

| Theory | CHARACTER PERSONALITY MATRIX | | | | |
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| | STRUCTURE | PROCESS | GROWTH AND DEVELOPMENT | PSYCHOPATHOLOGY | CHANGE |
| <u>PSYCHODYNAMIC</u> Freud, etc. | Id, ego, superego; unconscious, preconscious, conscious | Sexual and aggressive instincts | Erogenous zones; oral, anal, phallic, genital stages of development; Oedipus complex | Infantile sexuality; fixation and regression; conflict; defense mechanisms | Transference; conflict resolution |
| <u>PHENOMENOLOGICAL</u> Rogers, etc. | Self; Ideal self | Self-actualization; congruence of self and experience | Congruence and self-actualization versus incongruence and defensiveness | Defensive maintenance of self; incongruence | Therapeutic atmosphere: congruence, unconditional positive regard, empathetic understanding |
| <u>TRAIT</u> Allport, Eysenck, Cattell, etc. | Traits | Dynamic traits; motives associated with traits | Contributions of heredity and environment to traits | Extreme scores on trait dimensions | No formal model |
| <u>LEARNING</u> Watson, Pavlov, Skinner, etc. | Responses, stimuli | Reinforcement and successive approximations | Schedules of Classical conditioning; instrumental conditioning; operant conditioning | Maladaptive learned response patterns | Extinction; discrimination; learning; counter conditioning; positive reinforcement; systematic desensitization; behavior modification |
| <u>PERSONAL CONSTRUCTS</u> Kelly | Constructs | Anticipation of future events; prediction is key to understanding behavior | Increased complexity and definition to construct system | Disorder functioning of construct system | Psychological reconstruction of life; invitational mood; fixed-role therapy |
| <u>SOCIAL-COGNITIVE</u> Bandura | Beliefs; standards; goals; competencies | Observational learning; vicarious conditioning; processes of self-evaluation and self-regulation | Social learning through observation and direct experience (role playing); development of self-efficacy judgments and standards for self-regulation | Learned response patterns; excessive self-standards; problems in self-efficacy | Modeling; guided participation; increased self-efficacy; cognitive therapy; developing more realistic standards for judging |