

Chapter 1 : Psychoanalysis with Children: History, Theory and Practice

What is child and adolescent psychoanalysis? Psychoanalytic and psychoanalytically oriented treatment for children and adolescents is based on the same principles as adult treatment but is modified for the developmental level of the child.

Carol Lachman, PhD, Vol. It was drawn by an eight and a half year old girl named Monica at the end of her five sessions a week analysis with the author. Monica began her analysis as an obsessional, difficult to manage, school phobic child. At the end of her analysis, as her drawing suggests, Monica emerged as a decidedly more confident girl, much more at ease with her feelings. This is a very interesting case to read, and the reader feels joy at the transformation that takes place with this child. Preceding this clinical case, the author sets the stage for exploring the origins of child psychoanalysis, delving into what constitutes an analysis including technique. In carrying out this goal, Holder tries to understand and contrast the contributions of the two major pioneers in the field, Anna Freud and Melanie Klein. He is very conversant with the early writings on child treatment during the first two to three decades of the twentieth century. In considering the early work with children, Holder is careful to distinguish between what is actual child psychoanalysis, and other forms of helping a child that are more pedagogical in nature. Holder is firm in his conviction that it is the high frequency of sessions per week, over an extended period of time, which constitutes a child analysis. However, it should be mentioned that at some point in the book, Holder indicates that there are a few other countries, such as France, where child analysis is carried out on a less frequent basis, as three times per week. The practical obstacles to finding cases where the parent is agreeable and the child can be brought five times a week are very difficult everywhere. The author believes that both Anna Freud and Melanie Klein, who were influenced by the theories and work of Sigmund Freud, set the structure and theoretical underpinnings of child psychoanalysis. The two of them believed that training in adult psychoanalysis should come before the technically more difficult arena of child psychoanalysis, so that the analyst in training would have had his own analysis, and would be familiar with the psychoanalytic theories regarding psychosexual development, the working of the mind, and repression. Holder notes that it took about forty years from the time Anna Freud first recommended it before the International Psychoanalytic Association granted official recognition to training as a child analyst. There were many in the psychoanalytic community, and perhaps still are, who believed that child psychoanalysis was not truly analysis. The need for, efficacy of, and relevance of child psychoanalysis to the field of psychoanalysis as a whole appears to be the underlying aim of this compact book. As suggested above, frequency of sessions and aims of child psychoanalysis, that is, to help the child work through the anxieties, fixations, and inhibitions that hindered development were points of accord between Anna Freud and Melanie Klein. Holder also shows how Anna Freud was most likely influenced by Melanie Klein for example, by eliminating the introductory phase of the analysis for a child, and realizing the value of play as a means for understanding the child. However they appear to diverge significantly in crucial ways. Melanie Klein, for example, thought that child psychoanalysis could be helpful for all children as an aid in the modulation of their anxieties, while Anna Freud felt that analysis is only appropriate when a child had developed an infantile neurosis. Interestingly, earlier in her work, Anna Freud felt that psychoanalytic principles could be incorporated prophylactically into child rearing, but later concluded this was overly optimistic. In addition to Sigmund Freud, Melanie Klein was also very much influenced by the theories and work of Karl Abraham on the oral phase. As a result, Klein was interested in child and adult development from its earliest beginnings, that is, from infancy. She had direct infant observation with her three children, and shared perspectives and ideas with other analysts and, I believe, pediatricians who were conducting observations and theorizing on infant development. These papers are very trenchant, particularly the first mentioned, as one can see the development and value of her observations describing how aggression and libido co-mingle in the sucking phase and how infants vary in their sucking capacity. Klein also addressed what mothers do to assist the child in the development and elaboration of this earliest object relation. As a result of her interest and observations of the oral phase, Klein posited an early defense of the infant to split its good and bad experience of the mother. She also theorized that, as a

consequence of the sadistic cannibalistic phase that occurs in the second half of the first year, rudiments of the superego were already established at this time of life. This view contrasts with the one held by Anna Freud that the superego comes into being in the third to fifth year of life with the resolution of the Oedipal complex. One might consider that these two very different points of view with regard to the superego, are perhaps describing two different parts, or aspects of this concept, and within the superego there could be an earlier, nonverbal part. The theoretical underpinnings for technique were also dissimilar between these two. Of course, one does not know what else Klein might have known about the child that prompted her to say this. They also differed significantly in how they regarded transference, and the role and need for working with parents. As Holder suggests, perhaps one does not have to be divisive about these two major perspectives, but instead consider ideas selectively, as to what applies most in understanding a child, and how to work with him or her. The next two chapters in the book, though the smallest, pack in a good deal of important thought and information. In the chapter on adolescence, Holder strongly advocates adolescence as a distinct phase with its own developmental hurdles and risks. The author, as well as others, feels that the field of child psychoanalysis has neglected adolescence, so much so that in the s the European Association for Adolescent Psychoanalysis was established to further understand some of the problems of adolescence and the technical issues that come up. It was interesting, for example, to read that in adolescence there is a waning of the grandiose self-representations, superseded by actual gratification in professional and sexual experiences. For an adolescent, psychoanalytic treatment may exert a regressive pull, so that the analyst needs to be more flexible with regard to frequency and length of treatment. Holder along with Kernberg and Peter Blos, Jr. Holder provides a clinical example, cited by Peter Blos, Jr. It is interesting that this idea of Holder dovetails with the establishment of Infant and Child Observation programs at a few institutes in New York City. Though not mandatory for analytic training, they provide an opportunity for those interested to add to their knowledge of this important developmental phase. International Psychoanalysis, 10, The ego and the mechanisms of defense. Original work published Klein, M. Envy and gratitude and other works Tavistock reprinted New York: Basic Books, , pp. Readers therefore must apply the same principles of fair use to the works in this electronic archive that they would to a published, printed archive. These works may be read online, downloaded for personal or educational use, or the URL of a document from this server included in another electronic document. No other distribution or mirroring of the texts is allowed. The texts themselves may not be published commercially in print or electronic form , edited, or otherwise altered without the permission of the Division of Psychoanalysis. All other interest and rights in the works, including but not limited to the right to grant or deny permission for further reproduction of the works, the right to use material from the works in subsequent works, and the right to redistribute the works by electronic means, are retained by the Division of Psychoanalysis. Direct inquiries to Henry Seiden , Publications Committee chair.

Chapter 2 : Child psychoanalysis - Wikipedia

Child & Adolescent Psychoanalysis Child and adolescent psychoanalysis and psychoanalytic (or psychodynamic) psychotherapy are specialized approaches to working with children, adolescents, and their families.

Freud believed that people could be cured by making conscious their unconscious thoughts and motivations, thus gaining insight. The aim of psychoanalysis therapy is to release repressed emotions and experiences, i. It is only having a cathartic i. Manifest symptoms are caused by latent hidden disturbances. Typical causes include unresolved issues during development or repressed trauma. Treatment focuses on bringing the repressed conflict to consciousness, where the client can deal with it. How can we understand the unconscious mind? Remember, psychoanalysis is a therapy as well as a theory. Psychoanalysis is commonly used to treat depression and anxiety disorders. In psychoanalysis therapy Freud would have a patient lie on a couch to relax, and he would sit behind them taking notes while they told him about their dreams and childhood memories. Psychoanalysis would be a lengthy process, involving many sessions with the psychoanalyst. Due to the nature of defense mechanisms and the inaccessibility of the deterministic forces operating in the unconscious, psychoanalysis in its classic form is a lengthy process often involving 2 to 5 sessions per week for several years. This approach assumes that the reduction of symptoms alone is relatively inconsequential as if the underlying conflict is not resolved, more neurotic symptoms will simply be substituted. The psychoanalyst uses various techniques as encouragement for the client to develop insights into their behavior and the meanings of symptoms, including ink blots, parapraxes, free association, interpretation including dream analysis, resistance analysis and transference analysis. It is what you read into it that is important. Different people will see different things depending on what unconscious connections they make. However, behavioral psychologists such as B. Skinner have criticized this method as being subjective and unscientific. Click here to analyze your unconscious mind using ink blots. For example, a nutritionist giving a lecture intended to say we should always demand the best in bread, but instead said bed. Freud believed that slips of the tongue provided an insight into the unconscious mind and that there were no accidents, every behavior including slips of the tongue was significant i. This technique involves a therapist reading a list of words e. It is hoped that fragments of repressed memories will emerge in the course of free association. Free association may not prove useful if the client shows resistance, and is reluctant to say what he or she is thinking. On the other hand, the presence of resistance e. Freud reported that his free associating patients occasionally experienced such an emotionally intense and vivid memory that they almost relived the experience. This is like a "flashback" from a war or a rape experience. Such a stressful memory, so real it feels like it is happening again, is called an abreaction. If such a disturbing memory occurred in therapy or with a supportive friend and one felt better--relieved or cleansed--later, it would be called a catharsis. Dream Analysis According to Freud the analysis of dreams is "the royal road to the unconscious. As a result, repressed ideas come to the surface - though what we remember may well have been altered during the dream process. As a result, we need to distinguish between the manifest content and the latent content of a dream. The former is what we actually remember. The latter is what it really means. Freud believed that very often the real meaning of a dream had a sexual significance and in his theory of sexual symbolism he speculates on the underlying meaning of common dream themes. Clinical Applications Psychoanalysis along with Rogerian humanistic counseling is an example of a global therapy Comer, , p. This rests on the assumption that the current maladaptive perspective is tied to deep-seated personality factors. Global therapies stand in contrast to approaches which focus mainly on a reduction of symptoms, such as cognitive and behavioral approaches, so-called problem-based therapies. Anxiety disorders such as phobias, panic attacks, obsessive-compulsive disorders and post-traumatic stress disorder are obvious areas where psychoanalysis might be assumed to work. The aim is to assist the client in coming to terms with their own id impulses or to recognize the origin of their current anxiety in childhood relationships that are being relived in adulthood. Svartberg and Stiles and Prochaska and DiClemente point out that the evidence for its effectiveness is equivocal. Salzman suggests that psychodynamic therapies generally are of little help to clients with specific anxiety disorders such as phobias

or OCDs but may be of more help with general anxiety disorders. Salzman in fact expresses concerns that psychoanalysis may increase the symptoms of OCDs because of the tendency of such clients to be overly concerned with their actions and to ruminate on their plight Noonan, Depression may be treated with a psychoanalytic approach to some extent. Psychoanalysts relate depression back to the loss every child experiences when realizing our separateness from our parents early in childhood. An inability to come to terms with this may leave the person prone to depression or depressive episodes in later life. Treatment then involves encouraging the client to recall that early experience and to untangle the fixations that have built up around it. Particular care is taken with transference when working with depressed clients due to their overwhelming need to be dependent on others. Shapiro and Emde report that psychodynamic therapies have been successful only occasionally. One reason might be that depressed people may be too inactive or unmotivated to participate in the session. In such cases a more directive, challenging approach might be beneficial. Another reason might be that depressives may expect a quick cure and as psychoanalysis does not offer this, the client may leave or become overly involved in devising strategies to maintain a dependent transference relationship with the analyst. Critical Evaluation - Therapy is very time-consuming and is unlikely to provide answers quickly. The case study method is criticized as it is doubtful that generalizations can be valid since the method is open to many kinds of bias e. However, psychoanalysis is concerned with offering interpretations to the current client, rather than devising abstract dehumanized principles. Abnormal psychology 2nd ed. Several entries in the area of psycho-analysis and clinical psychology. Introductory lectures on psychoanalysis. The Ego and the mechanisms of defense. Hogarth Press and Institute of Psycho-Analysis. An obsessive-compulsive reaction treated by induced anxiety. American Journal of Psychotherapy, 25 2 , Crossing traditional boundaries of therapy. Treatment of the obsessive personality. Some Empirical Approaches To Psychoanalysis. Journal of the American Psychoanalytic Association, 39, Why psychoanalysis is not a science. Comparative effects of short-term psychodynamic psychotherapy: Journal of consulting and clinical psychology, 59 5 , You are the Therapist Read through the notes below. Identify the methods the therapist is using. A young man, 18 years old, is referred to a psychoanalyst by his family doctor. It seems that, for the past year, the young man Albert has been experiencing a variety of symptoms such as headaches, dizziness, palpitations, sleep disturbances - all associated with extreme anxiety. The symptoms are accompanied by a constant, but periodically overwhelming fear of death. He believes that he has a brain tumor and is, therefore, going to die. However, in spite of exhaustive medical tests, no physical basis for the symptoms can be identified. During one session, in which Albert is encouraged to free associate, he demonstrated a degree of resistance in the following example: My father came home early, and instead of my mother taking me out, the two of them went out together leaving me with a neighbor. Occasionally, Albert is late for his appointments with the therapist, and less often he misses an appointment, claiming to have forgotten. He feels both happy and guilty at the same time. Sometime later, after the therapy sessions have been going on for several months, the analyst takes a two weeks holiday. During a session soon afterward Albert speaks angrily to the therapist.

Chapter 3 : Psychoanalytic Theory & Approaches | APsaA

What is "Child Psychoanalysis"? Child analysis is a form of treatment and research which uses the play of children to help them with their problems. The goal is to aid children - and their parents.

This perspective of psychoanalysis was dominant in America for approximately a year span until the s. Meanwhile, in Europe, various theoretical approaches had been developed. Current Psychoanalytic Treatment Approaches Today, the ego psychology that was dominant in American psychoanalytic thought for so many years has been significantly modified and is also currently strongly influenced by the developing relational point of view. The diverse schools of therapeutic approach currently operative in America include influences from British object relationists, "modern Freudians", the theories of Klein and Bion, self-psychology, the Lacanians, and more. Truly, a kaleidoscope of approaches is now available at psychoanalytic institutions in the United States. Many psychoanalysts believe that the human experience can be best accounted for by an integration of these perspectives. Whatever theoretical perspective a psychoanalyst employs, the fundamentals of psychoanalysis are always present—an understanding of transference, an interest in the unconscious, and the centrality of the psychoanalyst-patient relationship in the healing process. Attachment Theory The term "attachment" is used to describe the affective feeling-based bond that develops between an infant and a primary caregiver. The father of attachment theory, John Bowlby, M. It is important to note that attachment is not a one-way street. As the caregiver affects the child, the child also affects the caregiver. Transference Transference is a concept that refers to our natural tendency to respond to certain situations in unique, predetermined ways--predetermined by much earlier, formative experiences usually within the context of the primary attachment relationship. Transference is what is transferred to new situations from previous situations. Freud coined the word "transference" to refer to this ubiquitous psychological phenomenon, and it remains one of the most powerful explanatory tools in psychoanalysis today—both in the clinical setting and when psychoanalysts use their theory to explain human behavior. Transference describes the tendency for a person to base some perceptions and expectations in present day relationships on his or her earlier attachments, especially to parents, siblings, and significant others. Because of transference, we do not see others entirely objectively but rather "transfer" onto them qualities of other important figures from our earlier life. Thus transference leads to distortions in interpersonal relationships, as well as nuances of intensity and fantasy. The psychoanalytic treatment setting is designed to magnify transference phenomena so that they can be examined and untangled from present day relationships. These experiences can range from a fear of abandonment to anger at not being given to fear of being smothered and feelings of One common type of transference is the idealizing transference. We have the tendency to look towards doctors, priests, rabbis, and politicians in a particular way—we elevate them but expect more of them than mere humans. Psychoanalysts have a theory to explain why we become so enraged when admired figures let us down. The concept of transference has become as ubiquitous in our culture as it is in our psyches. But this explanatory concept is constantly in use. For example, in season three of the television series Madmen, one of the female leads is romantically drawn to a significantly older man just after her father dies. She sees him as extraordinarily competent and steady. Some types of coaching and self-help techniques use transference in a manipulative way, though not necessarily negatively. Essentially, this person accepts the transference as omnipotent parent and uses this power to tell the client what to do. Often the results obtained are short lived. Resistance Along with transference, resistance is one of the two cornerstones of psychoanalysis. As uncomfortable thoughts and feelings begin to get close to the surface--that is, become conscious--a patient will automatically resist the self-exploration that would bring them fully into the open, because of the discomfort associated with these powerful emotional states that are not registered as memories, but experienced as fully contemporary—transferences. The patient is thus experiencing life at too great an intensity because he or she is burdened by transferences or painful emotions derived from another source, and must use various defenses resistances to avoid their full emotional intensity. These resistances can take the form of suddenly changing the topic, falling into silence, or trying to discontinue the treatment altogether. As the analysis progresses, patients may begin to feel less threatened and

more capable of facing the painful things that first led them to analysis. In other words, they may begin to overcome their resistance. Psychoanalysts consider resistance to be one of their most powerful tools, as it acts like a metal detector, signaling the presence of buried material. Trauma Trauma is a severe shock to the system. Sometimes the system is psychical; the trauma is a deep emotional blow or wound which itself might be connected to a physical trauma. While many emotional wounds take a while to resolve, a psychic trauma may continue to linger. Often this lack of resolution can foster a repetition compulsion--a chronic re-visiting of the trauma through rumination or dreams, or an impulse to place oneself in other traumatic situations. Psychoanalysis can help the victim to develop emotional and behavioral strategies to deal with the trauma. Fortunately, the need for trauma survivors to have treatment is now well understood in the broader mental health community. Certain medications are helpful in the treatment of trauma, but there should always be a psychological component to the treatment, and it must be understood that treatment can be needed years after the trauma is experienced. Treatment of PTSD still contains elements that harken back to psychoanalysis--trauma patients need a witness to their pain, who helps them, bit by bit, incorporate the traumatic experience with the rest of the story of their lives in some way that can make sense. Facing unbearable feelings with another human being, and supporting and employing the ego--the part of the mind responsible for decision making, understanding cause and effect, and discrimination--all these techniques owe their roots to psychoanalysis.

Chapter 4 : Anna Freud, Melanie Klein and the Psychoanalysis With Children and Adolescents (Book Review)

"The relevance and specificity of Lacanian psychoanalysis for children had never been properly assessed before the publication of this crisp, intelligent, and highly readable collection of essays by renowned specialists.

Psychoanalysis first started to receive serious attention under Sigmund Freud, who formulated his own theory of psychoanalysis in Vienna in the 1890s. Freud was a neurologist trying to find an effective treatment for patients with neurotic or hysterical symptoms. He then wrote a monograph about this subject. Charcot had introduced hypnotism as an experimental research tool and developed the photographic representation of clinical symptoms. Breuer wrote that many factors that could result in such symptoms, including various types of emotional trauma, and he also credited work by others such as Pierre Janet; while Freud contended that at the root of hysterical symptoms were repressed memories of distressing occurrences, almost always having direct or indirect sexual associations. It remained unpublished in his lifetime. This became the received historical account until challenged by several Freud scholars in the latter part of the 20th century who argued that he had imposed his preconceived notions on his patients. Freud formulated his second psychological theory, which hypothesises that the unconscious has or is a "primary process" consisting of symbolic and condensed thoughts, and a "secondary process" of logical, conscious thoughts. This theory was published in his book, *The Interpretation of Dreams*. This "topographic theory" is still popular in much of Europe, although it has fallen out of favour in much of North America. Freud and Jung in the center In 1905, Freud published *Three Essays on the Theory of Sexuality* [27] in which he laid out his discovery of so-called psychosexual phases: His early formulation included the idea that because of societal restrictions, sexual wishes were repressed into an unconscious state, and that the energy of these unconscious wishes could be turned into anxiety or physical symptoms. Therefore, the early treatment techniques, including hypnotism and abreaction, were designed to make the unconscious conscious in order to relieve the pressure and the apparently resulting symptoms. This method would later on be left aside by Freud, giving free association a bigger role. In *On Narcissism* [28] Freud turned his attention to the subject of narcissism. Still using an energetic system, Freud characterized the difference between energy directed at the self versus energy directed at others, called cathexis. By 1917, in *"Mourning and Melancholia"*, he suggested that certain depressions were caused by turning guilt-ridden anger on the self. By 1921, Freud addressed the power of identification with the leader and with other members in groups as a motivation for behavior *Group Psychology and the Analysis of the Ego*. Also, it was the first appearance of his "structural theory" consisting three new concepts id, ego, and superego. Hence, Freud characterised repression as both a cause and a result of anxiety. In 1924, in *Inhibitions, Symptoms and Anxiety*, Freud characterised how intrapsychic conflict among drive and superego wishes and guilt caused anxiety, and how that anxiety could lead to an inhibition of mental functions, such as intellect and speech. According to Freud, the Oedipus complex, was at the centre of neurosis, and was the foundational source of all art, myth, religion, philosophy, therapy—indeed of all human culture and civilization. It was the first time that anyone in the inner circle had characterised something other than the Oedipus complex as contributing to intrapsychic development, a notion that was rejected by Freud and his followers at the time. Within a year, Sigmund Freud died. Led by Heinz Hartmann, Kris, Rappaport and Lowenstein, the group built upon understandings of the synthetic function of the ego as a mediator in psychic functioning [jargon]. Hartmann in particular distinguished between autonomous ego functions such as memory and intellect which could be secondarily affected by conflict and synthetic functions which were a result of compromise formation [jargon]. These "Ego Psychologists" of the 1930s paved a way to focus analytic work by attending to the defenses mediated by the ego before exploring the deeper roots to the unconscious conflicts. In addition there was burgeoning interest in child psychoanalysis. Although criticized since its inception, psychoanalysis has been used as a research tool into childhood development, [39] and is still used to treat certain mental disturbances. In the first decade of the 21st century, there were approximately 35 training institutes for psychoanalysis in the United States accredited by the American Psychoanalytic Association APsAA, which is a component organization of the International Psychoanalytical Association IPA, and there are over graduated psychoanalysts practicing in the United

States. The IPA accredits psychoanalytic training centers through such "component organisations" throughout the rest of the world, including countries such as Serbia, France, Germany, Austria, Italy, Switzerland, [42] and many others, as well as about six institutes directly in the United States. Theories[edit] The predominant psychoanalytic theories can be organised into several theoretical schools. Although these theoretical schools differ, most of them emphasize the influence of unconscious elements on the conscious. There has also been considerable work done on consolidating elements of conflicting theories cf. In the 21st century, psychoanalytic ideas are embedded in Western culture,[vague] especially in fields such as childcare , education , literary criticism , cultural studies , mental health , and particularly psychotherapy. Though there is a mainstream of evolved analytic ideas , there are groups who follow the precepts of one or more of the later theoreticians. Psychoanalytic ideas also play roles in some types of literary analysis such as Archetypal literary criticism. Topographic theory[edit] Topographic theory was named and first described by Sigmund Freud in *The Interpretation of Dreams* These systems are not anatomical structures of the brain but, rather, mental processes. Although Freud retained this theory throughout his life he largely replaced it with the Structural theory. Structural theory[edit] Structural theory divides the psyche into the id , the ego , and the super-ego. The id is present at birth as the repository of basic instincts, which Freud called "Triebe" "drives": The super-ego is held to be the part of the ego in which self-observation, self-criticism and other reflective and judgmental faculties develop. The ego and the super-ego are both partly conscious and partly unconscious. The theory was refined by Hartmann , Loewenstein, and Kris in a series of papers and books from through the late s. Leo Bellak was a later contributor. This series of constructs, paralleling some of the later developments of cognitive theory, includes the notions of autonomous ego functions: Freud noted that inhibition is one method that the mind may utilize to interfere with any of these functions in order to avoid painful emotions. Hartmann s pointed out that there may be delays or deficits in such functions. Frosch described differences in those people who demonstrated damage to their relationship to reality, but who seemed able to test it. According to ego psychology, ego strengths, later described by Otto F. Kernberg , include the capacities to control oral, sexual, and destructive impulses; to tolerate painful affects without falling apart; and to prevent the eruption into consciousness of bizarre symbolic fantasy. Synthetic functions, in contrast to autonomous functions, arise from the development of the ego and serve the purpose of managing conflict processes. Defenses are synthetic functions that protect the conscious mind from awareness of forbidden impulses and thoughts. One purpose of ego psychology has been to emphasize that some mental functions can be considered to be basic, rather than derivatives of wishes, affects, or defenses. However, autonomous ego functions can be secondarily affected because of unconscious conflict. For example, a patient may have an hysterical amnesia memory being an autonomous function because of intrapsychic conflict wishing not to remember because it is too painful. Taken together, the above theories present a group of metapsychological assumptions. Therefore, the inclusive group of the different classical theories provides a cross-sectional view of human mentation. There are six "points of view", five described by Freud and a sixth added by Hartmann. Unconscious processes can therefore be evaluated from each of these six points of view. The "points of view" are: Dynamic the theory of conflict 3. Economic the theory of energy flow 4. Genetic propositions concerning origin and development of psychological functions and 6. Adaptational psychological phenomena as it relates to the external world. Modern conflict theory addresses emotional symptoms and character traits as complex solutions to mental conflict. Moreover, healthy functioning adaptive is also determined, to a great extent, by resolutions of conflict. A major objective of modern conflict-theory psychoanalysis is to change the balance of conflict in a patient by making aspects of the less adaptive solutions also called "compromise formations" conscious so that they can be rethought, and more adaptive solutions found. How the Mind Shields Itself. Object relations theory[edit] Object relations theory attempts to explain the ups and downs of human relationships through a study of how internal representations of the self and others are organized. It is not suggested that one should trust everyone, for example. Concepts regarding internal representations also sometimes termed, "introspects", "self and object representations", or "internalization of self and other" although often attributed to Melanie Klein , were actually first mentioned by Sigmund Freud in his early concepts of drive theory Three Essays on the Theory of Sexuality , John Frosch, Otto Kernberg , Salman

Akhtar and Sheldon Bach have developed the theory of self and object constancy as it affects adult psychiatric problems such as psychosis and borderline states. Peter Blos described in a book called *On Adolescence*, how similar separation-individuation struggles occur during adolescence, of course with a different outcome from the first three years of life: During adolescence, Erik Erikson's described the "identity crisis", that involves identity-diffusion anxiety. In order for an adult to be able to experience "Warm-ETHICS" warmth, empathy, trust, holding environment Winnicott, identity, closeness, and stability in relationships see Blackman, *Defenses: How the Mind Shields Itself*, the teenager must resolve the problems with identity and redevelop self and object constancy. Self psychology[edit] Self psychology emphasizes the development of a stable and integrated sense of self through empathic contacts with other humans, primary significant others conceived of as "selfobjects". The process of treatment proceeds through "transmuting internalizations" in which the patient gradually internalizes the selfobject functions provided by the therapist. Jacques Lacan and Lacanian psychoanalysis[edit] Lacanian psychoanalysis, which integrates psychoanalysis with structural linguistics and Hegelian philosophy, is especially popular in France and parts of Latin America. Lacanian psychoanalysis is a departure from the traditional British and American psychoanalysis, which is predominantly Ego psychology. In the United Kingdom and the United States, his ideas are most widely used to analyze texts in literary theory. This is contrasted with the primacy of intrapsychic forces, as in classical psychoanalysis. Culturalist psychoanalysts Some psychoanalysts have been labeled culturalist, because of the prominence they attributed culture in the genesis of behavior. For Freud, male is subject and female is object. For Lacan, the "woman" can either accept the phallic symbolic as an object or incarnate a lack in the symbolic dimension that informs the structure of the human subject. Feminist psychoanalysis is mainly post-Freudian and post-Lacanian with theorists like Toril Moi, Joan Copjec, Juliet Mitchell, [55] Teresa Brennan [56] and Griselda Pollock, [57] following French feminist psychoanalysis, [58] the gaze and sexual difference in, of and from the feminine. Adaptive paradigm of psychoanalysis and psychotherapy[edit] Main article: Robert Langs The "adaptive paradigm of psychotherapy" develops out of the work of Robert Langs. The adaptive paradigm interprets psychic conflict primarily in terms of conscious and unconscious adaptation to reality. It was introduced by Stephen Mitchell. Fonagy and Target, in London, have propounded their view of the necessity of helping certain detached, isolated patients, develop the capacity for "mentalization" associated with thinking about relationships and themselves. Arietta Slade, Susan Coates, and Daniel Schechter in New York have additionally contributed to the application of relational psychoanalysis to treatment of the adult patient-as-parent, the clinical study of mentalization in parent-infant relationships, and the intergenerational transmission of attachment and trauma. Interpersonal-relational psychoanalysis[edit] The term interpersonal-relational psychoanalysis is often used as a professional identification. Psychoanalysts under this broader umbrella debate about what precisely are the differences between the two schools, without any current clear consensus. Intersubjective psychoanalysis[edit] The term "intersubjectivity" was introduced in psychoanalysis by George E. Atwood and Robert Stolorow. The authors of the interpersonal-relational and intersubjective approaches:

It shows that psychoanalysis with children is an integral part of psychoanalysis, not a separate discipline. The child enters an analysis not as a child but as a subject, an analysand in the full sense of the term, capable of working in analysis as any grown-up, and frequently better than grown-ups at that.

Psychotherapy for Children and Adolescents: Psychotherapy may involve an individual child, a group of children, a family, or multiple families. In children and adolescents, playing, drawing, building, and pretending, as well as talking, are important ways of sharing feelings and resolving problems. As part of the initial assessment, a qualified mental health professional or child and adolescent psychiatrist will determine the need for psychotherapy. Psychotherapy is often used in combination with other treatments medication, behavior management, or work with the school. The relationship that develops between the therapist and the patient is very important. The child or adolescent must feel comfortable, safe, and understood. Psychotherapy helps children and adolescents in a variety of ways. They receive emotional support, resolve conflicts with people, understand feelings and problems, and try out new solutions to old problems. Goals for therapy may be specific change in behavior, improved relations with friends or family , or more general less anxiety, better self-esteem. The length of psychotherapy depends on the complexity and severity of problems. Parents should ask the following questions about psychotherapy: Why is psychotherapy being recommended? What results can I expect? How long will my child be involved in therapy? How frequently will the doctor see my child? Will the doctor be meeting with just my child or with the entire family? How much do psychotherapy sessions cost? How soon can we expect to see some changes? A child and adolescent psychiatrist will be able to provide you with answers to your questions and concerns. Child and adolescent psychiatrists and other child mental health professionals are specifically trained and skilled to provide psychotherapy to children and adolescents. Your support will help us continue to produce and distribute Facts for Families, as well as other vital mental health information, free of charge. You may also mail in your contribution. Box , Washington, DC The American Academy of Child and Adolescent Psychiatry AACAP represents over 9, child and adolescent psychiatrists who are physicians with at least five years of additional training beyond medical school in general adult and child and adolescent psychiatry. Hard copies of Facts sheets may be reproduced for personal or educational use without written permission, but cannot be included in material presented for sale or profit. Facts sheets may not be reproduced, duplicated or posted on any other website without written consent from AACAP. If you need immediate assistance, please dial

Chapter 6 : Child & Adolescent Psychoanalysis | APsaA

With children, play is the method of expression until they get older and can talk more freely. Psychoanalysis is best seen as an evolving science, with both treatment and research components.

Psychoanalytic Theories in Children Literature Compiled by: Speaking about psychoanalytic criticism in literature, I can say the theory adopts the methods of "reading" employed by Sigmund Freud and later theorists to interpret texts. Through this paper, there are also some theories regarding to psychoanalysis in reading text from Bruno Bettelheim and Jacques Lacan and the connections with children literature. The theory from Freud might be too hard to understand, so hopefully this paper can get through to our understanding in analyzing children literary works. This paper will be divided into 4 parts; preface, content, conclusion and references. Each part will be explained circumstantially so that would lead to a much clearer understanding. Last, I would like to say thanks to our Lord, Allah SWT, for the time given, so this paper can be finished on time and I would like to say thanks to Mrs. Ruisah too, as our lecturer, for her kindness for giving us such information in finishing this paper. Hopefully this paper will bring knowledge more profound to us in understanding Psychoanalytic Theories in Children literature. Thank you very much. June 16, Psychoanalytic Theories in Children Literature

1. Introduction What is psychoanalysis? We are sure that question has been wandering inside your head. So, what is the relationship between psychoanalysis and literature, especially children literature since it becomes the main discussion of this paper? Through this paper, we will help you getting clearer understanding about all of that. As we know, the founder of psychoanalysis theory was Sigmund Freud. He was 6 May – 23 September an Austrian neurologist who became known as the founding father of psychoanalysis. According to his profession, we can simplify the definition of psychoanalysis; it is a talking cure, which the language and narrative are fundamental to the curing process. Psychoanalytic is the adjective form of psychoanalysis. To make it simple, this theory designates accordingly three things: 1. A method of mind investigation and especially of the unconscious mind; 2. A therapy of neurosis inspired from the above method; 3. A new stand-alone discipline which is based on the knowledge acquired from applying the investigation method and clinical experiences. Psychoanalysis was actually a psychotherapy method to cure mental illness and the disorders of nervous system, like brain damage, amnesia, aphasia, migraines and any other damage related to the brain, spinal cord, and nerves. In creating psychoanalysis, a clinical method for treating psychopathology through dialogue between a patient and a psychoanalyst, Freud developed therapeutic techniques such as the use of free association and discovered transference, establishing its central role in the analytic process. Freud developed the technique as an alternative to hypnosis, because he perceived the latter as subjected to more fallibility, and because patients could recover and comprehend crucial memories while fully conscious. He eventually came to the view that certain items were completely repressed, and off-limits, to the conscious realm of the mind. He also used dreams as one of his techniques at that time. Dream interpretation is the process of assigning meaning to dreams. He argued that the motivation of all dream content is wish-fulfillment, and that the instigation of a dream is often to be found in the events of the day preceding the dream, which he called the day residue. In the case of very young children, Freud claimed, this can be easily seen, as small children dream quite straightforwardly of the fulfillment of wishes that were aroused in them the previous day the dream day. Content Now we move to the psychoanalytic theories in literature. Sigmund Freud was also someone who appreciated culture, art and a bookworm during his youth. He loved reading a lot of literary works and it leads us to a fact that he used literature as his research field at the time he used it also as the illustration to prove his theories which he developed. Through some prominent literary works, such as Hamlet William Shakespeare , Oedipus Sophocles and The Brother Karamazov Dostoyevsky , he found some types of humans matched his theories. In a nutshell, the key to understanding the history of psychoanalytic literary criticism is to recognize that literary criticism is about books and psychoanalysis is about minds. Therefore, the psychoanalytic critic can only talk about the minds associated with the book. Psychoanalytic literary criticism is a way of analyzing and interpreting literary works that relies on psychoanalytic theory. Psychoanalytic theory was developed by Sigmund Freud to explain the workings of

the human mind. In this field of literary criticism, the major concepts of psychoanalytic theory, such as the idea of an unconscious and conscious mind, the divisions of the id, ego, and superego, and the Oedipus complex, are applied to literature to gain a deeper understanding of that work. The object of psychoanalytic literary criticism, at its very simplest, can be the psychoanalysis of the author or of a particularly interesting character in a given work. Critics may view the fictional characters as a psychological case study, attempting to identify such Freudian concepts as Oedipus complex, penis envy, Freudian slips, Id, ego and superego unconscious and conscious and so on, and demonstrate how they influenced the thoughts and behaviors of fictional characters. There are three, and curiously, Freud spelled them out in his very first remarks on literature in the letter to Fliess of October 15, in which he discussed Oedipus Rex. Those are the three people that the psychoanalytic critic can talk about: From the beginning of this field to the present, that cast of characters has never changed: Those are the three minds that the psychoanalytic critic addresses. Sigmund Freud and the Unconscious

The unconscious mind is part of a theory developed by Sigmund Freud regarding the storage of memories and experiences. Freud suggested that all memories exist in the unconscious mind, dormant and unremembered but still helping to direct the actions of the individual and shape his or her personality. According to Freud, the mind can be divided into three different levels: The conscious mind includes everything that we are aware of. This is the aspect of our mental processing that we can think and talk about rationally. A part of this includes our memory, which is not always part of consciousness but can be retrieved easily at any time and brought into our awareness. Freud called this the preconscious. The preconscious mind is the part of the mind that represents ordinary memory. While we are not consciously aware of this information at any given time, we can retrieve it and pull it into consciousness when needed. The unconscious mind is a reservoir of feelings, thoughts, urges, and memories that outside of our conscious awareness. Most of the contents of the unconscious are unacceptable or unpleasant, such as feelings of pain, anxiety, or conflict. According to Freud, the unconscious continues to influence our behavior and experience, even though we are unaware of these underlying influences. Many of us have experienced what is commonly referred to as a Freudian slip. These misstatements are believed to reveal underlying, unconscious thoughts or feelings. James has just started a new relationship with a woman he met at school. If you were in this situation, how would you explain this mistake? Many of us might blame the slip on distraction or describe it as a simple accident. However, a psychoanalytic theorist might tell you that this is much more than a random accident. The psychoanalytic view holds that there are inner forces outside of your awareness that are directing your behavior. For example, a psychoanalyst might say that James misspoke due to unresolved feelings for his ex or perhaps because of misgivings about his new relationship. This unconscious theory from Freud also leads us to a fact that his theory of personality id, superego and ego work together to create complex human behaviors. It is because the id is the only component of personality that is present from birth. This aspect of personality is entirely unconscious and includes of the instinctive and primitive behaviors. The id is driven by the pleasure principle, which strives for immediate gratification of all desires, wants, and needs. If these needs are not satisfied immediately, the result is a state anxiety or tension. Freud viewed the unconscious as a repository for socially unacceptable ideas, wishes or desires, traumatic memories, and painful emotions put out of mind by the mechanism of psychological repression. However, the contents did not necessarily have to be solely negative. In the psychoanalytic view, the unconscious is a force that can only be recognized by its effects—it expresses itself in the symptom. For example, William Shakespeare psychology condition in his third period, from to , as one in which he felt that the time was out of joint, that life was a fitful fever. His father died in , after great disappointments. His best friends suffered what he calls, in Hamlet, "the slings and arrows of outrageous fortune. There are also some writers who create great works during their sadness, as the matter of writing to bear the hurt and pain they feel. This thing works the same with other artists like painters who sexually depressed, yet they expressed it publicly it contrasts with the moral, ego thingy they express it through paints and canvas. This is what we can call as sublimation method of expressing the unconscious mind until it creates art and literary works. Essentially, a boy feels like he is in competition with his father for possession of his mother. He views his father as a rival for her attentions and affections. The Oedipal complex occurs in the phallic stage of psychosexual development between the ages of three and five. Bruno Bettelheim

is a classical Freudian gives the example of Oedipus complex which occurred in Cinderella story. It is unpleasantly to eventually find Oedipus complex in such a Children literature work. But it is about finding the hidden message which indirectly affects the children if they find one. Just like a saying, what we read what we become. So this is why there is literary criticism; to criticize such a literary work apart of its internal elements. Bettelheim also explains about castration anxiety in Cinderella story. The slipper lost near the end of the story represents castration anxiety which centers on her imagining that originally all children had penises and that girls somehow lost theirs Freud, , just as Cinderella loses her slipper. The slipper represents the vagina and the prince symbolically offers her femininity in the form of the golden slipper-vagina. This thing is described the male acceptance of the vagina and love for the woman as the ultimate male validation of the desirable of her femininity. Choose a fairytale you remember particularly enjoying as a child. To what degree is it relevant that you might not have been conscious of the unconscious aspects of this text? This line explains the girl with red hood just told the stranger she met about her destination. The Meaning and Importance of Fairytales, when a young village girl utters these words to a stranger, they transform into a subconscious death wish aimed at the family matriarch in order for the girl to bed her father. This irresponsible side of the girl is relevant that we might not have been conscious that there is the irresponsible side from the girl. This is because she was warned by her mother to not talking to strangers, yet she did it. He makes the reader explore their mind to better understand a tale in a way, which they have not explored.

Chapter 7 : Association for Child Psychoanalysis - Home

This text is a major contribution to the theory and practice of psychoanalysis with children from a Lacanian perspective, and is the first of its kind in the English language.

The idea of psychoanalysis was developed in Vienna in the 1890s by Sigmund Freud, a neurologist interested in finding an effective treatment for patients with neurotic or hysterical symptoms. He wrote a monograph about this subject. Charcot had become interested in patients who had symptoms that mimicked general paresis. Around the same time he attempted to develop a neuro-physiological theory of unconscious mental mechanisms, which he soon gave up. It remained unpublished in his lifetime. This became the received historical account until challenged by several Freud scholars in the latter part of the twentieth century who argued that he had imposed his preconceived notions on his patients. Freud formulated his second psychological theory, which postulates that the unconscious has or is a "primary process" consisting of symbolic and condensed thoughts, and a "secondary process" of logical, conscious thoughts. This theory was published in his opus magnum, *The Interpretation of Dreams*. Freud also discovered what most of us take for granted today: Often, dreams give clues to unconscious conflicts, and for this reason, Freud referred to dreams as the "royal road to the Unconscious." His early formulation included the idea that because of societal restrictions, sexual wishes were repressed into an unconscious state, and that the energy of these unconscious wishes could be turned into anxiety or physical symptoms. Therefore the early treatment techniques, including hypnosis and abreaction, were designed to make the unconscious conscious in order to relieve the pressure and the apparently resulting symptoms. In *On Narcissism* [16] Freud turned his attention to the subject of narcissism. Still utilizing an energetic system, Freud conceptualized the question of energy directed at the self versus energy directed at others, called cathexis. By 1917, in "Mourning and Melancholia," he suggested that certain depressions were caused by turning guilt-ridden anger on the self. By 1921, Freud addressed the power of identification with the leader and with other members in groups as a motivation for behavior in *Group Psychology and Analysis of the Ego*. Note that repression, for Freud, is both a cause of anxiety and a response to anxiety. In 1924, in *Inhibitions, Symptoms and Anxiety*, Freud laid out how intrapsychic conflict among drive and superego wishes and guilt caused anxiety, and how that anxiety could lead to an inhibition of mental functions, such as intellect and speech. The Oedipus complex, Freud explained tirelessly, was the nucleus of the neurosis and the foundational source of all art, myth, religion, philosophy, therapy—indeed of all human culture and civilization. It was the first time that anyone in the inner circle had dared to suggest that the Oedipus complex might not be the only factor contributing to intrapsychic development. By 1925, the "Principle of Multiple Function" was clarified by Robert Waelder. Led by Hartmann, Kris, Rappaport and Lowenstein, the group built upon understandings of the synthetic function of the ego as a mediator in psychic functioning. Hartmann in particular distinguished between autonomous ego functions such as memory and intellect which could be secondarily affected by conflict and synthetic functions which were a result of compromise formation. In addition there was burgeoning interest in child psychoanalysis. Although criticized since its inception, psychoanalysis has been used as a research tool into childhood development, [25] and has still used to treat certain mental disturbances. Most contemporary North American psychoanalysts employ theories that, while based on those of Sigmund Freud, include many modifications of theory and practice developed since his death in 1939. In the 1950s there are approximately 35 training institutes for psychoanalysis in the United States accredited by the American Psychoanalytic Association [5] [28] which is a component organization of the International Psychoanalytical Association, and there are over 3,000 graduated psychoanalysts practicing in the United States. The International Psychoanalytical Association accredits psychoanalytic training centers throughout the rest of the world, including countries such as Serbia, France, Germany, Austria, Italy, Switzerland, and many others, as well as about six institutes directly in the U.S. Freud published a paper entitled *The History of the Psychoanalytic Movement in the U.S.*, German original being first published in the *Jahrbuch der Psychoanalyse*. There has also been considerable work done on consolidating elements of conflicting theory cf. As in all fields of healthcare, there are some persistent conflicts regarding specific causes of some

syndromes, and disputes regarding the best treatment techniques. In the s, psychoanalytic ideas are embedded in Western culture, especially in fields such as childcare , education , literary criticism , cultural studies , and mental health , particularly psychotherapy. Though there is a mainstream of evolved analytic ideas , there are groups who follow the precepts of one or more of the later theoreticians. Psychoanalytic ideas also play roles in some types of literary analysis such as Archetypal literary criticism. Topographic theory Edit Topographic theory was first described by Freud in *The Interpretation of Dreams* [30] [31] The theory posits that the mental apparatus can be divided in to the systems Conscious, Pre-conscious and Unconscious. These systems are not anatomical structures of the brain but, rather, mental processes. Although Freud retained this theory throughout his life he largely replaced it with the Structural theory. The Topographic theory remains as one of the metapsychological points of view for describing how the mind functions in classical psychoanalytic theory. Structural theory Edit Structural theory divides the psyche into the id , the ego , and the super-ego. The id is present at birth as the repository of basic instincts, which Freud called "Triebe" "drives": The super-ego is held to be the part of the ego in which self-observation, self-criticism and other reflective and judgemental faculties develop. The ego and the super-ego are both partly conscious and partly unconscious. The theory was refined by Hartmann , Loewenstein, and Kris in a series of papers and books from through the late s. Leo Bellak was a later contributor. This series of constructs, paralleling some of the later developments of cognitive theory, includes the notions of autonomous ego functions: Freud noted that inhibition is one method that the mind may utilize to interfere with any of these functions in order to avoid painful emotions. Hartmann s pointed out that there may be delays or deficits in such functions. Frosch described differences in those people who demonstrated damage to their relationship to reality, but who seemed able to test it. Deficits in the capacity to organize thought are sometimes referred to as blocking or loose associations Bleuler , and are characteristic of the schizophrenias. Deficits in abstraction ability and self-preservation also suggest psychosis in adults. Deficits in orientation and sensorium are often indicative of a medical illness affecting the brain and therefore, autonomous ego functions. Deficits in certain ego functions are routinely found in severely sexually or physically abused children, where powerful effects generated throughout childhood seem to have eroded some functional development. Ego strengths, later described by Kernberg , include the capacities to control oral, sexual, and destructive impulses; to tolerate painful affects without falling apart; and to prevent the eruption into consciousness of bizarre symbolic fantasy. Synthetic functions, in contrast to autonomous functions, arise from the development of the ego and serve the purpose of managing conflictual processes. Defenses are synthetic functions that protect the conscious mind from awareness of forbidden impulses and thoughts. One purpose of ego psychology has been to emphasize that some mental functions can be considered to be basic, rather than derivatives of wishes, affects, or defenses. However, autonomous ego functions can be secondarily affected because of unconscious conflict. For example, a patient may have an hysterical amnesia memory being an autonomous function because of intrapsychic conflict wishing not to remember because it is too painful. Taken together, the above theories present a group of metapsychological assumptions. Therefore, the inclusive group of the different classical theories provides a cross-sectional view of human mentation. There are six "points of view", five described by Freud and a sixth added by Hartmann. Unconscious processes can therefore be evaluated from each of these six points of view. The "points of view" are: Dynamic the theory of conflict 3. Economic the theory of energy flow 4. Genetic propositions concerning origin and development of psychological functions and 6. Adaptational psychological phenomena as it relates to the external world. Modern conflict theory looks at how emotional symptoms and character traits are complex solutions to mental conflict. Moreover, healthy functioning adaptive is also determined, to a great extent, by resolutions of conflict. A major objective of modern conflict-theory psychoanalysis is to change the balance of conflict in a patient by making aspects of the less adaptive solutions also called "compromise formations" conscious so that they can be rethought, and more adaptive solutions found. How the Mind Shields Itself. Object relations theory Edit Object relations theory attempts to explain vicissitudes of human relationships through a study of how internal representations of self and of others are structured. It is not suggested that one should trust everyone, for example. Concepts regarding internal representations also sometimes termed, "introjects," "self and object representations," or "internalizations of self and other" although often attributed

to Melanie Klein , were actually first mentioned by Sigmund Freud in his early concepts of drive theory Three Essays on the Theory of Sexuality , Later developers of the theory of self and object constancy as it affects adult psychiatric problems such as psychosis and borderline states have been John Frosch, Otto Kernberg , and Salman Akhtar. Peter Blos described in a book called On Adolescence, how similar separation-individuation struggles occur during adolescence, of course with a different outcome from the first three years of life: During adolescence, Erik Erikson 's described the "identity crisis," that involves identity-diffusion anxiety. In order for an adult to be able to experience "Warm-ETHICS" warmth, empathy, trust, holding environment Winnicott , identity, closeness, and stability in relationships see Blackman, Defenses: How the Mind Shields Itself, , the teenager must resolve the problems with identity and redevelop self and object constancy. Self psychology Edit Self psychology emphasizes the development of a stable and integrated sense of self through empathic contacts with other humans, primary significant others conceived of as "selfobjects. The process of treatment proceeds through "transmuting internalizations" in which the patient gradually internalizes the selfobject functions provided by the therapist. It is especially popular in France and Latin America. Lacanian psychoanalysis is a departure from the traditional British and American psychoanalysis, which is predominantly Ego psychology. This is contrasted with the primacy of intrapsychic forces, as in classical psychoanalysis. Culturalist psychoanalysts Main article: Culturalist psychoanalysts Some psychoanalysts have been labeled culturalist, because of the prominence they gave on culture for the genesis of behavior. Fonagy and Target, in London, have propounded their view of the necessity of helping certain detached, isolated patients, develop the capacity for "mentalization" associated with thinking about relationships and themselves. Arietta Slade, Susan Coates , and Daniel Schechter in New York have additionally contributed to the application of relational psychoanalysis to treatment of the adult patient-as-parent, the clinical study of mentalization in parent-infant relationships, and the intergenerational transmission of attachment and trauma. Interpersonal-Relational psychoanalysis The term interpersonal-relational psychoanalysis is often used as a professional identification. Psychoanalysts under this broader umbrella debate about what precisely are the differences between the two schools, without any current clear consensus. Intersubjective psychoanalysis Edit The term " intersubjectivity " was introduced in psychoanalysis by George E. Atwood and Robert Stolorow The authors of the interpersonal-relational and intersubjective approaches: Ritvo, Beatrice Beebe, Frank M. Lachmann, Herbert Rosenfeld and Daniel Stern. Interventions based on this approach are primarily intended to provide an emotional-maturational communication to the patient, rather than to promote intellectual insight. These interventions, beyond insight directed aims, are used to resolve resistances that are presented in the clinical setting. This school of psychoanalysis has fostered training opportunities for students in the United States and from countries worldwide. Its journal Modern Psychoanalysis has been published since Micropsychoanalysis Edit Micropsychoanalysis has, as Freudian psychoanalysis, the free association technique as its cornerstone.

Chapter 8 : The Pro's and Con's of Psychoanalytic Therapy

Definition Psychoanalysis, as a form of therapy, is based on the understanding that human beings are largely unaware of the mental processes that determine their thoughts, feelings, and behavior, and that psychological suffering can be alleviated by making those processes known to the individual.

ArTono Definition Psychoanalysis, as a form of therapy, is based on the understanding that human beings are largely unaware of the mental processes that determine their thoughts, feelings, and behavior, and that psychological suffering can be alleviated by making those processes known to the individual. Sigmund Freud originally developed the theory and technique of psychoanalysis in the s. The theory and technique of psychoanalysis continues to integrate new insights about human development and behavior based on psychoanalytic research and discoveries from related fields. Different schools of psychoanalytic theory have evolved out of the original Freudian one, reflecting a variety of ideas and perspectives. Psychoanalysis is practiced by a trained psychoanalyst, also referred to as an analyst. Purpose Primary goals of psychoanalysis include symptom relief, increased self-awareness, and a more objective capacity for self-observation. Other aims might include improved relationships with others and the capacity to live a more deeply satisfying life. Typically, an individual seeks treatment in order to alleviate some difficulty, such as unhappiness in work or love, disturbances in mood or self-esteem, or troubling personality traits. Through a slowly unfolding process, psychoanalysis demonstrates to the individual how unconscious mental processes affect current modes of thinking, feeling and interacting with others. It also demonstrates that these processes can be traced back to early experiences and relationships with caregivers and family members. This kind of insight enables the person to identify the sources of their sometimes troubling thoughts, feelings and behavior and, as a result, gives new meaning to current modes of functioning. This kind of transformation of character takes several years to accomplish due to the intense nature of the process. It requires a sacrifice of time, money, and mental energy. The resulting transformation offers the means for adaptive, enduring changes in Patients often seek psychoanalysis to help them achieve a greater sense of self-understanding and personal satisfaction. These are changes that enable the individual to live a more productive, satisfying and pleasurable life. Precautions The term "psychoanalyst" can be used by anyone, so it is important to know the credentials of an analyst prior to beginning treatment. Credentials In addition to having received advanced degrees in mental health psychiatry, psychology, social work , trained psychoanalysts have also graduated from psychoanalytic training institutes. Institute training consists of three parts: A personal analysis is considered a vital part of the training, as it enables candidates to learn about their own psychological processes. In turn, the knowledge enhances their capacity to treat others. This type of training program takes a minimum of four years to complete. Psychoanalysts also practice psychoanalytic psychotherapy , a less intensive form of treatment. It relies on the same theory of human development and a similar technique. Description In psychoanalysis, an individual in treatment is seen four to five times per week for to minute sessions. The individual lies comfortably on a couch while the analyst sits in a chair behind the person, out of view. The person is then asked to say whatever comes into his or her mind. Although this structure varies depending on the theory and style of the analyst, this is the most typical and traditional manner in which sessions are conducted. The process of free associating, or saying whatever comes to mind, is challenging because people are taught at a young age to keep many ideas and feelings to themselves. When the analyst is out of view, it removes the possibility for eye contact, making it easier to speak spontaneously. As the person speaks, unconscious sources of present-day difficulties gradually appear. Specifically, the analyst begins to notice repetitive aspects of behavior. Some of them may include particular subjects about which the person finds it hard to speak, as well as habitual ways in which the person relates to the psychoanalyst. The analyst begins to reveal these to the person in a gradual and thoughtful manner. Sometimes these revelations are accepted as correct and helpful. At other times they are rejected, corrected, or refined. During the years of an analysis, the individual will grapple with new insights repeatedly, each time comprehending them in new ways. There will be an enhanced emotional and intellectual understanding, in addition to seeing matters from the perspective of different periods of life. As in all

worthwhile learning processes, this one includes times of deep satisfaction and great frustration, periods of growth and regression. Overall, the analyst and individual work together to modify debilitating life patterns, to ameliorate troubling symptoms, and to release emotional and intellectual resources bound up in unconscious psychological processes. Who can benefit from psychoanalysis? Anyone interested should seek a consultation with a psychoanalyst in order to determine if this treatment is appropriate. People often begin psychoanalysis also after having participated in psychoanalytic psychotherapy, which is a less intense form of treatment. Individuals who are the most suited for psychoanalysis are those who have experienced satisfactions in work, with friends, in marriage, but who nonetheless experience a general dissatisfaction with their life—suffering from long-standing depression, anxiety, sexual difficulties, physical symptoms without physical basis, or typically feel isolated or alone. Some people need analysis because their habitual ways of living interfere with experiencing greater pleasure or productivity in life. Individuals need to be psychologically minded with an interest in becoming more self-aware, and a determination to forgo quick symptom relief in favor of a more gradual therapeutic process. Psychoanalysis is also practiced with children and adolescents, with some variation in technique. Specifically, fantasy play and drawings are used with children in addition to verbal communication. The goal of child and adolescent psychoanalysis is to alleviate symptoms and to remove any obstacles that interfere with normal development. With other treatments Psychoanalysis is used at times with other forms of treatment. Medication may be warranted in selected situations—if an individual suffers from a severe mood disturbance which interferes with his or her capacity to participate in treatment, for example. In general, medication is used as a tool that allows the individual to benefit from the psychoanalytic process; it is an adjunct therapy, while psychoanalysis is the primary curative one. There are also occasions in which psychoanalysis is provided concurrently with couples therapy or family therapy or with group therapy. Finally, psychoanalysis is not only a type of therapy. It is also a theory of human development from infancy to old age, a method for understanding thought processes. It offers a way of thinking about aspects of society and culture such as religion, prejudice, and war.

Normal results Normal results include symptom relief and an enduring, adaptive change in personality.

Abnormal results Some individuals do not benefit from this in-depth form of treatment. They instead experience increased distress, or do not progress after a sufficient amount of treatment sessions have elapsed. In these cases, people are typically transitioned to a less intensive form of treatment such as psychoanalytic psychotherapy.

Resources Galatzer-Levy, Robert, M. Yale University Press, American Psychiatric Press, Inc. D and Richard G. D Other articles you might like:

Chapter 9 : Project MUSE - Psychoanalysis and Children's Literature: The Case for Complementarity

Child psychoanalysis is a sub-field of psychoanalysis which was founded by Anna blog.quintoapp.com used the work of her father Sigmund Freud with certain modifications directed towards the needs of children.

It is generally expensive. By its very nature, it tends to require ongoing sessions, often for years. Some therapists require patients to commit to as much as four or five sessions a week into the foreseeable future. Though as Peter Fonagy, Freud chair in psychiatry at University College London advises, "If a psychoanalyst tried to persuade you that you need five-times-a-week analysis for five years, you should run a mile. Psychoanalysis is too often full of untested assumptions, hypothesis, guesses, inferences and other nonsense that has no credibility. The therapist may plant suggestions based on their own biases, beliefs, or personal prejudices. Children are too young and open to suggestion for psychoanalysis to be worth the risk. Furthermore, its basic premises are rendered rather obsolete in a still developing youth, since much of it focuses on rooting out unconscious patterns that are still being developed. Stick with a cognitive psychologist for children. It helps people avoid tackling the unpleasantness of personal responsibility for their current condition. While this gives many patients exactly what they want to hear an excuse to disown their problems and pin blame on others it also creates a death-spiral of destruction, and is the least likely to help a person. So people often turn to psychoanalysis for all the wrong reasons. Too many therapists oblige the customer, giving them exactly what they ask for. The patient gets their excuse, while the therapist gets paid for ongoing sessions that can last years or even decades. The benefits of psychoanalysis 1. Talking itself can be helpful. As such, for certain adults who lack other safe outlets to open up and spill their guts to, psychoanalytic therapy may be highly beneficial, so long as you find a good therapist. Psychoanalysis practitioners are generally psychiatrists, whose medical degree allows them to prescribe medications such as anti-psychotics or antidepressants. In recent years, some psychoanalytic practitioners have regained their sanity and began to modernize the approach. A well-grounded and positively-leaning psychoanalyst with education in other methods that will balance out the nonsense can make for a talented psychotherapist.