

**Textbook of Psychoanalysis**  
**Book Review**  
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A fascinating and comprehensive publication, Textbook of Psychoanalysis (American Psychiatric Publishing, Inc., 2005), exposes the psychodynamically oriented clinician to a vast universe of past, current, and evolving psychoanalytical ideas and formulations.

Edited by E. Person, A. Cooper, and G. Gabbard, the body of this 546 page text is divided into 6 parts or sections, each section with its own, specific editor. The six parts, each containing anywhere from 4 to 8 comprehensive chapters by different authors, are titled *Core Concepts, Developmental Theory, Treatment and Technique, Research, History of Psychoanalysis, and Psychoanalysis and Related Disciplines*.

Each chapter concludes with a comprehensive bibliography. Following the conclusion of the final chapter, there is a comprehensive Glossary of psychoanalytical terms, with simple, cross-referencing of specific words that appear within the diverse definitions, with the use of bold type. An author and a subject index complete the book.

The very nature of psychoanalytical perspectives, with the gradual and fluid shifting of paradigmatic meanings that have blossomed since Freud, defy the creation of a formal, integrated textbook as one would find in the biological sciences. Despite this formal limitation, the quality, in clarity and scope, of the 36 chapters more than compensate for the loosely structured textbook framework.

(2)

Each reader will gravitate towards different chapters, depending on his or her particular interest and orientation; for the clinician who has had exposure to the major trends of psychoanalysis, the textbook need not be read in any specific sequence from beginning to end.

As a preface to illustrating specific content of the Textbook, a broad summary may help to anchor the reader. The original, Freudian-based, unconscious, 'drive/structure' motivational system, which emphasizes an intrapsychic, 'one person' psychology, describes a pleasure-seeking, instinct-driven, conflict-laden infant/child, striving for satisfaction through socially acceptable modes of human contact, for the purposes of tension release. Beginning with the splintering off of Adler, Rank, and Ferenczi, followed by Sullivan, Fromm, and Horney, as well as the British School of Object Relations (Klein, Bion, Balint, Winnicott, Fairbairn, Guntrip), and in Hartmann and Spitz, then through Erikson, Jacobson, Loewald, Kernberg, Lacan, Schafer, Kohut, Stern, Stolorow, and Mitchell, to name just a few major theorists, the emphasis on innate 'drive theory' gradually shifts towards interpersonal psychologies. The more contemporary, revisionist perspectives posit multiple, parallel, intermingling motivational systems, whereby the human infant lives and develops as a socially enmeshed, 'object-seeking' being, rather than merely self-preservative and pleasure-seeking. Emotional growth represents multiple, transformational, forward-seeking, developmental trajectories, not just in psychosexual terms, but embedded within a socializing, intersubjective mother-infant matrix, present from birth.

(3)

It is in the recapitulation of such early, diverse infant-caregiver experiences now revitalized as subjectively felt self-organizing memory patterns, within the new, available, reliable, shared, benign, trusting, validating, and consistent interpersonal psychotherapeutic interaction, through the attuned empathic immersion of the psychotherapist, that developmental processes of repair, emotional growth, explorations of alternative modes of being, and self-actualization are possible.

In Chapter One, *Theories of Motivation in Psychoanalysis*, Fred Pine, PhD, sets the stage for the many transformations and modifications of Freud's original motivational theory of instinctual drives, to be later explicated throughout the textbook. Pine presents this comprehensive review and exposition of motivational theory in order to ultimately identify the emergence of the concepts of personal agency and self-hood. Pine guides the reader through diverse perspectives on "...the driving forces of mental life (p. 3)...that impel mental activity and its affective and behavioral offshoots (p. 17)...", identifying several, simultaneously existing motivational and organizing systems that are proposed by various theoretical psychoanalytical models. In addition to the original instinctual drive formulations of human motivation, Pine describes motivational components within Hartmann's autonomous ego functions (built-in capacities for adaptation), the compelling need for repetition of internalized object relations, the biological base to primal attachment needs, the need to sustain 'sameness' of subjective self-experience, and unconscious developmental needs.

(4)

The process and dynamics of *Intersubjectivity* are described by Daniel Stern, MD, in Chapter 5. Stern underscores the basic, often unspoken, assumption in all human interaction of shared subjective experience, "...like the oxygen we breathe but never see or think of..." (p.77) The infant is born into an intersubjective matrix, in which develop the infant's capacities, actions, intentions, affects, and language. Our minds develop within the context of the wishes, feelings, actions, and intentions of others. Intersubjectivity reflects a philosophical phenomenological approach, recently revitalized, that minds exist only in the interactional context of other minds. Dispelling the Cartesian myth of a mind/body dichotomy, for intersubjectivity there are no isolated minds or isolated intrapsychic structures. The intersubjective matrix, of which the concepts of transference and countertransference are special examples, challenges prior conceptions that the psychotherapist can be objective, or is in a privileged position to observe the patient's intrapsychic reality. Intersubjectivity posits a co-construction of reality, a contextual matrix and unpredictable interplay of two interacting subjective worlds of experience. Intersubjectivity is a two person psychology that posits not pleasure seeking tension release (gratification), but the establishment of object relationships. Intersubjectivity is the unspoken capacity that allows the psychotherapist to "...share, know, and feel...what the patient is experiencing..."(p. 78) Intersubjectivity is "...the fundamental human process that empathy borrows from in creating it's multiple meanings..."(p. 79)

Stern points out that neuroscience suggests the validity of the interpersonal resonance of intersubjective experience, with the recent discovery of “mirror neurons”, whose firing suggest parallel neuronal mapping in both the observer of an action and the performer of the action: “...We experience the [observed] other *as if* we were executing the same action or feeling the same emotion...”(p.80) The intersubjective matrix is a condition of being human, an inherent motivational system necessary for survival, that reflects the human need for psychological intimacy, for “...the sharing of worlds of subjective experience...”(p.82) Intersubjective phenomena are necessary to orient the individual to others, and to help maintain self-identity and self-cohesion. Stern proceeds to illustrate examples of the intersubjective field as a central focus in his work with patients in treatment.

In Chapter 10, *Attachment Theory and Research*, Mary Target, PhD, explores another more contemporary view of the mother-infant bond, as well as the bridges built between attachment theory and psychoanalysis. Beginning with John Bowlby, who described the consequences of maternal deprivation in children, with the sequence of *protest*, *despair*, and *detachment* (p. 160), Target traces attachment concepts further. For the child’s mental development to proceed smoothly, the child’s first psychic organizer, the mother, must be present to help the child develop the capacities for self-regulation. Bowlby, rather than viewing need satisfaction as a primary motivational force, posited affectional bonds as primary, ideas which alienated him from the classical psychoanalysts of his day.

(6)

Instinctual signals from the child, such as sucking and clinging, serve to strengthen the bond between child and mother. Attachment behavior is thereby deemed a more primary, biologically based motivational system, separate from other drives or motivational systems, such as feeding or sexuality. From concepts of a “secure base”, or “felt security” (p. 161), researchers have made refinements to Bowlby’s original observations, whereby he describes securely attached individuals as having “..internalized capacities for self regulation...” (p. 161) Infants and children develop *IWM’s*, or *Internal Working Models* (p. 161) of different attachment figures and relationships, which, interlocked with self-images, determine how the individual will experience herself or himself as valuable, loving or deserving of love. Through the development of the *AAI*, or the *Adult Attachment Interview*, researchers identify the parent’s state of mind in reference to attachment. Ainsworth (1969, 1985) further elucidated characteristics of attachment phenomena using the Strange Situation, where one year old babies are temporarily separated from their caregivers and placed with a friendly stranger. Ainsworth identified four main patterns of behavior, distinguishing ‘secure babies’, who are free to explore, from anxious or disorganized babies. Target, summarizing Sroufe (1996), states that “...a secure baby’s behavior is seen as showing the capacity to remain emotionally organized...under stress, {because}...the parent has kept stimulation and anxiety at manageable levels...[which]...leads the baby to feel less disturbed by his or her anxiety, expecting that its meaning will be recognized by the parent...and the anxiety will become more manageable...”(p. 163)

Secure children grow into more confident, healthy individuals, with self-reliance, empathy for others, resilience, and with an improved capacity to form deep relationships. Studies in attachment theory are replicable and can be integrated with other contemporary psychoanalytical ideas, particularly in relation to notions of internalized self and object representations, basic trust, and mirroring. Target ends her chapter by alluding to the powerful attachment relationship developed between patient and psychotherapist, where the patient can question, both emotionally and cognitively, the nature of his or her earliest attachment experiences.

Examples of other excellent and appealing chapters in this volume include *Psychoanalytical Developmental Theory* (chapter 8), by Peter Fonagy, PhD; *Theories of Therapeutic Action and Their Technical Consequences* (chapter 14), by Jay Greenberg, PhD; *Psychoanalysis and Psychopharmacology* (chapter 17), by Stephen Roose, MD, and Deborah Cabaniss, MD; and *Developmental Research* (chapter 22), by Stanley Greenspan, MD, and Stuart Shanker, D.Phil.

Additional comprehensive chapters explore outcome, process and conceptual research, a history of psychoanalysis within various countries and continents, and interdisciplinary chapters related to psychoanalysis and its relation to psychology, anthropology, art, literature, philosophy, and neuroscience.

(8)

I highly recommend this conceptually rich Textbook for those clinicians who value a comprehensive, non-encyclopedic but more narrative exploration of the history and evolution of psychoanalysis, as well as a detailed journey through the major avenues of contemporary psychoanalytical thought.

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