
ABSTRACT

Collaboration with teachers through psychoanalytic practice in elementary school counseling

HAYASHI, Hideki
Shujitsu University

Psychoanalytic practice in elementary school counseling causes some problems including difficulty in maintaining the external psychoanalytic setting. However, psychoanalysis may be applied during school counseling, provided that the therapist's own internal psychoanalytic setting can be used as a reference. This study shows two cases of assessment sessions a therapist actually conducted in an elementary school by referring to the therapist's setting of psychoanalytic psychotherapy for children. The discussion focused on the aspects of psychoanalytic practice contributing to school counseling at an elementary school, in particular, the aspect of collaboration with teachers. The two cases also indicated that psychoanalytic practice is applicable to elementary school counseling when supported by the therapist's own setting. Application of psychoanalytic practice to school counseling can spotlight each child's mind, and show the teachers that enough time is needed to understand each individual child. This can therefore become a good chance for the teachers to notice the children's complicated mind, and then lead to development of the "negative capability" necessary for psychological care.

Key Words: school counseling, psychoanalytic practice, consultation, collaboration
