

2.3 Psychodynamic Approach

This scheme of work assumes three lessons of one hour and a half each a week for five weeks – the time is only suggested and every lesson is not given in detail. It allows time to explore between these suggested lessons, e.g. using videos, focusing on exam questions and marking, using questions from textbook sources, visiting the Freud museum either on line or in reality, giving short tests at the start or end of lessons to review progress, looking at how psychoanalysis is used in different countries, using the 'Taking it Further' suggestions to explore in class, etc.

Lesson focus	Specification reference	Teaching and learning activities	Resources	Homework
<p>Definition of the approach</p> <p>Understanding that the Psychodynamic Approach focuses on unconscious wishes and the first five years of a child's life.</p>	<p>1a 1b 2a 2e</p>	<p>In pairs, try free association. Each person feeds their partner ten words; the partner says the first thing they think about, which is recorded (discuss ethics first). The pairs then try to find some examples of what responses might have come from the unconscious (the individuals must identify that) and a brief explanation.</p> <p>Feedback to whole group. Check if any responses refer to early years issues (again discuss ethics before feedback to whole group).</p> <p>Use Worksheet 1 as a class exercise in the second part of the lesson. The activity can be done in groups, with one group doing each paragraph and then sharing their notes.</p>	<p>Lists of the ten words, such as: garden, father, job, family, bear, celebrity, mother, house, success, child.</p> <p>Worksheet 1.</p>	<p>Write a side of A4 about the unconscious according to Freud – what it is, its role, what the problem is, which aspects are nature and which are nurture.</p>

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<p>Definition of the approach</p> <p>The first three psychosexual stages linked to the three parts of the personality.</p>	<p>1a 1b 3a 3c 4a</p>	<p>Two sheets of A4 landscape each have the three terms in three boxes, with three large blank boxes alongside. Students work in small groups to complete the six blank boxes defining the six terms:</p> <p>Say what the term means.</p> <p>Give an example of it linking to real life e.g. id – pleasure principle – baby demanding food, warmth, etc.</p> <p>The whole group compares answers and fits the personality terms into the psychosexual stages – posters would help to summarise the activity.</p>	<p>The two sheets for each student. One sheet has the terms id, ego and superego; the other has oral, anal and phallic.</p> <p>Poster paper to draw a diagram of the six terms and link them.</p>	<p>Read a summary of the Little Hans study and make links to the unconscious, the three psychosexual stages and the three parts of the personality by giving examples from the study and noting them down against the terms.</p>
<p>Defining key terms</p> <p>The key terms listed in the specification; also other key terms within the material needed. Focus on defining for at least two marks and giving an example for another mark. Find four marks if possible.</p>	<p>1a 1b 3a 3b 3c 5a</p>	<p>Use Worksheet 2. The students work in groups to match the terms with the definitions, using resource materials as appropriate.</p> <p>Feedback as a whole group to test understanding and use a completed worksheet as a handout.</p> <p>Depending on time, consider how evaluation is done in psychology.</p>	<p>Matching key terms worksheet.</p> <p>Use Worksheet 3, possibly for homework depending on time.</p>	<p>Look up the terms: validity' reliability credibility subjectivity generalisability and objectivity. Write out short definitions of each.</p> <p>Using the materials and what has been learned from the first three sessions, come up with three evaluation points about Freud's approach.</p>

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<p>Methodology</p> <p>Freud's case studies.</p>	<p>1a 2a 4a</p>	<p>Research Freud's case studies using web resources – find and summarise four of them. The Freud museum is one source, and a list of Freud's case studies can also be found easily through Google. Choose Dora, Ratman, Wolfman and Little Hans if in doubt, but students can investigate those they want to look at. Small groups would be useful – then they summarise their case study and present to the rest of the class. They should summarise the study and give four points about the methodology. Give the real name of the participant as well (if known) so others can research them afterwards.</p>	<p>Web access.</p> <p>Large paper to make notes on.</p> <p>Acetates or poster paper to prepare a presentation.</p>	<p>Continue the work after the lesson to make sure the presentations are ready for the next session.</p>
<p>Methodology</p> <p>Freud's case studies compared with general case study method; also looking at ethical issues and credibility regarding case studies.</p> <p>Cross-sectional and longitudinal studies.</p>	<p>2a 2b 2c 2d 2e 3c 5a</p>	<p>Students give presentations from last lesson. Then in groups consider Masson's criticisms of Freud, ethical issues of case studies, credibility, validity, reliability, generalisability, objectivity v subjectivity. Compare quantitative and qualitative data using such terms. Using these evaluation headings sort the two types of case study into strengths and weaknesses.</p> <p>Briefly explain cross-sectional and longitudinal and compare – use presentation or worksheet.</p>	<p>Suitable equipment for the presentation.</p> <p>Poster paper for evaluations.</p> <p>Worksheets with boxes.</p> <p>Use Worksheet 4, possibly for homework.</p>	<p>Set a homework question to compare the two different types of case study in terms of their strengths and weaknesses.</p>

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<p>Content</p> <p>The Oedipus complex and gender development.</p> <p>Reviewing the psychosexual stages and introducing the phallic and latency stages.</p>	<p>1a 1b 3a 3c 5a</p>	<p>Give a 20-minute presentation on the Oedipus complex and the Electra complex. Review the five stages. Students then summarise in their own words.</p> <p>Use Hamlet as an example and get students (in groups) to write their own 'real life' example of what an adult could do that reflected this stage (focusing on gender behaviour). Feed back.</p> <p>Briefly compare with Biological and Learning Approaches in outline – a presentation followed by discussion. Three groups could argue one explanation each.</p>	<p>Presentation. Worksheet for student summary.</p> <p>Brief summary of the three approaches and their views on gender development – to facilitate discussion.</p>	<p>Write an essay comparing the different approaches to gender development . See Specimen Assessment Materials for a question and its mark scheme.</p>
<p>Content</p> <p>Defence mechanisms.</p> <p>Answering exam questions.</p>	<p>1b 3b</p>	<p>Give brief presentation on ego defence mechanisms (review role of unconscious, theory of personality) including repression and one other (if time use all five from the specification, to explore).</p> <p>Use Worksheet 5 as a class exercise and feed back.</p> <p>If time, use the electronic specification to look at questions and mark schemes, according to what has already been covered.</p>	<p>Worksheet 5. Presentation on defence mechanisms.</p>	<p>Write one side of A4 about repression and one other defence mechanism. Include one example of use of each defence mechanism and a full explanation relating to the theory.</p>

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<p>Studies</p> <p>Little Hans and one other.</p>	<p>4a 3a 3c</p>	<p>Use the worksheet on Little Hans.</p> <p>Prepare a similar worksheet on the other chosen study.</p> <p>Students work in groups to compare the two in terms of methodology and their strengths and weaknesses.</p> <p>It would also be useful to compare one of the studies with one from another approach (e.g. Hofling).</p> <p>Link Little Hans with the Oedipus complex.</p>	<p>Worksheet 6.</p> <p>Could use the evaluation worksheet again (subjectivity, credibility, etc.).</p>	<p>Compare the two studies for the Psychodynamic Approach in terms of their methodology and ethics.</p> <p>Find cuttings or some information on one of the key issues listed in the specification (and/or others).</p>
<p>Key issue</p> <p>One or more key issues from the approach.</p>	<p>5a</p>	<p>Use the worksheet on the meaning of dreams (and/or prepare similar for another key issue).</p> <p>Use cuttings or make up a story to give a key issue to the students for them to apply concepts to. Use an issue other than the one being focused on in your course perhaps.</p> <p>Use any cuttings or stories the students have found and work as a class to apply concepts to explain the issue(s).</p>	<p>Worksheet 7.</p> <p>Cuttings or another key issue written up.</p>	<p>Write half a side of A4 explaining what a correlation is, using textbook sources.</p>

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<p>Evidence of practice</p> <p>Correlations, self-report data and rating scales.</p>	<p>2f 2g 2h 6a 6e</p>	<p>Presentation on correlational designs, giving examples. Remind students about sampling techniques if they have already covered the Social Approach; if not, introduce sampling techniques now.</p> <p>Working in pairs or small groups, students design their own correlation, using a textbook example or an example from Teacher Support materials.</p> <p>Design all the materials including self-report and rating scales. Design own questions. Make sure aims are clear (background material might need to be researched to clarify).</p> <p>Get questionnaires ready so that data can be collected ready for next lesson. Check ethics.</p>	<p>Presentation.</p> <p>Paper, etc. for questionnaires, photocopying facilities, pens, computer as appropriate.</p> <p>By the end of the lesson all students need to have some copies to collect data.</p>	<p>Collect the data, making notes of the participants, problems, issues, comments made, how ethical issues were dealt with.</p> <p>Bring all to next lesson.</p>
<p>Evidence of practice</p> <p>Correlations, self-report data and rating scales.</p>	<p>6b 6c 6d</p>	<p>Use the data (in groups or whole class) to produce scattergraph, results table, Spearman's.</p> <p>Use one set of data as an example and work through as a presentation.</p> <p>Students do their own data – graph, table and test.</p> <p>Discuss as a whole class to illustrate what the test means, etc. (e.g. look at line of best fit).</p>	<p>Presentation.</p> <p>Students' data</p> <p>Graph paper or computers as appropriate. (Graph paper is good for understanding.)</p> <p>Critical value tables, etc. if required (this can be left to another approach).</p>	<p>Write up procedure, sample, apparatus and results.</p>

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Summary		Use Worksheet 8 to summarise students' practical study and help with revision. The Quick Quiz on Worksheet 9 will also be useful for revision.	Worksheet 8. Worksheet 9.	