

Clinical Conviction versus Systematic Research

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Clinician

- If he is to be effective a **practitioner** must be prepared to act as though certain principles and certain theories were valid; and in deciding which to adopt he is likely to be guided by those with experience from whom he learns.
- Since, moreover, there is a tendency in all of us to be impressed whenever the application of a theory appears to have been successful, practitioners are at special risk of placing greater confidence in a theory than the evidence available may justify.

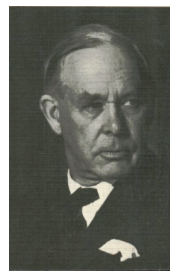
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Scientist

- In his day work it is necessary for a **scientist** to exercise a high degree of criticism and selfcriticism: and in the world he inhabits neither the data nor the theories of a leader, however admired personally he may be, are exempt from challenge and criticism. There is no place for authority.

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Who wrote this?



Bowlby, J. (1979).
Psychoanalysis as art and
science.
*International Review of
Psychoanalysis*, 6, 3-14.

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Tradition and School

- „**Tradition**‘ and ‘**School**‘ are used, in order to designate phenomena in social life and in culture, and they are also used as conceptual tool by historian and sociologists. They present models of thinking, ideal-types as researchers in the field of humanities would call them. **Tradition** stresses the historical dimension; **school** implicates contemporaneity“ (p. 8).

- Radnitzky, G. (1973). *Contemporary schools of metascience*. Chicago: Regnery.

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-indians



- Freud-ians
- Klein-ians
- Bion-ians
- Lacan-ians
- Relat-ional

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Joseph Sandler

While flexible concepts play an important part in psychoanalytic theory, it should be accepted that each may have a number of dimensions of meaning, and that these dimensions may differ from one psychoanalyst to another.

Research should be directed towards making **explicit the implicit concepts** of practising psychoanalysts, and it is suggested that this process will result in the accelerated development of psychoanalytic theory. The essentials of that theory must be those aspects which relate to the work the psychoanalyst has to do, and therefore its main emphasis needs to be clinical. (Sandler 1983, p. 43).

The Pulver- Experiment

(cit. A.E. Meyer)



Pulver SE (1987)

How theory shapes technique: perspectives on a clinical study.

Psychoanalytic Inquiry 7: 141 - 299

Streeck U (1994) Psychoanalytiker interpretieren "das Gespräch, in dem die psychoanalytische Behandlung besteht". In: Buchholz MB, Streeck U (Hrsg) Heilen, Forschen, Interaktion. Psychotherapie und qualitative Sozialforschung. Westdeutscher Verlag, Opladen, S 179-224

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Das New Orleans Experiment: Int. Congress of IPA 2004



Thomä & Kächele presented:

Comparative psychoanalysis on the basis of a new form of treatment report.
Session 152 of Amalia X

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GThe New Orleans Experiment

Juan Pablo Jiménez:



„The impossibility to achieve consens among psychoanalysts, and connected to it the fragmentation or the pseudo-pluralism are due to the lack of an shared frame of reference of all commentators.

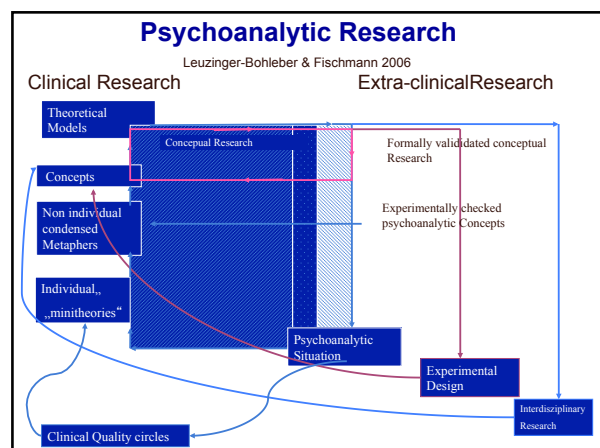
It is due this lack that one tries to counteract by the development of methods for the clinical, theoretical and empirical research in psychoanalysis“.

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J. P. Jiménez once again

„It is time to accept the separation between theory and practice,
- even if we will be confronted with enormous epistemological and methodological problems,
-- yet this has freed us from the usual dogmatism of past decades“.

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Online - Research



Ulrich Moser (1991)
On-Line und Off-Line, Praxis
und Forschung, eine
Bilanz (On-line and Off-Line,
Practice and Research- a
balance).

Psyche - Zeitschrift für Psychoanalyse
45: 315-334

Offline - Research

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The Zürich **online** Process-Model

Ulrich Moser and Ilka von Zeppelin regard the relationship analyst – analysand as interplay of two systems that follow explicit or implicit rules of relationship.

The main assumption is that analyst and analysand generate continuously representations (models) about the state of the system of regulation, from one's own as from the other and the assumed interplay.

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Rules of Relationship

General of clinical relevance are the so-called **self-relevant rules of relationship** that care for the maintenance of the stability of the system of regulation.

Hierarchically subordinated are the **(object)relevant rules of relationship** that follow the socially accepted rules of relationship.

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4 Main Functions of the Therapeutic Relationship (von Zeppelin 1987)

- 1) The enlargement of affective-cognitive search processes with respect to the activity of regulation, esp. The enlargement of self-reflective functions,

von Zeppelin I (1987) Outline of a process model of psychoanalytic therapy.
In: Cheshire N, Thomä H (Eds) Self, symptoms and psychotherapy. Wiley,
New York, pp 149-165

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4 Main Functions of the Therapeutic Relationship (von Zeppelin 1987)

- 2) The development of an Ad-hoc-Model of the relationship between analyst and analysand; in the Here-and-Now a better competence of interaction can be achieved that then may be transferred to external reality of relationship,

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4 Main Functions of the Therapeutic Relationship (von Zeppelin 1987)

- 3) The slow change of therapeutic interplay leading to the production of a different distribution of regulation between analyst and analysand.

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4 Main Functions of the Therapeutic Relationship (von Zeppelin 1987)

- 4) The change of the system of regulation of the analysand via the differentiation of the self-reflective functions.

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Microworlds

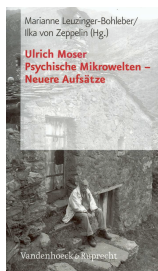
„Based on the rules of the setting in the classical psychoanalytic model of therapy an interactive field is formed; in this region the processes of transference, countertransference, interpretation, remembering etc...

This <Mikroworld> (Moser 2001) is sustained by the real concrete relationship of analyst and “.

Moser, U. (2001). Übertragung, Gegenübertragung und therapeutische Situation am Beispiel früher Störungen. *Psyche - Zeitschrift für Psychoanalyse*, 55, 97-136

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Microworlds



The analyst forms two models; one forms the therapeutic microworlds, The other represents the kind of relationship regulation

Moser, U., & von Zeppelin, I. (2004). Die Regulierung der Beziehung bei <frühen> Störungen (<Borderline>-Fällen. *Psyche - Zeitschrift für Psychoanalyse*, 58, 1089-1110.

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Wallerstein und Sampson (1971)

Shakow (1960) –a psychoanalyst at National Institute of Mental Health - suggested

“to supplement the tape-recording with a writing down the immediate **post-session elucidation**“ of the analyst, where he or she notes his or her understanding of a session including his own associations to his unspoken processes of feeling and thinking“.

Wallerstein, R. S., & Sampson, H. (1971). Issues in research in the psychoanalytic process. *International Journal of Psychoanalysis*, 52, 11-50.

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Problems of Process Research A. E. Meyer

Skylia of the unsystematic and hard to control shortening in case reports

And the

Charybdis (dark blue sea) of the "systematic acoustic gap" of tape-recording.

(Meyer 1981, p.111)

Prozessforschung zwischen der Skylia der "Verkürzung" und der Charybdis der "systematischen akustischen Lücke" (Psychoanalytic process research between the scylla of shortening and the deep blue sea of "systematical acoustical gap". *Zeitschrift für Psychosomatische Medizin und Psychoanalyse*, 27, 103-116.

A.E. Meyer's Dream

For a basic recording a quite demanding procedure would be desirable:

Immediately after a session the analyst plays the recording while a second tape recorder is running.

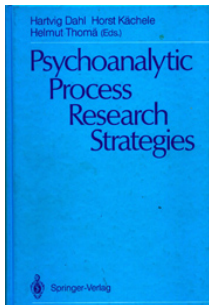
When ever her she feels an explication of his inner processes is feasible he or she stops the recording and speaks his commentary on the second recorder .

(Meyer 1995).+

Meyer, A. E. (1995). Et tamen florent confessiones. Schlußwort zu Grawes Replik. *Psychotherapeut*, 40, 107-110.

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Meyer's Experiment



Meyer A E (1988):
What makes psychoanalysts tick?
In H. Dahl, H. Kächele and
H. Thomä (Eds.):
Psychoanalytic Process
Research Strategies. Berlin
Heidelberg New York
London Paris Tokyo:
Springer, pp 273-290

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Procedure

Three psychoanalysts:

H. Thomä, H. Kächele & A.E. Meyer

Tape-recorded sessions each from one treatment.

After the session they recorded their free associations to the session also on tape. + and filled a session questionnaire.

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Patient's Free Associations

(a) Clues (b) Cues (c) Ambiguities (d) Negative Affects

Clinical theory

(e) Other knowledge

Minimodel

(f) Focus

Interventions

- g) Supportive
- h) Explorative
- i) Interpretative

Instruction

Free Part:

In this portion the analyst was asked to free associate, with the hope that his wishes, frustrations, therapeutic plans, personal problems aroused by the patient's remarks, etc., would show up .

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Instruction

Structured Part: In the second part, called the "explanation of the intervention,"

the analyst's task was to identify three interventions (among all those that he made during the hour) which he thought were most important. "Important" was loosely operationalized as "inducing change," in the topic or affect or leading to fresh material.

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Instruction

For each of these he was asked to state: (1) the source, (2) the aim and (3) the actual time during the session when it occurred.

By "source" we meant a wide range of the analyst's knowledge including theory and his own and the patient's past and present associations.

By "aim" we meant what he wanted to accomplish with the intervention at that very moment.

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Session Review

First I provide a summary with excerpts from the recorded session. Then I present my session review.

The 30 year old patient with a borderline pathology is academically qualified and sought treatment due to pretty chaotic life circumstances he no longer could cope with.

The treatment was three weekly sessions on the couch

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Psychoanalyse 011.282

P : this is a funny microphone, has three parts
(pause 30 Sec)

I'm so tired this morning... Last night I had two glasses of wine

(pause ca 2 Minuten)

A: are there further thoughts to the funny microphone?

P : I somehow shocked, thought of a frog or a jet airplane which have two orifices ,such a device to secretly spy on someone

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Concerns

The patient is now busy considering where the recording are stored; he also never believed that I really would record his shit at all ...

Now he is concerned for his professional career, if this stuff gets into the wrong hands.

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Stupid Slogans

P. : It is getting awkward, what I am talking here Maybe it is the need to run away from my own shitI never talked about my silly slogans, I was ashamed, you know, maybe you understand, but somehow I have the tendency that stupid words come to my mind , I do change names , make them sound stupid

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Secret Language

Now the patient reports that he switches around names of his children, his friends, that these switched names carry a special emotional relevance, kind of a secret language.

He remembers that in puberty he invented whole passages of syllables and he felt quite amused to be the king in his own kingdom.

He is observing himself he is clear that these name turnings only happen to him with people he is friendly with. His wife with whom he quarrels a lot never is the object of such turnings.

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Interpretation

A. : That could be a shit that only from outside seems to be shit for you it could be something very precious

P. : yes, it is true, although it is very childish, but I amuse myself a lot with these sounds as if they were very precious toys , Somehow I make the others to my toy I and reduce my anxiety, especially with my children, sometimes I have the concern that they'll eat my up.

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Memory and Transference

Following it becomes clear that the first turning of named is connected to the most important person of his early years, his aunt, a seven year old half-sister to whom he gave the name LAILA. With this pet name he could comfort himself, he could fill the empty hours of his childhood. At the end of the session he even could let me know that he also turned around my name and could express his concerns – connected to the microphone – that the analysis feels like a vacuum cleaner that absorbs his inner world .

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Review 1

A wonderful session. I am really surprised what he presents, already before the session I had hoped that he would continue to talk about the impact of the tape recording because then I could check whether he could maintain our agreements which would diminish my concerns about privacy and discretion.

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Review 2

I am excited that the idea of the shit developed so well, that the patient could talk about his relationships, that anxieties turn up that he might be punished for it,

That he was able to build up a world of transitional objects that was never mentioned before.

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Control

I did have the feeling that by talking about his shit also the magic-animistic phase of development would be distinct

He then asked about my supervisor (I was not in training any more though I was young) at the beginning of the session I did not really know what to say.

I think he did have the notion that I have to be controlled too in order to reduce his anxiety f.e. indiscretion etc

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Laila

From this session what remains important is the topic of LAILA, an overvalued notion from childhood returning here again.

I felt that these communications that he plays with names, was a great gift to me.

....

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Tübingen – Ulm Cooperation

Following this study a tape-recorded session that i did was transcribed very fast and a colleague from Tübingen, H. König, invited me to a critical dialogue about my work

focusing on the latent theoretical models guiding my work.

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The Tübingen-Ulm Experiment

Hartmut König:

„Then based in the transcribed session I developed hypotheses that were partially invalidated by listening to the session.

I had quite dramatic hypotheses: I thought that the patient was in danger to fall in a deep depression as he had something very devouring and he therefore has an intense anxiety whether there is an internal constancy“.

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Recommendation

Kächele H. & König H. (1995)

Über private und normative Kompetenz: Zur Theorie und Praxis der Spenceschen Naturalisierung von Texten. Unveröffentlicht auf www.horstkaechele.de

König H (2000)

Gleichschwebende Aufmerksamkeit und Modellbildung. Eine qualitativ-systematische Studie zum Erkenntnisprozess des Psychoanalytikers. Ulmer Textbank, Ulm

König H (1996) Gleichschwebende Aufmerksamkeit. Modelle und Theorien im Erkenntnisprozess des Analytikers. Psyche - Zeitschrift für Psychoanalyse 50: 337-375

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Greenson on the End of the 50 Minutes Session

„I do not believe that an analyst that is deeply involved in his work can stop all thoughts and feelings about his patient as soon the patient leaves the room.

Futhermore it needs a few minutes of contemplation or distraction in order to regain one s equanimity after a disturbing session.

(Greenson, R. R. (1974). The decline and fall of the 50-minute-hour. *Journal of the American Psychoanalytic Association*, 22 p. 398).

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Impact of Session Ending of the Thinking and Feeling of an Anayst

The mental situation after the ending of a session cannot be understood as a continuation of the unconscious thinking during the session.

My experience from this study resulted in a new understanding of the impact of physical separation on the socalled free review.

There is a radical change from a dialogic state of mind to a monologic state of mind.

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