony between the conscious and unconscious parts of their personality.
- This wholeness or personal growth is realized as the individual becomes more and more aware of his/her unconscious side.
- This progress toward self-actualization can be a life-long process.

C. **Logos vs. Eros Principle**

Jung said that: men operate on logic or the **logos principle**;

women operate on intuition or the **eros principle**.

D.   **Archetypes**

Jung's review of literature led him to believe that certain archetypes have appeared in religious writings, dreams, myths, and fables since the dawn of recorded history. These **archetypes** are the common, collective unconscious which is passed on from generation to generation.

Some common archetypes are:

- **Anima** – the female characteristics of the personality
- **Animus** – the male characteristics of the personality
- **Shadow** – the unconscious opposite of a person's conscious expression
- **The Persona** – the mask worn or the role presented to hide one's true self

E.   **Major Contributions to the Field of Psychology**

- Jung is credited with the word-association technique and the introversion-extroversion concept.
- **The Myers-Briggs Type Indicator,** a leading personality inventory using bipolar scales, is based on Jung's work.

III.   Alfred Adler

A.   **Individual Psychology**

Adler's (1963) holistic view of development, **individual psychology**, asserts that what an individual is born with or into (heredity and environment) is not the determining factor in one's development.   Rather, the endeavoring to reach individual goals determines an individual's lifestyle and behavior. Therefore, one is always **becoming**, trying to achieve one's self-ideal. Feelings of **inferiority** come from one's self not matching the self-ideal. He accepted being called "father of the inferiority complex."

Note: The term **organ inferiority** is associated with Adler because of his 1907 publication *Study of Organ Inferiority and Its Psychical Compensation* in which he argued for broadening the biological basis for neurosis from gender to the entire organism.

B.   **Contributions and Significant Concepts**

1.   **Birth order makes a difference**. The birth of each child impacts the family system thereby influencing the personality development of each child; in effect, each child is born into a different family environment. Following is a brief listing of birth order characteristics (Corey, 2001). This listing of characteristics is not meant to be exhaustive.

Oldest – Usually high achievers, dependable, hard working, "parent pleasing," conforming, well-behaved, may have an underlying insecurity from being displaced by the second child.

Second – Usually outgoing, less constrained by rules, seems to be in a race to surpass the older sibling, and often excels at what the first born does not.

Middle – Become concerned with perceived unfairness as he or she feels squeezed out, can become a problem child, thrive in family politics and negotiations, and may become manipulative.

Youngest – Usually adept at pleasing or entertaining the family, often high achievers, tend to go their own way into areas of development no other family member has even considered, run the risk of being spoiled.

Only – Usually a high achiever like an oldest child, deals well with adults, may be slow in developing social skills, may be pampered or spoiled. These characteristics also apply to children born seven or more years apart from siblings.

2. **Early recollections are a key to understanding an individual's style of life**. Adler believed that by age 5 a child's interpretations of life's events are set since the child has been taught by that time to perceive things through the subjective evaluations presented in his/her interactions with their family members. Adler called the perceptions that guide children's behavior **fictions**. Mistakes such as overgeneralizing can be caused by a child's fiction that everything is the same or alike.

3. **Being pampered** as a child **or being neglected** as a child has a **negative effect** as a person grows older.

4. Adler believed that life is a courageous endeavor that **requires a willingness to take risks without knowing the outcome**. Well-adjusted individuals participate in **interdependent, cooperative** relationships.

IV. Harry Stack Sullivan

Sullivan (1953) was the most influential theorist to discuss the importance of friendships**.** Sullivan's theory, known as the psychiatry of interpersonal relations, emphasizes **observable interactions** among people. He stressed the **dynamism** or power of self, which Sullivan holds as being affected by what the outside world expects. This power motive is the path to overcoming a sense of helplessness. According to the events in an individual's life, contradictory **personifications**, one's comprehension of self (me) and other (not me), may surface at the same time. Then the individual must grapple with balancing the good-me and the bad-me (Axelson, 1993).

A. **A person experiences interpersonal relationships and thus experiences ego formation through these three modes of experience:**
   1. **Protaxic** – Infancy; the infant has no concept of time and place.
   2. **Parataxic** – Early childhood; the child accepts what is without questioning or evaluating and then reacts on an unrealistic basis.
   3. **Syntaxic** – Later childhood; the child is able to evaluate his/her own thoughts and feelings against those of others and learns about relationship patterns in society.

B. **Sullivan's Six Stages of Development:**
   1. **Infancy** – Being nursed provides the initial social experience ("good mother" feeds; "bad mother" withholds).
   2. **Childhood** – Societies' expectations of behavior are learned; language is acquired.
   3. **Juvenile** – Entering school moves the child out of the family; individual goals begin to develop.
   4. **Preadolescence** – Close same-sex friendships develop; social rules with reciprocal concepts develop.

5. **Early Adolescence** – Heterosexual interests are sparked by puberty.

6. **Late Adolescence** – Social awareness develops; establishing a family and contributing to the community become the task at hand.

V.   Heinz Hartmann

Hartmann's **logical and abstract mode of thought** set the stage for the development of **ego psychology** as he theorized that ego was present at birth instead of evolving from the id. Hartmann thought the ego had its own energy and exerted control of its own over processes such as perception, reasoning, and memory. Ego functioning rather than id impulses became the theoretical focus.

Hartmann suggested that instinctual drives alone could not guarantee survival, but that an innate ego apparatus is present for an infant to adapt to the **average expectable environment**. Of course, for Hartmann the average expectable environment was that of Western civilization in the late nineteenth and early twentieth centuries.

Karen Horney and Erik Erikson both agreed with the concept of an innate ego but rejected Hartmann's concept of adaptation to an average expectable environment (Corsini, 1984).

VI.   Karen Horney

A.   **Basic Tenants**

- Horney believed as Freud did in the importance of powerful unconscious intrapsychic conflicts. Yet, she dismissed the construct of libido and the assumption that people are motivated by an inborn sense of self-destruction.

- Like Adler, she emphasized the social, rather than the biological, rudiments of personality development.

- Horney espoused an innate capacity and desire toward positive growth.

B.   **"Basic Anxiety"**

- Neurosis is the outworking of what Horney called "**basic anxiety**."

- Alleviating the basic anxiety stemming from the apprehension and insecurity caused by being raised by neurotic parents becomes the major focus.

- Manipulating people and events to one's own advantage with the misguided belief that this brings the sought after self-protection overrides the healthy quest for self-realization.

C.   **Coping Strategies**

Horney suggests that when the basic anxiety is not removed, maladaptive coping strategies will be employed:

- becoming hostile and vengeful

- becoming overly submissive

- developing an unrealistic inflated self image

- trying to threaten or bribe others into liking him or her

- wallowing in self-pity to gain sympathy

- seeking to dominate or exploit others

- becoming inappropriately competitive

- belittling oneself

These coping strategies were viewed by Horney as neurotic solutions to an insatiable need that comes from not having sufficient trust, love, and security in the home during upbringing.

D.   The "Tyranny of the Shoulds"

- Horney also wrote about "the tyranny of the shoulds" meaning that the inner demand to aim toward self-realization is relentless.

- Neurotic individuals may conclude that they should have achieved perfection in areas of development and therefore become dominated by the "shoulds."

- The healthy person, on the other hand, is able to recognize his or her needs and desires and to move toward enjoyable, rewarding goals.

E.   Feminist-Based Criticism of Freud

- Horney is also credited with the first feminist-based criticism of Freud's theory.

- She developed a model of women with positive feminine qualities and self-evaluation in reaction to the male-dominated society and culture of Freud's day. (Santrock, 1999)

VII.   Erik Erikson

A.   Personality Constructs

- Erikson accepted Freud's three-part division of the personality, yet he felt that the personality was flexible and capable of growth and change throughout the adult years; a person is not a prisoner of his/her past.

- Erikson perceived the ego as an autonomous component, able to remain independent of the sexual and aggressive drives while still expressing creativity.

- **Ego identity** is the balance of what "one feels one is and what others take one to be" (Erikson, 1963). The ego is not content to merely absorb and incorporate (assimilate) parental qualities; the ego works toward becoming an autonomous, unique self.

B.   Identity Crisis

- Erikson coined the term "**identity crisis**," meaning that an adolescent is not able to integrate all of his or her previous roles into a single self-concept.

- Some of these roles are of an experimental nature as adolescents attempt to find out who they really are.

- Conformity with peers is at issue.

C.   Epigenetic

- Erikson's theory is based on the **epigenetic principle**, meaning that each strength has its own period of particular importance.
- As the individual progresses through the development of these strengths, it is up to the individual to make something of his or her life.
- Ego identity requires more than simply mirroring or reflecting the values of someone he or she admires.

D.   Maturation Theory

- Erikson's developmental theory could be classified as a **maturation theory** (as is Freud's) because Erikson believed that the developmental order or unfolding of behavior is programmed by heredity.
- Certain stimuli must be present in the environment, however, for the next behavior to emerge.
- Additionally, a necessary predetermined level of neural development must be present for the next behavior to emerge.

E.   Psycho-Social Stages

- Erikson's (1950; 1963) developmental theory includes eight **psycho-social stages** which unfold with continuity over the life span as the individual endeavors to attain a mature sense of identity.
- Erikson believed that psychosexual growth took place simultaneously with the psycho-social stages.
- The individual must face and resolve a particular task, crisis, or conflict at each level. The psycho-social crisis results in a turning point.
- **Total success or failure is not necessary; an individual will have a tendency toward one alternative or the other**.
- Mastering all the stages will give a person the sense that his or her life has been worthwhile.

Erikson formulated the following eight stages of development:

Developmental Stage	Psycho-social Crisis
1. Early infancy (Birth - 1 year)	**Basic trust vs. mistrust**
2. Later infancy (1 - 2 years)	Autonomy vs. shame & doubt
3. Early childhood (3 - 5 years)	Initiative vs. guilt
4. Middle childhood (6 - 11 years)	Industry vs. inferiority
5. Adolescence (12 - 20 years)	Identity vs. role confusion
6. Early adulthood (20 - 35 years)	Intimacy vs. isolation Sharing one's life with others vs. I'm the only one I can depend on
7. Middle adulthood (35 - 65 years)	Generativity vs. stagnation The productive ability to create a career, family, leisure time, etc. vs. self-absorption
8. Late adulthood (65+ years)	Integrity vs. despair Life has been worthwhile vs. life's precious opportunities have been wasted.

VIII. Arthur Chickering

- Chickering (1987) observed **traditional-aged college students** and concluded that they progressed through seven distinct dimensions in what Erikson called the identity stage.

- He preferred to call these dimensions of development **vectors** thereby conveying the allowance of **development in several different vectors concurrently**.

- These vectors describe the primary concerns of the student, the confronting task, and the focus or preoccupation of the student.

- Stimulation rather than physiological maturation plays an important role.

- As such, development is not identical; students are developmentally diverse.

- Chickering's **seven vectors** are:
  1. **Achieving competency**
  2. **Managing emotions**
  3. **Becoming autonomous**
  4. **Establishing identity**
  5. **Freeing interpersonal relationships**
  6. **Clarifying purpose**
  7. **Developing integrity**

IX. Object Relations Theory

The term **object** was used by Freud to mean that which satisfies a need or that which is the target of one's feelings or drives. It is used synonymously with the term **other** to mean an important person to whom one becomes attached.

Object relations theory pertains to the **developmental stages of the self in relationship to others/objects**, particularly at young ages.

Once self/other patterns are formed, it is assumed that the individual will seek to establish relationships that match those earlier patterns. For example, it is assumed that people who are overly dependent or overly attached may be repeating patterns formed with their mothers when they were toddlers (Hedges, 1983).

Children who do not form appropriate connections develop splits with the family.

MARGARET MAHLER, a central influence on contemporary object relations theory, suggests that the self develops through **four broad stages** (Corey, 2001):

1. **Normal infantile autism** (first 3 to 4 weeks)

There is no whole self and no whole objects. The infant perceives individual parts such as face, hands, mouth, and breasts.

2. **Normal Symbiosis** (3 to 8 months)
    The infant has a pronounced dependency on the mother or primary caregiver and seems to expect a high level of attunement with this person.

3. **Separation-Individuation** (begins by the 4th or 5th month, overlapping the second phase)
    The child moves through several sub-phases away from the symbiotic forms of relating to a place of separation from significant others while still turning to them for comfort and a sense of confirmation.

4. **Constancy of self and object** (typically pronounced by 36th month)
    Others are more fully seen as separate from self. Relating is possible without fear of losing their individuality. Ideally, a firm foundation is laid for entering the later psychosexual and psychosocial stages of development.

Borderline and narcissistic disorders appear to be rooted in traumas and developmental disturbances that take place in the separation/individuation phase.

Otto Kernberg,

Heinz Kohut, and

J. F. Masterson are among the most significant object relations theorists shedding light on these disorders.

Framo, a family therapist, uses object relations theory in treating families.

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