

PSYCHOANALYSIS OF GESTATION

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Abstract

The event of conception and the whole period of gestation may be identified as those phenomena which are closely interrelated from both a biological and psychological viewpoint; this inter-dependence generates a total transformation and reorganisation of the mother's mental and physical identity to which are connected important emotional meanings, the reflection of internal and archaic imaginings.

The position which the female assumes during pregnancy would, therefore, appear as the reactualisation of that internal life which can evoke specific imaginings and anxieties which find expression at a somatic level.

If during the stage of fusion and symbiosis it is possible to glimpse that regressive backward journey that the female unintentionally embarks upon, aimed at enabling her to identify with the foetus, in the second stage, which preannounces the imminent separation which will be certified with the birth, the mother to be will be conveyed to face the meeting with the real baby.

In the presentation of the issues which distinguish this period, the internal life of the pregnant woman will be highlighted, as will the vacillation in the representations connected with this between the two polarities, that of reality and that of the imagination.

FROM THE BABY'S VIEWPOINT

Elements of psychoanalysis in gestation according to Sandro Gindro

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Abstract

The psychoanalysis of gestation is the psychological analysis of three-way relationships (child – parents) mediated by the mother's body and mind during the period of pregnancy.

Talk by Sandro Gindro, in the lessons held at the start of the 90s for the Specialisation in Obstetrics and Gynecology, at the Policlinico hospital of "La Sapienza" University of Rome, analyses the formation of the unconscious in the baby during the period of gestation through the imaginings and behaviour of the mother and of other important figures with a view to prediction and therapy.

Through the psychoanalysis of gestation, it is possible to propose tools which can help new parents prevent or mitigate some pathological aspects of the baby's character which, if they are too evident, may cause mental and physical suffering through disturbances in their behaviour.

Clinical experience has contributed to verifying that the psychoanalysis of gestation can provide useful keys to understanding mental unrest, also at some future point, during psychotherapeutic treatment.

The four infant types which Gindro refers to – developed during gestation owing to familial relationships with the baby - are:

- a) baby desired too much,
- b) baby desired too little,
- c) baby considered too much,
- d) baby considered too little

and correspond to quite precise forms of behaviour. These take the form of a rituality in suffering which characterises the "feeling" of the baby and the adolescent, as if in a *habitus* which they adopt unconsciously or, to attempt a philosophical comparison, as in logical "a priori" categories.

THE UNCONSCIOUS AT SCHOOL

emotional-affective aspects between the teacher, pupil, parents, and institution

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Abstract

Alongside the manifest dimension, there is a latent dimension, the unconscious, which is experienced by the four "actors" in the "educational theatre" (pupil, teacher, group-class, educational establishment).

For the pupil learning is above all an emotional experience in which also suffering linked to infantile states of the mind is reactivated. The teacher must be able to contain the anguish and worries of the pupil in the emotional ups and downs they are going through: "taking upon themselves" also the aggression, anguish, anger, and inadequacy of the pupil, in order to "metabolise" all of this, so as to give it back to the pupil "cleaned up". The pupil will then experience that such emotional dynamics can be defined, taken outside of their internal world, shared and "mentalised", i.e. transformed into thoughts.

To teach in this way it is necessary to understand the sentiments, emotions and conflicts of the learner (transfer) and of oneself as a teacher: in other words, the countertransference aspects of the relationship with the other and with the group which have been largely removed.

The group-class is considered as having its own unconscious "mind": every group expresses itself through the behaviour of the various individual members and every member delegates (unconsciously) to the group the expression of the parts of them which are hidden, unconscious or separated.

The institution of the school (as other organisations) also serves to prevent the re-emergence of the primitive worries of loss, annihilation, and destruction, by reproducing the primary symbiotic-fusion model with the maternal object. This defensive and protective function acts through the school (as also the group-class) at an unconscious level: this dynamic can be an obstacle to and impede change.

**PSYCHOLOGICAL UNREST , LACK OF SUCCESS AND ABANDONMENT AT SCHOOL
correlation with primary object relations from gestation onwards**

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Abstract

This article explores the relationship which exists between the psychological unease of children and the phenomena of failure to adapt and succeed at school. The framework consists of the psychoanalytical theory of Sandro Gindro, in particular from the studies of this author on the mental representations of the child during the period of pregnancy and on their influence on the development of particular traits of the infant personality. Then there is the presentation of the preliminary hypotheses of an experimental research project by the IPRS, relating to the problems which the impact with the experience of school causes in some types of infant personality. In the second part also the phenomenon of the abandonment of school by adolescents is analysed as the final outcome of a process which stretches out over the whole period of schooling, and which causes the creation of negative attitudes and refusal towards an experience, that of being at school, which is perceived as being frustrating and threatening. First a summary of the studies and theories which have been elaborated around the phenomenon is presented, then moving on to a particular model of interpretation which analyses the process by which the final behaviour is structured and retrospectively makes sense, and which leads the adolescent to quit school.

LIQUID ADOLESCENCE

A reflection and review of the concept

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Abstract

After a study of the concept of adolescence, specifically in terms of what psychoanalytical literature has stated, the work focuses on the phenomenologies which the contemporary adolescent presents, both in a psychopathological sense and in terms of life styles. Taking up Z. Bauman's metaphor regarding "liquid modernity", it is shown that the adolescent state, due to its intrinsic characteristics of vitality and precariousness, indicates with particularly clear intensity the impact which socio-cultural transformations produce on subjects, and adolescence becomes in this scenario the *target population* in order to be able to investigate the future social developments in their totality, and therefore a kind of indicator of the "unease of modernity". The crisis regarding the certainty and solidity of social and personal organisers thus defines the adolescent state. Some aspects are investigated such as: the transformations of the contemporary family, the impact of electronic media, and the presentification of the time lived in. Finally, an analysis is made of the problem of clinical work with the contemporary adolescent.

Presentation

IJPE is a scientific journal which publishes essays, studies and research papers (both clinical works and summaries) regarding the following themes:

- parenthood (psychoanalysis of gestation, birth, the first few months of life, the role of the father, abuse of infancy, the family group, etc.);
- clinical (the psychopathology of infancy and adolescence, with particular reference to dietary disturbances, addictions, at-risk behaviour, gender identity, and school life);

- school (analytical supervision for educators of all kinds, such as parents, teachers, trainers, and legal and healthcare workers, institutional analysis and the processes of learning/teaching);
- culture and society (psychoanalytical hermeneutics applied to socio-political-cultural, religious, business and work organisations, artistic production, news, and migratory, ethnic and transcultural phenomena).

The main aims are:

- 1) to advance psychoanalytical science, in particular in its application to educative relationships and to all the related processes and socio-cultural contexts and the clinical psychology of infancy and of the adolescent;
- 2) to prevent psychopathology both at an individual level and social level, through the training of all those who operate in such contexts, as managers and/or protagonists-educators implicit in every type of educational and social relationship.