

Erik erikson analysis flashcard



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basic strengthsTo Erikson, motivating characteristics and beliefs that derive from the satisfactory resolution of the crisis at each developmental stage.

basic weaknessesMotivating characteristics that derive from the unsatisfactory resolution of developmental crises.

crisisTo Erikson, the turning point faced at each developmental stage.

Ego identityThe self-image formed during adolescence that integrates our ideas of what we are and what we want to be.

epigenetic principle of maturationThe idea that human development is governed by a sequence of stages that depend on genetic or hereditary factors.

identity crisisThe failure to achieve ego identity during adolescence.

maldevelopmentA condition that occurs when the ego consists solely of a single way of coping with conflict.

play constructionsA personality assessment technique for children in which structures assembled from dolls, blocks, and other toys are analyzed.

psychohistorical analysisThe application of Erikson's lifespan theory, along with psychoanalytic principles, to the study of historical figures.

psychosocial stages of developmentTo Erikson, eight successive stages encompassing the life span. At each stage, we must cope with a crisis in either an adaptive or a maladaptive way.

Describe the kinds of identity crises Erickson experienced in childhood and adolescence. Note how they were reflected in his theory. Erickson's mother had a bad history with men. His mother married several years earlier, but her husband disappeared from the wedding, he was then impregnated by another man who she refused to name and fled to Germany where she remarried. Erik didn't know his birthfather and grew up unsure of his name and psychological identity. In addition, when Erik started school his German classmates rejected him because he was tall and blonde—he then dropped out of conventional society. What Erikson saw and feel happen to him became the research that enabled a flow of ideas, articles and books for his theory.

In what ways is Erickson's theory similar to and different from Freud's theory? Similar to Freud, Erik was trained in psychoanalysis and studied child rearing. Unlike Freud, Erik wanted his clinical experience as broad as possible so he sought patients from diverse cultures and saw “normal” and “emotionally disturbed” patients. Additionally, Erickson divided the growth of the personality into eight psychosocial stages, the first four are similar to Freud's oral, anal, phallic and latency stages. The major difference was that Erickson emphasized psychosocial correlates, whereas Freud focused on the biological factors.

What did Erickson mean by the concept of identity confusion? What evidence did he find for it among Native Americans? Among combat veterans of World War II? Identity confusion resulted due to a sense of alienation from cultural traditions resulting in the lack of a clear self-image or self-identity. Erickson suggested the emotionally disturbed WWII veterans were not suffering from

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repressed conflicts but rather from confusion brought by traumatic war experiences and being temporarily uprooted from their culture. Native Americans also showed certain psychological symptoms that he couldn't explain by the orthodox Freud (e. g. alienation feeling).

How does Erickson's epigenetic principle of maturation account for the effects of genetic and social factors on personality? Inherited forces are the determining characteristics of the developmental stages. The prefix epi = upon.. therefore development is dependent upon genetic factors. The social and environmental forces to which we are exposed influence the ways in which the genetically predetermined stages of development are realized.

Describe the role of conflict in the stages of psychosocial development. For Erickson, human development involves a series of personal conflicts.

Conflicts come from birth and become prominent at different stages when our environment demands certain adaptations. Conflicts can be looked at as turning points faced at each stage of development (or crisis).

What are two ways of responding to the crisis that develops at each stage of growth? A maladaptive (negative) way or an adaptive (positive).

Oral Sensory Stage:(BIRTH-1) the time of our greatest helplessness. The mouth during this stage is of vital importance. Relationship with world is biological and social. The baby's interaction with the mother determines whether an attitude of trust or mistrust for future dealings with environment will be incorporated in his or her personality. If mother responds appropriately, child can expect " consistency, continuity and sameness" from other people and situations in our environment and also provides the

beginning of the ego identity. If the mother responds in a rejecting way, the child will develop an attitude of mistrust and will become suspicious, fearful and anxious.

Muscular Anal Stage:(1-3) Children begin developing a variety of mental and physical abilities. They learn to communicate more effectively, walk push climb etc. They also begin to see themselves as persons in their own right and they want to exercise newfound strengths. Main crisis is toilet training. When parents frustrate their child's attempt to exercise his or her independence, the child develops feelings of self-doubt and a sense of shame in dealing with others. If the parents handle their child correctly, will develops in the child giving them determination to exercise freedom of choice and self-restraint in the face of society's demands.

Locomotor-genital stage:(3-5) Motor and mental abilities are continuing to develop. They express a strong desire to take the initiative in many activities. There is also a rivalry between the parents of the same sex to desire the parent of the opposite sex. If the parents punish the child and inhibit displays of this initiative, the child will develop persistent guilt feelings that will affect self-directed activities throughout his or her life. If the parent guides the situation with love, then the child will acquire awareness for what's permissible behavior and what's not. Purpose arises from this stage.

Latency Stage of Psychosocial Development:(6-11) Both at home and at school the child learns good work and study habits in order to attain praise and satisfy the drive of completing a task. If children are scolded, ridiculed, or rejected, they are likely to develop feelings of inferiority and inadequacy.

Praise, however, reinforces feelings of competence (the basic strength of this stage) and encourage continued striving.

Identity cohesion: People who emerge from this stage with a strong sense of self-identity are equipped to face adulthood with certainty and confidence.

ADAPTIVE

Identity confusion: Those who fail to achieve a cohesive identity (who experience an identity crisis) will exhibit confusion of roles. They do not seem to know who or what they are, where they belong, or where they want to go. They may withdraw from the normal life sequence (e. g. education, job marriage). MALADAPTIVE

The major difference between the first four developmental stages and the last four developmental stages? In the last four stages of development, we are more mature and begin to work very differently. Self image is formed, our independence is developed along with relationships (intimate and close friendships) and we begin to function more as mature adults as compared to children who depend primarily on their parents for psychosocial development. Additionally, during these last four stages we are also teach/guide the next generation and develop a broad concern for the people who once cared for us. During the final stage of development we develop wisdom which comes from our whole life and make a choice between integrity and despair. The final four stages focuses more on the self and working with what our childhood has made up to help us function independently and continue to see growth.

What factors affect the development of ego identity? Why do some people fail to achieve an identity at this stage? There is a potentially strong impact of peer groups on the development of the ego identity in adolescence. He noted that excessive association with fanatical groups and cults or obsessive identification with icons of popular culture could restrict the developing ego.

How can the conflicts of the adult stages of psychosocial development be resolved in positive ways? Through intimacy, generativity, and ego integrity. Maladaptations can also be relieved through a process of re-adaptation, aided by environmental changes, supportive social relationships or successful adaptation at a later developmental stage.

Describe the concept of generativity and give an example of how it can be achieved. Occurs during adulthood (35-55) Erik believed that all institutions provide opportunities for us to express generativity by finding a way to become a mentor, teacher, or guide to younger people for the betterment of society at large. Care derives from generativity and is the basic strength or concern for others that manifested in the need to teach. Generativity involves teaching and guiding the next generation.

What are two ways of adapting to maturity and old age? How can a person achieve the positive way of adapting? One must accept one's place and one's past. Older people must do more than reflect on the past. They must remain active, vital participants in life, seeking challenge and stimulation from their environment. They must involve themselves in such activities as grand parenting, returning to school, and developing new skills and interests.

Oral Sensory Stage basic strength: HOPE. Hope involves persistent feeling of confidence, a feeling we will maintain despite temporary setbacks or reverses

Muscular Anal Stage basic strength: WILL. Will involves a determination to exercise freedom of choice and self-restraint in the face of society's demands.

Locomotor-genital Stage basic strength: PURPOSE. Purpose arises from initiative. Purpose involves the courage to envision and pursue goals.

Latency Stage basic strength: COMPETENCE. Competence involves the exertion of skill and intelligence in pursuing and completing tasks.

Adolescence basic strength: FIDELITY. Fidelity encompasses sincerity, genuineness, and a sense of duty in our relationships with other people.

Young Adulthood basic strength: LOVE. Love is the greatest human virtue and is a mutual devotion in a shared identity, the fusing of oneself with another person.

Adulthood basic strength: CARE. Care is a broad concern for others that believed it was manifested in the need to teach, not only to help others but also to fulfill one's identity.

Maturity and Old Age basic strength: WISDOM. Wisdom is expressed in a detached concern with the whole life. It's conveyed to succeeding generations in an integration of experience best described by the word heritage.

Maladaptive: When only positive, adaptive, tendency is present in the ego.
Can lead to neuroses. Can also be relieved through re-adaption.

Malignant: When only negative tendencies are present. Can lead to psychoses.

Erikson included all of the following in his theory of personality.. the eight stages of life, social and environmental forces, and personal and situational variables.

BUT NOT: the importance of unconscious forces

At each stage of psychosocial development.. adaptive and maladaptive ways of coping are incorporated into the ego identity.

Malignancies develop when.. only the maladaptive tendency is present.

Failure to adapt at one developmental stage.. leads to despair instead of ego integrity.

The following is are psychological types, or statuses, in the adolescent stage.. identity achievement, moratorium, and identity diffusion

identity competence is NOT a psychological type