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PSY 441

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Essay Questions-Freud

1. Define the concepts of conscious, preconscious, and unconscious.

Consciousness represents people's "aware" thoughts and feelings. It operates on the surface of the personality and plays a minor role in the personality's development and functioning. While it is true that mentally healthy people are more aware of their experiences than unhealthy people, even relatively mature people are influenced by unconscious needs and conflicts to some extent. Consciousness represents the "awareness" of thoughts and feelings. It operates on the surface of the personality and plays a minor role in the personality's development and functioning. While it is true that mentally healthy people are more aware of their experiences than unhealthy people, even relatively mature people are dominated by unconscious needs and conflicts to some extent.

The preconscious contains unconscious experiences that can become conscious. For example, you might forget when a homework assignment is due, but you might (or might not) remember to acknowledge it and remember to write it as the deadline approaches, and preconsciousness exists just beneath the surface of consciousness.

The unconscious exists at the most fundamental level of personality functioning. It is made up of unknown experiences and memories. We are unaware or forgetful of these memories and experiences because they cause us great pain and anxiety when we become

aware of them. These negative emotions may include early sexual abuse at the hands of parents, relatives, or family friends, strong angry emotional reactions to certain authority figures, or painful feelings of shame and humiliation that result from competitive experiences. The crucial point is that once pushed from consciousness, these repressed memories do not simply vanish; they continue to operate outside of consciousness and seek expression in a variety of defensive, disguised, and distorted ways. Conscious rational behavior may be constantly disrupted by unconscious thoughts, memories, and experiences.

- 2. Name the defense mechanisms and discuss their role in the development of individuals. Cite some examples of the ways in which defense mechanisms can be used to help people adjust to their environment.***

Displacement is an unconscious attempt to transfer the impulse to a substitute in order to satisfy the proprioceptive impulse. For example, if a college student is upset or angry because he received an unsatisfactory grade on a paper he spent hours writing, he may listen to music, complain to a friend, or go hiking to express his desire to express himself. The desire to debate with the professor. The positive side of this type of defense mechanism is that it can help people find another way to express emotions and reduce "violence" in the world, and it is important for people to not always express their true thoughts in some context when entering the society.

- 3. How would you explain the behavior of a person who overeats continually in terms of the Freudian model of psychosexual development? Can you offer any alternative explanations for such behavior?***

The theory of psycho-sexual education refers to normal development as the continuation of sexual desire or sexual energy from the early stages to the final stage. Trauma in early childhood prevents a large amount of erotic energy from flowing through the various stages, resulting in abnormal development. This theory can be used to explain how bulimic patients may experience trauma during one of their sexual developmental stages, resulting in abnormal development and making them more vulnerable to crisis later on. When under stress, a person may resort to defensive mechanisms (binge eating) to alleviate anxiety. I believe that not only during the early stages of development, but also afterward, people may suffer emotional and physical harm, which may lead to unconscious binge eating whenever they are anxious.