

# PSYCHIATRY WORLDVIEW

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# A brief historical overview

- The importance of Christianity to the foundation of modern society cannot be underestimated. It has its roots in Judaic thought; its influence is seen through the spread of Islam as well.
- It is understood that:
- Man is made in the image of the Creator.
- Body and soul are integrated, not separated. (Spirit, soul, mind are a means of discussing this integration, not a parsing into entities.)
- There is a definitive understanding of what constitutes right and wrong behavior.
- Sin is real.

# Person and personality

- Person is essence (nature) concretized (a hypostasis).
- Person in Judeo-Christian thought is a spirit, imperishable and indestructible, self-aware.
- Person is capable of willing and thinking.
- Person is freely responsible for what it wills, thinks, and does.
- Psychophysical activity is its means.
- Personality references the total individuality of the person.
- It is not divisible.

# Freud

- In the 18<sup>th</sup> Century, a significant philosophical movement began to justify (Christian) ethical conclusions without religious (Christian) underpinning.
- The idea of sin disappeared.
- With the removal of religious bases, philosophic systems focused on Man as the center of creation (autonomy).
- There is no definitive understanding of what constitutes right or wrong behavior.
- Psychiatric theory is greatly influenced by the philosophy of Schopenhauer and Nietzsche.
- Nihilism is the end result.

# Freud

- Rather than the holistic view that characterized Judeo-Christian thought, Freud viewed psyche as divisible into super-ego (essentially a moral controller), ego (the self) , and id (infantile state).
- Long maintained sexual abuse as underlying cause of neurosis.
- Held sexual drive (libido) as the primary motivator of human activity.
- Others viewed as objects.
- A mature individual balances libidinal and aggressive drives.
- Repression as defense mechanism to maintain functioning ego.

# Freud

- Analyst takes little active part in dialogue with patient.
- This leads to projection of feelings onto analyst.
- Furthers objectification of others, not necessarily leading to treatment of another as a subject which would be a healthy response.
- Dreams and free association as entries into the unconscious.
- Insight expanded by Jung.
- Effects of culture expanded by Erikson.
- Has never been validated.
- No neurologic basis identified.

# Freud

- “...neurotics are a rabble, good only to support us financially and to allow us to learn from their cases: psychoanalysis as a therapy may be worthless.”  
Freud as quoted by the Hungarian analyst Sandor Ferenczi
- Therapy is not about finding a “cure” but rather an effort to convert “hysterical misery” into “common unhappiness.” Freud

# Piaget's stages

- Stages based on clinical observation.
- Sensorimotor stage.
- Birth to age 2.
- Experience world through the five senses.
- Egocentric.
- Learn to coordinate actions (age 1-4 months).
- Begin to distinguish self and non-self (object oriented).
- Understand object permanence, intentionality (age 8-12 months).



# Piaget's stages

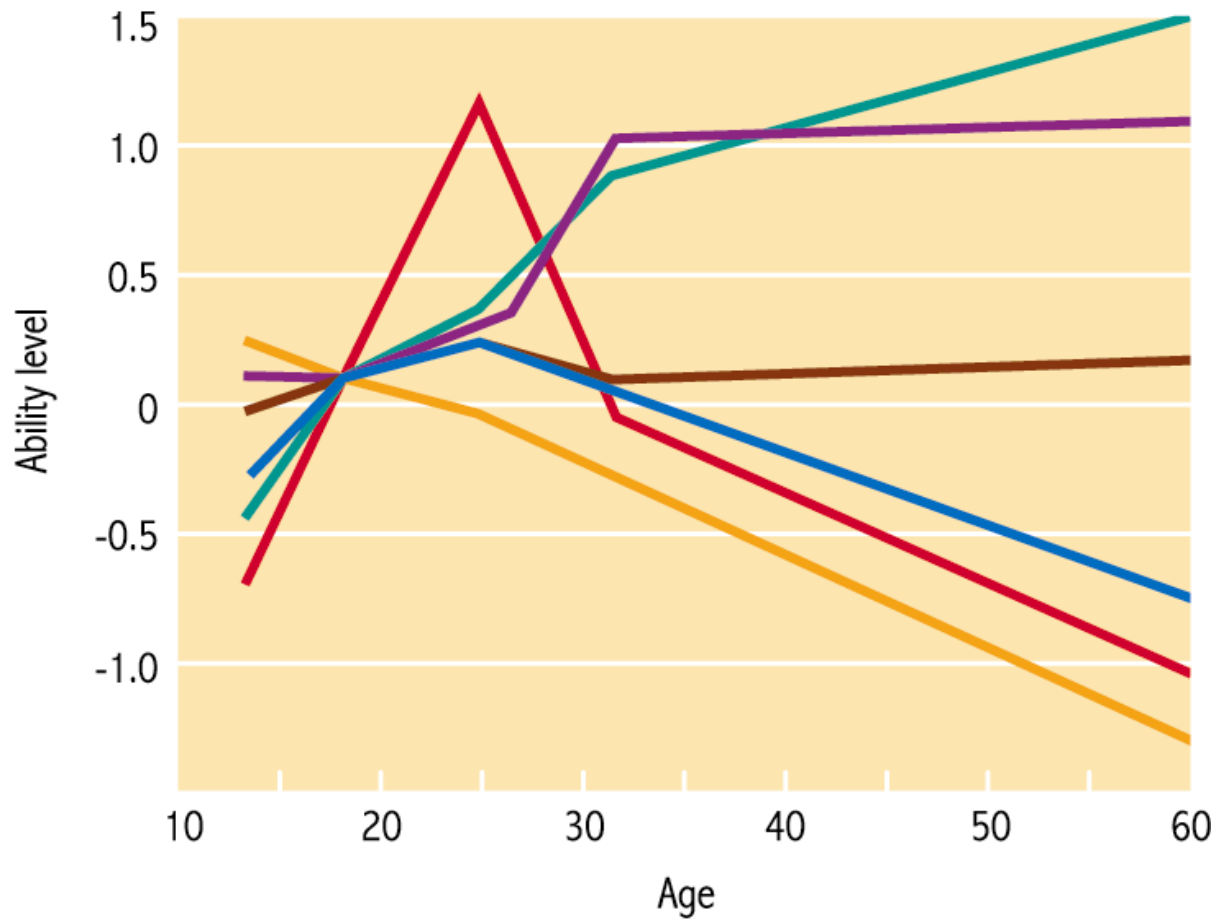
- Symbolic thinking begins at 18-24 months of age.
- Children learn best through interaction.
- Moral reasoning develops in a peer setting.
- Preoperational stage.
- Ages 2-7 years.
- Magical thinking.
- Acquisition of motor skills.
- Egocentric.

# Piaget's stages

- Concrete operational stage.
- Ages 7-12 years.
- Think logically.
- Rely on practical aids.
- Egocentrism lost.
- Formal operational stage.
- Age 12+ years.
- Develop abstract reasoning.

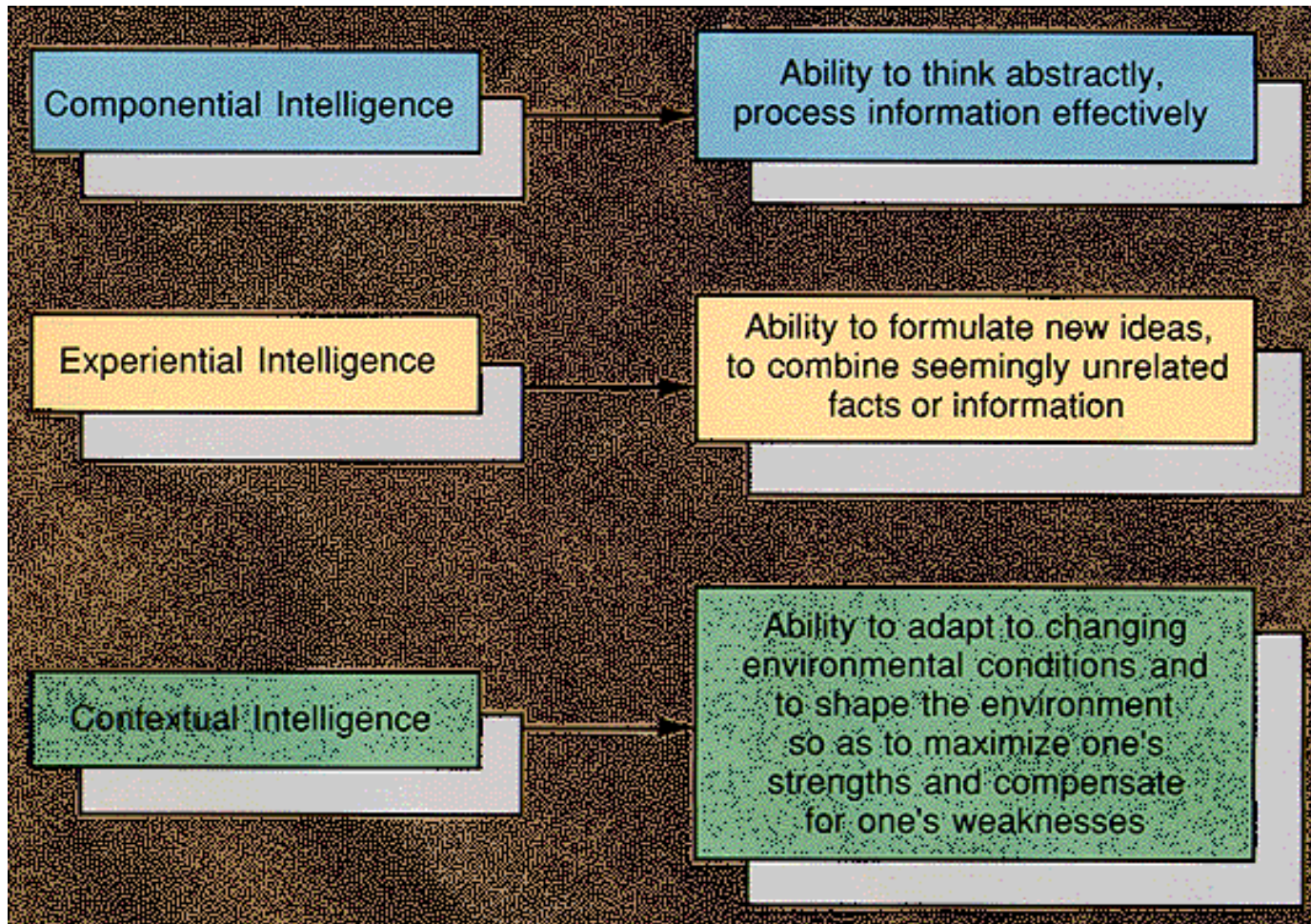
# Erikson's stages

<b>First year of age</b>	<b>Trust-mistrust</b>
<b>2-3 years of age</b>	<b>Autonomy-doubt</b>
<b>4-5 years of age</b>	<b>Initiative-guilt</b>
<b>Age 6 to puberty</b>	<b>Industry-inferiority Development of social skills Moral reasoning</b>
<b>Adolescence</b>	<b>Identity-confusion</b>
<b>Young adult</b>	<b>Intimacy-isolation Marriage and divorce Socioeconomic status</b>
<b>Adult</b>	<b>Generativity-stagnation</b>
<b>Late adulthood</b>	<b>Integrity-despair</b>
<b>Old age</b>	<b>Faith, hope-despair</b>



— Crystallized intelligence  
— Long-term memory retrieval  
— General intelligence (g-factor)

— Processing speed  
— Visual processing  
— Fluid intelligence



Intelligence is the outcome of this triarchic process

# Psychoanalytic belief system

- Behavior is governed by unconscious impulses (a life without reflection)
- Adult behavior is shaped by childhood experiences
- Behavior is learned either by watching or by reinforcement of specific actions
- Emphasis on coping with sexual impulses
- Gender differences exist
- Defense mechanisms (to avoid reflection on life) are grouped into four clusters:
  - Narcissism, anxiety, immature, mature

# Kübler-Ross stages of dying

- A broad-brush outline of dealing with difficult conditions.
- Observational.
- Never validated.
- Stages described:
  - Denial
  - Anger
  - Bargaining
  - Grieving
  - Acceptance

# Diagnostic and Statistical Manual

- Disease description based on statistical patterns.
- Originally data collected from mental institutions.
- Not accepted outside the US.
- Not utilized by the NIH.
- No relation to any agreed scientific (neurologic) model of a mental disorder.
- No validation.



# Diagnostic and Statistical Manual

- Axes:
- I Clinical disorders and Learning disorders
- II Personality disorders and mental retardation
- III Acute medical conditions
- IV Contributing psychosocial and environmental factors
- V Global assessment of functioning for those <18 years of age.

# Therapies

- Treatment options are based on observable behavior.
- Learning therapy seeks clarification of behavioral problems, identification of maladaptive behaviors, and reinforcement of adaptive behaviors.
- The classical approach is one of systematic desensitization (exposure, aversion).
- Operant (instrumental) conditioning seeks to shape, fade, extinguish maladaptive responses.
- Biofeedback may be employed.

# Therapies

- Cognitive therapy deals with thoughts and feelings rather than behaviors.
- Modify thoughts and feelings and behavior is modified.
- The technique of Carl Rogers is the only technique that has been validated in independent studies.
- When successful, is related to plasticity of neural network and adaptation to learning.