

# DOWNLOAD PDF PSYCHOANALYTIC RESEARCH AND ITS RELEVANCE FOR SOCIAL WORK PRACTICE STEVE BRIGGS

## Chapter 1 : Psychoanalytic Theory for Psychoanalytic Social Work 1 - [PDF Document]

*Psychoanalytic theories for social work practice / Marion Bower --Psychoanalytic research and its relevance for social work practice / Steve Briggs --Racist states of mind: an attack on thinking and curiosity / Narendra Keval --Observation in social work practice / Biddy Youell --'Thinking in and out of the frame': applying systemic ideas to.*

His father, Jakob Freud , a wool merchant, had two sons, Emanuel and Philipp , by his first marriage. He proved an outstanding pupil and graduated from the Matura in with honors. His research work on the biology of nervous tissue proved seminal for the subsequent discovery of the neuron in the s. His research work in cerebral anatomy led to the publication of an influential paper on the palliative effects of cocaine in and his work on aphasia would form the basis of his first book *On the Aphasias*: Over a three-year period, Freud worked in various departments of the hospital. His substantial body of published research led to his appointment as a university lecturer or docent in neuropathology in , a non-salaried post but one which entitled him to give lectures at the University of Vienna. The same year he married Martha Bernays , the granddaughter of Isaac Bernays , a chief rabbi in Hamburg. The couple had six children: From until they left Vienna in , Freud and his family lived in an apartment at Berggasse 19 , near Innere Stadt , a historical district of Vienna. The close relationship she formed with Freud led to rumours, started by Carl Jung , of an affair. The discovery of a Swiss hotel log of 13 August , signed by Freud whilst travelling with his sister-in-law, has been presented as evidence of the affair. He believed that smoking enhanced his capacity to work and that he could exercise self-control in moderating it. Despite health warnings from colleague Wilhelm Fliess , he remained a smoker, eventually suffering a buccal cancer. Brentano discussed the possible existence of the unconscious mind in his *Psychology from an Empirical Standpoint* Although Brentano denied its existence, his discussion of the unconscious probably helped introduce Freud to the concept. Freud had a lithograph of this painting placed over the couch in his consulting rooms. He was later to recall the experience of this stay as catalytic in turning him toward the practice of medical psychopathology and away from a less financially promising career in neurology research. Once he had set up in private practice in , Freud began using hypnosis in his clinical work. He adopted the approach of his friend and collaborator, Josef Breuer , in a use of hypnosis which was different from the French methods he had studied in that it did not use suggestion. Described as Anna O. In the course of talking in this way these symptoms became reduced in severity as she retrieved memories of traumatic incidents associated with their onset. By he was using the term " psychoanalysis " to refer to his new clinical method and the theories on which it was based. He then sets out the theoretical model of mental structure the unconscious, pre-conscious and conscious on which this account is based. An abridged version, *On Dreams*, was published in In works which would win him a more general readership, Freud applied his theories outside the clinical setting in *The Psychopathology of Everyday Life and Jokes and their Relation to the Unconscious* Both men saw themselves as isolated from the prevailing clinical and theoretical mainstream because of their ambitions to develop radical new theories of sexuality. Fliess developed highly eccentric theories of human biorhythms and a nasogenital connection which are today considered pseudoscientific. His first attempt at a systematic theory of the mind, his *Project for a Scientific Psychology* was developed as a metapsychology with Fliess as interlocutor. According to Freud her history of symptoms included severe leg pains with consequent restricted mobility, and stomach and menstrual pains. Eckstein nonetheless continued her analysis with Freud. She was restored to full mobility and went on to practice psychoanalysis herself. Stanley Hall , Carl Jung ; back row: The title "professor extraordinarius" [59] was important to Freud for the recognition and prestige it conferred, there being no salary or teaching duties attached to the post he would be granted the enhanced status of "professor ordinarius" in His conversion to psychoanalysis is variously attributed to his successful treatment by Freud for a sexual problem or as a result of his reading *The Interpretation of Dreams*, to which he subsequently gave a positive review in the Viennese daily newspaper *Neues Wiener Tagblatt*. Kahane had attended the same secondary school and both he and

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Reitler went to university with Freud. Adler, regarded as the most formidable intellect among the early Freud circle, was a socialist who had written a health manual for the tailoring trade. He was particularly interested in the potential social impact of psychiatry. The gatherings followed a definite ritual. First one of the members would present a paper. Then, black coffee and cakes were served; cigar and cigarettes were on the table and were consumed in great quantities. After a social quarter of an hour, the discussion would begin. The last and decisive word was always spoken by Freud himself. There was the atmosphere of the foundation of a religion in that room. Freud himself was its new prophet who made the heretofore prevailing methods of psychological investigation appear superficial. In 1907, reflecting its growing institutional status, the Wednesday group was renamed the Vienna Psychoanalytic Society. Both women would go on to make important contributions to the work of the Russian Psychoanalytic Society founded in 1925. There were, as Jones records, "forty-two present, half of whom were or became practicing analysts. Freud turned to Brill and Jones to further his ambition to spread the psychoanalytic cause in the English-speaking world. Brill founded the New York Psychoanalytic Society the same year. In February 1911, Adler, then the president of the society, resigned his position. At this time, Stekel also resigned his position as vice president of the society. Adler finally left the Freudian group altogether in June 1911 to found his own organization with nine other members who had also resigned from the group. In the period after World War I, Adler became increasingly associated with a psychological position he devised called individual psychology. To distinguish his system from psychoanalysis, Jung called it analytical psychology. Max Eitingon joined the Committee in 1913. Each member pledged himself not to make any public departure from the fundamental tenets of psychoanalytic theory before he had discussed his views with the others. After this development, Jung recognised that his position was untenable and resigned as editor of the *Jahrbuch* and then as president of the IPA in April 1914. Abraham and Jones became increasingly forceful critics of Rank and though he and Freud were reluctant to end their close and long-standing relationship the break finally came in 1914 when Rank resigned from his official posts in the IPA and left Vienna for Paris. His place on the committee was taken by Anna Freud. Early psychoanalytic movement[ edit ].

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## Chapter 2 : Instrumentalism in occupational therapy 3: Guidelines for Practice

*The importance of relationships in social welfare extends beyond social work and can be seen in government policy and practice: some are enshrined in legislation. These can be found in.*

Subjects Description Researching the Unconscious provides an exposition of key issues in the philosophy and methods of the social sciences which are relevant to psychoanalysis as both a clinical practice and a human science. The book goes on to discuss specific forms and methods of psychoanalytical research, including the role of case-studies, of outcome research, and of "Grounded Theory" as a key methodological resource, of which it provides a detailed example. The book concludes by outlining principles and methods for psychoanalytic research in the wider contexts of infant observational studies, society and culture. Michael Rustin provides a unifying account of the methodological principles which underlie the generation of knowledge in psychoanalysis, in the light of recent developments in the philosophy and sociology of science. In doing so it provides a coherent rationale for psychoanalytic investigation, which will be of value to those pursuing research in this field. It is unique in its comprehensive approach to the principles of psychoanalytic research. Table of Contents Preface; Chapter 1: Psychoanalysis as a Scientific Paradigm Chapter 3: Philosophical Realism and its Relevance Chapter 5: Meanings and Causes in Psychoanalytical Explanation Chapter 6: On Classification Chapter 7: Case Study Methods in Psychoanalysis Chapter 8: Different Kinds of Explanation Chapter 9: Complexity Theory and Psychoanalysis Chapter Clinical Facts Chapter Grounded Theory in Child Psychotherapy: Outcome Studies Chapter Observational Research Methods Chapter Socio-Psychoanalytic Research Chapter He has been a significant contributor to psychoanalytic debates over many years, and is the author and editor of many books, including *The Good Society and the Inner World*, *Reason and Unreason* and with Margaret Rustin, *Reading Klein* He has played a major role in the development of postgraduate and doctoral research at the Tavistock Clinic. He is an Associate of the British Psychoanalytical Society.

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## Chapter 3 : Why Are Evidence-Based Practice Models Important?

*Psychoanalytic theories for social work practice / Marion Bower --Psychoanalytic research and its relevance for social work practice / Steve Briggs --Racist states.*

Personality theories and models - introduction Behavioural and personality models are widely used in organisations, especially in psychometrics and psychometric testing personality assessments and tests. Behavioural and personality models have also been used by philosophers, leaders and managers for hundreds and in some cases thousands of years as an aid to understanding, explaining, and managing communications and relationships. Used appropriately, psychometrics and personality tests can be hugely beneficial in improving knowledge of self and other people - motivations, strengths, weaknesses, preferred thinking and working styles, and also strengths and preferred styles for communications, learning, management, being managed, and team-working. Understanding personality - of your self and others - is central to motivation. Different people have different strengths and needs. The more you understand about personality, the better able you are to judge what motivates people - and yourself. The more you understand about your own personality and that of other people, the better able you are to realise how others perceive you, and how they react to your own personality and style. Knowing how to adapt the way you work with others, how you communicate, provide information and learning, how you identify and agree tasks, are the main factors enabling successfully managing and motivating others - and yourself. Importantly you do not necessarily need to use a psychometrics instrument in order to understand the theory and the basic model which underpins it. Each theory helps you to understand more about yourself and others. You can inspire them perhaps, which lasts as long as you can sustain the inspiration, but sustainable motivation must come from within the person. A good manager and leader will enable and provide the situation, environment and opportunities necessary for people to be motivated - in pursuit of goals and development and achievements that are truly meaningful to the individual. Which implies that you need to discover, and at times help the other person to discover, what truly motivates them - especially their strengths, passions, and personal aims - for some the pursuit of personal destiny - to achieve their own unique potential. Being able to explain personality, and to guide people towards resources that will help them understand more about themselves, is all part of the process. Help others to help you understand what they need - for work and for whole life development, and you will have an important key to motivating, helping and working with people. Each of the different theories and models of personality and human motivation is a different perspective on the hugely complex area of personality, motivation and behaviour. It follows that for any complex subject, the more perspectives you have, then the better your overall understanding will be. Each summary featured below is just that - a summary: Explore the many other models and theories not featured on this site too - the examples below are a just small sample of the wide range of models and systems that have been developed. Some personality testing resources, including assessment instruments, are available free on the internet or at relatively low cost from appropriate providers, and they are wonderful tools for self-awareness, personal development, working with people and for helping to develop better working relationships. Some instruments however are rather more expensive, given that the developers and psychometrics organisations need to recover their development costs. For this reason, scientifically validated personality testing instruments are rarely free. There are dozens of different personality testing systems to explore, beneath which sit rather fewer basic theories and models. In this section are examples personality and style models, which are all relatively easy to understand and apply. Do seek appropriate training and accreditation if you wish to pursue and use psychometrics testing in a formal way, especially if testing or assessing people in organisations or in the provision of services. Administering formal personality tests - whether in recruitment, assessment, training and development, counselling or for other purposes - is a sensitive and skilled area. People are vulnerable to inaccurate suggestion, misinterpretation, or poor and insensitive explanation, so approach personality testing with care, and be sure you are equipped and

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capable to deal with testing situations properly. For similar reasons you need to be properly trained to get involved in counselling or therapy for clinical or serious emotional situations. If in doubt about the legitimacy of any psychometrics instrument avoid using it. If in doubt check. These systems and others like them are not likely to be in the public domain and not legitimately free, and so you should not use them without a licence or the officially purchased materials from the relevant providers. Certainly childhood is highly influential in forming personality. Certainly many people seem to mature emotionally with age and experience. So where do we draw the line and say a personality is fixed and firm? We can however identify general personality styles, aptitudes, sensitivities, traits, etc. And this level of awareness is far better than having none at all. What follows is intended to be give a broad, accessible hopefully interesting level of awareness of personality and types, and of ways to interpret and define and recognise different personalities and behaviours, so as to better understand yourself and others around you. The Four Temperaments ideas can be traced back to the traditions of the Egyptian and Mesopotamian civilisations over 5, years ago, in which the health of the body was connected with the elements, fire, water, earth and air, which in turn were related to body organs, fluids, and treatments. Some of this thinking survives today in traditional Eastern ideas and medicine. The ancient Greeks however first formalised and popularised the Four Temperaments methodologies around 2, years ago, and these ideas came to dominate Western thinking about human behaviour and medical treatment for over two-thousand years. Most of these concepts for understanding personality, behaviour, illness and treatment of illness amazingly persisted in the Western world until the mids. The Four Temperaments or Four Humours can be traced back reliably to Ancient Greek medicine and philosophy, notably in the work of Hippocrates c. In Greek medicine around 2, years ago it was believed that in order to maintain health, people needed an even balance of the four body fluids: These four body fluids were linked in daft ways by modern standards to certain organs and illnesses and also represented the Four Temperaments or Four Humours of personality as they later became known. As regards significant body fluids no doubt natural body waste products were discounted, since perfectly healthy people evacuate a good volume of them every day. Phlegm is an obvious one too - colds and flu and chest infections tend to produce gallons of the stuff and I doubt the ancient Greeks had any better ideas of how to get rid of it than we do today. In ancient times a bucketful of yellow bile would have been the natural upshot, so to speak, after a night on the local wine or taking a drink from the well that your next-door neighbour threw his dead cat into last week. Black bile is actually a bit of a mystery. Some say it was congealed blood, or more likely stomach bile with some blood in it. Students of the technicolour yawn might have observed that bile does indeed come in a variety of shades, depending on the ailment or what exactly you had to drink the night before. Probably the ancient Greeks noticed the same variation and thought it was two different biles. Hence such practices as blood-letting by cutting or with with leeches. The organs of the body - liver, lungs, gall bladder and spleen - were also strongly connected with the Four Temperaments or Humours and medicinal theory. Relating these ancient patterns to the modern interpretation of the Four Temperaments does not however produce scientifically robust correlations. They were thought relevant at one time, but in truth they are not, just as blood letting has now been discounted as a reliable medical treatment. But while the causal link between body fluids and health and personality has not stood the test of time, the analysis of personality via the Four Temperaments seems to have done so, albeit tenuously in certain models. The explanation below is chiefly concerned with the Four Temperaments as a personality model, not as a basis for understanding and treating illness. Early representations of the four temperaments as a personality model Stephen Montgomery author of the excellent book *People Patterns - A Modern Guide to the Four Temperaments* suggests that the origins of the Four Temperaments can be identified earlier than the ancient Greeks, namely in the Bible, c. Four temperaments - earliest origins.

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## Chapter 4 : The New Library of Psychoanalysis - Routledge

*Client attachment to therapist is a new topic in the field of clinical social work. Using attachment theory, this study examined the relationship between three types of client attachment to.*

An Interview with Dr. Carol Tosone, addresses two questions: First, is psychodynamic treatment relevant in contemporary social work practice? In other words, does it meet the needs of the clients, the agencies, and the funding sources? I think they are questions worth thinking about. Tosone completed her psychoanalytic training at the Postgraduate Center for Mental Health, where she was the recipient of the Postgraduate Memorial Award. And she is an expert in shared trauma "which is when a client and therapist experience the same traumatic event. I interviewed Carol about shared trauma in Episode When I ask my students what theoretical perspectives seem to be most consistent with their values and perspectives, they usually say "CBT" or "solution-focused. My students are usually surprised to hear that in the early 20th century, the social work profession adopted Freudian psychoanalysis as the organizing framework for providing direct services to clients. Social work pioneers such as Mary Richmond were psychoanalytic social workers. The dominance of psychodynamic treatment continued for decades. For example, in , a national study reported that even though most clinical social workers were eclectic in their practice, their preferred theoretical orientation was psychoanalytic Jayaratne, Fast forward to Psychoanalytic treatment is widely dismissed as being patriarchal, oppressive, and out-of-touch with the needs and realities of social work clients. Insurance companies are requiring that clinicians use treatments that are short-term, empirically validated, and cost-effective. Agencies are increasingly requiring clinical staff to use prescribed treatments. Clinical social work education has moved towards teaching evidence-based practice, and learning about treatments with a cognitive behavioral, rather than psychodynamic basis. So, if students seem to prefer non-psychodynamic theories, agencies and insurance companies are mandating the use of non-psychodynamic treatments, and an increasing number of schools of social work are teaching cognitive and behavior-based evidence-based treatments, what place does psychodynamic treatment have in contemporary social work practice? Well, in order to answer some of these questions, I spoke with Dr. Carol Tosone about contemporary psychoanalytic treatment. She is the editor-in-chief of the Clinical Social Work Journal , and the executive producer and writer of four social work education videos. Carol emphasized that contemporary psychoanalytic treatment and concrete services, such as case management, referral, or advocacy work, are not mutually exclusive. She shared how she came to see herself as a social worker first and an analyst second. We ended our conversation with information about resources for social workers in school and in the field who might be interested in learning more about contemporary dynamic treatment. In addition to talking about the journal she edits, The Clinical Social Work Journal and a video series she produces, Carol suggested that the best resource social workers have is other social workers and encouraged clinical social workers to write more and share their insights and experiences. I want to thank the Sue Fairbanks lecture organizing committee, particularly Vicki Packheiser, for helping to coordinate the interview with Carol. You might hear the sound of children playing in the background - Carol and I spoke in an office right above a daycare center. So, without further ado, on to the interview with Dr. Carol Tosone and contemporary psychoanalytic treatment in social work practice. So, Carol, thanks so much for being here today on the podcast talking with us about psychoanalytic treatment. And my first question is: What is psychoanalytic treatment? In the sense that I think a lot of people have different views about what constitutes psychoanalytic treatment. So, to clarify, what we do is really to take core psychoanalytic principles and incorporate contemporary research, particularly in attachment theory. You will be recommending other types of adjunctive treatment, you will be having the person do things like journaling, you might advise them to go to yoga, you might even encourage music therapy, dance therapy, a lot of the more creative therapies that come into play. What are some of the assumptions of contemporary psychoanalysis, and how are they similar to, and different from, traditional psychoanalytic treatment? Well, in some way, first I think you need

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to understand the assumptions that are in common. The assumptions that there is an unconscious, that one reaction brings about another reaction. So I think those are the things that are clearly in common. What happens is that, in many respects, you might use different words to describe it so in traditional treatment we would talk about the transference, and more so now we would talk about internal working models. So that the language is a little bit different in traditional psychoanalysis versus what attachment theory has contributed. So, you mentioned attachment theory. Could you say more about that in the context of treatment? Sure, attachment theory, it really began with John Bowlby and he was active in the British Psychoanalytic Society and he actually became ostracized because Freud, at the time, obviously felt that one was seeking gratification in drives, urges, etcetera. The id is, actually, is kind of fallen from use in our parlance, if you will. But he said that no, that an infant from birth is object-seeking. So the idea is that when an infant is born, the drive is for connection to other. He became ostracized in terms of writing, his ability to speak at the society, and so his work, if you will, got shelved for a few years and it became more popular with the relational psychoanalytic movement that went from looking at the asymmetry of an analytic relationship, meaning I am the, I am the doctor, I am the provider, I am the all-knowing and you I will, you know, give my information to and whatnot. Now, with attachment theory, what we know is that there are different attachment styles. Then you have different insecure attachment styles. Someone can be insecure-avoidant. Someone can be insecure-ambivalent or anxious, as we call it. And, most recently, Main and Hess had done more work and really found a fourth style, a disoriented or disorganized attachment style. And we see so many of the populations we treat in social work, many of the people we treat can be categorized as such. So, issues such as substance abuse, conduct disorder, hyperactivity, people who have a proclivity towards being survivors of domestic violence. These areas, many of the people might be categorized in this fourth type of attachment style. Now also, attachment style is married, if you will, now to neural science in that we understand that the building, that what we develop, what we describe as neuronal plasticity, basically the building of brain, the structuring of the brain and restructuring, has to do with its interaction with the environment and the people in it. So, oftentimes, that social worker, that social work intern could be the first person that provided a concerted attention, a concerted effort to help them. And that attention, if you will, helps the person develop changes in the brain structure. And I was wondering, do you have an example of what that looks like? She came from a very impoverished background, she was on Medicaid. She came from a family where there was a history of alcoholism, physical abuse. And, actually, she had conducted much of her life in the same way in that she had been abusive to one of her children, she married someone who was alcoholic, she was a survivor of domestic violence, and she had so many of the multiple problems, the environmentally, challenged, you know, she was environmentally challenged in that way. And what I think it was in doing the work with her, first of all, she had no self-esteem, she had no respect for her own insights into situations. You have them really start to see themselves and experience themselves in a different way. And, in many respects, that relationship was the first corrective relationship she ever had in her life. You have new neural pathways that are being laid down. Now, what happens is through learning, through learning that one, that is not gonna happen, through developing new associative paths, if you will, that a car backfiring is a car backfiring. By giving people tools around breathing exercises, exposure therapy, etcetera, etcetera, you start to change new pathways. And similarly, in the relationship what happens is that you start, when you start providing a different experience, the person can take in a different template, if you will, of what the other is like and that someone can care about you and give to you and not be there to hurt you. So what happens is, in terms of brain functioning, the brain starts basically opening up, it starts developing new ways of processing experience, processing emotional experience that have a more positive valence. The changes are possible throughout the life cycle. Well, it sounds like there was a lot of really positive change with that client in terms of her relationship with others, the way she kind of experienced herself in the world. And, when I was listening to the story I was thinking about, perhaps when she first came in, because of her trauma, she saw you as somebody who is maybe unsafe. And in traditional psychoanalytic models, the resolution of transference provides this basic framework for therapeutic change.

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But, given that this work often takes months or years, how would one work towards transference resolution in a brief therapy framework? So, we have to keep that in mind. Now, when we talk about transference traditionally, absolutely, it took years. The idea was the resolution of it, that they came to see their provider as someone very different. In the beginning you have a short period of time, you want to establish the alliance as I did with that particular client. It was problematic, I clarified, I asked what I had done wrong to make sure we had a different understanding. But it was also more supportive-based. You focus on the relationship when you want to illustrate a point, when you want to illustrate a difference. Now, in, um, brief dynamic treatment, such as I was trained, at the University of Pennsylvania with Lester Luborsky, Paul Crits-Christoph, I had done my dissertation work with them and I had done some treatment within their clinic. What was your sense in working with me? What did you expect? How did you expect me to be? Clarifying anything that I did that concerned you. But you do it in a way where you talk about it, but you talk about it in relation to the experience with people in their lives and contrasting it. So you, again, you use the relationship to underscore a different experience. And that, of course, feeds back to what we talked about before in terms of changes in brain structure, attachment, etcetera, facilitating a more secure attachment. Social work students oftentimes want to do clinical work and they make this distinction between advocacy work, you know, resource referral, case management, and then clinical practice or therapy. Are you saying that they need to consider themselves therapists and get trained in dynamic treatment and not do the resource referrals and advocacy work, or not? Jonathan, thank you so much for asking that question because that gives me the opportunity to really clarify a misunderstanding about clinical work. And I think it takes tremendous clinical skill to be able to deliver concrete services. How does it become an aspect of the relationship and a gift and understood in that perspective? Again, a big misunderstanding. And let me give you an example.

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## Chapter 5 : Famous Psychologists - Sigmund Freud

*Theories of Personality Exam 2 study guide by annahasty includes questions covering vocabulary, terms and more. Quizlet flashcards, activities and games help you improve your grades.*

Early Development[ edit ] Psychoanalytic Infant Observation is a distinctive approach that was the inspired initiative of Esther Bick. In , she began teaching at the Tavistock Clinic and in collaboration with Dr John Bowlby she initiated the method of psychotherapy trainees conducting an infant observation. This involved visiting a family to observe their infant from birth to two years. The observers came to appreciate the mutual influence of the developing relationship between mother and baby, and father and siblings. Importantly, the observer also considered how the feelings aroused in them during the observation and how their presence influenced events. Both build on the work of Melanie Klein and her pioneering analysis of children. Later Development[ edit ] Over the last fifty years courses for professionals working with children and families have made increasing use of infant and child observation as a central aspect of training. It has proved very valuable in increasing professional skills and in sensitising workers to the range of anxieties, difficulties and creative possibilities in each family. She was responsible for the expansion in the number of English and international trainees at the Tavistock and for developing the training into what became known as the Tavistock Model. Over time other components and seminars were added to develop a comprehensive programme leading to post-graduate qualification. Students normally undertake the observation in the home setting for one hour per week. Students are responsible for finding a baby to observe under the guidance of their tutor. New observers attend seminars to discuss the practicalities of setting up an observation and to learn about the process of finding a baby. Every observation is written down in detail as soon after the observation as possible. This can often take about an hour to complete. Students discuss their observations in small group seminars which take place on a weekly basis over two academic years. Each student has the opportunity to present their detailed observations to the groups. The presentations are anonymised and no identifying features are used. The unique experience of psychoanalytic observation allows the student to observe a mother and baby, living through and resolving routine and difficult situations in their own ways. With the help of the seminar, the observer learns to process the inclination for judgmental and blaming thoughts which arise when anxiety is stirred. Along with developing sensitivity and precision in observation, the course teaches how to think freshly and inductively from observation, including trying to understand how the developing infant is making sense of his world. Young Child and Brief Observations[ edit ] Some courses and trainings, including those at the Tavistock Clinic , The Birmingham Trust for Psychoanalytic Psychotherapy [24] and the Northern School of Child and Adolescent Psychotherapy [25] also offer the chance to undertake an observation of a pre-school child approximately two to four years old in their family or in a nursery setting for an hour a week for one academic year. This offers an additional understanding of development through the experience of observation as the child starts to communicate verbally and non-verbally with other children and with adults outside the immediate family and takes a range of steps towards the world outside the family. Several courses provide the opportunity to undertake a brief infant or young child observation as a less intensive but still valuable training experience. The international journal publishes the best of the varied and original writing emerging from this field. It comprises case studies on infant and young child observation, research papers, and articles focusing on wider applications of the psychoanalytic observational method, including its relevance to reflective professional practice in fields such as social work, teaching and nursing. There is a developing body of research knowledge that draws upon the infant observation approach [28] Bibliography[ edit ] Bick, Esther. Reprinted in *The Tavistock Model: What have we learned so far? Infant Observation at the Heart of Training.*

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## Chapter 6 : Personality Theories and Types - jung, myers briggs, keirsey, belbin, etc

*2 Psychoanalytic research in the era of evidence-based practice Stephen Briggs This chapter aims to explore how research from a psychoanalytic perspective can be applied to social work research and practice, and the contribution that this can make to the social work profession.*

Integrating styles and intelligences can help children learn in many ways—not just in the areas of their strengths. In the 20th century, two great theories have been put forward in an attempt to interpret human differences and to design educational models around these differences. Learning-style theory has its roots in the psychoanalytic community; multiple intelligences theory is the fruit of cognitive science and reflects an effort to rethink the theory of measurable intelligence embodied in intelligence testing. Both, in fact, combine insights from biology, anthropology, psychology, medical case studies, and an examination of art and culture. But learning styles emphasize the different ways people think and feel as they solve problems, create products, and interact. The theory of multiple intelligences is an effort to understand how cultures and disciplines shape human potential. Though both theories claim that dominant ideologies of intelligence inhibit our understanding of human differences, learning styles are concerned with differences in the process of learning, whereas multiple intelligences center on the content and products of learning. Until now, neither theory has had much to do with the other. Howard Gardner spells out the difference between the theories this way: In MI theory, I begin with a human organism that responds or fails to respond to different kinds of contents in the world. Those who speak of learning styles are searching for approaches that ought to characterize all contents p. We believe that the integration of learning styles and multiple intelligence theory may minimize their respective limitations and enhance their strengths, and we provide some practical suggestions for teachers to successfully integrate and apply learning styles and multiple intelligence theory in the classroom. Learning Styles Learning-style theory begins with Carl Jung , who noted major differences in the way people perceived sensation versus intuition , the way they made decisions logical thinking versus imaginative feelings , and how active or reflective they were while interacting extroversion versus introversion. Although learning-style theorists interpret the personality in various ways, nearly all models have two things in common: A focus on process. Learning-style models tend to concern themselves with the process of learning: An emphasis on personality. Learning-style theorists generally believe that learning is the result of a personal, individualized act of thought and feeling. Most learning-style theorists have settled on four basic styles. Our own model, for instance, describes the following four styles: The Mastery style learner absorbs information concretely; processes information sequentially, in a step-by-step manner; and judges the value of learning in terms of its clarity and practicality. The Understanding style learner focuses more on ideas and abstractions; learns through a process of questioning, reasoning, and testing; and evaluates learning by standards of logic and the use of evidence. The Self-Expressive style learner looks for images implied in learning; uses feelings and emotions to construct new ideas and products; and judges the learning process according to its originality, aesthetics, and capacity to surprise or delight. Learning styles are not fixed throughout life, but develop as a person learns and grows. Our approximate breakdown of the percentages of people with strengths in each style is as follows: Mastery, 35 percent; Understanding, 18 percent; Self-Expressive, 12 percent; and Interpersonal, 35 percent Silver and Strong Most learning-style advocates would agree that all individuals develop and practice a mixture of styles as they live and learn. In fact, most people seek a sense of wholeness by practicing all four styles to some degree. Educators should help students discover their unique profiles, as well as a balance of styles. Strengths and Limitations of a Learning-Style Model The following are some strengths of learning-style models: They tend to focus on how different individuals process information across many content areas. They recognize the role of cognitive and affective processes in learning and, therefore, can significantly deepen our insights into issues related to motivation. They tend to emphasize thought as a vital component of learning, thereby avoiding reliance on basic and lower-level learning activities. Learning-styles

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models have a couple of limitations. First, they may fail to recognize how styles vary in different content areas and disciplines. Second, these models are sometimes less sensitive than they should be to the effects of context on learning. Either way, learning-style models have largely left unanswered the question of how context and purpose affect learning. Who could have expected that a reconsideration of the word intelligence would profoundly affect the way we see ourselves and our students? Gardner describes seven intelligences: This theoretical depth is sadly lacking in most learning-style models. We all intuitively understand the difference between musical and linguistic, or spatial and mathematical intelligences, for example. We all show different levels of aptitude in various content areas. In all cases, we know that no individual is universally intelligent; certain fields of knowledge engage or elude everyone. Gardner has taken this intuitive knowledge of human experience and shown us in a lucid, persuasive, and well-researched manner how it is true. Yet, there are two gaps in multiple intelligence theory that limit its application to learning. First, the theory has grown out of cognitive science—a discipline that has not yet asked itself why we have a field called cognitive science, but not one called affective science. Learning-style theory, on the other hand, has deep roots in psychoanalysis. Learning-style theorists, therefore, give psychological affect and individual personality central roles in understanding differences in learning. Multiple intelligence theory looks where style does not: It focuses on the content of learning and its relation to the disciplines. Such a focus, however, means that it does not deal with the individualized process of learning. This is the second limitation of multiple intelligence theory, and it becomes clear if we consider variations within a particular intelligence. Are conductors, performers, composers, and musical critics all using the same musical intelligence? What of the differing linguistic intelligences of a master of free verse like William Carlos Williams and a giant of literary criticism like Harold Bloom? How can we explain the difference in the spatial intelligences of Picasso and Monet—both masters of modern art? Most of us would likely agree that different types of intelligence are at work in these individuals. Most of us, however, already have a way of explaining individual differences between Monet and Picasso, Martha Graham and Gene Kelly, or between different students in our classrooms: We refer to these individuals as having distinct styles. Of course, as Gardner would insist, radically different histories and contexts go a long way in explaining distinctions between Monet and Picasso, for example. But how are teachers to respond to this explanation? As all teachers know, we must ultimately consider differences at the individual level. Learning styles, with their emphasis on differences in individual thought and feeling, are the tools we need to describe and teach to these differences. Without multiple intelligence theory, style is rather abstract, and it generally undervalues context. Without learning styles, multiple intelligence theory proves unable to describe different processes of thought and feeling. Each theory responds to the weaknesses of the other; together, they form an integrated picture of intelligence and difference. Integrating Learning Styles and Multiple Intelligences In integrating these major theories of knowledge, we moved through three steps. For linguistic intelligence, for example, the Mastery style represents the ability to use language to describe events and sequence activities; the Interpersonal style, the ability to use language to build trust and rapport; the Understanding style, the ability to develop logical arguments and use rhetoric; and the Self-expressive style, the ability to use metaphoric and expressive language. Sample "Kinesthetic" Vocations by Style Mastery The ability to use the body and tools to take effective action or to construct or repair. Mechanic, Trainer, Contractor, Craftsperson, Tool and Dye Maker Interpersonal The ability to use the body to build rapport, to console or persuade, and to support others. Coach, Counselor, Salesperson, Trainer.

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## Chapter 7 : Is Freud's Personality Theory Still Relevant? | Journal Psyche

*Researching the Unconscious is unusual in its being based both on a deep understanding of and respect for psychoanalytical clinical practice, and on its author's wider knowledge of the philosophy and sociology of science. It is unique in its comprehensive approach to the principles of psychoanalytic research.*

Sigmund Freud Sigmund Freud May 6, 1856–September 23, 1939, was a physiologist, medical doctor, and father of psychoanalysis, and is generally recognized as one of the most influential and authoritative thinkers of the twentieth century. He was an Austrian neurologist and the co-founder of the psychoanalytic school of psychology. Sigmund Freud The following has been adapted from the Wikipedia website. Sigmund Freud is commonly referred to as "the father of psychoanalysis" and his work has been tremendously influential in the popular imagination, popularizing such notions as the unconscious, defense mechanisms, Freudian slips and dream symbolism, while also making a long-lasting impact on fields as diverse as literature, film, Marxist and feminist theories, literary criticism, philosophy and psychology. Freud is best known for his theories of the unconscious mind, especially involving the mechanism of repression; his redefinition of sexual desire as mobile and directed towards a wide variety of objects; and his therapeutic technique, especially his understanding of transference in the therapeutic relationship and the presumed value of dreams as sources of insight into unconscious desires. He had his name after three Polish kings Zygmunt Sigismunds: In 1879, at the age of 21, he abbreviated his given name to "Sigmund. His family had limited finances and lived in a crowded apartment, but his parents made every effort to foster his intellect often favoring Sigmund over his siblings, which was apparent from an early age. Sigmund was ranked first in his class in six years at the "Gymnasium", his grammar school. He went on to attend the University of Vienna at 17, from 1875 to 1883. Additionally, portions of his personal correspondence and unpublished papers were closely guarded in the Sigmund Freud Archives at the Library of Congress and for many years were made available only to a few members of the inner circle of psychoanalysis. Most of these previously restricted documents have now been declassified and are available to researchers who visit the Library of Congress in Washington, DC. In 1885, Freud returned to Vienna and, after opening a private practice specializing in nervous and brain disorders, he married Martha Bernays. He is often rumored to have had an affair later on with his sister-in-law, Minna Bernays C. Jung alleged as much, and a hotel log dated 13 August seems to support this allegation. Freud experimented with hypnotism with his most hysteric and neurotic patients, but he eventually gave up the practice. One theory is that he did so because he was not very good at it. He switched to putting his patients on a couch and encouraging them to say whatever came into their minds, a practice termed free association. In his 40s, Freud "had numerous psychosomatic disorders as well as exaggerated fears of dying and other phobias. During this self-analysis, he came to realize the hostility he felt towards his father Jacob Freud and "he also recalled his childhood sexual feelings for his mother Amalia Freud, who was attractive, warm, and protective. Freud had little tolerance for colleagues who diverged from his psychoanalytic doctrines. He attempted to expel those who disagreed with the movement or even refused to accept certain central aspects of his theory: In 1919, Freud was awarded the Goethe Prize by the city of Frankfurt, in recognition of his exceptional qualities as a writer in the German language. His mother died the same year, at the age of ninety-five. On June 4, 1938, they were allowed across the border into France and then they traveled from Paris to Hampstead, London, England, where they lived at 20 Maresfield Gardens now the Freud Museum. As he was leaving Germany, Gestapo forced him to sign a statement that he had been treated respectfully. Freud wrote sarcastically, "I warmly recommend the Gestapo to everyone. Freud wrote to his friend Arnold Zweig: Newton to Charles Darwin. When his colleague Wilhelm Fliess, a nose and throat specialist, suggested that he quit in order to clear up some nasal catarrhs, Freud was unwilling to do so. Even after having his jaw removed due to malignancy, he continued to smoke until his death on September 23, 1939. After contracting cancer of the mouth in 1928 at the age of 67, he underwent over 30 operations to treat the disease, and for several years wore a painful prosthesis to seal off his mouth from his nasal cavity. In the end, Freud

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could no longer tolerate the pain associated with his cancer. He requested that his personal physician visit him at his London home for the purpose of helping him end his own life. Freud has been influential in two related but distinct ways. He simultaneously developed a theory of the human mind and human behavior, as well as clinical techniques for attempting to help neurotics. The goal of Freudian therapy, or psychoanalysis was to bring to consciousness repressed thoughts and feelings. According to some of his successors, including his daughter Anna Freud, the goal of therapy is to allow the patient to develop a stronger ego; according to others, notably Jacques Lacan, the goal of therapy is to lead the analysand to a full acknowledgement of his or her inability to satisfy the most basic desires. Classically, the bringing of unconscious thoughts and feelings to consciousness is brought about by encouraging the patient to talk in free association and to talk about dreams. Another important element of psychoanalysis is a relative lack of direct involvement on the part of the analyst, which is meant to encourage the patient to project thoughts and feelings onto the analyst. Through this process, transference, the patient can reenact and resolve repressed conflicts, especially childhood conflicts with or about parents. Freud actually credits Breuer with the discovery of the psychoanalytical method. One case started this phenomenon that would shape the field of psychology for decades to come, the case of Anna O. In a young girl came to Breuer with symptoms of what was then called female hysteria. She presented with symptoms such as paralysis of the limbs, split personality and amnesia; today these symptoms are known as conversion disorder. After many doctors had given up and accused Anna O. He started to hear her mumble words during what he called states of absence. Eventually Breuer started to recognize some of the words and wrote them down. In the early s Freud used a form of treatment based on the one that Breuer had described to him, modified by what he called his "pressure technique". He believed these stories, but then came to realize that for the most part his patients were fantasizing the abuse scenes. However a close reading of his papers and letters from this period indicates that these patients did not report early childhood sexual abuse as he later claimed: The Unconscious It has often been claimed that the most significant contribution Freud made to Western thought was his argument for the existence of an unconscious mind. During the 19th century, the dominant trend in Western thought was positivism, which subscribed to the belief that people could ascertain real knowledge concerning themselves and their environment and judiciously exercise control over both. Freud, however, suggested that such declarations of free will are in fact delusions; that we are not entirely aware of what we think and often act for reasons that have little to do with our conscious thoughts. The concept of the unconscious as proposed by Freud was allegedly groundbreaking in that he proposed that awareness existed in layers and that there were thoughts occurring "below the surface. Moreover, the historian of psychology Mark Altschule writes: Freud developed his first topology of the psyche in *The Interpretation of Dreams* in which he proposed the argument that the unconscious exists and described a method for gaining access to it. The preconscious was described as a layer between conscious and unconscious thoughtâ€”that which we could access with a little effort. Thus for Freud, the ideals of the Enlightenment, positivism and rationalism, could be achieved through understanding, transforming, and mastering the unconscious, rather than through denying or repressing it. Crucial to the operation of the unconscious is "repression. Such thoughts and feelingsâ€”and associated memoriesâ€”could not, Freud argued, be banished from the mind, but could be banished from consciousness. Thus they come to constitute the unconscious. Although Freud later attempted to find patterns of repression among his patients in order to derive a general model of the mind, he also observed that individual patients repress different things. Moreover, Freud observed that the process of repression is itself a non-conscious act in other words, it did not occur through people willing away certain thoughts or feelings. Freud supposed that what people repressed was in part determined by their unconscious. In other words, the unconscious was for Freud both a cause and effect of repression. Later, Freud distinguished between three concepts of the unconscious: The descriptive unconscious referred to all those features of mental life of which we are not subjectively aware. The dynamic unconscious, a more specific construct, referred to mental process and contents which are defensively removed from consciousness as a result of conflictual forces or "dynamics". The system unconscious denoted the idea that when mental

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processes are repressed, they become organized by principles different from those of the conscious mind, such as condensation and displacement. Eventually, Freud abandoned the idea of the system unconscious, replacing it with the concept of the Ego, super-ego, and id discussed below. Throughout his career, however, he retained the descriptive and dynamic conceptions of the unconscious. Freud hoped to prove that his model was universally valid and thus turned to ancient mythology and contemporary ethnography for comparative material. Freud named his new theory the Oedipus complex after the famous Greek tragedy Oedipus Rex by Sophocles. Freud sought to anchor this pattern of development in the dynamics of the mind. Each stage is a progression into adult sexual maturity, characterized by a strong ego and the ability to delay gratification. He used the Oedipus conflict to point out how much he believed that people desire incest and must repress that desire. The Oedipus conflict was described as a state of psychosexual development and awareness. He also turned to anthropological studies of totemism and argued that totemism reflected a ritualized enactment of a tribal Oedipal conflict. Freud originally posited childhood sexual abuse as a general explanation for the origin of neuroses, but he abandoned this so-called "seduction theory" as insufficiently explanatory, noting that he had found many cases in which apparent memories of childhood sexual abuse were based more on imagination than on real events. During the late s Freud, who never abandoned his belief in the sexual etiology of neuroses, began to emphasize fantasies built around the Oedipus complex as the primary cause of hysteria and other neurotic symptoms. Despite this change in his explanatory model, Freud always recognized that some neurotics had been sexually abused by their fathers, and was quite explicit about discussing several patients that he knew to have been abused. Freud also believed that the libido developed in individuals by changing its object, a process designed by the concept of sublimation. He argued that humans are born "polymorphously perverse", meaning that any number of objects could be a source of pleasure. Freud argued that children then passed through a stage in which they fixated on the mother as a sexual object known as the Oedipus Complex but that the child eventually overcame and repressed this desire because of its taboo nature. The lesser known Electra complex refers to such a fixation upon the father. The repressive or dormant latency stage of psychosexual development preceded the sexually mature genital stage of psychosexual development. This is because, for Freud, the unconscious always desires the phallus penis. Males are afraid of castration - losing their phallus or masculinity to another male. Females always desire to have a phallus - an unfulfillable desire. Thus boys resent their father fear of castration and girls desire theirs. Thus his psychoanalysis treatment is meant to teach the patient to cope with his unsatisfiable desires. In his later work, Freud proposed that the psyche was divided into three parts: Ego, super-ego, and id. Freud discussed this structural model of the mind in the essay Beyond the Pleasure Principle, and fully elaborated it in *The Ego and The Id*, where he developed it as an alternative to his previous topographic schema conscious, unconscious, preconscious. Defense Mechanisms According to Freud, the defense mechanisms are the method by which the ego can solve the conflicts between the super-ego and the id. The use of defense mechanisms may attenuate the conflict between the id and super-ego, but their overuse or reuse rather than confrontation can lead to either anxiety or guilt which may result in psychological disorders such as depression. His daughter Anna Freud had done the most significant work on this field, yet she credited Sigmund with defense mechanisms, as he began the work. The defense mechanisms include:

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## Chapter 8 : Psychoanalytic infant observation - Wikipedia

*Abstract*It is highly important that social work practice be guided by scientific research and the resultant practices introduced to the literature. Social work research in Turkey is carried out by social work academics and practitioners.

Very few things survive the test of time by remaining unable or unwilling to change. This raises a legitimate question: It has undergone many iterations by several equally talented theorists. Each one adding to the Freudian paradigm. In addition, the work done by Freud in the field of experimental psychology gave approval for others to offer their findings. In a nutshell, Freud identified five stages of growth occurring from infancy through adulthood: As indicated in his five stages of development each stage is associated with a healthy management of the impulses, needs, and desires of each stage. Failure to do this may result in personality flaws and mental disorders. The Issue The relevancy of the Freudian personality theory has ebbed and flowed over the past plus years. For many practitioners and theorists, it remains a significant contributor to understanding human personality. Freud was the father of this particular psychoanalytic theory of personality. Many of his assumptions and methods have been brought into question since the advent of his work. Conversely, when introduced the state of psychology was at a low point. In the early years, it mattered little that his work lacked even basic scientific inquiry. As the decades of the early to midth century moved on several other theories emerged. These fell into two broad classifications: Around the world new theories rose up, trying to explain the psychological mysteries of life. Today psychology, both theory and practice is eclectic. In the post-modern era of psychology new approaches and accompanied criticism abound. The average patient seeking treatment of a mild to moderate non-psychotic condition probably is not a good candidate for a Freudian approach. As mentioned, this is based on the time and cost constraints of psychoanalysis. In its place any one of the cognitive based approaches would seem to be in order. Sexism The second big question regarding relevancy is found in bullet point 3. It is interesting that the idea of sexism flows between genders. Men are sexist, just as women are. But, given the ways of his day, his culture of origin, and his nationality, it is easy to think of him in this way. At the heart of any sexism charges leveled against Freud is his development of the Oedipus Complex. Here again, there are several opinions on this view. This does not mean that it should be rejected out of hand solely based on how its interpretations impact you. While no professional is required to blindly accept the key points of any theoretical paradigm, the rejection should be based on solid scientific grounds. Whether process oriented, developmental, biological, chemical, structured, philosophical, or. Any discussion leading to clarity regarding the human personality needs to be inclusive. Arguably, any theory of human personality may well include any of the attributes listed above.

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## Chapter 9 : Integrating Learning Styles and Multiple Intelligences - Educational Leadership

*I used the term 'clinical social work' for this issue although I knew it would annoy some people and possibly give the impression I was talking about a specialist branch of social work. I intend it to mean professional expertise. A social worker is doing clinical social work whenever they see a.*

They react on different ways and in different situations. Identity is commonly understood as distinctive characteristics of an individual that is identified or acknowledged and a condition of being oneself of itself without reference to other. Identity is used in the fields of psychology and sociology. How do we explain identity? Further, it discusses on how each theory helps in explaining identity. Lastly, it identifies key similarities and differences of the mentioned theories. The term psychoanalysis can be divided into two for easier understanding. First, psyche or psycho is the Greek origin, means self. Modern fields of social sciences include the ideas of the soul, the self, and the mind. Second, analysis is the act of the clarification of complex subjects with the aim of providing better and clearer body of knowledge and information. This is the fundamental reference in understanding psychoanalysis and psychoanalytic theories. It is commonly used in understanding the mind, explaining behaviors, and treating psychologically or emotionally-related illness Felix and Wine There are many theories that used the principles of psychoanalysis. Psychoanalysis is deemed to include understanding of the total biological, psychological, and social situation of individuals, to the nature of their cultural and other category of diversity. Understanding psychoanalysis is also related to the role it plays in providing treatment of people who suffer from various psychiatric and emotionally-related illnesses Felix and Wine Interactionism This theory is based on the term interaction, which denotatively means an action between two or more people, objects, etc. On this case, it refers on how the mind mental and body physical are interrelated Reynolds According to Maines , interactionism adds assurance on its application by projecting and configuring it as a theory of action. It involves communication through symbols, signs, language, and other forms of expression. It is also related to sociology and social psychology, where there are dynamic changes or sequences of social actions among people and termed as symbolic interactionism SI. The basic principle of SI is that people act and do things on the basis of importance of meanings of such things to them. It reflects the definition and redefinition of the self Tibbets The importance or meanings are rooted on social interaction and adapted all the way through the process of interpretation. To quote Plummer , p. In factuality, the fundamental process and pattern merge and the task of interactionists is to record this stable process. Human life on daily basis is full of changes that are open to constant stabilizing and necessary. With this, it important implications come out. SI reflects how individuals define and redefine their identities self and situations over the period of time. How Psychoanalysis Theory Explains Identity? In reference to the definition provided for psychoanalysis theory involving the understanding of people based on functions and behaviors, it is said that its importance in explaining identity is seen on the aspect where such thoughts and behaviors result to who or what they are. Identity is reflected on the personality that is inherent to every individuals or a specific group. This is exemplified through questioning self-defeating efforts towards beliefs or certainty and undoing past affirmations in forms of threads of words. In return, it affects other people through links with each other and with the past but it is not always close to the ways every individual think. On particular example, Marshall avers psychoanalysis steadily requires special attention to the concept of sexuality. Sexuality or gender is commonly described based on different applications and various aspects that it extends beyond psychological, sociological, cultural, economical, political, and other dimensions of individual life. The traditional assumption is that sexuality is naturally given while gender is the cultural definition built upon that identified nature of sex Delaney , p. A considerable number of research studies on the different branches of the social sciences particularly that of psychology, sociology and anthropology have raised intriguing questions about the relation between sexuality and sexual orientation. It helps bring to the surface intractable assumptions about identity and power that are bound up in the discourse of sexuality and

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gender. The basic understanding of human sexuality or gender is based on the understanding on what is to be a man or a woman. Providing a definition of sexuality or gender is also problematic as it may raise heated arguments and points of discussions among linguists and social sciences specialists. The biological sex is determined at birth by various factors beyond control Romaine , p. Yet, it is recognized that being born male or female is probably the most important feature of human lives. In psychoanalysis, it has value for its resistance to easy closure of questions about the body, identity, and sexuality Marshall How Interactionism Theory Explains Identity? As based on the symbolic interaction principle, the basic principle is that people act and do things on the basis of importance of meanings of such things to them. Identity is seen on how people act based on cultural conventions. Since interactionism cater to action, it involves communication through symbols, signs, language, and other forms of expression as culturally based. Culture in relation to sexuality or gender is evidently pervasive in control. Murphie and Potts , p. It affects behavior and interaction, thus providing explanations on how a group communicates and filters information. The cultural practices of people in specific culture define their identity. This simple analogy is applicable on the social construction of sexuality or gender. Historically, men are the ones who work in order for a family to sustain the basic needs to live. Women, on the other hand are responsible for child-rearing and taking care of the households. The pre-historic narrations signify that men are the hunters as women are the gatherers. In reflection to culture, men and women have their specific roles designed exclusively for their individual capabilities. Other cultural factors dictate what or how a man or woman is like. The biological composition of sexes are defined and constantly redefined, presented and further represented, valued, and communicated or passes through different roles that are derived in various culturally dependent ways. This indication of culture in social interactions identifies the natural ways on how to be a man or a woman or what constitute a male or a female. Interactionism generally views people as social beings and the everyday interaction with elements of the environment affects who they are. To make their identities, language and cultural resources are used e. Key Similarities and Differences of Both Theories The similarities and differences of each theory lies on their theoretical and conceptual origins and classified in terms of application. Psychoanalysis and Interactionism theories recognize the concept of self as fundamental consideration. Elliot and Meltzer , identify the consideration on human nature and environment, stages of socialization, personality, and social relationships are being dealt with. Both theories support the presence of meanings, which explains identity and identity formation. Interpretations of human actions are also common in these two theories. They also look on the role of change or dynamism as a causative element in shaping, maintaining, or reshaping of identity. While meanings serve as common denominators, the difference is based on how these meanings are interpreted and used in individual level. Among the most notable considerations in comparing the key similarities and differences of both theories is the fact that each theory complements rather than contradict each others. Provided that there are given divergences in psychoanalytic and interactionism theories but eclecticism diversification is necessary. Understanding the total biological, psychological, and social situation of individuals, to the nature of their cultural and other category of diversity is covered by this theory. Most psychologies acknowledge the potentialities of psychoanalytic theories and their principles in providing persuasive explanations on human growth and development. Such theories are important tools explaining, and potentially destroying, psychical, and cultural forms and structures that support changes among individuals and their environment. In interactionism particularly in symbolic interactionism, individuals develop their identities through development and taking roles. This is a result of their lived experiences that occur during their interactions with others. It is always evident that interactionists naturally give meanings of actions. These meanings can be in forms of ideas, beliefs, plans, purposes or any factor attached to actions. While meanings are held closer to assimilation, the individual becomes a constant social product that undergoes constant maintenance, adjustments and reshaping. There is the acknowledgement of the theory of dynamism, constructivism, and social action as philosophical foundations Plummer ; Maines ; Reynolds In symbolic interactionism, individuals are not just mere anatomical beings but someone who are capable to interact and

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shaped by a social environment comprised of social forces occurring in the immediate environment. Symbols that are manipulated by individuals create a society reflecting a distinct set of attributes based on social process. Available language and cultural resources are always causative. Conclusion Identity is commonly understood as distinctive characteristics of an individual that is identified or acknowledged and a condition of being oneself of itself without reference to other. Meanwhile, interactionism refers on the interrelation of the mind mental and body physical and uses communication through symbols, signs, language, and other forms of expression. It is said that psychoanalysis theory is important in explaining identity because it is where such thoughts and behaviors that determine who or what people are. In interactionism principles, identity is seen on how people act based on cultural conventions that are rooted in social actions. Each example provided above is mainly focused on sexuality. All things considered, the similarities and differences of each theory lies on their theoretical and conceptual origins and classified in terms of application. It is apt to recognize that the identified similarities and differences of these theories are complementary rather than contradicting.