

Self Fragmentation and Re cohesion During Crisis:  
A Content Analysis



Susan Lee Kohl





CALIFORNIA INSTITUTE FOR CLINICAL SOCIAL WORK

We hereby approve the dissertation

SELF FRAGMENTATION  
AND RECOHESION DURING CRISIS:  
A CONTENT ANALYSIS

by

SUSAN LEE KOHL

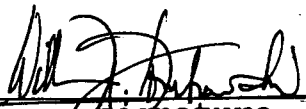
candidate for the degree of  
Doctor of Philosophy in Clinical Social Work

Doctoral Committee

William Dombrowski, Ph.d

Chair


17 Oct. 1991  
date

  
signature

Samoan Barish, D.S.W

Committee Member

18 Oct 91  
date

  
signature

Jerry Martin, M.D.

External member

10-21-91  
date

  
signature



THE CALIFORNIA INSTITUTE FOR CLINICAL SOCIAL WORK

SELF FRAGMENTATION  
AND RECOHESION DURING CRISIS:  
A CONTENT ANALYSIS

A dissertation submitted to the  
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By

SUSAN LEE KOHL

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## **ABSTRACT**

### **Self Fragmentation and Recohesion During Crisis:**

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**by**

**Susan Lee Kohl**

The purpose of this research project was to study how the cohesiveness of self structure changed during crisis intervention treatment. A content analysis was done on four subjects using the verbal interaction during their actual psychotherapy sessions with both qualitative methodological techniques and quantitative measurement devices. The measurement scales used were the Social Alienation / Personal Disorganization Scale and the Cognitive and Intellectual Impairment Scale, both developed by Gottschalk and Gleser (1969). The subjects were paired in such a way that those assessed as highly fragmented at the beginning of the crisis sessions, were compared with those assessed to be less fragmented at the initial crisis sessions.

The results of the study indicated that, for the most part, individuals progress from a fragmented self state at the beginning of the crisis time to a more cohesive state by the end of the crisis time. In addition, the results showed that the pathway towards recohension is non linear, and is also uniquely individual.

The results of the study were significant in a number of ways. The self psychological concept of self fragmentation was shown to be part of healthy emotional maturation and growth. Crisis theory and its concepts of hazard and crisis were reinterpreted in the context of the fluctuations in the cohesiveness of self

structure that the study showed to occur during crisis. In addition the results of the study showed the complementarity of qualitative and quantitative research techniques when used in the same study.

## DEDICATION

My husband, David, typed, word processed, duplicated, collated and mailed every word I wrote during my Ph.D. process.

When, in 1985, I broached the idea of enrolling in a doctoral program, and David said, "go for it," I didn't know he also meant, "and I will be right with you, enabling you." Just as David didn't skimp on support and encouragement, I don't skimp when I say

To my husband David, who knows the meaning of love.



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Dr. Samoan Barish and Dr. Jerry Martin, the other members of my committee, provided me with their expert clinical knowledge and I wish to thank them for fine tuning my theoretical concepts. I would also like to acknowledge Dr. Gary Schulman for reading my dissertation proposal and making very helpful suggestions.

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My sons, Joshua and Benjamin tolerated all the time and energy away from them and towards this project, and yet were able to convey to me their pride in me. There were times when the image of their pride provided me with the necessary encouragement and incentive to write when I didn't want to write and think when I was too tired to think.

Finally, I would like to thank a woman I do not know, who five years ago stood in front of me in line in the super market. We got to talking and I told her my doubts about engaging in this PhD endeavor. I told her it would take so long. She said, "You know, time is going to pass anyway. Fill it with something that will make you feel satisfied with yourself." Thank you.

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## INTRODUCTION

In recent years, psychodynamic metapsychology has been broadened to include theories that emphasize the role of the other in dyadic relationships in the development of the individual psyche. In particular, the thinking and writings of Heinz Kohut, called self psychology, have gained wide support and recognition. Basic to Kohut's theories is the idea of the self, its development and structure. The self forms in relationship to others. A selfobject experience develops in relationship to this other and serves the function to mirror and or be idealized by an individual so that the pre-self can maintain cohesion and develop, by transmuting internalization, into a stable mature self. According to Kohut, it is the status of the self in terms of its cohesiveness and sturdiness that determines the nature of affects, behavior and degree of well being.

The purpose of this research is to expand our clinical knowledge of the self by describing how the indicators for self cohesiveness change during times of emotional disequilibrium or crisis. In particular, cognitive functioning, the quality of relatedness with others, and self esteem were examined as essential aspects and indicators of self cohesiveness (Wolf, 1988). Changes in self cohesiveness for individuals who applied for services to a mental health center operating under the guidelines of a six time crisis intervention modality were examined. A content analysis was done of those individual's first, third and fifth crisis sessions to describe

the changes that occurred in their self status as they moved from the beginning of crisis to the ending of the crisis period.

Content analysis was chosen as the method for examining self cohesiveness because of its ability to ascertain both conscious and unconscious information about an individual's emotional status. The self and its states of relative cohesiveness are both a conscious and unconscious experience. In addition, content analysis is a relatively unobtrusive methodology, requiring only the use of a tape recorder. Therefore, it interferes little in the natural flow of a therapy session.

The particular content analysis scales used in this research have been validated for their sensitivity to cognitive disturbances (Gottschalk and Gleser, 1969), and seem particularly sensitive to changes in the quality of relatedness. This is important because the literature and research on self psychology consistently point to disturbances of cognition, relatedness, and self esteem as being prominent during self disruption (Wolf, 1988; Stern, 1985). In addition, the crisis research has also shown these same factors to be prominent during the crisis period of time (Halpern, 1973; Hoff, 1978; Taplin, 1979).

This dissertation is organized in the following manner:

The first chapter discusses why it is relevant to study the concept of self fragmentation during a period of crisis. In addition, this chapter defines the concepts used in this research and establishes the framework within which the research questions will be answered. The rationale for the use of content analysis as a methodology in this study as well as the rationales for the use of the Social

Alienation/Personal Disorganization and Cognitive and Intellectual Impairment Scales (Gottschalk and Gleser, 1969) as measures of self fragmentation, will also be delineated in this chapter.

The second chapter examines previous research and theoretical discussions of self fragmentation. Little research has been done in the self psychology area, however, a significant amount has been done on crisis. This chapter will present those findings, particularly as they give credence to the importance and relevance of understanding self status during a crisis period of time.

In the third chapter the basic research design of the project is delineated. The instruments used are described and the specific procedures that were followed for the research are explained. The specific limitations of this study are also included in this chapter.

Chapter four will present the findings obtained.

Chapter five will discuss the findings.

A bibliography is then included.

Finally, the appendix follows and includes the informed consent form, copies of the content analysis scales, the patient history/intake form, the validity and reliability studies done on the content analysis scales, the procedures set forth in the manual (Gottschalk, Winget and Gleser, 1969) that instructs one in the use of these scales, and the raw data for the qualitative analysis.

## **PROBLEM STATEMENT**

### **A. WHY A STUDY OF CRISIS**

An important consideration for clinicians is to determine why at a particular moment in time, an individual has applied for mental health services. In addition, an assessment of the new patient's mental health status is part of one's initial understanding and evaluation. The literature has shown that those seeking mental health services are in an emotional crisis (Caplan, 1964) meaning they are in a state of emotional disequilibrium. It seems relevant to expand our understanding of this emotionally disequilibrating state as a way of enhancing our abilities of "starting where the patient is," a social work tenet also essential to crisis theory. Crisis theory is concerned with present, immediate disruption, and not long standing emotional conflicts. Most important, however, is that by understanding what constitutes an emotionally stressful situation for this individual, and how it is managed, one is provided with a window into his psychic makeup and a view of some basic conflict areas. One can understand the immediate crisis as a prototypic one for an individual which has implications for the understanding of a person's core, unresolved issues, how the transference will evolve in the course of treatment, and some prognosis of potential outcome.



## B. VALUE OF A SELF PSYCHOLOGY FRAMEWORK

It seems that a self psychological perspective can explain the precipitation of a crisis, as well as the ensuing emotional disequilibrium so characteristic of a crisis, in meaningful terms. In particular, Kohut's notion of the self, and its variations in states of cohesiveness, seem particularly relevant to understanding what is occurring intrapsychically when one is in crisis, or emotional disequilibrium.

The clinical acceptance of Kohut's self psychology, in the last decade, has highlighted the importance of narcissistic gratifications and the status of the self to emotional well being. No research has been done testing that notion, nor has there been research exploring the experience of the self during an emotional crisis. This gap in our knowledge inhibits our ability to "start where the patient is." By introducing self psychology as a perspective for understanding crisis, we revamp our initial understanding of an individual's distress, as well as our comprehension of precipitation. By adopting the perspective of self psychology, attention is drawn to an understanding of the selfobject loss and the ensuing narcissistic injury's impact on the status of self cohesiveness rather than to the breakdown of defensive structure and resulting breakthrough of drive impulse.

Some of the research on crisis does point to an understanding of crisis more in terms of narcissism than drives, but it has not been conceptualized in terms of Kohut's thinking. Researchers have shown esteem variations during crisis (Brown, 1986; Rapaport, in Parad, 1965; Aguilar and Messick, 1986). Others have described precipitants to crisis in terms of loss in what Kohut would describe as selfobject

functions (Strickler, 1970; Lindemann, 1979; Hurst in Barrett, 1979; Holmes in Barrett, 1979; Sandoval, 1985; Brown, 1986; Rapaport in Parad, 1965; Barrett, 1979). Additional researchers have described the disorganization in family, social, and work relationships during crisis (Halpern, 1973; Hoff, 1978) in terms that seem characteristic of the affective cognitive disturbances resulting from a self that is wavering in cohesiveness. None of the research, however, has measured the unconscious, intrapsychic reaction to crisis. Researchers have only studied what they have been able to see and what individuals have told them they were experiencing. This methodological obstacle has contributed to the gap in our knowledge of an individual's experience and needs during crisis.

Self psychology sees disruptions in emotional equilibrium as an individual's crisis with all the resulting esteem lability and cognitive disturbances talked about in the crisis literature (Halperin, 1973; Taplin, 1971; Hoff, 1978). It explains the concept of loss so essential to what is known about the precipitation of a crisis, and the resulting alterations in relatedness. The theory also accounts for the importance of social support as a deterrent to crisis and as a predictor of the intensity of the crisis, and it gives meaning to the conceptualization of crisis being a time of disorganization and disequilibrium. Self psychology provides a perspective within which one can understand what is out of balance.

Recent advances in psychodynamic thinking have altered our perspective of human development, the essentials for a healthy emotional life, and what is well being. The quality of one's early relationships as a determinant for the development

of a cohesive sense of self overshadows the management of drive impulses as the quintessential factor in early development for mental health. If the current thinking is so, then phenomena such as crisis need to be looked at in these new lights. A self psychological perspective provides a theoretical basis for one to do that.

### C. THE RESEARCH QUESTIONS

This study followed the indicators for self cohesiveness during the crisis period, from the initial state of crisis to its end state. Was there a level of self fragmentation in the beginning stage of crisis, and some recohension of self structure by the ending stage of crisis manifested by fluctuations in the indicators? The literature (Aguilar and Messick, 1986; Hoff, 1984; Slaiken, 1984; Strickler and Lasor, 1970), suggests that this should be so. The purpose of this research project was to study individuals during the crisis period of time, by studying the indicators, and follow the level and quality of their self organization from an early stage of crisis, when the individual first sought help, to the end of the fifth session which is widely regarded as nearing the end of the crisis period. The following questions were examined in that endeavor:

- a) Do individuals in crisis progress from a fragmented self state at the time they seek help to a self state that is more cohesive after five sessions of crisis intervention?
- b) How do cognitive functioning, the quality of relatedness with significant others and self esteem change during the crisis period?
- c) What are the differences in cognitive functioning, quality of relatedness, and self esteem between individuals whose premorbid

functioning is similar but who present with different levels of fragmentation in the initial stage of crisis.

d) What are the differences in the progress of recohesion between individuals whose premorbid functioning is similar but who present with different levels of initial fragmentation?

#### D. DEFINITIONS

The following is a list of terms pertinent to this research and how they are defined in this dissertation. The etiology of these definitions will be discussed in the Review of the Research and Literature chapter to follow.

i. Crisis: Crisis is an emotional state of imbalance, characterized by upset and disorganization in one's relationships and personal functioning.

ii. Narcissistic injury: a narcissistic injury is a wounding to the self.

iii. Precipitating event: The precipitating event is the occurrence that provokes the crisis. It is an event, uniquely, emotionally relevant to an individual, with which he is unable to cope. The precipitant is often called the hazard in crisis literature.

iv. Psychic structure and self structure: These two terms will be used interchangeably for the purpose of this research. Self (psychic) structure will be defined as the construct that results from the prototypical ways in which individuals organize their early selfobject experiences so that a sense of self prevails. When the term self is used, alone, in this dissertation, as contrasted to the phrase, sense of self, what is meant is the psychic or self structure.



v. Self fragmentation: Self fragmentation is an alteration in the usual stable status of one's psychic structure such that one's usual sense of self begins to disorganize. It is experienced both consciously and unconsciously, and manifested by alterations in self esteem, cognitive functioning and the quality of relatedness to ones others.

vi. Selfobject: A selfobject is the incipient psychological structure developing in association with a significant other, providing the function of self cohesion.

vii. Sense of self: This term refers to the perceptions, thoughts, and estimations of oneself as both object and subject. It is how one believes others think about oneself as well as how one thinks about oneself.

viii. Self-object relatedness: This term refers to the nature and quality of one's relationships with others. In this dissertation, self-object relatedness will be called the quality of relatedness. The particular aspects of relatedness examined, in this research, include distance/closeness, dependency/autonomy, and degree of happiness in relationships. All of these factors encompass the self vis a vis others and the perception of others vis a vis self.

#### E. THE USE OF CONTENT ANALYSIS FOR OBSERVATION OF SELF STATUS

The study of the relationship between the messages transmitted by speech and the cognitive or emotional states of the person speaking, is called psycholinguistics (Markel, 1969 in Kiesler 1973). Using the raw verbal productions of a psychotherapy session, in this frame of reference, allows an analysis of the verbal data in a manner

that permits inferences to be made about the speaker's unconscious and conscious mental processes. Self fragmentation, as described by Kohut (in Wolf, 1988), has a variety of manifest signs discernable to both patient and therapist. It is, however, also an unconscious process that cannot be directly observed. The usual personality inventories that measure anxiety, depression, and cognitive disturbances, generally ask a patient or administrator of a test, if such and such a symptom exists. One can only answer based on what one sees, or consciously feels and thinks. Therapist evaluations have to rely significantly on the overt, and then on subjective hunches after a therapist has gotten to know a patient quite well. TATs, Rorschachs, and other projective techniques, could be useful, but would intrude into the crisis process by the nature of their administration.

The form of content analysis used in this study is a relatively unobtrusive methodology, requiring only a tape recorder, and it permits observation of the natural flow of verbal communication from an individual as unhampered by intervention as possible.

F. RATIONALE FOR THE USE OF THE SOCIAL ALIENATION/PERSONAL DISORGANIZATION SCALE (1969) AND THE COGNITIVE AND INTELLECTUAL IMPAIRMENT SCALE (1969) AS THE CONTENT ANALYSIS SCALES TO MEASURE SELF FRAGMENTATION

What does it mean when we say someone is fragmenting? We know that Kohut talks about psychic structure that begins to crumble and that the disintegration can progress to the extreme (Kohut, 1971, 1977, 1978, 1984). Clearly, self

fragmentation is an intrapsychic phenomenon that manifests itself on both a conscious and unconscious level, as well as on a covert and overt level. Wolf (1988) adds meaning to the concept of self fragmentation by pointing out the indications of it that appear on a manifest level, by delineating its symptoms. See literature review, for a detailed description of this. What is clear is the extent to which cognitive behavior is altered. From esteem variations, to acting out behavior to alterations in memory and intellectual functioning, self fragmentation includes a significant degree of cognitive dysfunctioning. We've all seen highly intelligent patients whose illogical behaviors and perceptions seem inconsistent with their intellectual capacity, or patients who suddenly become forgetful, or begin having mishaps. These patients do not seem in full control of their cognitive functions. An increase in cognitive functioning seems parallel to an increase in self cohesion.

Stern (1985) in explaining how agency, coherence, affectivity and continuity become integrated, in forming a core self, speaks of memory and cognition. He says ".....there are no lived experiences that do not clump to form episodes, because there are rarely, if ever, perceptions or sensations without accompanying affects and cognition and/or actions (p. 95)". He goes on to say "There are never emotions without a perceptual context (ibid)." It is this perceptual context that is the subjective organizing principle that forms the basis of a core self. It seems logical to assume that when the structure of the core self wavers, there will be alterations in the cognitions that compose it.

In addition anxiety is a component of self fragmentation (see literature review). Significant anxiety can also alter cognitive functioning.

The SAPD seems to be an appropriate assessor for self fragmentation. Schizophrenia, according to Kohut, is extreme fragmentation (1977, 1971, Wolf, 1988). Schizophrenia is listed in Wolf (1988) as one of the selfobject disorders. It is similar to the borderline conditions, however, in schizophrenia, and other psychoses, the damage to the self is relatively permanent, and the defect is not covered over by defenses. Wolf (1988) states, in this classification that "constitutional factors combine with the effects of deficient mirroring to produce the noncohesive psychopathology of schizophrenia (p. 68)." Kohut (1977) classifies the primary disturbances of the self into five psychopathological entities. They are:

- 1) the psychoses (permanent, or protracted breakup, enfeeblement or serious distortion of the self),
- 2) the borderline states
- 3) the schizoid and paranoid personalities
- 4) the narcissistic personality disorders and
- 5) the narcissistic behavior disorders.

This classification put forth by Kohut, offers a range of both potential and actual psychic cohesiveness, with the psychoses, and schizophrenia being the pathological extreme. It seems appropriate to assume, that in this range, the lesser disturbances will manifest some similar symptomatology to the severe disturbances but will vary mostly, in degree and longevity. There is, of course, symptomatology

distinct to the psychoses, such as hallucinations, that will not be manifest in someone with a narcissistic behavior disorder. However, in a situation of sufficient emotional stress, one can hypothesize a more intact self, regressing to states of lesser equilibrium and manifesting even psychotic symptomatology.

This particular content analysis scale, the SAPD has been shown to be a valid assessor of schizophrenia, which is regarded in this research as the most extreme form of fragmentation. In particular, the SAPD and the CIIS, focus in on the cognitive dysfunctioning that seems so prevalent in the varying stages of self fragmentation.

In the literature review, the lowered self esteem, sense of emptiness, disruption in relationships, anxiety, and cognitive and ego alterations addressed by Wolf (1988) and Stern (1985) that are manifested as the self disintegrates are delineated. In addition, the essentials to a core self, of self agency, self coherence, self affectivity and self history, that loosen when a self begins to crumble are put forth (see Stern, 1985). In this researcher's judgement the SAPD and the CIIS are particularly sensitive to the loosening of cognitive structure that seems so salient to what is often perceived as self fragmentation. In addition, Louis Gottschalk, one of the authors of the content analysis scales, states his familiarity with Heinz Kohut (they were classmates) and the theories of self psychology. He clearly believes that the SAPD and CIIS will together measure the cognitive disturbances so basic to self fragmentation (Personal Communication, Aug. 1989).

The SAPD scale (Gottschalk and Gleser, 1969) contains five categories with scoring weights assigned to each (see appendix C). Category I includes interpersonal references regarding the quality of one's involvement with others as well as references pertaining to an assessment of other people's friendliness and well being. Category II includes intrapersonal references regarding one's orientation, past, present or future. It includes references to oneself regarding physical and psychological functioning, and whether one is perceived by oneself as intact, satisfied and healthy, or not. It includes denial of feelings and attitudes as well as projections of badness onto food, weather and sleep. The other three categories score miscellaneous cognitive indicators of emotional disorganization, such as sentence incompleteness, erroneous remarks, repetition of ideas and words, religious references, and references to the interviewer. This scale's main focus is on the cognitive disorganization that occurs in schizophrenia. The authors point out that this disorganization is also present in individuals experiencing transient stress (Gottschalk and Gleser, 1969; Gottschalk, Haer and Bates, 1972). One would anticipate, however, that while non-schizophrenics will manifest some similar cognitive symptomatology, as schizophrenics, the results will not be as continuous or as extreme. The second focus of this scale, is social alienation. It is this aspect of the scale that taps into the quality of the self's connectedness to the outside world. When there is a selfobject disruption, and consequential degree of self fragmentation, one of the things that has occurred is that the self no longer experiences itself as being in sync and attuned with another. The

social alienation aspect of this scale seems sensitive to and measures the degree and intensity of this disruption.

This scale was originally developed as a diagnostic instrument to assess schizophrenia. The purpose, in its development, was to go beyond clinical observation to the idea that certain qualitative peculiarities appear in the verbal behavior of people with severe personality disorders (Gottschalk and Gleser, 1969). The authors discovered that there is a disturbance in coherence and logic of thinking in such people. In addition, the authors (*ibid*) point out, in schizophrenia there is also a disturbance in human relationships. In particular, they highlight withdrawal, avoidance and antagonism. Again, the authors point out that all of these symptoms are present in non schizophrenics as well, but not in the same continuous and extreme fashion. Most important to this study, is that this scale is sensitive to the transient psychiatric changes along these dimensions in non-schizophrenics who are emotionally stressed. The subjects for this study were non schizophrenic individuals who had been stressed in a manner that disabled them from coping in their usual ways. The disequilibrium that occurs in such crises is transient and thought to recover itself within six weeks (Caplan, 1964). This content analysis scale is an instrument that can assess this temporary emotional state.

The CIIS also seems appropriate as a measure of self fragmentation. The CIIS (see Appendix D) contains four weighted categories designed to ascertain cognitive malfunctioning. It does this by first ascertaining the perceived quality of one's relationships (Category I), i.e. are they helpful and friendly, and does one feel

helpful and friendly towards them. The scale is then heavily weighted in the area of disorientation and orientation (Category II) past, present and future. In addition, this category assesses how intact and well one experiences oneself. Other signs of disorganization (Category III) are included, as in the SAPD. While the CIIS and SAPD are similar, and overlap, their foci are somewhat different so that the weights assigned to the varying categories differ. The SAPD is ascertaining social alienation as well as personality disorganization. The CIIS is concentrating on cognitive dysfunctioning and places most emphasis on those categories.

The CIIS was an outgrowth of the SAPD. When verbal samples of varying populations were analyzed on the SAPD, those individuals that were brain damaged scored similarly along some categories and differently along others. References to interpersonal relationships, for example, were used more frequently by schizophrenics, while verbal statements indicating disorientation occurred more often in the speech of those who were brain damaged (Gottschalk and Gleser, 1969). The purpose in the development of this scale was to measure transient and reversible changes in cognitive and intellectual functioning, as well as irreversible changes. While the authors wanted to measure the changes due primarily to brain dysfunctioning and minimally to transient emotional changes in individuals, this scale has been applied in numerous studies on populations not known nor assumed to be brain damaged (Gottschalk, 1979).



## REVIEW OF RESEARCH AND LITERATURE

The review of the research and literature will be divided into two parts. The first part on self psychology provides the theoretical basis for this research project. Little formal research has been done yet examining Kohut's concepts so that this section is basically theoretical. The work of Daniel Stern (1985) is presented as the basic research outside of the field of self psychology that has been done that seems to further confirm Kohut's thinking. The second section on crisis, places crisis in its theoretical context and presents the research that seems to connect crisis theory to self psychology theory. This research provides the support for reconsidering crisis theory in a self psychological perspective.

### A. SELF PSYCHOLOGY

For the purposes of this research project, psychic structure is defined as the construct that results from the prototypical ways in which individuals organize their early relational interactions and experience so that a sense of self prevails. It is this sense of self, and who one is in relation to the world, and how one should be in relation to the world that instructs behavior and determines feelings.

Many theoreticians address directly, or allude to a concept of self. Donald McIntosh (1986) delineates Freud's usage of self in differentiating Freud's term "Das Ich." "Das Ich" has usually been conceptualized in terms of Freud's later usage of the system-structure ego. In this sense "I" is the subject who thinks, acts, feels, etc. As McIntosh (1986) points out, however, Freud also uses "Das Ich," I, as the object which one thinks, and feels about, and loves and hates. It is this latter usage that is

thought to be compatible with the more current thinking regarding "self." "In order for the child to form a self which can become the object of an investment, it must be able to look at itself through the eyes of another person, i.e. it must see itself as someone else does, most basically as a distinct person, and more specifically as e.g. a 'little girl,' a 'naughty boy,' etc." (McIntosh, 1986). Freud differs, however, from the relational theorists, in where he places this concept of self in the organization of the psyche. The notion of the self is not primary, in classical metapsychology. Freud describes a psychic structure whose contents include instinctual drive impulses and which gets organized around the ego's ability to manage these drive discharge. Object relatedness is secondary, and incidental to this process and is influenced by the ego's success in avoiding the breakthrough of the id impulses. The reality principle, and the ego's capacity to accommodate to it will dictate to a large degree the child's evolving concept of self.

Sullivan (1953) was one of the theoreticians who helped move psychoanalytic thinking from a drive model to one whose emphasis was on early social interactions. For Sullivan there is no baby outside of the infant/mother dyad and it is from this constellation that one's self develops. Experiences, for Sullivan, are organized around the successful prevention of anxiety, which Sullivan saw as the ultimate terror. The self, which results, is one which has adapted, in unique ways to the diminution of anxious feelings.

Hartmann (Lax, et. al., 1986) clearly distinguishes ego, self and personality from each other, in order to understand narcissism. He felt that the opposite of

object cathexis is not ego cathexis but, rather self-cathexis. Hartmann still retained Freud's structural model and was unclear as to where in the psychic structure narcissism was housed. He did feel, however, that the self or self representation were contents of the ego, whose function was to adapt to the social environment.

Fairbairn (Chessick, 1985) seems to use the term ego synonymously with self, as the psychic unit coping with the environment and striving for internal integration.

Winnicott (1986), in a manner similar to Sullivan, also conceptualized infancy as a mother child dyad, and also places great emphasis on the interactions of that dyad as the precursor to the self. For Winnicott, the unintegrated infant uniquely organizes through the "holding environment" provided by the mother. It is in that appropriate and sufficiently empathic environment that the true self of the infant can unfold. A misaligned mothering atmosphere leads the child to accommodate, and thus a "false self" emerges. The "false self" is not only an adaptation, it is also a protection for the integrity of the "true self" which must be kept hidden.

Winnicott and Sullivan bridge an interesting gap in psychoanalytic thinking in that they bring the concept of the self into more current understanding. Their view of the self as an evolving concept that contains all the aspects of a person that make that person uniquely him parallels the thinking of Heinz Kohut. It is a very different concept than the one put forth by Freud. The self is no longer viewed as the result of successfully negotiating drives, but rather as a coming into being of all that is innate and distinct about an individual. The issue for analysts such as Sullivan,

Winnicott and Kohut became the kind of early environment that was necessary to allow for the flourishing of the self.

Kohut saw the self in much more structural terms than did Winnicott and Sullivan. They conceptualized an organization of experience that produced an entity that could vary in its solidity, while Kohut saw as the goal, in development, the establishment of a cohesive self, that could withstand the slings and arrows of outrageous fortune, without much wavering. Central to Kohut's notion of self, is an empathic mother that can appropriately attune to the varying needs of the budding human.

The self is "not an agency of the mind, but is a structure within the mind" (Kohut, 1971). Kohut went on to see this structure as the very core, and essence of the mind, and to be both the content and the structure of the mind. The self, according to Kohut, can be defined as the core of the personality. While Kohut, initially, seemed influenced by Hartmann's definition of narcissism as being an investment of the self, not of the ego, Kohut ultimately relegated the concept of self to a higher position, as the structure of the mind. The self, then, is synonymous with psychic structure.

Palombo (1979) defines Kohut's concept of self in meaningful terms. "The self is an enduring set of structures which result from the transmuting internalization of selfobject experiences, and which includes the skills, talents, deficits and temperament with which a person is endowed at birth." A child and his environment are a fit. The self develops and coalesces within an environment whereby the uniqueness of the child interacts with the hopes, fantasies, expectations, and self structures of the parents. A mother who is at peace with her own grandiose exhibitionism, will allow

that to flourish in her child. A parent who feels contained and secure can allow his child to merge with the omnipotent, soothing qualities of himself. A parent with a sturdy, cohesive self can adjust his expectations to the congenital endowment of his child, so that the child can grow and flourish with pride and joy. If not, Kohut believes, there remains only a partial human being with a damaged self, and wasted potential, that precludes a healthy zest for life.

Freud saw narcissism as a part of the same line of development as object love. He viewed libido as being finite in amount and, for any number of reasons, an insufficient amount of libido would be cathected onto an object leaving an inordinate amount cathected to oneself. In this manner, Freud never integrated a healthy and vigorous interest in oneself and object love. Kohut saw clearly that healthy self interests did not preclude object love, but in fact, enhanced it. As a result, Kohut began to postulate narcissism as having a separate line of development from libido. In later years, Kohut viewed narcissism as the only line of development, and that healthy relationships, including love, came only as a result of a positive development of one's narcissism, not instead of. The ability to empathically attune oneself to another, to live in intimacy with someone, to develop mutuality in a relationship are the manifestations of a cohesive self, which gradually emerges from an appropriately harmonious developmental environment that caters to one's narcissistic needs. A cohesive self is a mature self which emerges from the archaic undeveloped self of infancy.

Kohut's seemingly simplistic notion of a healthy interest in oneself existing alongside a mature object love revamps the picture of psychopathology. Rather than one viewing neurotic disorders on a different continuum than narcissistic pathology, one can now place them on the same developmental line, with narcissistic and borderline conditions being precursors to and more primitive conditions than the neuroses.

The cohesive self, according to Kohut, is composed of two poles; that of the grandiose self, and that of the idealized parent imago, with a tension arc of talents and skills between them. This is what Kohut means by the bipolar self.

The grandiose self is that part of the self that is exhibitionistic and requires mirroring by the child's self objects for his uniqueness and wonderfulness. It is the part of the self that announces, "this is me" and needs to be met with approval, joy and pride on behalf of the significant others in the child's life, in order for the child to ultimately experience himself as an approving, joyful individual that he, himself, can be proud of. The other pole, that of the idealized parent imago, is the side of the self that feels soothed and contained as a result of being able to look up to and merge with an image of calmness, infallibility and omnipotence. The result of the bipolar self being empathically responded to is what Harry Stack Sullivan (1953) referred to when he postulated the importance, in the infant, of not experiencing anxiety. The result is a self that is contained in a Winnicottian sense (Winnicott 1986) in an appropriate "holding environment."

Kohut uses the concept of the selfobject, in his theory, to connote the essential object relationship in one's life. The selfobject is not a separate object. It is viewed as a part of the self with no life of its own. Its function is to mirror and be idealized so that the budding self can flourish confidently and securely. A selfobject's function is evidenced mostly, by equilibrium, and when it is threatened there is disruption and fragmentation of the self structure. For the child, the selfobject provides the functions it cannot provide for itself. It is through the mother's comfort and joy in her cuddling, feeding and nurturing that the pre-self of the child can begin to experience an inner harmony. While initially, the functions of the selfobject reside with the mother, gradually, by experiencing optimal frustrations in her provisions, in an empathic environment, the child structuralizes the selfobject functions and can perform those services for itself. Stolorow and Scharif (1984/5) point out, that if the mother can contend with, and, in that sense, "hold" and "contain the child's anger and disappointment with her failure, and not fragment herself, the child will be able to integrate the experience. It is the organization and psychic structuralization of these kinds of experiences that helps determine the solidity of the resulting self structure. Simply put, then, self fragmentation is an alteration in the usual status of one's psychic structure such that one's usual sense of self begins to disorganize. Kohut also introduces us to the notion of gradations of cohesiveness in the self such that some selves are more vulnerable and prone to significant fragmentation than others. Also, in the psychic structure, there are aspects of experience that have been

more cohesively organized than others, so that one's vulnerability to fragmentation can be specific and not global.

An essential ingredient to the development of a sturdy self structure is transmuting internalization. This is an internal process whereby the functions that the selfobject provides are structuralized, bit by bit, so that the child can continue to perform those functions as a result of a cohesive sustaining psychic structure. The creation of a cohesive self is not simply a learning of behavior based on parental reinforcement. It is more complex than that, and encompasses the internalization and transmuting of selfobject functioning so that soothing and a sense of one's own vigor and perfection can ensue. Cohesive psychic structure allows the selfobject function to proceed in a relatively stable, reliable fashion, even when disruptions and losses of significant others occur. To be able to perform the selfobject function by oneself allows one to be less dependent on the supplies from the significant others in one's life and less vulnerable and prone to disruption.

One of the tasks of this dissertation is to describe the experience of self fragmentation, consciously and unconsciously. It seems that one of the most prominent symptoms during self fragmentation is the experience of anxiety. Different theorists have addressed this. Winnicott spoke of "good enough" mothering that contained and held anxiety, as well as resonated with the child's "true self." Sullivan spoke of the need for security, such that a mother feels firm and confident with herself so she could transmit this stability to her child. Sullivan maintained that an anxious mother conveyed that anxiety to her child, and that produced overwhelming



terror. The avoidance of anxiety, Sullivan saw as a major motivator for behavior. While each of these theorists emphasized slightly different aspects of parent/child interaction there are overwhelming similarities pertinent to this discussion. Each of them asserts that a primary function of mothering is to soothe, and maintain the child free of anxiety, by resonating with and supporting the child's true self. In addition, they each, in their own ways point out that psychic health is related to the degree to which one is relatively free of internal dis-ease, or excessive anxiety. For Kohut, this achievement is in the context of the structuralization of selfobject functioning. For Winnicott, it is the internalization of the "good enough" mothering functions of containment and holding. For Sullivan it is the internalization of a confident, secure mother.

In addition, those whose experiences have taught them that their internal tensions, or anxieties, can be soothed, are better able to manage the pitfalls of life, or the temporary absence or withdrawal of the necessary psychic nutrients. Those, however, whose experiences have not taught them to expect soothing cannot successfully manage the waverings both in the supply of essential psychic nutrition, as well as the resulting alterations in the self structure. The changes in the provisions of the essentials for psychic structure balance can produce anxiety. One of the things self fragmentation is, then, is the self feeling anxious without the capacity to self soothe. It is unclear during these moments of disruption what will happen next. Again those who have had experiences such that they have the knowledge and security that anxiety can be ameliorated will have a better chance at reconstituting,

than those whose anxiety regulating abilities have been thwarted. One of the things recoallescing is, symptomatically, is "merely" a lowering of anxiety.

In a paper on extreme anxiety disorders, Diamond (1985) writes ".... Panic attacks, hypochondriasis, and agoraphobia are related to states of self fragmentation. Despite long standing faulty anxiety-regulatory mechanisms, for which arises the vulnerability to self-fragmentation, a cohesive self may be formed in childhood through compensatory and defensive structures. If these structures are undermined, cohesion is lost and as the self experiences fragmentation, panic ensues." The question, as Tolpin (1982) addresses it, is whether that initial experience of anxiety is a signal for self soothing operations to ensue, or whether panic will ensue because the anxiety regulating mechanism in the self is faulty?

Kohut, has laid the foundation for the formation of a healthy, cohesive self, capable of a joyful life with a healthy interplay of ones ambition and ideals. What is essential for this to occur, are parents with a firmness in their own self structure that allows them the flexibility to attune to their child, in a relatively consistent manner. When this does not occur, the result, in the child, and later adult, is a deficient self; a self not fully developed and not fully cohesive, so that it remains, throughout life, relatively unable to stand on its own. It remains, forever in life, doomed to excessively seeking selfobject experiences that provide the glue that prevents the devastating experience of self fragmentation. Disaster is often in such individual's immediate path so that the need for perfect selfobject experiences is great, and tolerance for their failures is small.

Daniel Stern's work (1985) is an expansion of self psychology showing in depth how parent/child interactions are organized into adult self concepts. The notion of self from Stern's theories encompasses both how one feels about oneself as well as how one can be. The self, in these theories is both subject and object, a directive for both feelings and behavior. Stern (1985) views the infant, from birth, as object seeking, and as an entity sensing his world and organizing those prehensions. Initially most organization occurs around the body and its degree of coherence, what it does, and how it feels. Early subjective experiences include the intensity of sensations, their shape, their connection in time, the experience of feelings coming into being, categorical feelings, and whether or not something feels good or not. Gradually, through the memory the infant has of his experiences, and how they fit together, Stern (1985) believes a sense of a core self develops. The essentials to that core self include: (1) **self agency** - a sense of one's own actions distinct from another's behavior as well as a sense of being willful in behavior. One must feel in control of one's own actions and able to anticipate the consequences of actions. (2) **self coherence** - a sense of being a non fragmented physical whole with boundaries separating oneself from another. One must be able to locate behavior and sensations in another and in oneself and be able to decipher where they come from. (3) **self affectivity** - the sense of knowing one's own feelings and how they are related to other sensations about oneself, so that when one feels, other things occur in one's body that the infant grows to know as his own. (4) **self history (memory)** - the sense of continuity and endurance so that one can change and go on being at the same time. In addition,

one must remember motor skills such as thumb sucking, and experiences that go together (if I kick, the mobile turns), and smells and faces, and things that feel good, and those that feel bad. Stern (1985) believes that these properties of the core self must be invariant, regardless of what else changes in one's life. It seems that it is these components that comprise the basis of the self that wavers when one speaks of self fragmentation. Anxiety ensues and there is a sense of coming apart when one experiences a loss of control over those psychic aspects that make one feel cohesive. Imagine feeling as if the boundaries between oneself and another are fuzzy, so that one doesn't experience the assuredness of knowing one has motivated one's own behavior or feelings. Imagine not being able to rely on one's expectations to anticipate the consequences of how one behaves or feels. Stern refers to the importance of experiencing feelings and knowing the resultant effect on parts of the body. In a person with a vulnerable self those links are tenuous, and in a fragmenting self those connections loosen so that one doesn't really know what one feels. Perhaps feelings are simply the result of all these bodily cues organized into a category that is labelled a particular feeling. Imagine those links unconnected. A person who is fragmenting is often unclear about his feelings, and seems confused. He, in fact, is, because the usual connectors are not working. These experiences are frightening, and the more helpless one feels in remedying them, the more heightened is one's anxiety and the more desperate becomes the attempt to relieve the discomfort.

Stern (1985) not only gives definition to the experience of self fragmentation, he also supports Kohut's concept of selfobject. Kohut believed the selfobject was necessary to maintain cohesion in the pre-self of the infant. Kohut also believed and Stern reiterates the notion that, in addition, the selfobject gives form to the self. Kohut believed this occurred via transmuting internalization. Stern, however, points more to an externalized object as the instructor of self formation. In Stern it is through the caretaker/child interaction that the child learns how to be, i.e. whether one should be ebullient, or low keyed. Parental interaction regulates levels of excitation and reinforces or discourages certain bits of behavior. For both Kohut and Stern, a child interacting with a parent is a child interacting with another unique self with variable capacities for mirroring and idealization. Both Kohut and Stern seem to agree that in the pre-self stage of the infant the selfobject experience is needed to help regulate esteemed feelings about oneself, feelings of security, senses about oneself that define one as a separate, individuated being, and overall cognitive functioning.

Ernest Wolf (1988), a colleague and co-author with Kohut on many papers says that "the person whose self regresses from a state of cohesion to one of partial or total loss of structure experiences this as a loss of self esteem, or as a feeling of emptiness or depression or worthlessness, or anxiety. This change in the structured state of the self has been termed fragmentation (Wolf, 1988 p. 39). He goes on to say that extreme fragmentation is sometimes experienced as impending death, paralleling the dissolution of the self that is occurring. Stern (1985) pointed out, and

Wolf (1988) agrees that when the self regresses towards less cohesion, boundaries between one's self and another loosen, and affective connectors within oneself loosen so that there is a generalized feeling of confusion, and a sense of being out of balance, or coming apart. Some people speak of feeling as if they are not really here. Confusion can be manifested in an alteration of many cognitive and ego functions. People who are fragmenting can experience alterations in their memories. They forget more easily. It's harder to concentrate and pay attention. One becomes more sensitive, feeling more labile and vulnerable, with a concurrent weakening in one's defensive structure. One's relationships become more primitive and regressed, with narcissistic and symbiotic aspects becoming more prevalent. There also seems to be a loss in one's sense of competency, mastery, and control over one's environment. There is diminished energy and vitality (Wolf, 1988). Kohut (1971), also points out that one of the more prevalent responses to a failure of selfobject functioning, and consequently a part of self fragmentation is rage.

In addition to the affective and cognitive manifestations mentioned, there are also some particular behavioral manifestations associated with self fragmentation. Wolf (1988) points out that in order to boost the declining self esteem, one often engages in a variety of self stimulating activities. These can take the form of sexual acting out, bravado, and daredevil activities. Activities are geared to self soothe or ameliorate the anxiety and discomfort of self fragmentation. Such behaviors, as an increase in alcohol consumption, gambling, overeating, drug use, or resumption or heightened use of cigarettes are common. Sometimes one can manipulate the

environment into supplying the necessary selfobject functions. Suicide attempts, sickness, bragging or arrogance, leaving marriages, and quitting jobs, all are often part of failing selfs trying to be reconstituted.

When a self begins to fragment all individuals experience some discomfort and anxiety. For some, the discomfort and anxiety are not self managing, and they turn to professionals for help. It is a tenet of this dissertation that those individuals applying for psychotherapeutic services are experiencing a self that is wavering. In this author's opinion, it is the experience of the self coming apart that is the crisis. In addition, this experience is part of the motivation which leads individuals to psychotherapy. Evidence in support of these propositions will be presented in the following section covering crisis theory.

## B.CRISIS THEORY

The concept of crisis as a psychodynamic phenomenon is not a new one. Its roots have been firmly entrenched in psychoanalysis and it has incorporated the notion of symptomatology resulting from an individual's reaction to key events in his life. While Freud's development of psychoanalysis is predicated on the working through of long standing neurotic conflicts, even he dabbled in crisis intervention. Freud, in 1906, treated the conductor Bruno Walter, for paralysis in one arm, in six sessions, and cured Gustav Mahler of impotency in one four hour session, in 1908 (Davanloo, 1980).

Psychoanalytic theory has undergone a metamorphosis in recent years, and while crisis times have been understood in the context of traditional Freudian

thinking, it seems relevant to attempt to reinterpret those understandings in light of the newer thinking regarding human development, and the newer thoughts regarding the prerequisites to healthy emotional functioning. In particular, Heinz Kohut's work in self psychology, and his attention to the narcissistic line of development seems particularly salient. Much of the classic research on crisis and the literature theorizing about crisis were done prior to the writings of Kohut. In putting that research forth here, those findings will be understood in self psychological terms setting the stage for the basis of this research project.

Thomas (1909), an early British social psychologist, referred to crisis and saw it as "a threat, a challenge, a strain on the attention, a call to new action, which may have the germ of a new organization" (in Hobbs, 1984). The notions of Gerald Caplan (1964), of crisis being both a time of danger and opportunity seem to echo those of Thomas (1909). Caplan (1964), however, broadened the understanding of the psychological meaning of crisis times, being greatly influenced by the work of Erich Lindemann (1944).

Lindemann's major contribution came from the study he did of the survivors of the Coconut Grove Fire of 1942 (Lindemann, 1944). In this tragedy, five hundred persons died and Lindemann studied the grief reactions of the survivors, and the families and friends of those who died. Lindemann was setting precedent, in his investigation, in that he was studying reactions to loss of presumably emotionally healthy people. While Lindemann did not emphasize the individual variations in grief reactions, one can assume wide variations reflective of the differences in premorbid



emotional stability, as well as the differences in the significance of the event to varying individuals. Lindemann, instead, introduced the concept of universal crisis by discovering that all the people who were exposed to that common, tragic, sudden event, experienced loss and grieved. He discovered, further, that in the emotionally healthy individual, (Lindemann doesn't really define this term) certain responses in the process of grieving could be predicted, and that those responses lasted six to eight weeks. Most people felt, initially, some guilt in relation to the deceased. Angry feelings were also prominent. Some felt helpless. He noticed, on the part of the griever, a heightened preoccupation with the images of the deceased, sorrow, loss of appetite, fatigue, respiratory abnormalities, and disturbances in social relations (Lindemann, 1979). The responses became accepted as prototypical ones to the universal crisis of loss.

The notion of universal crises became intriguing, and many researchers set out to investigate human responses to common life events. Bibring (1959), researched the general responses to pregnancy, while Caplan (1964) and Kaplan and Mason (1965) studied the crises of the birth of a baby prematurely. The crisis of being in combat has been investigated by Glass (1957).

Much work has been done in response to Eric Erikson's (1950) classic understanding of maturational phases as universal crises. His eight stages of man reflect crises in normal development. Zackry (1940), Monea (1974), and Reres (1980) concentrated on adolescents. Valente (1980) studied stressors for the school aged child. Gail Sheehy (1976) points to the crisis state that emerges in the transition

period as adults mature from one stage of adulthood to the next. Old age as a crisis has been identified by Watson (1980), Herst (1983), Graver and Frank (1978).

Through the study of universal crises, particularly his own work on premature births, Caplan was able to formulate a concept that accounted for one's internal state during crisis times. A crisis became defined as an emotional state of imbalance resulting from an individual's response to an external event (Caplan, 1964; Morley, 1970; Aguilar and Messick, 1986; Jacobson, 1965). Most people function, on a daily basis, in a state of general emotional homeostasis. When there are situations to be handled there ensues a fluctuation in emotional balance. However, by the use of varying coping methods, equilibrium is reinstated. Using the analogy of a tightrope walker is relevant here. The tightrope walker keeps himself in balance, with slight waverings every once in a while. When there is an obstacle on the tightrope that the tightrope walker needs to jump over, he does, and his balance is momentarily out of kilter. It might even be unclear, for a moment, whether or not he will regain his balance. Generally, because of his skill and practice, he recoups, although the going is a little rough for a while, until he does. In general it also seems as if the amount of skill the performer brings to his tightrope influences the calmness with which he approaches the obstacle as well as the eventual outcome. The same is true for the management of our emotional well-being. We are in balance, until we encounter a hazardous situation to be handled, and then we engage our coping acrobatics. Rather than speaking in terms of skill in the human encounter, we can speak of previous experiences that provide both the strength to cope as well as the

anticipation of outcome. How one organizes one's developmental experiences influences the capacity to cope with change as well as prepares one to anticipate what changes mean in terms of one's own self experience. In other words some people are more flexible and adapt with ease while others approach change with trepidation, fear, and interfering anxiety.

Caplan (1964) postulated that when an individual encounters a hazard there is an initial rise in anxiety and some disorganization of behavior while the individual tries to solve the problem utilizing habitual coping ways. The goal for the individual is to return to his previous state of equilibrium. If the usual coping ways fail, the tension level of the individual continues to rise, while the individual gropes for a solution. The solution may be a healthful one, or it may be in the form of denial or reactivation of neurotic or characterological symptoms. Whatever, a solution must be found or there will be a major disorganization and disintegration occurring in the individual.

Morley (1970) distinguishes an emotionally hazardous situation from a crisis, and from an emotional predicament. The former he defines in agreement with Klein and Lindemann (1961, in Sandoval). An emotionally hazardous situation is one "in which an alteration of social forces results in a change of an individual's expectation of himself or his relations with other persons." This is contrasted with the crisis which represents an individual's internal response to the hazard. An emotional predicament is the term for the entire crisis situation. While Morley asserts that a crisis is not a statement of one's mental health status, but rather simply a state of imbalance, it

seems to this author, that the degree of individual instability manifested during a crisis and the degree to which an individual can manage the situation of being out of balance, does in fact, represent an aspect of mental health status. Again, there are those who seem firm and sturdy and are only thrown slightly off balance, and others who are more fragile and vulnerable and seem to shake more intensely and more easily.

It is important that the distinction between hazard and crisis is clear. The hazard is so called, because it is the event that represents a potential danger. The crisis is one's emotional response to that event. Some have postulated the hazard, as a danger, because it signifies loss. Strickler (1970) stated firmly that loss was basic to all crisis situations. He delineates loss of self esteem, loss of sexual role mastery (retirement, maternal role loss), and loss of nurturance (loss of loved one), as a synthesis of hazardous events. Lindemann (1979) agrees with the concept of loss as etiologically correct in terms of understanding the meaning of hazards, but adds that the crisis situation is also requiring a role reorganization. However, to alter one's role is also a form of loss in that an old way of being is being given up and changed.

Hurst (in Barrett, ed., 1979), further confirms the notion of loss as a hazard. He studied air traffic controllers who developed psychiatric symptoms and compared the stress in their lives with air traffic controllers who did not develop psychiatric symptomatology. While both groups were engaged in highly stressful jobs, each day, it was the state of their marital relations that determined their mental health. There was 50-100% more stress identified in the marriages of those air traffic controllers

who developed symptomatology than in the symptom free controllers. It seems that the loss of the support in a constant, nurturing relationship can be hazardous. Holmes (1967, in Barrett, (ed.), 1979) pursued further the notion of stress and developed a Social Readjustment Rating Scale. By inducing stress reactions, in individuals, in a laboratory setting, he was able to determine 43 life events (both positive and negative) that he believed were predictors of future illness. The number one stressor on Holmes' list was the death of a spouse, certainly a profound loss.

Sandoval (1985) also includes loss or threatened loss as a major factor in defining a hazardous situation. The loss of a significant relationship, or one's status, or usual social constellation, Sandoval believes, is hazardous. He, in particular, addresses the transition in one's social status due to maturation, marriage, or job change as being significant. In a prospective study by Brown, et. al. (1986) low self esteem, and lack of support from a core tie were associated with a greater risk of depression when a stressor occurred. Ninety-one percent of the women who developed depression, in this study, had experienced a severe event in the six months before the onset of the depression, almost always involving a loss, failure or disappointment. Level of self esteem was confirmed as a vulnerability factor when a stressor occurred. Those individuals with low self esteem were more apt to develop depression than those with better esteem. In addition support from a close tie during crisis time was associated with a reduced risk of depression. Lydia Rapaport (Parad, 1965) says that the ego responds to the hazard with either anxiety or depression. When the hazard is a threat to needs or one's integrity there is more apt to be the

response of anxiety. Depression was more apt to occur in loss. James Barrett (1979) in his work found that the top ranked stressors for depressives involved changes in relationships, while changes in work or performance were more prevalent in people with anxiety. Brown (Barrett, 1979) found loss prevalent in depression as well.

The literature is replete with examples of crisis and the threat each of them pose to esteem, integrity or nurturance. Aguilar and Messick (1986) list situational crises such as, prematurity, child abuse, rape, physical illness, wife abuse, divorce, suicide, death and maturational crises, such as, preschool, puberty, young adulthood, and old age, as examples. However, while many clients present with such precipitants, many present with more subtle hazards; i.e. a wife getting angry in a different manner so that a husband suddenly feels his wife could leave him. If the notion is correct, that all persons applying for mental health services are in crisis, all of the theories applying to the more generalized and universal crises should be applicable to the more subtle crises as well.

The literature is also clear and in agreement about the disorganization and disequilibrium that occur during crisis. It is this phenomenon that provides the clearest possible connection between crisis theory and self psychology theory. The upset talked about during crisis seems to mimic what is thought to be self fragmentation. Halpern (1973) compared the behavior of people experiencing crisis to those not experiencing crisis and found that those in crisis experienced the following symptoms more frequently: feelings of tiredness and exhaustion, feelings of helplessness, feelings of inadequacy, feelings of confusion, physical symptoms,

feelings of anxiety, disorganization of functioning at work, in the family, in social relationships, and in social activities. Taplin (1971) points out that individuals in crisis are more vulnerable, with a weakened defensive structure. Hoff (1978) says that people in crisis feel anxiety with an accompanied sense of dread. They fear losing control. They have an inability to concentrate and focus on any one thing. They experience physical symptoms such as sweating, frequent urination, diarrhea, nausea, tachycardia, headaches, chest pains, and sexual disfunctioning. Hoff (1978) point out that cognitive impairment is common, with memory and perceptions being altered. There is a sense of confusion. Behaviorally, he says, individuals are unable to perform their normal household or job functions as well or as easily. In addition, some individuals show behavioral patterns that are atypical for them.

The research on crisis seems to indicate symptomatology that resemble self fragmentation. The importance of this reinterpretation of our understanding of crisis from a drive model to one that emphasizes the quality of selfobject functioning and consequential effects on one's self concept and relationships enables us, as clinicians, to broaden our theoretical understanding of our patients and to better meet the psychological needs of the incoming patient. Understanding an individual's presenting issues, in the realm of a narcissistic injury directs one's empathy to the hurt incurred, with a window to the deficiencies in self structure. It directs one to the disruption in selfobject functioning so that one can begin the task of aiding structure building with the hope of avoiding future unmanageable crises.

## METHODOLOGY

The purpose of this research was to expand our clinical knowledge of the self by describing how self cohesiveness change during times of emotional disequilibrium or crisis. This was done by studying individuals during a period of crisis and describing the level and quality of their self organization from when the individual first sought help to the end of the crisis period. More specifically, cognitive disruptions, the quality of relatedness with significant others and fluctuations in self esteem were the indicators of self fragmentation upon which the study focused.

While the phenomenon of self fragmentation probably encompasses multifaceted aspects of psychic life, it seems clear from the literature (Wolf, 1988; Stern, 1985) that disturbances in cognitive functioning, and relatedness with significant others are essential components and indicators of the self losing its cohesiveness. Fluctuations in esteem are especially prominent. The questions posed for this study were:

- a) Do individuals in crisis progress from a fragmented self state at the time they seek help to a self state that is more cohesive after five sessions of crisis intervention?
- b) How do cognitive functioning, the quality of relatedness with significant others, and self esteem change, during the crisis period?
- c) What are the differences in quality of relatedness, cognitive functioning and self esteem between individuals whose premorbid functioning is similar but who present with different levels of fragmentation in the initial stage of crisis.



d) What are the differences in the progress of recohesion between individuals whose premorbid functioning is similar but present with different levels of initial fragmentation?

These questions were answered by doing a content analysis of the speech of therapy patients during the course of crisis intervention treatment. The content analysis was done using two methods, one qualitative and the other quantitative. The quantitative analysis utilized the Social Alienation/Personal Disorganization scale and the Cognitive and Intellectual Impairment scale, both authored by Gottschalk and Gleser (1969). The qualitative method analyzed the same data using a categorical system, developed by this author.

#### A. SUBJECTS

The subjects for this research were individuals who applied for mental health services to the Southern California Center for the Problems of Living (SCCPL), an outpatient mental health facility whose services are based on the crisis intervention model of Caplan (1964), and Jacobson (1967). Four subjects were selected based on therapist assessments of their current and premorbid psychological functioning. These assessments were made by coding all applicants to the Center on the Gross Assessment of Functioning scale (GAF), Axis V, of the DSM IIIR (APA, 1987) at the end of the first crisis intervention session.

In order to determine whether the degree of initial upset influenced the process of recohesion during the crisis, a purposive sample consisting of two pairs of subjects were selected. Pair I was composed of subjects assessed with a current GAF

score of 70 or better, while pair 2 was composed of subjects assessed with a current GAF score of 55 or below. According to the GAF explanations of the ratings, an individual rated at 70 or better is functioning in a significantly more cohesive manner than someone rated 50 or below. These GAF scores were chosen as selection criteria for the sample because the difference between the scores seemed clear and meaningful.

All four subjects were selected with a premorbid GAF of 70 or better. This selection procedure was used to control for the effects of premorbid state on recohension. Premorbid functioning GAF scores were determined from initial interview data and data obtained on an intake form that each applicant to the Center completed prior to the first session (see Appendix F). This form included, not only a variety of demographic data, but also questions to assess a patient's psychiatric history such as previous hospitalizations, doctor's care for emotional distress, use of psychotropic medications, and family history of emotional illness.

Other criteria for the selection of subjects were: that an individual was not schizophrenic, was fluent in speaking English, and was over the age of 21.

The same therapist treated each subject so as to minimize therapist variables effecting the process of crisis resolution. The therapist selected was a female who was extensively trained and experienced in the crisis intervention technique, and had been a practitioner for fifteen years. She was trained as a Phd clinical psychologist. Her clinical practice was psychodynamically focused with an orientation towards self psychology.

The therapist was kept uninformed about the specific research questions being studied. All she knew was that the research was exploring the experience of self fragmentation and recohension during the crisis period of time. She was instructed to proceed with the therapy sessions as she normally would.

#### B. INFORMED CONSENT

After prospective subjects completed the patient history and intake forms, consent to participate in the study was sought by the therapist. She explained that there was a study being conducted at the Center concerning emotional stress. She told them that participation in this study would involve having their sessions with her tape recorded. If they chose to be involved they needed to read and sign the consent form (see Appendix A). She also explained that a decision not to partake in the study would in no way effect their treatment at the Center and, if they chose to participate, they could withdraw from the study at any time. She then answered any questions the prospective subject had about the study. At this point the therapist also made a determination of the subject's capacity to make informed consent. Only subjects judged to have capacity for informed consent were used in the study. All the guidelines that pertain to the protection of human subjects were followed, with the California Institute for Clinical Social Work granting approval for the procedures used in the research.

#### C. SAMPLING FOR CONTENT ANALYSIS

All crisis intervention treatment sessions were audio taped, with sessions 1, 3, and 5 used for the content analysis. The first session gave the initial measure of self

disruption as this session provided a point of observation closest to the onset of the crisis. Each subject was seen for the first session within one week of their initial request for help. The third session provided a midpoint of the crisis intervention period, and the fifth session represented the ending of the crisis period. While the sixth session is usually considered the end of the crisis period in most crisis intervention literature, the fifth session was chosen in this study, rather than the sixth, because the sixth session was thought to be too filled with the structured interaction of a termination session, such as a summary of the crisis, or an anticipation of coming events. This structured interaction would not have provided enough spontaneous verbal material from the patient for analysis.

The tape of each session was then timed and divided into quarter segments. One minute was taken off from the beginning of the session, and two minutes from the end, with a total of three minutes subtracted from the total time of the session. This was done to allow time for the subject to enter the therapy session and to get settled, as well as to finish the session with the details of the next appointment. This part of therapy session content was not included in the analysis. Only the middle five minutes of each quarter segment was used for the content analysis, a total of 20 minutes for each session. The audio taped five minute segments were then transcribed, and reviewed by the researcher for accuracy.

Until this point the quantitative and qualitative analysis procedures were the same. It is at this point that the procedures began to differ. The following section

of this chapter describes the quantitative methodology for content analysis that was employed. The qualitative procedures are described later.

#### D. QUANTITATIVE MEASURES OF SELF COHESION

The instruments used as quantitative measures of self cohesion were the Social Alienation/ Personal Disorganization Scale and the Cognitive and Intellectual Impairment Scale, both developed by Louis A. Gottschalk, and Goldine C. Gleser, in 1969. These scales appear as appendices C and D.

##### a. Social Alienation/Personal Disorganization Scale (SAPD)

This scale contains five major categories for scoring, each one having subcategories weighted in terms of the social and personal disorganization typical for schizophrenics. The major categories include interpersonal references, intrapersonal references, miscellaneous references to disorganization and repetition, references to the interviewer, and religious references. The reader is referred to Appendix C for a detailed listing of the subcategories and the scoring weights assigned to each subcategory.

The authors, along with Carolyn Winget, produced a manual (Gottschalk, Winget and Gleser, 1969) which instructs researchers in the use of this scale. The details of the standardized procedures as put forth in the manual appear in this dissertation as Appendix E. Validity studies and the use of this scale in previous research appear as Appendix B.

b. Cognitive and Intellectual Impairment Scale (CIIS)

This scale contains four major categories for scoring, each one having subcategories weighted in terms of the cognitive dysfunctioning that occurs in individuals who are brain damaged. The major categories include, interpersonal references, intrapersonal references, miscellaneous references to disorganization and repetition, and references to the interviewer. The reader is referred to Appendix D in this dissertation for a detailed listing of the subcategories and the scoring weights assigned to each subcategory.

The standardized procedures for the use of the CIIS are similar to the SAPD. Validity studies and the use of this scale in previous research appear as Appendix B.

Each tape of five minute segments was transcribed according to the procedures set forth by Gottschalk, Winget and Gleser (1969). The typist was instructed according to the procedures set forth in the manual (Gottschalk, Winget and Gleser, 1969). The procedures appear as Appendix E.

c. Scoring Procedures

The transcribed segments of therapy sessions were sent to Louis Gottschalk who scored the samples according to the procedures manual for the content analysis scales (Gottschalk, Winget and Gleser, 1969). Each subject had twelve five minute segments which were scored in random order. Dr. Gottschalk was blind to the specific questions being studied.

The SAPD scale has two different weights that can be used for scoring, "modified" and "original." For this study Dr. Gottschalk used the "original" weights because they were more suitable for verbal samples that were being scored over a period of time that were intended to examine intra-subject changes.

While the basic scoring procedures set forth by Gottshalk, Winget and Gleser (1969) were followed in this study, there is a significant way in which the procedures used here differed from those in the manual (1969). The manual describes a procedure for eliciting verbal material from individuals, that maximizes projective potential (see manual, 1969). This standardized procedure is called the five minute verbal sample. The authors, however, have also had experience using segments of psychotherapy sessions, rather than elicited verbal samples, with adequate results. In this study the raw data used for content analysis was from the actual therapy session and not from five minute elicited verbal samples. This choice was made because (1) it provided the least disruption to individuals who were coming to a mental health center in varying levels of distress, (2) therapy sessions have been shown to give adequate results; and (3) this procedure provided an opportunity to analyze actual live material typical of that presented to any clinician.

### E. Qualitative Measure of Self Cohesion

In addition to examining self cohesion by means of quantitative research instruments, self cohesion was also examined qualitatively. Much like the unconscious self fragmentation, recohension, and self cohesiveness are phenomena that are difficult to operationalize. At best one can only infer their state by examining indicators of such concepts. The literature on self psychology seems universal in describing three factors as being correlated with self fragmentation. The individual's quality of cognitive functioning, relatedness with others, and self esteem all are described in the literature as waverings when the self begins to lose its cohesiveness. There are other variables mentioned as well, but none quite as universally referred to as these. Therefore, the quality of cognitive functioning, relatedness with others, and self esteem became the indicators which provided the foundation for the qualitative analysis of self fragmentation.

#### a. Procedures

i. Prior to detailed analysis of the five minute segments, the researcher listened to each crisis session in its entirety for each subject. This was done for the researcher to experience and understand, who each of the subjects was. By listening to the tone of their voices and the full context of their sessions, the researcher was able to organize each subject in such a way that gave contextual meaning to the verbal material in the five minute segments. This procedure was in direct contrast to the quantitative analysis which



provided no contextual meaning for verbal material beyond that contained in the written transcripts.

ii. After all of the crisis sessions were listened to, the researcher went back to the five minute segments and reviewed them sentence by sentence to assess whether what was said was a reflection of cognitive functioning, quality of relatedness to others or self esteem. The result of this analysis was a listing of vignettes representative of the three indicators of self fragmentation.

iii. For each indicator the researcher further reviewed the vignettes placing them in subcategories based on their similarity. From this analysis, the following subcategories emerged:

#### 1. Cognitive Functioning

a) Self Reflectiveness: All subjects seemed to manifest marked differences with regard to their ability to wonder about themselves and to be curious about their internal emotional state. This capacity changed during the course of the crisis, and therefore seemed to be a relevant marker of an individual's state of self cohesiveness. This category is included as an aspect of cognitive functioning because it is an indication of the use made of one's intellect for the purpose of emotional maturation. Self reflection uses not only an openness to one's emotional experience but is involves the use of reason and memory to make sense of thoughts.

b) Use of Defenses: All subjects showed ways in which they defended against too much narcissistic injury. However, there were important differences among the subjects as to the kind of defenses and the rigidity of these defenses.

c) Contented/Discontented: Subjects differed as to the generalized state of their happiness. This general level of contentment differed from the degree of satisfactions and dissatisfactions each subject experienced with his significant relationships and with the happiness or unhappiness he felt within himself.

## 2) Quality of Relatedness:

a) Distance/Closeness: All subjects had significant relationships in their lives. How close or distant those relationships were seemed important to the individual subjects and their sense of well being. In addition, for all the subjects, a significant relationship was a prominent part of the hazard which led to the presenting crisis.

b) Satisfaction/Dissatisfaction: This subcategory reflected the subjects' sense of contentment in their relationships particularly with regards to the degree of gratification obtained from them. This subcategory provided a view of a subject's selfobject needs by indicating a subject's sense of gratification in a relationship and what was experienced as satisfying and what was not.

c) Dependency/Autonomy: This subcategory reflected what a subject needed from others for his own well being. In addition, it also indicated the extent of those needs and whether or not autonomous functioning was compromised in the process of achieving gratification. The degree of differentiation and ability to act autonomously seemed relevant to the sturdiness of self structure.

### 3) Self Esteem

a) Desirable/Undesirable: This subcategory indicated how wanted and sought after a subject perceived himself.

b) Important/Unimportant: This subcategory reflected prioritization and whether or not and to whom one matters. Subjects differed as to whether they felt as if they were number one to anyone and how much anyone cared about them.

c) Noticed/Overlooked: This subcategory included acknowledgement, attunement, and how well seen and heard one experiences oneself.

d) Happiness/Unhappiness: This category was an overall evaluation of the subject's happiness and contentment with himself as perceived by the subject. Guilt, shame and feelings of self degradation and badness would appear in this subcategory. It is also the category that would include pride.

As a result of the emergence of the above subcategories, a map appeared for each subject, of their content in the form of vignettes from session one, to session

three, to session five with regards to the major indicators and their respective subcategories.

#### F. Limitations of the study

The overall methodology used for content analysis limited the study in the following ways:

1) The use of the first crisis appointment as the initial measure of the level of self fragmentation during crisis was not the ideal first point of measurement. A measure that would be taken at the first moment of recognition that this crisis was not solvable by oneself would have been better. When a hazard occurs, while there is always some level of emotional disruption, most people can usually restabilize themselves. However there are certain people for whom this does not occur, and certain times this doesn't happen. The point at which there is the cognizance of needing to get help would actually provide the best measure of self fragmentation. The literature points out that it is part of the human condition to reconstitute (Caplan, 1964), and the further away in time one is from that moment the less chance there is that one is measuring the lowest level of fragmentation during the crisis. However, it was not possible to obtain a measure at this point. As best as possible the center where the research was conducted did minimize the time distance from the hazard and ensuing crisis by scheduling all intakes within a week of their initial request for services. Although this procedure did not provide an ideal point

of measurement, the emotional distance from the onset of crisis was kept to a minimum.

2) This project only studied individuals who were willing to be involved in the research. It's possible that those individuals who were willing to participate had sturdier selves than subjects who may not have been as willing. The full range of possibilities in self fragmentation may not be reflected in this study.

3) It is possible that the premorbid emotional condition of an individual was an important influence on the process of reconnection during the crisis period. In this study, the premorbid status was basically unknown but was determined as best as possible from clinical data. The design of this study limited selection of subjects to those with similar levels of premorbid functioning. Other researchers would probably want to manipulate this factor in order to ascertain its importance as a variable.

4) The use of actual therapy session for content analysis may not have been the best way to accurately measure levels of self fragmentation. The five minute verbal sample method as put forth by Gottschalk, Winget and Gleser (1969) is more projective and less apt to provide any structure that could influence level of self fragmentation. However, all subjects in this study were being influenced by the same procedure, and while the study may not have observed the lowest levels of self fragmentation, during crisis, low levels were clearly observed.

5) In order to minimize therapist variability as a factor only one therapist was used in this study. However, therapist interventions may be an important variable influencing the reconnection process during crisis. Future research might address this variable.

6) This was a small study, using only four subjects. Content analysis is a tedious process, so that research using content analysis scales as methodological instruments often use small samples (Kiesler, 1973). The purpose of this dissertation was not to prove theory but rather to clarify, enhance our understanding of it, and to allow for an expansion of our thinking. Self fragmentation is a theoretical concept that has been described based on overt symptomatology. To expand our understanding of this concept we have to begin to understand it on both an experiential and unconscious level. This study was focused in that direction and while its results may not be widely generalizable they may still indicate trends for consideration and directions for future research.

## FINDINGS

This chapter is organized in the following manner. First is an abbreviated descriptive sketch of each subject, highlighting pertinent clinical history and the presenting crisis. A more detailed presentation of each subject is found in Appendix G. Following these brief descriptions of the subjects, the findings in relation to each research question are presented.

### Subject Information

#### A. Subject #3

This subject had a current GAF score of 75 and a premorbid GAF score of 80.

The subject was a white female aged 22. For the past three months she had been living with a boyfriend, aged 25. She was an only child, with both parents having been alcoholic. Her parents divorced when she was 6. At that time subject lived with her father, although she does not know how it evolved that she did that rather than live with her mother. The subject stated that she remembers nothing prior to age 10, except that she used to tell people that her mother was dead. Neither subject nor her father had ever sought mental health services before. Subject's mother had, the nature of which was unclear.

The immediate hazard to subject's crisis was that subject was overlooked at work for a promotion. This hazard occurred in the context of disruption in subject's relationship with her boyfriend due to his requests for more affection and closeness.

### B. Subject 6

This subject had a current GAF score of 70 and a premorbid GAF score of 81.

Subject was a 30 year old man who had been married for two years and had one child aged 8 months.

Subject was the youngest of seven children. His parents were never divorced and no one in his family had ever sought psychiatric services. Subject said his mother was "outstanding" and his father was jealous of him. Subject spent time doing art work with his mother and his father didn't like his creative interest nor the time subject spent with his mother.

Subject had a history of drug and alcohol abuse, but stopped using chemical substances one month prior to his application for services.

The immediate hazard to subject's present crisis involved his wife's failure to apologize to subject for pinching him in such a way that subject hurt his back. The hazard was in the context of subject feeling less close with his wife since the birth of their baby.

### C. Subject 10

This subject had a current GAF score of 50 and a premorbid GAF score of 70.

Subject was a 22 year old white female who was unmarried. She was the youngest of three siblings, raised solely by her mother since she was eight. Her father died suddenly, seemingly from an allergic reaction to a flu shot. Both subject and her



mother had previous psychotherapy. Subject perceived her mother as a dependent woman, overburdened by raising three children by herself, and resentful of all that responsibility.

The immediate hazard to subject's crisis involved her boyfriend's refusal to go to the movies with her. This deterioration in her relationship with her boyfriend was in the context of subject feeling stuck in her life and feeling continually unhappy.

#### D. Subject 22

This subject had a current GAF score of 55 and a premorbid GAF score of 75.

Subject was a 36 year old white male married to his present wife for 2 1/2 years. She was 42 years old. His first marriage of four years ended in divorce 9 years ago. Subject was raised in an intact family. He was the only male, and youngest child of three siblings. Neither subject nor his family had been involved in psychotherapy before. Subject described his mother as overbearing and his father as distant and removed. The two most pertinent aspects of his childhood that subject put forth were firstly his description of himself as the oldest baby in Pampers. The second fact was that he was taught to keep his feelings under control.

The immediate hazard precipitating subject's crisis was his involvement in an alcoholic brawl. This was in the context of subject's wife insisting that subject had a problem with alcohol and that he needed to seek counselling.

These subjects represent a typical sampling of the individuals applying for treatment at the Center. By definition, all applicants will be retail clerks. In general, retail clerks will have finished high school with some having a college education. These subjects all finished high school with only subject 22 having achieved a BA degree. All the subjects are caucasian and, again, most applicants to the Center are as well. The subjects ranged in age from 22 to 36 and this, too, is typical of the retail clerks applying for mental health services from the Center.

While the subjects differed from each other, somewhat, in the intactness of their historical families, and whether they were male or female, they were basically similar in all other demographics. All of the subjects presented with relationship difficulties being the precipitant to the crisis, and relational problems is a typical kind of problem that impels retail clerks to treatment.

1. Research Question #1: **Do individuals in crisis progress from a fragmented self state at the time they seek help to a self state that is more cohesive after five sessions of crisis intervention?**

This question is best answered by analyzing the results found on the SAPD and the CIIS. Figure 1 represents the average of four segment scores for each therapy session for each subject on the SAPD<sup>1</sup>. Similarly Figure 2 represents the scores of the individual subject's on the CIIS across therapy sessions.

Figure 1 indicates that on the SAPD all the subjects, except subject 10, progressed to a less fragmented self state after five sessions of crisis intervention. Scores for subject 10 on the SAPD reflect increases in her level of fragmentation in session three, as part of a steady increase in fragmentation level from the beginning of the crisis to its end. Scores for all the other subjects show a decrease in their fragmentation level by session three. For subjects 3 and 22, session three is their lowest level of fragmentation. These two subjects then increase their levels of fragmentation by session five, however, they conclude with a lower level of fragmentation than when they began.

In Figure 2, scores on the CIIS for subjects 3 and 22 indicate decreases in their levels of fragmentation by session five, while subjects 6 and 10 have an increase in their fragmentation levels by session five. In addition, Figure 2 shows that all of the subjects, except subject 3, had an increase in their levels of fragmentation by session three, regardless of the status of their fragmentation by session five.

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<sup>1</sup> scores include correction factor as described

The results using the SAPD show that at the end of five crisis intervention sessions, the subjects were generally less fragmented than at the start of the crisis period. In addition, the results show that the progression to a less fragmented state was not always linear. Individuals recoalesced in patterns that were different, and in the course of a crisis some fragmented more before ultimately recoalescing. This lack of linearity was also observed on the CIIS.

Scores on both the SAPD and the CIIS showed subject 10 to be more fragmented at the end of the crisis period. The CIIS scores, however, also showed subject 6 to have an increase in fragmentation by session five. One can understand these results by analyzing the meaning of the crisis resolution for each of these subjects.

Subject 10's resolution of her crisis involved her buying a new car without help or input from anyone. Subject 10's rise in fragmentation perhaps has more to do with this resolution which was consonant with her personal strivings while being defensive against her dependency needs. While subject 10 did what she wanted to do, and "unstuck" herself, she wasn't sufficiently ready psychically. Historically, subject 10 described a disruption in the mirroring of her dependency wishes, with no evidence of the deficiencies in self structure resulting from that disruption being remedied. Subject 10's experience of herself being stuck was probably an accurate description of the discrepancy in her aspirations and emotional capacities at the point she was in crisis. These results suggest that subject 10 did what she wanted and was

pleased with herself for that, but needed to deny her trepidations about the meaning of her accomplishment.

CIIS scores indicated that subject 6 was more fragmented at the end of crisis than at the start of the crisis period. The CIIS gives more weight to personal disorganization, this study's referent for cognitive functioning than does the SAPD. In fact, when personal disorganization was separated from the other scores which comprise the SAPD (Figure 3), subject 6 was more cognitively disrupted at the end of the crisis period than at the beginning. There are two factors that could account for these results. Firstly, subject 6 was the least happy of all the subjects with the crisis resolution. While he acknowledged feeling better because his wife applied to the Center for therapy, he nevertheless made it clear that the resolution was insufficient. He said that he and his wife were 25% closer and that was not enough. However, his counseling was over. In the context of insufficient mirroring, by his wife, he was also needing to relinquish the relationship with the therapist, a relationship which seemed to be characterized as a positive mirroring selfobject transference. One can presume this situation was disruptive. In addition, one can view this disruption in the context of the opening up of longtime suppressed thoughts and feelings regarding his relationship with his father. Subject 6 said, these were "painful memories." It is reasonable to presume that some of subject 6's "progress" also served to disrupt him cognitively as his usual defensive armor got jostled.

One may speculate that the crisis resolutions for both subject 6 and 10 represented new hazards. The SAPD and CIIS seem to be sensitive enough to detect

the internal disruptions of a new hazard at a point when there were not yet any overt manifestations of it. One may presume that neither subject was yet in crisis. However, at that point, if a crisis occurred, one could anticipate subjects 6 and 10 to present as they did initially in the first crisis and for their symptomatology to be qualitatively and overtly distinctive.

In summary, not all subjects recoalced in the same manner over the crisis period. For some subjects, the crisis resolution may have been experienced as a new hazard so that one or more of the indicators for self fragmentation showed disruption. The observations obtained in this study therefore suggest that the self does not proceed through the crisis period in a linear fashion towards recohesion.

**2. Research Question #2: How do cognitive functioning, the quality of relatedness with significant others, and self esteem change during the crisis period?**

This question was answered by analyzing the "map" each subject produced that included vignettes representative of the subcategories of the indicators for self fragmentation. This data appears as Appendix G. The vignettes within the subcategories were analyzed for changes occurring within the subcategory from session one to session three to session five.

**a. Cognitive Functioning**

i. Self Reflectiveness: Initially, the subjects showed different propensities for inquiry and curiosity about themselves. Nevertheless, all the subjects showed changes by the fifth session, in this category. Those who manifested considerable self reflection initially deepened their introspective capacities by the end. They did this by connecting their self reflections and making insights. Those who initially manifested little or no self reflection, were inquiring about themselves by the crisis end. For example, subject 10, showed considerable capacity for self reflectiveness, initially, including a capacity to see and acknowledge her own anxiety in getting close in relationships. By session five she had deepened her understanding of that behavior by realizing how empty her relationships with men had been, and that getting closer with "empty men" only made her feel more bereft. Subject 22 showed similar capacity for self reflectiveness initially, and at the end of the crisis

time deepened it by recognizing that his behavior indicated how anxious and frustrated he was about things in his life not going the way he wanted.

Even subjects who showed relatively little capacity for self reflectiveness in session one changed by the end of the crisis time. Subject 3 who initially externalized and denied, recognized in session five that she was never able to be a child and that she has always needed to have a boyfriend. Subject 6, another example of one who manifested little self reflectiveness in the beginning, in session five recalls a painful childhood experience. In addition, in session five he recalled how his father's jealousy and subsequent disapproval of him influenced his autonomous strivings.

ii. Use of Defenses: Each of the subjects had their own characteristic use of defenses. The changes that were observed within this category tended to be in terms of the rigidity of the defensive structure, rather than actual changes in the subjects' characteristic use of defenses.

Subject 3, for example, was one who presented initially with extremely rigid defenses, the most prominent being denial and externalization. She denied all of her needs for dependency and rather than face her own dilemmas and anxieties regarding that, she externalized by blaming her boyfriend. Her modus operandi was to alter her external environment to suit herself and thus stop feeling discomfort. By session five, subject was successfully able to allay her discomforts. The result was that she was able to loosen the denial of her own dependency needs and recognize that she had been deprived of a childhood and that she always needed to have a boyfriend. Subject 6 also presented initially with a rigid defensive structure marked mostly by



the extensive use of intellectualization and externalization. His goal, like subject 3, seemed also to stay away from anxieties. While his defenses remained the same, at the end of the crisis he was more open to his hurts. For example, in session five he recalls "a painful childhood memory" and begins to see his father's impact on his life.

Initially, subject 10 did not have as rigid a defensive structure as subject 3 and 6, however, she did manifest some denial regarding her conflicts with women and an idealization of men that tended to leave them blameless. By the end of the crisis period she did not loosen at all her perceptions of her relationships with women, however, there were significant alterations in her perceptions of men. She began to see men more clearly, and to see how they had failed her. Subject 22 also did not seem to be as rigid in the use of his defenses as subjects 3 and 6 were. He did, however, deny his alcoholism and seemed blind to the extent of his anger. During the course of the crisis he did not change his notions regarding his use of alcohol. However, he loosened his denial regarding his anger, and recognized not only the extent of it, but also his extreme sensitivity to being ignored and put down.

iii. Contentment/Discontentment: Two of the subjects manifested data in this category and two did not. The two that did, subjects 10 and 22, both became more contented at the end of the crisis. Subject 10 was markedly dissatisfied with the way her life was going when she entered the crisis time. By session five she felt that she was making some changes and getting unstuck. Her major complaint at the end was how long it would take to make all the changes she wished for. Subject 22 initially described an undercurrent of disgruntledness that he had carried with him

from childhood. In session five he said he felt more at peace, less angry, and more loving and social.

b. Quality of Relatedness

i. Distance/Closeness: In session one all of the subjects were having difficulties in their significant relationships. In addition, all the subjects manifested significant distance in their primary relationships at the beginning of the crisis sessions. However, not all of the subjects achieved more closeness with their partners by session five. Subject 3, while manifesting significant distance in her relationship with her boyfriend, in session one is actually wanting more distance. She achieved that by session five by breaking up her romantic relationship with her boyfriend, creating more of a housemate relationship with him. Part of that change was to preclude sex from the relationship. While this structurally distanced the couple, in actuality subject seemed warmer towards her boyfriend, and made a commitment to stay with him for another year. Subject 6 was quite upset, initially, about the extent of the distance between he and his wife. He felt they were like two butting rams. However, by the end of the crisis subject experienced himself to be 25% closer to his wife with hopes for that to grow. He was heartened by his wife's involvement in her own psychotherapy, and took that as a sign of her interest in their marriage. In addition he felt that they were talking more together.

Subject 10 initially felt her relationship with her boyfriend to be shaky. She thought that he was losing interest in her because they fought so much, because she was mean. While they fought less by session five, the relationship was even more

tenuous and distant mostly because subject was unclear about her wishes to stay involved with him. In addition, subject 10 related with women in a different manner than with men. Her relationships with women were marked with much competitiveness and volatility. The distance that was apparent with them in the beginning of the crisis stayed the same throughout the crisis period of time.

Subject 22 also made little change in the distance/closeness ratio with his wife. Initially there was considerable distance between the two mostly because of his wife's dissatisfaction with his use of alcohol. In addition, subject drank with his wife present, which, in itself, precluded much intimacy. None of that changed by the end of the crisis time. While subject stopped drinking, it was unclear whether that would be permanent. The couple were also speaking of divorce by session five.

ii. Satisfaction/Dissatisfaction: None of the subjects were satisfied with their significant relationships at the beginning of the crisis time. While not all of them were more satisfied with their relationships at the end of the crisis, all of the subjects stopped complaining about their mates to the degree they did initially. In other words, they seemed more tolerant of their mates at the end of the crisis, regardless of how distant or close they wound up.

Subject 3 complained incessantly about her boyfriend and her job in session one. Particularly with her boyfriend, little seemed satisfying. By session 5 she rearranged the kind of relationship she had with him; subject became more tolerant of him so that he didn't bother her in quite the same way. She was so unhappy with him initially that she thought she would never be able to stay with him. By session

five she said she would stay with him for at least another year. In addition she got a new manager at work, so that by session five she still had hopes for a promotion at work.

Subject 6 also had considerable complaints all about his wife. Initially he was extremely dissatisfied with her distance and ignoring of him. Because she decided to engage in psychotherapy, subject became 25% more satisfied with her, although he was clear that was not sufficient. At the end, his wife still was not sufficiently trustworthy nor forthcoming to him. However, subject was more empathic to her and to her dilemmas with her own family.

Subject 10 expressed little dissatisfaction initially with the men in her life. While she was unhappy with her relationships, she presented that as mostly due to her own snippiness. She was dissatisfied with herself. This was contrasted with her relationships with women, in which it was the other women who were at fault. She saw this as due to other women being jealous and needing to compete with her. During the course of the crisis her relationships with men became more dissatisfying, but with a shifting of blame from herself to them. She recognized the men with whom she had been involved as shallow. This recognition was not accompanied by anger nor continuous complaining. It was more of a realization for subject to cope with. Her relationship with women remain unchanged.

Subject 22 initially complained mostly about his wife's upset about his alcohol consumption. He was dissatisfied with her characterization of him. During the course of the crisis he became more accepting of himself and less able to contend

with his wife's labelling of him as an alcoholic similar to all the other alcoholics in her life. He was dissatisfied enough at the end of session five to contemplate divorce. However, as with subject 10, this was not accompanied by an intensity of feeling but, rather, an acceptance that they might part ways.

iii. Dependency/Autonomy: Subjects manifested this variable in a variety of different ways, and didn't show any significant changes during the crisis time. Subject 3, for example, led a limited, constricted life that was dependent on her boyfriend and her mother for sustenance. In the course of the crisis time subject didn't make moves towards a more autonomous life for herself, rather, she reconstructed her environment for more comfort. While she was somewhat less involved with her boyfriend at the end of the crisis, she still did not feel entitled to leave him if she wanted to. She was afraid he would cry. Subject 6 did not manifest his dependency as overtly as subject 3, however, his obsessive rumination about his wife could allow one to presume an intense dependency on her acknowledgement of him. He too never moved during the crisis time from the intensity of that need. In fact, his stated goal was to have his wife soften towards him more than the 25% achieved by the end of the crisis. In addition, the subject gave evidence that his father's disapproval of his creative skills inhibited him and left him wanting for acknowledgement. Subject did not alter this during the crisis time.

Subject 10 was open about her dependencies in the beginning of the crisis, and stated that she needed a man to take care of her. In addition, she initially was unable to get a car because she wanted, and thought she needed her mother or

girlfriend to co-sign a loan for it. Subject changed during the crisis time so that by session five she was able to see the men in her life in a clearer fashion. In addition she was able to get a car, all by herself, without any co-signers. However, as was shown answering research question #1, subject 10's resolution of the crisis might have been precipitous. It seems as if her conscious wishes to be "unstuck" were more emotionally advanced than where her dependency needs were.

Subject 22, while never overtly addressing his dependencies, seemed nevertheless dependent on his relationships for approval. He initially presented how his first wife never supported his artistic endeavors. He divorced her, but never pursued what he believed to be an authentic desire of his. In the beginning of this crisis subject was upset by his wife's complaints about him and her lack of acceptance of him. Subject overstepped his wife and joined a group with individuals who gave him tremendous support and acceptance. By session five subject wasn't as needy of his wife, and he could talk of divorce. However, his ruminations indicated that he still had difficulty finding his own direction and pursuing it.

### c. Self Esteem

All of the subjects felt better and more satisfied with themselves by the end of the crisis period. Because they each had different narcissistic deficits initially, they did not provide verbal evidence in each of the subcategories listed under self esteem. However, as it will be shown, each of the subjects increased their esteem within their particular area of sensitivity.

i. Desired/Undesired: Subject 3's boyfriend was desirous of her, but subject was repelled by that. There did not seem to be significant wavering in this subject's esteem at the beginning of her crisis time. However, at the end of the crisis, the subject was excited and happy because some men and a woman were interested in spending time with her. She remarked with surprise, that people actually wanted to be with her. The extent of her excitement about this may lead one to surmise that subject did not feel as if she was sufficiently interesting to anyone, but she was able to keep herself distant from that thought.

Initially subject 6 experienced his wife's lack of interest and desire for him and had momentary lapses of insecurity about himself. However, they were only fleeting, and subject was able to counter them with an awareness of other womens' interests in him. Nevertheless, his wife's interest seemed paramount. By session 5, subject felt better because he felt his wife was interested in him and the marriage because she decided to engage in psychotherapy. However, subject stated that he still wanted his wife to be more forthcoming to him.

Subject 10 entered the crisis feeling that she and her emotional needs were a burden and no one was really interested in her. She thought all they really wanted was "a paper doll." By the end of the crisis subject felt more entitled to her emotional needs and realized that her relationships were unfulfilling and empty; she realized that she had engaged with men who were unwilling to appropriately attend to her.

Initially subject 22 did not experience himself as undesirable although, he believed his wife did. She did not like his alcoholic behavior, and her disdain for him seemed to increase throughout the crisis time. Subject's concept of himself was not altered. He maintained his esteem, and simply thought his wife wrong.

ii. Important/Unimportant: Subject 6 initially felt that his wife's priorities were skewed because she paid too much attention to their 8 month old daughter. However, he did not present this in terms of it being narcissistically wounding to him. Rather it was a mistake his wife was making in appropriate mothering. This issue was dropped in the subsequent sessions, and while subject had other esteem issues, this one stopped appearing by session five.

Subject 10 felt herself to be a burden and that she was not important enough to anyone for them to contend with her moods and her neediness. In working through her crisis, subject 10 began to feel that she was a worthy, important person, and was entitled to need and rely on someone. In feeling more important to herself she did not want to spend time in a relationship with someone and have to tend to them. Instead she wanted to work on and tend to herself.

Subjects 3 and 22 presented no significant clinical information which could be placed in this subcategory.

iii. Noticed/Overlooked: Subject 3 was overlooked at work and was not given promotions. This angered her and embarrassed her. However, subject didn't experience the cause of this to be her failing, but, rather, a deficiency in her boss' good sense. During the course of the crisis subject felt inappropriately



overlooked at work. Later, however, she got a new boss which gave her hope that she would get the promotion she was due.

Subject 6 initially felt that his wife overlooked him. She swept him under the rug, after their baby was born, just like she did to the dog and cat previously. In addition, she overlooked his feelings and didn't apologize for making him hurt his back. Subject presented his response to this in terms of anger and frustration at his wife's insensitivity. In the course of the crisis subject never changed his feelings about this. In fact, subject deepened his awareness of this as a part of his life by recalling his father's intentional disregard of his creative skills. Most telling was subject's remembrance of a recent occurrence in which his father criticized him for his present occupation. In the process, subject's father overlooked his own responsibility as to the directions his son took and didn't take. His father was as insensitive as subject's wife, and didn't say he was sorry. Subject, however, related these events but didn't manifest any anger with his father. While there may have been a narcissistic injury, it was not overtly expressed.

Subject 10 initially talked in two ways about being overlooked. She talked first about being invisible, describing how a teacher didn't see her in class. She also talked about her mother overlooking her fears by leaving her alone at night, terrified after her father died. At the end of the crisis, subject continued to describe being invisible. She believed people only looked at the package and weren't interested in looking inside. However, subject didn't experience this as a deficiency on her part, but rather a failing by others.

Subject 22 seemed particularly sensitive in relation to being noticed or overlooked. He divorced his first wife because of her lack of support of his artistic endeavors. In addition, he said that he only involved himself with women who didn't have many needs because his were too important. During the course of the crisis subject's sensitivity in this area didn't change, but he did deepen his understanding about himself with regards to it. He said in session five that he realized he got angry when people ignored him. His hurt and anger dissipated by session five, in large part because he joined a group where all his feeling and needs were acknowledged with empathy. This helped him to feel much more at peace.

iv. Happy/Unhappy: Subject 3 didn't give evidence of any significant fluctuations in her satisfaction with herself. While people didn't like her, and she was overlooked for promotion at work, she did not see these things as failings on her part. She was more the victim of outrageous individuals. The only sense of disturbance subject showed about herself was manifested by guilt about her boyfriend's upset should she leave him. By session five, she distanced from her boyfriend and he didn't cry. Subject was relieved, but there was no evidence of any alteration in her regard for herself.

Subject 6, while intensely unhappy about his marriage, spoke of himself in session one with pride. He rebuilt a house, and he was proud of giving up drugs and alcohol. His good feelings about himself continued throughout the crisis. In session five, he continued his pride with himself when he spoke about his assertiveness with his mother. In addition he proudly told the therapist about his mechanical skills.

Subject 10 was initially very unhappy with herself. She felt that she was not nice and was snippy. In addition, she was aggravated by her inability to move, and felt stuck by her own fears. Initially, her dissatisfaction with herself was sufficient for her to display mild suicidal ideation. By session five, subject had progressed sufficiently to realize that she was not really mean, but rather that she "strikes out" at unsatisfying relationships. In addition, she manifested pride in her achievement of buying a car.

Subject 22 was initially remorseful about getting out of control with his drinking. In addition, he was dissatisfied with himself about never sufficiently pursuing his art. By session five, he spoke of himself with a great deal of entitlement and justification. He no longer felt guilty about his drunken outbursts, and, in fact, felt that his drinking was not that bad. He felt O.K. about his alcohol consumption and "who he is" and expected his wife to accept him.

### Quantitative Findings

Thus far, question 2 has been answered using the category system developed by this author. At this point, the findings will be analyzed using the results obtained from the measurement scales. Data obtained from the SAPD in relation to question 2 were consistent with the results obtained by qualitative analysis. The SAPD had three main scoring categories (see Appendix C). Each of the categories was a referent for one of the indicators of self fragmentation used in the qualitative analysis. Category 1, Interpersonal References, provided a measurement for the quality of relatedness. Category 2, Intrapersonal References measured self esteem,

and category 3, Miscellaneous, measured the degree of cognitive disorganization. These SAPD scoring categories are similar to but are not exact measures of the categories derived through the qualitative data analysis.

The scores for each of the SAPD categories were obtained by totalling all the occurrences in a particular category and dividing that sum by the word count in that segment. These results appear as Figures 3, 4 and 5. To answer the second research question, the average score for all of the subjects was determined and is plotted in Figure 6.

a. Cognitive Functioning: Figure 6 shows that during the course of the crisis, cognitive functioning improved. The level of functioning remained constant through session three and then improved by session five.

b. Quality of Relatedness: Figure 6 shows that the subjects felt considerably more alienated in their relationships by session three. While they improved from that level by session five, they concluded the crisis more alienated in their relationships than they were at the start of the crisis.

c. Self Esteem: Figure 6 shows that the subjects experience of themselves improved by the ending of the crisis period. Like cognitive functioning, self esteem remained constant through session three and then improved by session five.

The results from both the qualitative and quantitative analysis of the data were consistent in that cognitive functioning and self esteem improved by the end of the crisis period. The progression towards improvement was not linear; rather the progression was erratic before resulting in improvement. This progression was similar

to that obtained in relation to overall fragmentation previously discussed as research question 1.

The results from both the qualitative analysis and the SAPD indicate that all the subjects except for subject 6, were more distant from their significant others at the ending of the crisis than in the beginning. However, the qualitative analysis of the data suggests that for all of the subjects there was less angst about their relationships, more tolerance for the deficits exhibited by their mates, and little discomfort about the increase in distance. What these findings suggest is that when the self is more reconstituted, individuals become more self-sufficient in their self-object functioning. Therefore their tolerance for distance/closeness in a relationship, and other failings with their mates are less bothersome.

**Question 3: What are the differences in cognitive functioning, quality of relatedness and self esteem between individuals whose premorbid functioning is similar but who present with different levels of fragmentation in the initial stages of crisis?**

The subjects were matched into pairs on the basis of their current and premorbid GAF scores for comparison between those initially assessed with low fragmentation and those assessed as more fragmented. Subjects 3 and 6 comprised the Low Initial Fragmentation Group (LIF) and subjects 10 and 22 comprised the High Initial Fragmentation Group (HIF). The pairings were made so that level of initial fragmentation was the primary variable differentiating the groups. Subjects 3 and 10 were both white females, unmarried, about the same age, involved with boyfriends, and struggling with dependency/autonomy issues. Neither subject had any significant psychiatric history and both were raised by single parents, although, subject 3 was raised by her father and subject 10 by her mother. In addition, both subjects worked in supermarkets. Subjects 6 and 22 also manifested many similarities to each other. Both were white males, married, close in age, and struggling with issues involving sufficient acknowledgment. Both men were alcoholic. Neither subject had any significant psychiatric history, and both were raised in intact families. Both subjects also worked in the supermarkets.

The following is a description of the two comparison groups during their first crisis session with respect to the subcategories of self fragmentation derived from the qualitative analysis. First the within group similarities and differences are described. Then, the between group comparisons are presented.

A. LIF Group: Subjects 3 (Current 75; Premorbid 80) and 6 (Current 70; Premorbid 81)

a. Cognitive Functioning: The two subjects manifested similarities in this category.

i. Self Reflectiveness: Both subjects 3 and 6 showed little capacity for self reflectiveness, initially. For example subject 3 showed little curiosity about her present dilemmas. She felt continually overlooked at work and she was dissatisfied with her boyfriend. She led a narrow, constricted life, ostensibly because of limited finances, and subject simply said, "I just don't worry anymore, now." This seeming lack of interest about herself seemed to have historical derivations. For example subject related not knowing, and presumably never asking, how it was she went to live with her father rather than with her mother. It just happened. Also, she didn't remember anything before the age of ten because "nothing very exciting probably happened."

Subject 6 showed virtually no evidence of any conscious self reflection or introspection in session one.

ii. Use of Defenses: The two subjects were also similar with respect to use of defenses, particularly regarding the kinds of defenses used and their rigidity.

Subject 3 used denial, externalization, rationalization, and acting out in an extremely rigid fashion. She kept her experiences and feelings about her experiences at arms length and placed the reasoning for events outside of herself. For example, she couldn't drive because she couldn't afford to buy a car, and she couldn't go to the beach because she didn't own a bathing suit.

Subject 6 also denied his vulnerability and neediness. His numerous complaints about his wife were put forth in terms of logic rather than subject feeling badly. As with subject 3, subject 6 also had a need to keep himself distant from his emotions. He did that by using intellectualization. He felt his complaints about his wife were legitimate because he based them on magazine articles he had read about proper parenting, or on opinions expressed by professionals that coincided with his thoughts. His intellectualization seemed to keep him from the discomfort he might have felt about his own vulnerability and entitlement. In addition, subject 6 effectively externalized and did not entertain thoughts that he might be a part of any of the difficulties he and his wife were having. His wife had a defective history and that was why she was so unreasonable.

iii. Contentment/Discontentment: The subjects also were alike in this category. Generally, subject 3 was not dissatisfied with her life. While she had considerable unhappiness with her manager at work, and with her boyfriend one got the sense that if they changed subject would feel relatively content. Initially, subject 6 also did not seem at all discontented with his life; the only thing that was bothersome was his wife's behavior.



b. Quality of Relatedness:

i. Distance/Closeness: For both subjects there was dissatisfaction regarding the distance/closeness ratio in their primary relationships. Subject 3 wanted to stay at arms length in her relationship with her boyfriend, and "do fencing." Her major upset was that her boyfriend wanted more closeness and affection while she didn't. She wanted a relationship with her boyfriend with no real emotional connectedness. Subject 6's major upset concerned the amount of distance he felt with his wife. They were like "two butting rams." However, subject 6, contrary to subject 3, wanted more closeness.

ii. Satisfaction/Dissatisfaction:

Subject 3's main area of dissatisfaction, in session one was with her boyfriend. Throughout the session she complained about him and wanted him to be different. She and subject 6 were similar in this respect. Subject 6 was extremely dissatisfied with his wife; he didn't like her lack of communication, her seeming lack of interest in him, and her lack of sensitivity to his needs.

iii. Dependency/Autonomy: Initially, the quality of subject 3's relationships were such that she was extremely dependent on them for her daily care. Her boyfriend provided housing, money and support. Her mother provided money and her job provided insurance. She seemed stymied in her autonomous striving. In session one, she revealed attempts to separate from her father who got angry with her for that.

Subject 6 did not directly give evidence of his dependency on his wife. One can presume, from the intensity of rumination about his wife that his dependency was denied.

c. Self Esteem: There were considerable similarities between the subjects with respect to self esteem. Both subjects 3 and 6 showed very little fluctuation in their esteem. While there were statements that one would assume to impact their sense of themselves in session one, both subjects 3 and 6 did not seem to be overtly influenced.

i. Desirable/Undesirable: Subject 3 perceived her boyfriend as desirous of being closer with her but she didn't respond to his desires in terms of esteem, but rather with annoyance. Subject 6 pointed out that his wife didn't desire him after their baby was born, however, he quickly pointed out that his worry about that was only momentary.

ii. Important/Unimportant: Subject 3 said nothing that could be placed in this category. Subject 6 pointed out that his wife didn't prioritize him, however he responded to that with dislike rather than an alteration in his self esteem.

iii. Noticed/Overlooked: In session one, subject 3, while continuously overlooked at work for promotion, did not see that as a failing on her part. It was more an example of the ineptness of her boss. Subject 6 felt hurt and anger when his wife overlooked him. It was those feelings, in response to his wife's insensitivity, that precipitated his crisis. However, initially, subject 6 did not understand this sensitivity.

iv. Happy/Unhappy: Subject 3 expressed much dissatisfaction about her boyfriend, boss and father, but basically not about herself. While she was ashamed of still being a "bagger" in the supermarket, she did not see that as her fault nor anything which she could influence in any way. Subject 6, in line with his defensive structure, also manifested little dissatisfaction with himself. He concentrated on his accomplishment of rebuilding his house which gave him significant feelings of pride.

B. HIF Group: Subject 10 (Current: 50; PreMorbidity: 70) and Subject 22 (Current: 55; PreMorbidity: 75)

a. Cognitive Functioning

i. Self Reflectiveness: The two subjects in this group showed significant similarities in this category, when they initially presented in crisis. In session one, subject 10 presented her awareness of how she panicked when relationships with men got too close. She realized she got snippy and mean at those times. She was also open regarding her fright about moving out in the world. She felt stuck and realized it was because of herself that nothing was changing. Subject 22 recognized his loss of control when drinking, his prioritization of his needs over anyone else's, and the historical nature of some of the angst he still carried around on his shoulders. Some of subject 22's initial self reflectiveness was not as much insightful as it was simply a telling of relevant history. He was unable to make connections to his present dilemmas. This was particularly evident when subject spoke about his parents and growing up with them. He related facts, and one didn't get a sense of his subjective experience.

ii. Use of Defenses: The subjects were similar as to the kinds of defenses they used as well as the extent of their use.

Both subjects initially used denial as a way of coping. Subject 10 used denial mostly in regards to her relationship with women and her need to idealize men. She used little externalization and other defenses that would keep her distant from her emotional experiences. The exception for her mainly involved women and her perceptions that she was a victim to their petty jealousies and needs to compete. Initially subject even presented occurrences of women verbally abusing her, and subject had no knowledge of what that was about. Subject 22 seemed to initially deny ambivalence. He either hated or loved his parents but couldn't seem to hold both feelings at the same time. In fact, he stated that when he didn't feel he had the clear answers in life he began to feel more chaotic. Subject 22 also denied the extent to which alcohol was a problem in his life. He didn't deny that he lost control as a result of too much drinking, however, it was unclear whether or not he viewed this as a onetime occurrence or a more extensive problem.

iii. Contentment/Discontentment: For subject 10 life was not satisfying and, in fact, she initially questioned why she was alive. She said, "If this is life, it's the pits." She felt that her life was not moving and that she was stuck. In session 1, subject 22 manifested a generalized undercurrent of disgruntledness and simmering anger.

b. Quality of Relatedness:

i. Distance/Closeness: Subject 10's dilemma with regards to distance/closeness was presented as an overt ambivalence. She described herself panicking when relationships with men got too close. Then she described how she could proceed to create some distance; she would get snippy. However, she recognized that when things got distant again, she would miss being closer. In addition, subject 10 related to women differently than to men. Subject 10's relationships with women were filled with arguments and conflict, creating a great deal of distance. She didn't, however, manifest the same ambivalence about the distance with women as she did with men. Consequently, there was no evidence of attempts to close the gap between she and the women.

Subject 22 was distant with his wife. The distance seemed to be sustained particularly by his use of alcohol. Subject also pointed out the distance that existed between he and his first wife that ultimately led to divorce.

ii. Satisfaction/Dissatisfaction: Subject 10 was not happy with her male relationships; however, in session 1 she did not see that as a failing on the part of the men with whom she had been involved. In addition, her unhappiness with her boyfriend and others was not the major area of focus for her. Subject 10 also did not seem satisfied with her female relationships. In that area she placed blame with the other women in fact seeing women as "vicious." Subject 22, on the other hand, did not give evidence of being dissatisfied with his present wife. She was with him; however, she didn't like his drinking. Nevertheless, he felt that she had sufficiently

pulled her own weight, particularly with regards to finances, and he was satisfied with her for that.

iii. Dependency/Autonomy: In session one, subject 10 was in open conflict around dependency and autonomy. On one hand she expressed her fears about being alone, and that she felt she needed a man to take care of her. On the other hand she said she wanted to be more independent and was unhappy about how stuck she felt in her life. She seemed angry with herself about being frightened to step out and do things. Subject 22 seemed to function autonomously. He stated in session one that his needs had priority to him. In line with that, he related that he divorced his first wife because she didn't support his wishes to open his own art gallery. His family, he pointed out, never stopped him from doing anything he wanted.

c. Self Esteem Both subject 10 and 22 manifested obvious waverings in their self esteem.

i. Desirable/Undesirable: Subject 10 believed she was a burden to her mother and that her needs were burdensome to most people. Initially, subject 22 said nothing which could be classified in this category.

ii. Important/Unimportant: Subject 10 felt some importance to an old boyfriend's family, but basically believed that she was not sufficiently important to anyone for them to want to contend with her needs. Again, subject 22 did not say anything classifiable here.

iii. Noticeable/Overlooked: Subject 10 felt overlooked and invisible.

In session one she related how a teacher literally didn't see her in class. In addition she pointed out how her mother ignored and overlooked her frights as a child. Subject 22 also expressed hurt and anger when he felt overlooked. That was the basis of his divorce from his first wife. He made it particularly clear that he did not want to be involved with anyone who was needy because his needs were too important to him to ever not give them priority over the needs of another. However, subject 22 didn't show any acknowledgement of his self wavering as a result of being overlooked. Instead, he got angry and entitled.

iv. Happy/Unhappy: Subject 10 was tremendously unhappy with herself. She did not like her snippy behavior with men, and did not like how her fears disabled her from moving out into the world. In addition, she saw her problems as failures within herself. The only exception to this were in her dealings with women. Subject 22 also felt dissatisfied with himself; he was guilty and remorseful about getting out of control with his drinking. In addition, he felt that he had failed in achieving to the level he thought he would.

C. Comparison between HIF and LIF Pairs

Figures 7, 8 and 9 are graphs of the combined scores of those assessed with high fragmentation compared to those assessed with low fragmentation at the initial session. These graphs show that those assessed as more fragmented initially had more cognitive disruption (figure 7), were less disrupted in their relationships

(figure 8), and were more disrupted in their self esteem (figure 9) at the beginning of the crisis period than were those subjects initially assessed to be less fragmented.

In assessing current functioning along Axis V of the DSM IIIR one is really assessing the degree of personal disruption an individual is experiencing as a result of events in his or her life. Personal disruption means how upset an individual experiences themselves to be in combination with the severity of the presenting symptomatology. On Axis V of DSMIIIR severity of symptomatology is assessed in terms of the amount of disruption there is in an individual's life as a result of the symptom, how pathological the symptom is, and whether the symptom is life threatening. Both the qualitative and SAPD data support the validity of the research therapist's ratings of the subjects along Axis V and establish that subjects 3 and 6 were disrupted less than subjects 10 and 22.

Both the qualitative analysis and the data from the SAPD indicate that there were significant differences in cognitive functioning, quality of relatedness, and self esteem between individuals who presented in crisis with different levels of fragmentation.

Those individuals who were assessed to be less disrupted, subjects 3 and 6, both initially reflected on themselves minimally. On the SAPD their initial scores on personal disorganization were lower than scores for the High Initial Fragmentation group. In addition, subjects 3 and 6 both showed a rigid use of defenses with a propensity for externalization, intellectualization, and defenses that kept their emotional experiences outside of themselves. While all the subjects used denial,



subjects 3 and 6 used denial more globally than subjects 10 and 22. In other words, they tended to deny most, if not all, aspects of their emotional experiences rather than circumscribed ones. On the other hand, their complaints, and what they initially were upset about were circumscribed. They both had little general dissatisfaction, and little self dissatisfaction. All their dissatisfactions were with their significant others, their main goal being to get that significant other to behave differently. Both subjects 3 and 6 saw the answers to their crisis being changes in the behavior of the person with whom they had their main relationship. As a consequence, both subject 3 and 6 began their crisis more socially alienated than subjects 10 and 22. Since subjects 3 and 6 were able to externalize and deny so effectively they overtly manifested very little esteem fluctuation. Consciously, they never seemed to feel bad about themselves because nothing was a result of their failing. However, the SAPD scores reflect what was seemingly implied, and, perhaps, unconscious in many of the statements made by subjects 3 and 6. On the SAPD, their scores reflected disruption in their self esteem equal to or greater than their High Initial Fragmenting counterparts.

In comparison, the High Initial Fragmentation Group initially showed more capacity for self reflection, and less rigidity and use of externalized defenses than those in the LIF Group. Subjects 10 and 22 also used denial, but its use was circumscribed. For subject 10 her denial was initially specific to her competitiveness with women and her need to maintain men in an idealized position. Subject 22's denial was initially specific to the context of his anger, as well as to his abuse of

alcohol. Neither subject 10 nor 22 saw the answer to their crisis in terms of change on the part of their significant other. Both these subjects had as their goals personal growth, and changes within themselves. As a result of their capacity for self reflection, and their less rigid use of defenses, both subject 10 and 22 could feel bad about aspects of themselves. Therefore, they overtly manifested more initial esteem fluctuations. In addition each of these subjects was more dissatisfied with their life in general, and with themselves. They were less vociferous regarding their dissatisfactions with others than were the other pair.

In the qualitative analysis no significant differences were observed between the groups of subjects with respect to the subcategory of distance and closeness in relatedness. All the subjects were distant in their relationships with their significant other. The differences that were observed lay in the degree of dissatisfaction with the distance. Those subjects who were dependent on their "other" changing to resolve the crisis were more dissatisfied with the distance in the relationship. Those subjects who were relying more on themselves to resolve the crisis were less dissatisfied with the distance.

Another subcategory of qualitative analysis that showed little relationship to the degree of initial fragmentation was dependency/autonomy. All of the subjects struggled in terms of their autonomous functioning.

### Clinical Analysis of Subjects

It seems pertinent here to mention that in order to understand these findings in relation to Question 3 and to draw conclusions from them one must put the findings in the contexts of a clinical understanding of each subject's self structure as they entered the crisis.

#### 1. Subject 3

Subject 3 is disrupted less than subjects 10 and 22 because her ability to defend herself against being influenced and effected by events was great. Subject 3 could externalize, rationalize, and deny effectively so that her life fluctuated little. Most importantly her sense of herself didn't fluctuate to any discernable degree. It seemed as if subject 3's life was geared to minimize internal discomforts, as her toleration for dis-ease seemed small. The result was that her behaviors and her life were narrow and constricted, and her dependence on the external world to assuage her selfobject needs was great. The obsessiveness with which subject 3 seemed to need to alter and manipulate her relationship with her boyfriend reflected the degree to which subject 3 was unable to soothe herself.

Subject 3 had two alcoholic parents. The literature on alcoholism suggests that parents who are alcoholic cannot parent effectively because they are too fragile and needy (Sexias and Youcha, 1985). The adult children of alcoholic parents tend to develop into pseudo adults. In other words, such adult children are deprived of ever having been children, yet they wear the facade of competent, responsible adults. While they were children, they had to be parents to their own parents, who were

emotionally still children. In subject 3, one could see, yearnings to be taken care of, and at the same time shame about those needs being overt.

Parents who cannot parent can't sufficiently mirror the appropriateness of their child's needs. Because of their own fragility they are also unable to provide a containing and soothing function for their child's fears and anxieties. They can't help hold their child together when the child is stressed because they can't hold themselves together. The child becomes the parent's selfobject providing a containing function for them yet the child never learns to believe he or she can do that for herself. The only way subject 3 could do that for herself was to try to keep herself in constant equilibrium. Hence she developed a narrow, constricted life managed by rigid defenses used in the service of maintaining a steady self. Subject 3 was terrified of her self wavering because she didn't believe she could put herself back together again if she came apart. Without the sufficient developmental experience of having an idealized parental imago to soothe and contain, the function of soothing and containing never was sufficiently internalized. Therefore, when she became anxious or uncomfortable, she was dependent on the external world to reduce the tension by assuaging the needs that were stirred. Subject 3 managed her life in ways to insure safety. What was unsafe and dangerous was any disruption in her sense of herself. Subject 3 was in crisis, and what one saw initially was her mustering a defensive armor to stave off further disequilibrium.

In addition one saw evidence of the lack of mirroring of subject 3's hopes, wishes and goals. Her mother did not encourage her angst about her stagnation at

work, nor about her dissatisfactions with her boyfriend. Instead, her mother, told her to wait, her job would come to her in due time, and she really had much to learn from her boyfriend. Subject, however, could not quite remember what it is she should learn. This lack of mirroring of the appropriateness of subject 3's striving left her without the energy and sense of validity about them. Hence she chose safety and "insurance," and avoided confronting her own lack of initiative.

## 2. Subject 6

Subject 6 seemed to be suffering from deficiencies in the mirroring of his creative striving and in the legitimacy of his dependencies. He did not seem to suffer from the fears about self containment manifested in subject 3. Rather, subject 6 needed to avoid the emptiness of the black hole which resulted from the unmirrored, split off aspects of himself.

Subject 6 said that his father did not allow him to use his "building" skills and would yell at him if he did projects in the garage. His happy memories involved doing art with his mother, however his memories were tempered being that his father was jealous of the time and attention his mother bestowed on him. Perhaps his father was similar to subject 6's experience of the time and attention his wife was giving their child. While it appeared that subject 6's mother mirrored and found pleasure in his artistic skills, the perception that his father didn't was enough to stymie him. In session one, the only aspect of self esteem clearly manifested by subject 6 was his pride in having rebuilt his house. Subject wanted to be an architect, but he never pursued it. It appeared that subject 6 had to suppress an essential and

authentic aspect of himself, leaving undeveloped much of the spontaneity and openness to his internal world that would be essential to an artist. In the initial part of subject 6's crisis, one saw the extent of subject's constricted way of thinking. Subject had been an alcohol and drug abuser until a month prior to the present crisis. One can assume that subject's abuse of substances helped him in staying distant from the parts of himself that would cause discomfort, and that without alcohol and drugs subject would need to defend more vehemently against unwanted feelings and urges. Subject gave up alcohol and drugs at the same time there was a new baby in the house, a time when his wife's attentions were elsewhere. Subject was the baby of 7 children and from subject's reporting, it sounds like his mother enjoyed him as a baby. His experience was that they had a good time together. Subject 6 got his sense of worth and importance from his mother. Part of this came with his status of being her baby. In this present crisis subject 6 was no longer his wife's baby, and he did not have the use of alcohol and drugs to ease the pain. Without the importance of being mommy's baby, he only had the blank emptiness of the part of himself that had gone unmirrored and left lifeless. In this context, one can understand the intensity of subject 6's needs for his wife to give him priority. Without this he literally felt like nothing, and in subject 6's constricted content once could feel the intensity of his fear. His rigid defenses were geared to keep him away from his internal world and the experience of his nothingness.

### 3. Subject 10

Subject 10, in contrast to subjects 3 and 6, tolerated disruption more and defended herself against it less. She had a capacity for self reflection and a willingness to see her part in events. As a consequence she allowed herself to feel badly about herself. While subject 10 was initially assessed as more fragmented than subjects 3 and 6, this assessment may be attributed to the fact that she allowed events to effect her more which, in turn, led to more disruption.

Interestingly, even though subject 10 was assessed as more fragmented, she gave the impression of a stronger self structure, manifested mostly by her openness and minimal rigidity regarding self dis-ease. In addition, subject 10 did not really ask for the external world to change for her to feel better. She wanted herself to grow, which led one to presume that her self structure was sturdier and that she could rely on herself for soothing.

Subject 10, did not need to defend herself as mightily as subjects 3 and 6. Like subject 3, she seemed to have suffered from a mother incapable of sufficient mirroring and acknowledgment of her daughter's needs. However, subject 10 seemed different from subject 3 in her capacity for containment and self soothing. Subject 10 said she idealized her father. Although he died precipitously, it seems that subject 10 had some time to experience him as the idealized parent imago. This experience of having a father who could contain self wavering enabled subject 10 to internalize his function and to develop a strong self structure. This enabled her to manage disruptions without the same degree of terror one can presume subject 3 experienced.

Subject 10 was better able to see her own failings without the same worry that seemed to beset subject 3. Subject 10 was "stuck" because the mirroring of her dependency needs got disrupted at the time of her father's death. She became a selfobject for her mother's frights, and, at the same time, needed to deny her own terrors and vulnerabilities. Subject 10's early stage of crisis was influenced by a self structure more greatly fragmented than that of other subjects but it was a structure possessing greater capability for containment.

#### 4. Subject 22

Like subject 10, subject 22, was not as vociferous in his use of defenses and his need to stay distant from his emotional experiences. Like subject 6, he was also the baby of his family, and was special in that he was the only boy. He described himself as the "oldest baby in Pampers," alluding to the doting one could expect the only baby boy to get from two sisters and a mother. However, his father was cold and distant. Interestingly, subject 22, like subject 6, had an interest in art that had gone undeveloped. However, subject 22's interest did not seem to be suppressed as was subject 6's. While neither man had sufficiently acted on his interest, subject 22 consciously pined for it and felt himself a failure because of his lack of accomplishment in that area. Subject 6 did not do that. The difference between them perhaps lies with the differences in their fathers. Subject 6's father actively tried to abolish his son's interest. Subject 22 said that neither parent interfered with what he wanted to do. No one actively encouraged him, either, he said. So both men suffered a lack of mirroring regarding the more creative, feeling parts of



themselves, but they differed in that subject 22's father did not actively discourage him. Therefore, subject 22 could allow the creative, feeling part of himself to be more conscious. However, what remained out of awareness for subject 22 was how his father's ignoring of him and his parent's lack of enthusiasm for his artistic interests left him without sufficient energy to pursue them. One can assume that subject 22's narcissism was really a defense against his sense of nothingness. Subject 22 also used alcohol, and one can assume this was in the service of managing discomforting feelings. His behavior got out of control in response to a man overlooking him; this was indicative of subject's sensitivity, his need for acknowledgement and affirmation from men, and his own deficiency in selfobject functioning. Like subject 6, he needed it from women, as well. Subject 22 divorced his first wife because she did not encourage his artistic endeavors. However, subject didn't pursue this artistic interest after the divorce. It seemed as if he couldn't pursue this interest by himself. Lack of discouragement is not sufficient to allow an individual to develop himself. Also, active mirroring of authentic aspects of an individual is essential in order for those parts of a person to blossom and grow. Subject 6 suffered from both active discouragement and insufficient mirroring, while subject 22 suffered more from just the insufficient mirroring. While subject 22 could not find his own energy to pursue his art perhaps he did not have to be as defensive about his internal emotional state. He was not as free as subject 10, however he was more open than subjects 3 and 6.

For subjects 3 and 10 initial differences in the indicators of the quality of self structure was related to the capacity for containment of the anxiety resulting from self fragmentation. These were not the overriding issues for subjects 6 and 22. Both men had fathers who seemed to adequately provide an idealizing function. What they did not provide was an adequate mirroring function that could allow their sons to feel proud of their creative striving and give vitality to their interests. For both men the aspect of themselves most reflected and enjoyed was that they were their mother's baby. However, since that was all they had, the narcissism and grandiosity that resulted was not so much a reflection of a healthy interest in oneself as much as it was a defense against the emptiness and lack of vitality in the creative parts of themselves. One may speculate that if the undeveloped parts of themselves could have been given more life, their narcissism would have taken on healthier proportions.

The previous clinical analysis of the subjects also amplifies another observation in this study having to do with initial differences among these subjects across gender lines. While an n of four makes it presumptuous to draw conclusions, these observations are nonetheless noteworthy. Subjects 3 and 10, the women, initially presented with issues concerning who could take care of them as well as their own responsibilities to take care of others. While the men, subjects 6 and 22, needed to have aspects of themselves taken care of, there were not as many issues for them related to their roles as selfobjects for others. The issues for the men were

predominantly connected to mirroring. The implications of these particular findings will be explored in the discussion.

In summary, the overall findings for question 3 indicate that individuals who present in crisis with different levels of self fragmentation will initially differ with regards to their cognitive functioning, quality of relatedness with significant others and self esteem. In this study, those more fragmented were more disrupted cognitively and in their self esteem. However, while their significant relationships were not stable, the subjects with higher fragmentation initially did not seem as disturbed by their relational instabilities as did the lower fragmented group.

Those who presented in the crisis less fragmented, initially, were better able to defend themselves against the narcissistic injury precipitated by the hazard. Consequently, the subjects who were less fragmented initially were disrupted less in their cognitive functioning and self esteem. The lower fragmented group, however, were much more disturbed by the quality of their significant relationships and seemed more intent on those relationships changing than did those assessed initially as higher fragmented.

**Research Question # 4: What is the difference in the progress of recohesion between individuals whose premorbid functioning is similar but present with different levels of initial fragmentation?**

A. LIF Group: Subjects 3 (Current 75; Premorbid 80) and 6 (Current 70; Premorbid 81)

In order to answer this question, the subjects were matched in the same manner used to answer research question #3. The following is a description of the two comparison groups over the course of the crisis period with respect to the subcategories of self fragmentation derived from the qualitative analysis.

a. Cognitive Functioning

i. Self Reflectiveness: By session five, subject 3 began to introspect by beginning to recognize her dependencies and the fact that she was never able to be a child. Subject 6, who initially manifested no capacity for introspection recalled some "painful" childhood memories, for example, his bed wetting difficulties and the cure for that problem. In addition, he presented considerable material reflecting on his father's discouragement of his mechanical talents. However, while he took a first step in realizing these particular events as a part of himself, he discounted their relevance to his present difficulties.

ii. Use of Defenses: While loosening her defensive rigidity somewhat, subject 3 allowed herself a bit of introspection by session 5. Nevertheless she maintained her denial of her needs for nurturance. In addition, she continued to act

out and rationalize as a way of managing emotional dilemmas. By the ending of the crisis period, subject 6 was not intellectualizing the way he did in the initial session. He was able to experience the painfulness of his childhood bed wetting memory. In addition, when talking of his father's discouragement of his creative skills, he did not explain his experience away. He somewhat denied its relevance to his present life, but he didn't give intellectual explanations for his father's behavior. For subject 6, there was also a significant decrease in his externalizations by the end of the crisis. He made a minor reference to his wife's stubbornness being the reason for his difficulties in telling his wife how he feels. Also by the ending of the crisis, subject 6 recognized his anger more and his temptations to act it out. His reflection on his own personal history allowed him to soften his denial that his father's discouragement of his artistic ambitions had influenced him as the adult.

iii. Contentment/Discontentment: Both subject 3 and subject 6 did not verbalize any clinical material which could be classified in this category.

b. Quality of Relatedness

i. Distance/Closeness: Subject 3 was much more comfortable with the fact that there had been an increase in distance with her boyfriend in session 5. Subject 6, on the other hand, felt closer to his wife by the ending of the crisis. His wife decided to go for psychotherapy, which he interpreted as evidence of her interest in him and the marriage. This allowed him to feel closer and to talk a bit more with her. Subject gave ample evidence, however, of how insufficient this level of closeness was, and of his hoping for more.

ii. Dissatisfaction/Satisfaction: Subject 3 seemed considerably more content with her boyfriend at the end of the crisis, and made a commitment to remain with him for another year. Subject 6 also was less dissatisfied with his wife, but still not fully satisfied. He was softer about his wife, however, and, for the first time, saw how overbearing his wife's mother could be and his wife's difficulties in managing her.

iii. Dependency/Autonomy: Subject 3 separated a bit from her boyfriend, but was still frightened of moving in her own directions. While her boyfriend did not cry as a result of their new arrangement, her fears that he would cry remained the same. As a result, she still compromised her autonomous movements. By the ending of the crisis, subject 6 recognized that his artistic ambitions were stifled by his father's discouragement. However, he didn't manifest his feelings about that, although, one heard some sense of regret. In addition, while this subject's dependencies on his wife were not overtly stated, the extent of his rumination about her led one to suspect that in fact he was extremely dependent on his wife for his own emotional well being.

c. Self Esteem

i. Desirable/Undesirable: Subject 3, who early in the crisis period manifested little fluctuation in her self esteem expressed excitement about different men being interested in her by the end of the crisis. She remarked, with surprise, "People actually want to be with me." While subject 6 felt that his wife had some interest in him, at the end of the crisis, he nevertheless also felt that she was not

sufficiently desirous of him. He pointed that out with particular reference to their sexual life, and her lack of interest in just being with him. Despite this, what remained the same for him was that he didn't waver in his sense of himself.

ii. Important/Unimportant: Neither subject 3 nor subject 6 provided clinical content at the end of the crisis period that could be classified in this category.

iii. Noticed/Overlooked: Subject 3 provided no clinical content in this category by the ending of the crisis period. In contrast, subject 6 made significant recognitions in this area by the end of the crisis. He recognized how his father overlooked his interests historically, and how his father presently overlooked his impact on his son. Subject's father criticized him for not having pursued architecture as a career, but he did not apologize for his part in that.

iv. Happy/Unhappy: Throughout the crisis time subject 3 never gave much indication of her sense of self being flawed. The only exception was when she expressed guilt concerning making her boyfriend cry. At the end of the crisis time she continued to maintain her satisfaction with herself and she did not feel guilty about distancing from her boyfriend because he didn't cry. Subject 6's satisfactions with himself were expressed in his pride about his assertiveness towards his mother, his competencies as a father, and his awards regarding his woodworking skills. Neither subject 3 nor subject 6 were ever, during the crisis, unhappy with themselves. They were basically content with themselves and unhappy with others. By the end of the crisis, that basic construction didn't change much for either subject.

B. HIF Group: Subject 10 (Current 50; Premorbid 70) and 22 (Current 55; Premorbid 75)

a. Cognitive Functioning

i. Self Reflectiveness: Subject 10 continued self reflection and added insight to it by session five when she realized how she idealized men in her life and overlooked their failings. In reality, she said, her relationships with men have been empty. Subject 22 vacillated in his self reflection between realizing the extent of the anxiety and frustration buried inside of himself and feeling in control of himself and his drinking. Subject 22 did, however, have a significant insight when he realized his sensitivity to being ignored.

ii. Use of Defenses: Subject 10 loosened her denial, by session 5, by allowing herself to see the men in her life with a clearer perspective. However, she maintained her stance with regards to her relationship with women and continued to perceive them as vicious. Subject 22 continued to recognize the extent of his anger, and added understanding to what it was that could set him off. He said, "I'll get angry at people who ignore me ...." The issue of whether subject 22 was an alcoholic was still in question by the end of the crisis. Subject denied that he was and maintained he had absolute control over his intake of alcohol. He did not address whether he used alcohol as a way of coping with his emotional world.



iii. Contentment/Discontentment: Subject 10 expressed less generalized dissatisfaction at the end of the crisis time than she did earlier. Subject 22 also was significantly more content by the ending of the crisis time, saying that he felt more loving towards the world.

b. Quality of Relatedness

i. Distance/Closeness: Subject 10 was more content with herself in her realization of how empty her male relationships had been, and she distanced herself from them more. Subject 22 stopped drinking, but that did not bring he and his wife any closer. In fact, there was evidence of a growing distance, with talk of divorce.

ii. Dissatisfaction/Satisfaction: By session 5, subject 10 was more dissatisfied with her boyfriends, but not with any attached anger. Her dissatisfaction was more a reflection of her realization of how she blinded herself to their faults. Her relationship with women remained the same throughout the crisis. Subject 22 was more dissatisfied with his wife at the end. He was also dissatisfied with her seeming inability to see him as a separate person from all the other people in her life who had difficulty with alcohol. He felt that she had been a victim of those alcoholics, and that now he was her victim.

iii. Dependency/Autonomy: By session 5 subject 10 made changes in her dependency by buying a car without help from anyone. She explained how frightened she was of being picked on and criticized for doing things wrong. Nevertheless she bought the car her way. While subject 10 still had those fears, at the end of the crisis time, she recognized them as her problem and committed to work

on them in psychotherapy. Still, her relationships with women remained the same, as she remained locked in a competitive battle with them. Subject 22 did not manifest clinical material in this category; however, he made it clear that when he is not recognized he gets angry. He was dependent on acknowledgement for well being.

c. Self Esteem

i. Desirable/Undesirable: By the end of the crisis subject 10 still felt her needs to be a burden, but she felt more entitled to them. Subject 22, by the ending of the crisis, had doubts about his wife's interest in him. While she too came for psychotherapy, he thought she was becoming more intolerant of his "right" to drink. However, this didn't overtly effect subject 22's esteem. He regarded this as a fact and a failing on his wife's part.

ii. Important/Unimportant: Subject 10 felt more important by session 5. For example, she set aside men's wishes for involvement with her, giving herself priority. Also, she concentrated on working to further her understanding about herself. Subject 22 expressed no clinical material which was classifiable in this category.

iii. Noticed/Overlooked: Subject 10 continued to feel that most people were interested only in how she looked. Subject 22 also had sensitivity in this area, and realized how angry he got when ignored. Subject 22 was feeling considerably better by the ending of the crisis, however, in large part because he had joined a therapy group where he got a tremendous amount of recognition and affirmation.

Still he continued to be disappointed with his wife, who he believed did not adequately recognize and affirm him.

iv. Happy/Unhappy: Subject 10 showed significant changes in relation to her happiness. She was proud of buying her car. Also, she recognized that she really wasn't a bitch; rather, she was dissatisfied with empty relationships. At the end of the crisis, subject 22 was quite content with himself; he felt entitled to drink if he chose to and he forgave himself for losing control.

### Summary

During the course of the crisis all the subjects exhibited a loosening in the rigidity of their defenses, and an increase in the quality of their self reflection. For example, those subjects who initially used self reflection deepened their self reflection through the use of insight. Subject 10 discovered what her bitchiness was about, and subject 22 realized his sensitivity to being ignored. Those subjects who used little self reflection initially, began to self reflect at the end of the crisis. Subject 3 realized that she was never a child, and subject 6 began to discover the impact his father had on his life. The subjects also expressed a qualitative increase in their satisfaction with life, themselves, and their esteem. In addition, subjects expressed greater acceptance of the quality of their relationships.

None of the subjects, except subject 6, became less distant in their major relationship. For example, subject 3 was striving for an increase in distance, and achieved it. Subjects 10 and 22, who were not as fiercely dependent on their

relationships changing, made personal discoveries that distanced them further from their mates. However, these increases in distance were not upsetting to them.

### Quantitative Findings

The data derived from the SAPD in relation to the process of recohesion differed in significant ways from the qualitative data for the individual subjects. These differences were particularly obvious in regards to cognitive functioning (figure 3). On the other hand, the SAPD data were consistent with the qualitative data regarding quality of relatedness (figure 4). Only subject 6 was less distant in his relationship with his wife at the end. The SAPD data show this. In addition, the data show how everyone's distance from their significant other, including subject 6, increased by session three as they moved towards resolving the crisis. For subject 6, however, the increase was untenable, and ultimately he decreased the distance between he and his wife. Also, all of the subjects improved their esteem by the end of the crisis. The exception to this was subject 10 (figure 5). The discrepancy between this subject and the others was addressed previously in the findings to question 1. The discrepancy between the qualitative data and the SAPD data regarding cognitive functioning will be discussed in the following chapter.

### Clinical Analysis of Subjects

As with research question 3, it seems important at this point to clinically analyze the resolution of the crisis for each subject. This clinical analysis distinguishes one crisis resolution from another, adding depth and insight to our understanding of the concept of self fragmentation.

### 1. Subject 3

Subject 3 wanted to establish greater distance in her relationship with her boyfriend. She didn't know how to do this without the risk of his crying, which in turn, would upset her. She had tried to leave him three months prior to the start of this present crisis. Her boyfriend cried at that time, and she returned to him hoping she could overlook all that she disliked about him. It didn't work, hence she experienced a crisis in which she was discomforted by her boyfriend's wishes for more closeness and her inability to leave him. One may view subject 3's dilemma as a recapitulation of an old one in which she was the containing selfobject for her alcoholic father. She tried to distance from him too, and he got angry. When a woman friend left her father, subject 3 remembered him crying. Subject 3 was extremely sensitive to the emotional states of men and could not tolerate them getting upset. This sensitivity is in the context of a child who needed to deny to herself and to the world any of her own needs for nurturance, support and containment. One may presume she was a child who not only felt responsibility for her father's well being but also was responsible for her own. This meant that she needed both to keep her father in emotional equilibrium and herself as well. Since she was unable to sufficiently internalize her father as an idealized parent imago, she was left feeling that she could not manage her own anxieties and wavering in self cohesiveness. She couldn't count on her father or herself. Hence, she established rigid defenses that precluded much self wavering and she put pressure on herself to prevent her father and boyfriend from wavering. If her boyfriend cried, subject not

only felt guilty and bad, but also frightened. One can imagine the extent of anxiety and terror experienced by a little girl confronted with her father coming apart, feeling herself fragmenting at the same time, and needing to contain it all.

Looking at subject 3 in this context allows one to understand the necessity of her rigid defensive structure. This perspective also enables one to understand subject 3's resolution of her crisis. She succeeded in distancing from her boyfriend by restructuring their relationship; since he didn't cry she was able to feel happier. However, one did not get the sense that subject 3's self structure grew, but that it simply recoalesced for the time being. She didn't increase and expand her avenues for coping so she could activate her own potential. She was still obsessed with making sure her boyfriend didn't cry rather than developing a comfortable sense of entitlement regarding her own needs. It was clear that subject 3 never had her autonomous striving mirrored, and since she did not address this issue during her crisis, the stage was then set for her to move from one crisis to another.

## 2. Subject 6

Subject 6 entered his crisis angry and upset with the distance that had grown between he and his wife, particularly since the birth of their baby. Along with this, just weeks prior to the crisis, he gave up his use of alcohol and drugs. Subject's crisis may be understood in the context of a man whose father was jealous of him for the attention he got from his mother while he was young and whose father actively discouraged his interest in artistic projects. Subject 6 could not develop and pursue an essential creative part of himself; the only aspect of himself that he could pursue,

and from which he derived a sufficient level of esteem, was in being mommy's baby boy. His maintenance of this role with his wife was disrupted with the birth of his daughter. His emptiness and lack of real vitality about himself was threatening to break through when his wife overlooked her part in causing him to hurt his back. His wife was suddenly a combination of his negating father, who never said he was sorry, and his mother, who no longer favored him. Subject 6 was in crisis with nothing in his life that would enable him to retain some sense of importance about himself. In one of his sessions, subject 6 spoke of his enjoyment of welding as a youngster. He also stated that his greatest pride as an adult was in rebuilding his house. As metaphors, these vignettes expressed subject 6's yearnings to integrate and to have his self reconstructed to include the split off, creative, and artistic parts of himself.

Subject 6's resolution of his crisis reflected his continued need to feel special and vital to a woman, without openly acknowledging that need. His resolution also reflected a need to keep his artistic self unattended to. Subject 6 recoalesced in the manner similar to subject 3, his partner in the LIF group. He felt better in the end because his wife showed a bit more interest in him. He didn't advance the growth of his self structure, but merely recoalesced to a premorbid level. While the recoalescing process allowed him to recognize a bit more of his father's affect on him, if subject did not continue in psychotherapy one might find it hard to imagine him pursuing these thoughts further. In addition, it was unclear how subject might ultimately cope with his rivalry with his daughter for his wife's attention. Whether his wife would ever be able to sufficiently provide for subject with his daughter there

was unclear. Given subject 6's rigidity and reluctance regarding self reflection, it was possible that his increase in remembering "painful memories" at the end of the crisis was sufficient to disrupt him somewhat. As was pointed out earlier this would account for the increase in his cognitive disruption scores at the end of the crisis period.

### 3. Subject 10

In the initial stage of her crisis subject 10 was upset with her boyfriend. However, her crisis was more about dissatisfaction with her life being stuck. Contrary to subjects 3 and 6, she didn't blame anyone other than herself for this situation. No one else was stopping her from moving. Her fear was that she couldn't do it herself. The fear was made real by her notion that she couldn't move nor buy a car on her own. She could only do these things with help from her mother and girlfriend, but they were unwilling to help. She also believed that she needed a man to take care of her.

Subject 10 lost her father unexpectedly, and she was left with a mother who felt overwhelmed. Her mother retreated into herself and, in many ways, abandoned her frightened daughter. Considering subject 10's mature self structure, one may presume that subject 10 had two relatively sufficient parents prior to her father's death. Her father allowed her to idealize him and she received adequate mirroring and acknowledgement. If that were not so, subject 10 would have had less capacity for containment and entitlement. While subject 10's mother was narcissistic and fragile she must have been sustained sufficiently by subject's father, and then fell



apart when he died. Partly out of identification with her mother, and partly out of how disrupted life was after her father's death, subject adopted her mother's belief that she needed a man to take care of her. She idealized men's strength and omniscience. She also believed that one couldn't count on a woman. However, that subject didn't believe she could buy a car without help from the women in her life seems to indicate though, that she wanted to count on them. She certainly was angry with women and their refusal to acknowledge her. Subject 10 also found another dilemma in her life. Subject 10's mother's was frightened at ultimately being left alone after her husband died. She was also afraid that her children would grow up and leave her. Perhaps subject 10's perception that she needed her mother was more a need to provide for her mother than an accurate perception of her own needs. Subject gave evidence for this when she said she really should phone her mother more often, but she really had nothing to say. The phone call wasn't as much for her as it was for her mother. It appeared that subject 10 was denying her own dependency needs as well as being a selfobject for her mother.

Despite these historical events, the clinical material presented by subject 10 suggests that she entered the crisis with more of a capacity for growth than did subjects 3 and 6. Subject 10's defenses were less rigid and her goals involved taking risks. Subject 10, in fact, took risks in buying a car without her mother's or anybody's help. In addition, she was able to deidealize the men in her life and begin to see their failings. This change in perception enhanced her sense of entitlement to appropriate care from others. Because subject 10's self structure was initially sturdier

than subjects 3 and 6 were, she had the opportunity to resolve her crisis in ways that enhanced her psychic growth rather than to simply maintain it. She did this by moving out of the role of selfobject to her mother and openly acting in a more autonomous fashion than she was able to initially. Coincidentally, she also recognized her idealization of men and became more autonomous regarding her perceptions of them. However, as was mentioned in an earlier discussion, subject 10's increased SAPD scores at the end of the crisis suggest that her resolution was defensive against her dependency needs. This resolution may have been a hazard that could precipitate a new crisis at some future point.

#### 4. Subject 22

Subject 22 did not resolve his crisis with the same growth exhibited by subject 10. However, he did not seem quite as stagnant in his resolution as did subjects 6 and 3.

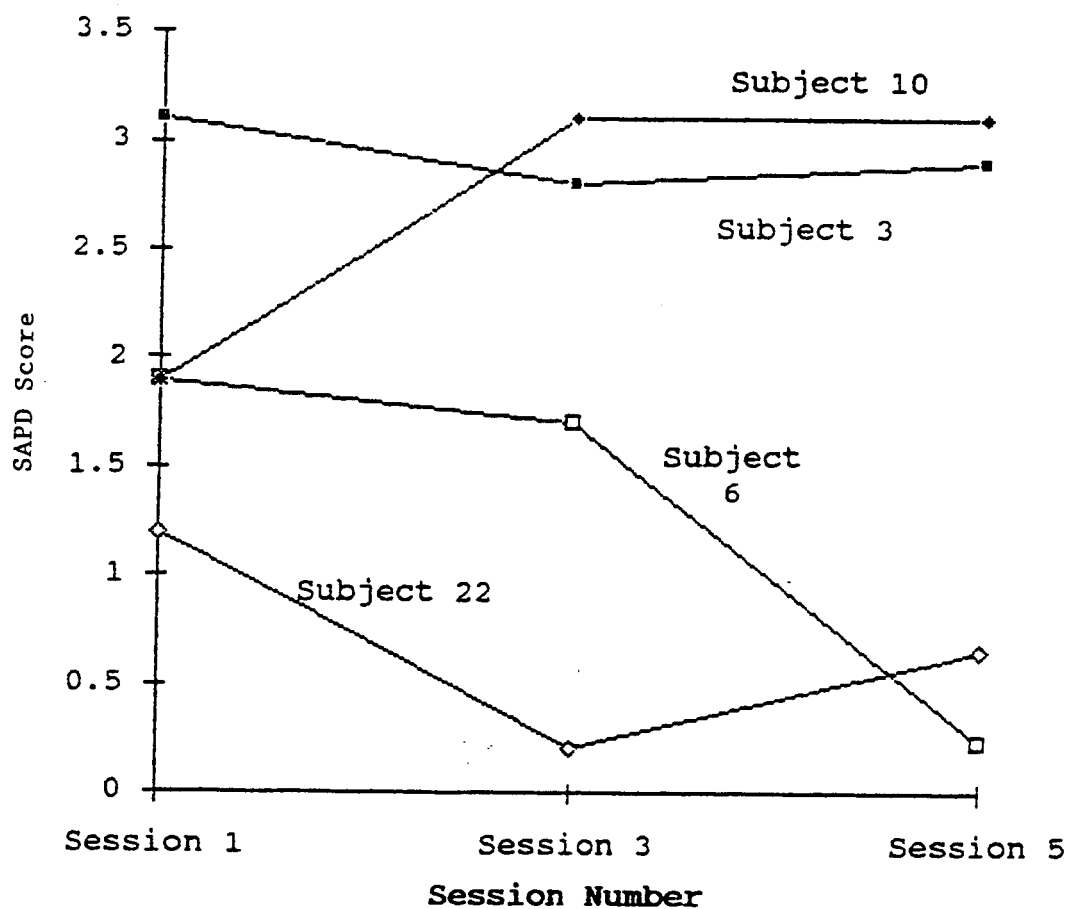
Subject 22 entered the crisis because of his wife's concerns about his drinking. Subject 22 was also concerned by his own behavior. Subject 22's crisis may be understood in the context of a man who like subject 6, was the baby of his family and the only boy. The major differences between subjects 22 and 6 lie in their relationships with their fathers. Subject 22's father didn't actively discourage any aspects of subject 22's development. His father simply never reflected much excitement about him, particularly subject's artistic interests. Subject 22's mother behaved the same as his father. Subject 22 manifested entitlement about himself that suggested he tenaciously held onto his narcissism. This narcissism served as a defense

against the emptiness he might experience when confronting his inability to invest himself in his artistic interests.

Subject 22's self structure was organized primarily around a deficiency of mirroring. In this respect he was similar to subject 6. Subject 22 was less rigid in his defenses than subject 6, although he was not as open as subject 10.

Subject 22 resolved his crisis in two ways. First, he gave up drinking. Second, he joined a group through which he received the acknowledgement and affirmation he needed. However, he continued to feel bad about never pursuing his art interests, and could not examine why this was so. Such a self examination would have necessitated subject 22 facing an emptiness about himself too uncomfortable to bear. Perhaps the increase in subject 22's SAPD scores for cognitive disruption reflected his recognition about once again contemplating divorce and still not having pursued his artistic endeavors. In addition, since he stopped drinking, he could not use alcohol as a buffer. Subject 22's clinical state at the end of the crisis period, as with subjects 6 and 10, may have set the stage for a new crisis at some time in the future.

Figure 1: SAPD Scores \* by Session and Subject



\* Session scores reflect the mean score for 4 five minute samples of verbal interaction. The scoring was done using correction factor

Figure 2: CIIS Scores by Session and Subject

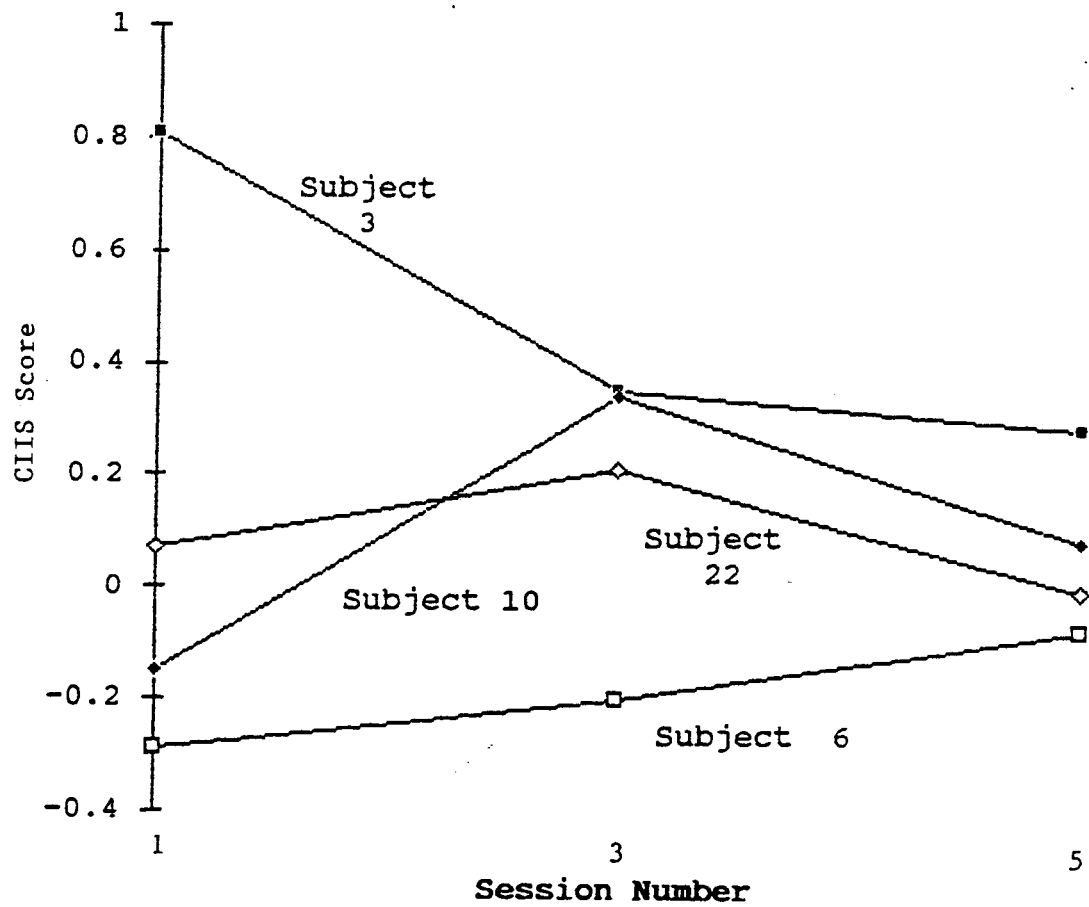


Figure 3: Personal Disorganization  
(Cognitive Functioning) Separated from Total  
SAPD Scores by Session and Subject

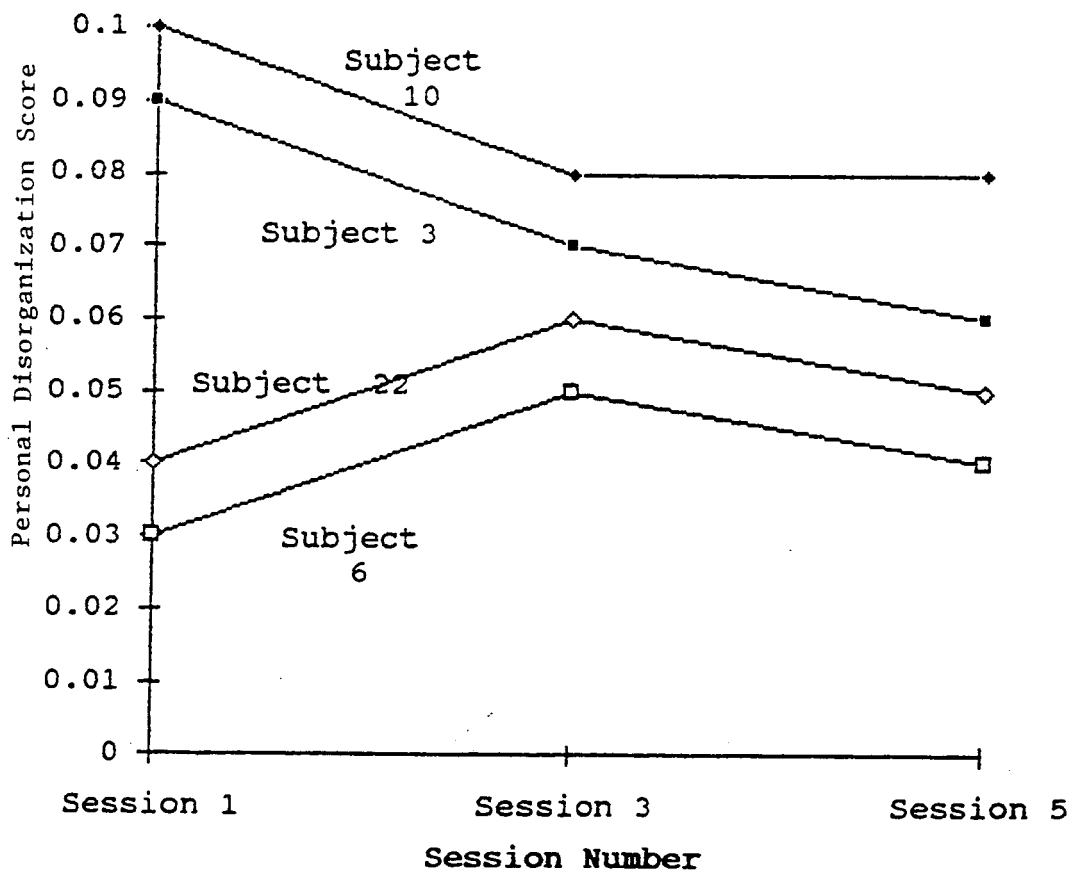


Figure 4: Social Alienation (Quality of Relatedness) Separated from Total SAPD Scores by Session and Subject

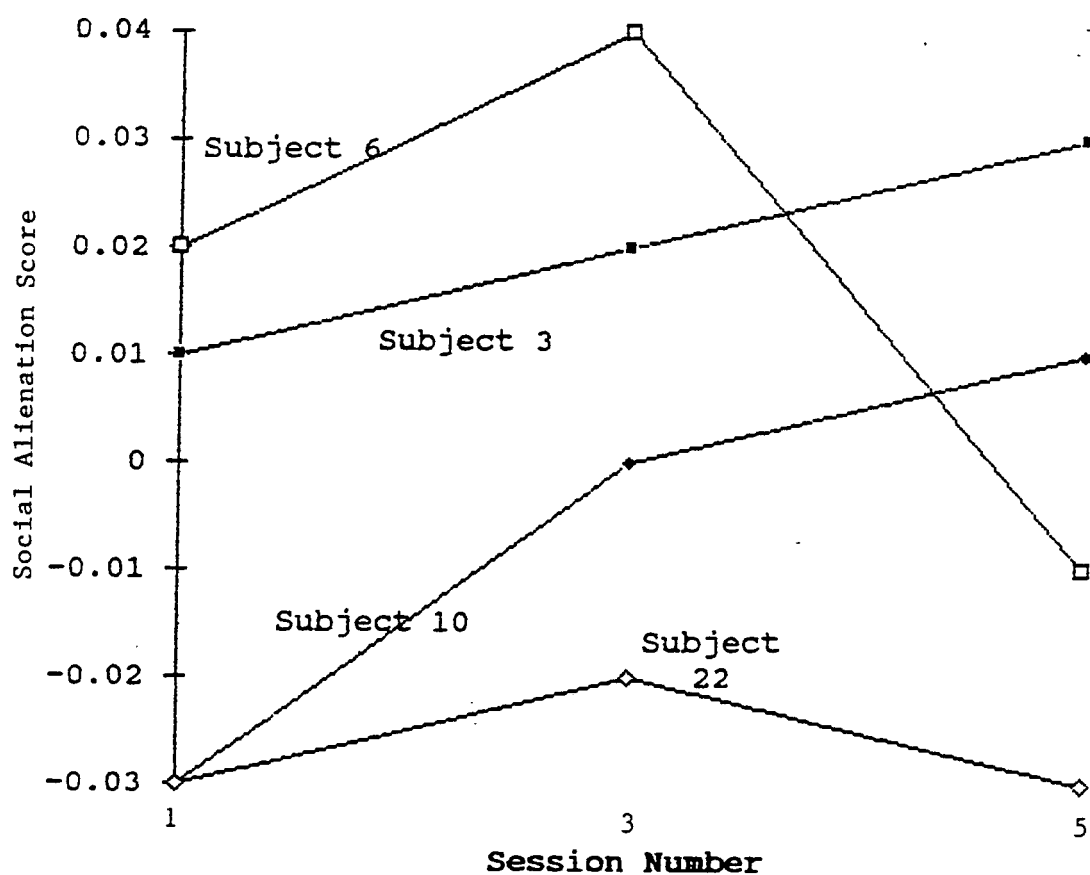


Figure 5: Esteem (Self Esteem) Separated  
from Total SAPD Scores by Session and  
Subject

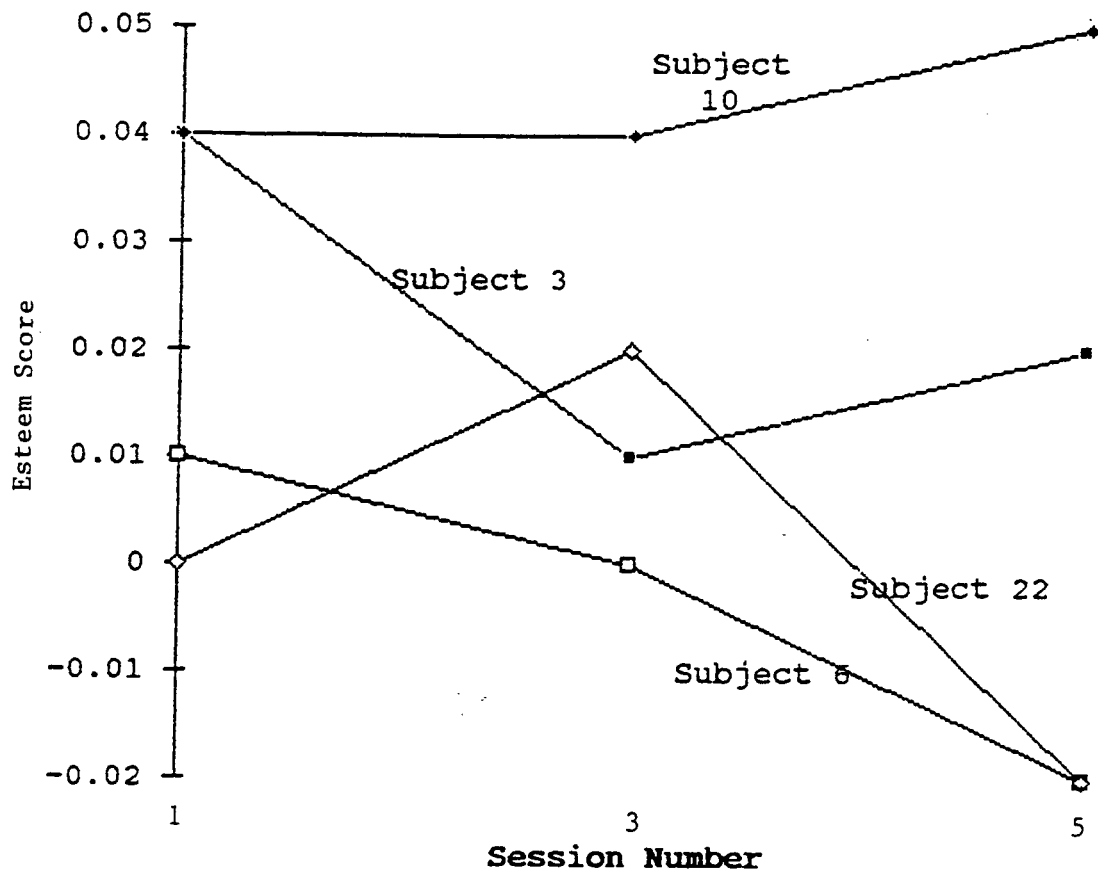




Figure 6: Average Scores of all Subjects  
for Personal Disorganization, Social  
Alienation and Esteem by Session

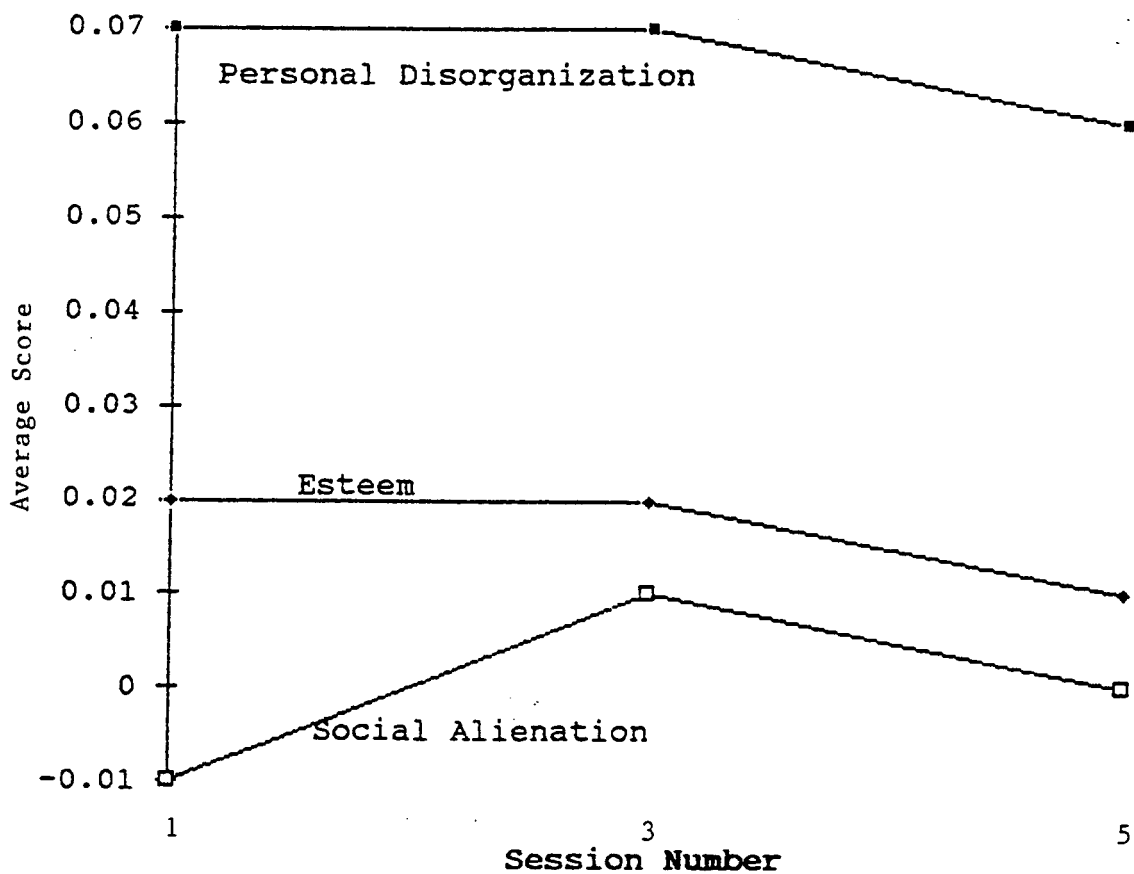
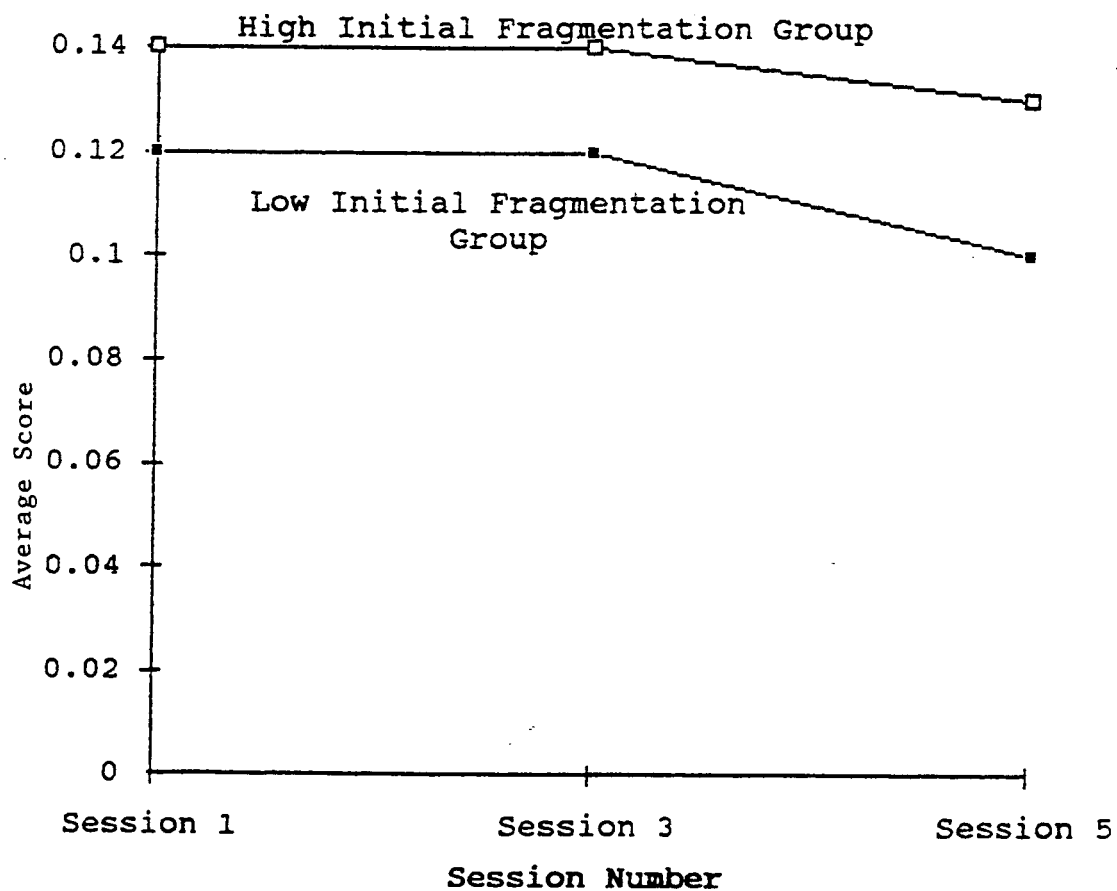


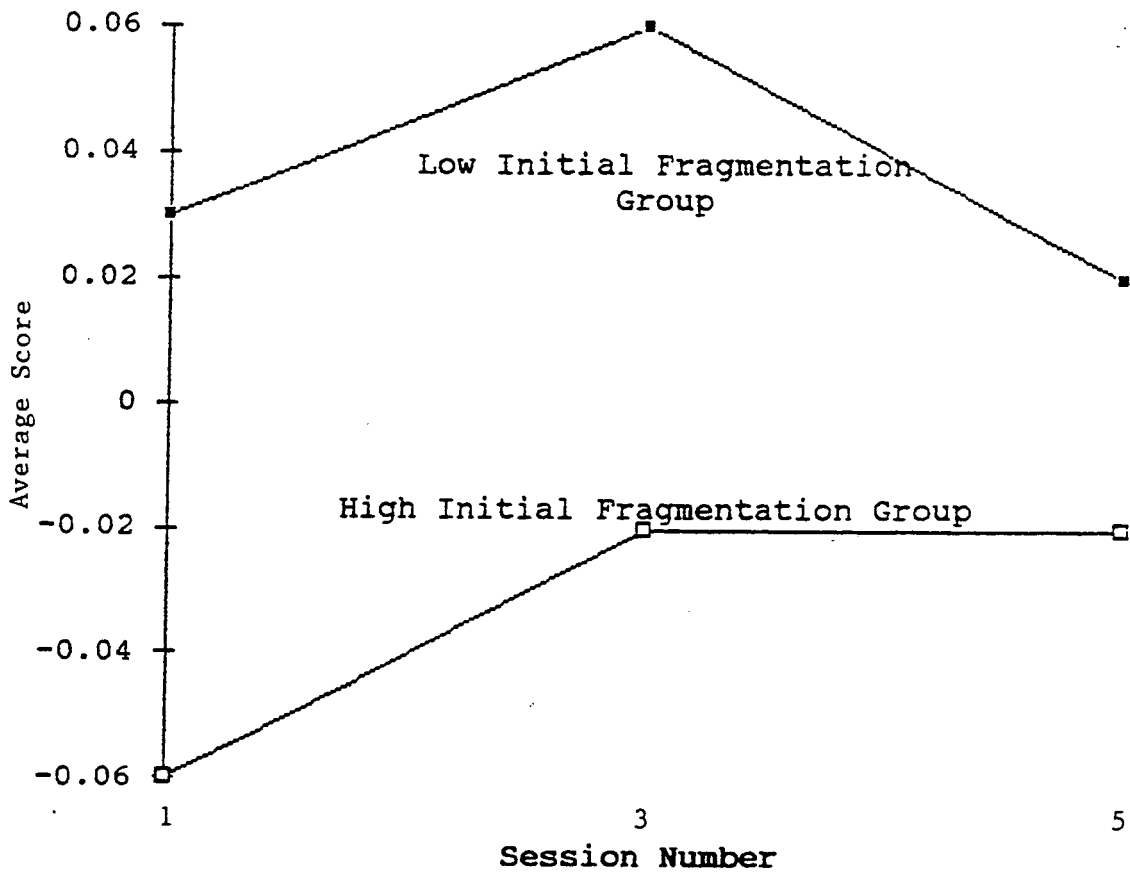
Figure 7: Comparison of Low Initial Fragmentation and High Initial Fragmentation Groups on Cognitive Functioning by Session



Low Initial Fragmentation Group = Subjects 3 and 6

High Initial Fragmentation Group = Subjects 10 and 22

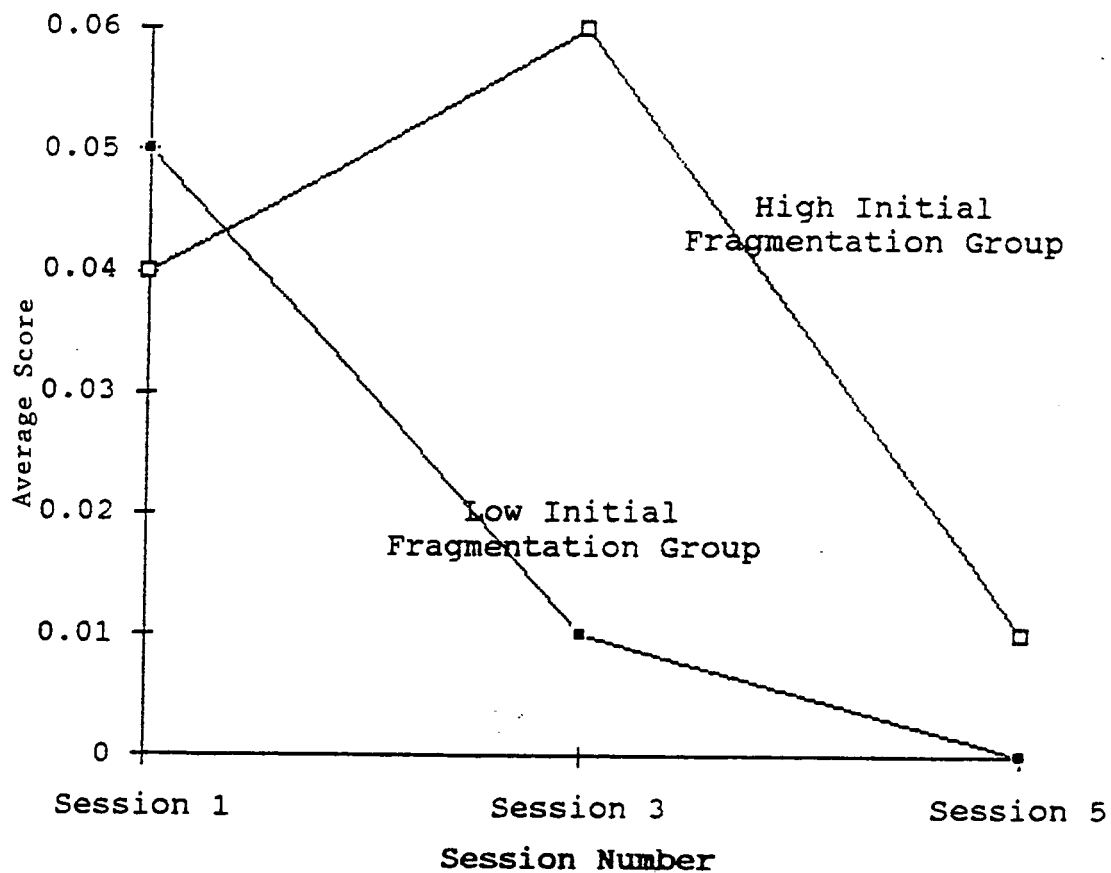
Figure 8: Comparison of Low Initial Fragmentation and High Initial Fragmentation Groups on Quality of Relatedness by Session



Low Initial Fragmentation Group = Subjects 3 and 6

High Initial Fragmentation Group = Subjects 10 and 22

Figure 9: Comparison of Low Initial Fragmentation and High Initial Fragmentation Groups on Self Esteem by Session



Low Initial Fragmentation Group = Subjects 3 and 6

High Initial Fragmentation Group = Subjects 10 and 22

## DISCUSSION

The purpose of this research project was to study how self fragmentation altered during a crisis period of time. The content of actual psychotherapy sessions were analyzed using both qualitative methodological techniques and quantitative measurements. The outcomes and implications of the research cover two sets of issues. The first set of issues concerns the substantive findings of the study, i.e. what was learned about the self structure during a crisis period of time. The second set of issues is methodological and concerns the complementarity of qualitative and quantitative research techniques used in the same study.

### A. The Self Structure in Time of Crisis

Perhaps the best starting point for a discussion of the substantive findings of this research is to understand what an emotional crisis is within a self psychological framework.

A hazard occurred. The hazard was an event that endangered each of the research subjects' sense of psychic equilibrium. Interestingly, the hazard for each of the subjects involved the other person in their closest and most significant relationship. As was noted in the literature review, some disruption in the relationship with another is often a prime contributor to the precipitation of a crisis. The subjects of this research were typical in that respect. However, one can conceive of crises that are not precipitated by a disruption in a personal relationship. For example, a successful businessman whose identity and esteem is primarily sustained through his work might suffer an emotional crisis at the point of retirement due to

the loss of an important area of gratification and uncertainty of how else to feel proud about himself. The important point is that for each person an important aspect of their self needs is disrupted when a crisis occurs. In this study the disruptions were as a result of an occurrence in the relationship with a significant other. A selfobject failure occurred, self needs got disrupted, and the disruption led to a wavering in self structure.

Selfobjects are experienced as a part of oneself, stabilizing and allowing development of self structure. Each of the subjects became aware of their selfobject needs only because something occurred in their interpersonal environment that precipitated the stirring of their need. This something was the hazard. For example, subject 6's selfobject needs for acknowledgement were stirred only because his wife did not acknowledge him. She did this by failing to say she was sorry when she provoked his back injury. Had he received recognition and empathy, it is presumed subject 6 would have gone on in a relatively steady way. We know from his history that this subject had a deficit in his ability to sustain self cohesiveness during times when he experienced a lack of recognition. When subject 6 was not appropriately acknowledged by his significant other, he experienced the need for that selfobject function.

Following the hazard individuals in crisis experience discomfort from deficits in selfobject fulfillment. This experience is called the crisis. The crisis, then, is the experience of dis-ease associated with a failure in selfobject functioning such that selfobject needs are not being fulfilled. This dis-ease was manifested in the subjects'

conscious experience of unhappiness as communicated to their therapist and in other clinical material which was observed in this study as indicators of self fragmentation.

From the beginning of the crisis to its end, cognitive functioning improved for all the subjects. Also, the quality of relatedness improved so that for each subject, their relationships became more tolerable. Each subject also increased self esteem within his or her individual area of narcissistic vulnerability so that by the fifth session of crisis intervention all subjects were relatively satisfied with themselves.

The findings of this research indicate that after the hazard occurs, the crisis ensues with fluctuations occurring in those elements of self structure related to cognitive functioning, the quality of relatedness, and self esteem. Later when the crisis gets resolved, these elements of self structure stabilize at a point where individuals feel better. To understand why these particular indicators for self fragmentation fluctuated the way they did and then stabilized at a more satisfying point one needs to consider the concept of self fragmentation more fully.

When there is a failure in selfobject functioning the individual feels vulnerable and the sense of self begins to waver. When an individual is in crisis they experience a sense that their self structure is not solid, and that fragmentation of self structure may occur. Their sense of self is perceived to splinter or shatter. The primary goal for an individual at this point, is to ward off further fragmentation by preventing further narcissistic injury. This is accomplished by a bolstering of defensive armor. Not only are defenses enlisted, they are also strengthened to ensure protection. The subjects in this study manifested this by higher degrees of defensive rigidity seen in

session one as compared to later in the crisis. As the crisis progressed, and the threats of further fragmentation diminished, the subjects were able to loosen the rigidity of their defenses and to allow some additional vulnerability to surface. This was observed in the increase in quantity and quality of self reflectiveness shown by all the subjects at the end of the crisis time.

With their selves more cohesive, the subjects became less dependent on their significant others to fulfill the deficits left in selfobject nutrition. In the beginning of a crisis when the awareness of selfobject need arises, there may be a desperation to filling or denying it, coupled with an intolerance and anger toward anyone who does not act in accord with the need. The disruption in selfobject experience creates an immediate sense of disequilibrium. As defenses are brought into play, and the faltering sense of self is stabilized, the person perceives a more sufficient sense of self structure. There is a realignment of selfobject needs that fosters stabilization with the other, thereby reestablishing a stable selfobject experience. In this research, by session five, all subjects had realigned their selfobject needs. These realignments permitted increased tolerance for their significant others and created a sense of stability in the relationships.

As previously presented in the findings, each of the subjects showed different narcissistic vulnerabilities. While not all of them initially exhibited the extent of their vulnerabilities, all of them, exhibited an increase in self esteem by the end of the crisis. In each case, the increase in esteem was due directly to the way the subject resolved their crisis. Each of them was bolstered in their own particular area of



deficit. For example, subject 3 felt more desirable and sought after. Subject 6 felt more desired by his wife. Subject 10 felt more desired, important, and entitled; and subject 22 felt more acknowledged and noticed. The result of being bolstered in an area of deficit is not only an increase in relative contentment with significant others, but also an increase in contentment with oneself. There is less internal discord.

As the findings of this research demonstrated, progress towards recohension of the self during crisis does not occur in a linear fashion. Some individuals become more fragmented in the course of the crisis before recoalescing. Why this may occur is unclear except to say that individuals seem to progress through physical and psychological disturbances in their own unique ways. Certainly there are different tolerances for discomfort, and this could influence the rapidity of recohension or the distress about the degree of fragmentation. Perhaps individuals need some degree of fragmentation to occur before new aspects of the self can be functionally integrated with the old in a new unified self structure. At this point one can simply note the occurrence of unique variations in the pathways towards recohension.

Additional research will be needed to further explain the process of recohension. One interesting study along these lines would be to investigate whether basic character style influences the progress of recohension. Another study might examine whether different categories of hazards stimulate or interfere with recohension? It's also plausible to consider the therapeutic relationship as an influencing factor and perhaps the therapist's capacity to work more effectively with one kind of client as opposed to another. Further research in this area should

delineate the many factors that influence the therapeutic process, the patient, the therapist, even the setting, and investigate a larger number of individuals than did this study.

The results of this investigation indicated that those individuals who were initially assessed as high in fragmentation were more cognitively disturbed, less upset in their primary relationship, and had more overt self esteem disruption than individuals assessed lower in fragmentation. This finding was somewhat surprising in that it was anticipated that those more fragmented would also seem more disrupted in their relationships. For the subjects studied in this research, this was not the case; those who were more fragmented initially had self structures that were actually sturdier than their counterparts. As a consequence, the selfobject needs for the sturdier individuals did not get quite as disturbed as for other subjects. Also for the stronger individuals, there was less archaic dependency on their significant other to fill their self deficits.

The initial degree of self fragmentation manifested by the subjects and measured by the indicators used here was not necessarily indicative of the overall stability or strength of their self structures. High degrees of initial fragmentation in a crisis can mean a fragile self structure. However, under these circumstances, one would anticipate more archaic disruption and upset in personal relationships. In a relatively "normal" and "healthy" population, on the other hand, high levels of initial fragmentation may indicate sturdier overall self structures which have a high capacity and tolerance for self disruption. This capacity for self disruption implies an ability

to approach life with the flexibility and openness necessary for exploration and growth. The subjects in this study who were initially assessed as low in fragmentation exhibited the rigidity, constriction, and narrowness in their approach to life and relationships that results from an inability to contend with a necessary degree of self disruption. Some of the literature on crisis that views the crisis state as an opportunity for growth, and popular books such as Passages by Gael Sheehey, all stress the importance of "coming apart" in order to come together in new, more mature, and sturdier ways. Similarly, the classic literature on crisis (Caplan, 1964) has always defined crisis as a time of opportunity. In this sense a crisis is an opportunity to understand something about a part of one's self that is not fully developed and to begin to increase one's emotional maturity and stability. On the other hand, it is interesting to note that the concept of self fragmentation has had connotations of being part of a pathological process rather than a sometimes necessary, healthy component of growth.

The issue seems to be resiliency and flexibility. Sturdier selves have the capacity to waver, safe in the knowledge that they will not completely come apart. In order to grow one sometimes has to risk failing without fearing devastation. The individual ways in which the subjects resolved their crises reflected their initial level of fragmentation and their toleration for self disruption. Those who were initially more disrupted resolved their crisis in ways that necessitated movement on their part rather than change on the part of their significant other. One of the two "sturdier" subjects followed through with a long term goal and bought a new car, while the other joined

a support group. The two "less sturdier" subjects felt better as a result of changes on the part of their significant other. For one subject her boyfriend didn't cry with an increase in distance in their relationship; for the other his wife entered psychotherapy. Those who's self is more structured in relation to selfobject needs may be less sensitive to and less intensely dependent on others. As a consequence, their avenues towards personal fulfillment may be more varied and mature.

Some of the initial differences observed between the subjects with respect to the indicators of self fragmentation were gender related. Overall, the women were more fragmented then the men in terms of SAPD scores. In addition, there were gender differences regarding presenting issues. The women were more concerned with who would take care of them and the men were more in need of mirroring and attention. Perhaps these differences reflect our culture in which women are evaluated in terms of their role as emotional nurturers. In addition, women in our culture are allowed freer reign then men to be emotionally reactive. For men, success and failure is evaluated in terms of how well they've pursued their basic interests. Women tend to find pride in their emotional caretaking skills and tend to be more conflicted when they experience themselves as insufficient in that area. Men find pride in their occupational pursuits and tend to feel remiss when they have not succeeded in that area.

The results of this study also point in another possible direction. That is, fragmentation may be is an individual phenomenon. In this research the therapist's initial assessment of fragmentation was based mostly on concrete evidence of

disruption along with overt symptomatology. However, it is possible that the overt manifestations of fragmentation do not always coincide with the degree of internal fragmentation. Scores observed on the SAPD and CIIS scales were consistent with this notion. While the therapist assessed subjects 3 and 6 both as LIF and subjects 10 and 22 as HIF, scores on the SAPD and CIIS indicated that the women were more similar to each other than they were to the men with whom they were paired on the basis of therapist assessment. While the gender differences might be relevant, the SAPD and CIIS scale scores also imply that the internal experience of fragmentation may be different than what may be consciously experienced and what one can observe. Therefore, while two subjects may be assessed by a therapist as fragmented to a similar degree, internally these subjects may be quite different, and may be having very different experiences.

All of the subjects in this study were basically healthy, well functioning individuals, who held jobs and maintained relationships. While each subject organized their historical experiences in their own unique way, there was no evidence to suggest that another person with the same experiences would develop in the same way. Why individuals organize experiences in the way that they do is unknown, and any answer to this question must include congenital and genetic factors.

The observations made in this research suggest that the resolution of an emotional crisis is set by the quality of self structure with which the crisis is met. An individual who is basically well functioning, who has a capacity for self reflection, who can feel bad about himself, and who thinks of change in terms of internal movements

within himself rather than in someone else can self fragment and recombine with a growth in self structure. On the other hand, individuals who enter a crisis with rigid defenses that ward off self reflection, who waver little in terms of their self concepts, and who see resolution in terms of another individual changing may recombine, but with no advancement in the sturdiness, resiliency and maturation of their self structure.

### B. Methodological Issues

The findings of this research demonstrate that qualitative and quantitative research techniques used in the same study can be complementary to each other both enriching and giving clearer meaning to the results.

The qualitative techniques used to analyze the clinical data in this research utilized the researcher's individualized way of hearing the content of the sessions. The researcher's way of hearing the clinical material influenced the formation of the categories as well as the interpretation of this material that placed it within one of the categories. It seemed important to this researcher that the qualitative analysis of the data preceded examination of the results on the SAPD and CIIS. While this order of data analysis may not always be important, in this study it allowed the researcher to maintain an openness in her thinking for the qualitative analysis that may not have been possible if the quantitative data were examined first.

Qualitative analysis of the clinical data added meaning and richness to the material that the quantitative measurement scales alone could not provide. For example, the measurement scales showed the subjects to be more alienated in their

relationships at the ending of the crisis period than they were in the beginning. What was missing in this finding was its meaning in terms of self status. There was no way to determine from the subscores alone that the subjects were not bothered by this increase in alienation. In fact, they were in more distress about their relationships in the beginning of the crisis when the SAPD scores indicated they were less alienated from their significant others. Only as a result of the qualitative analysis of the clinical material could one surmise that when self structure is sufficiently stabilized the individual can tolerate distance in a relationship because there is less dependency on the other.

A similar complementarity between the two methodologies was helpful in understanding subject 10's increase in total fragmentation level at the end of the crisis period. The qualitative analysis of the data suggested the significance of her resolution in terms of the overall sturdiness of her self structure. Quantitative analysis of the clinical material pointed to the possibility that the crisis resolution was a new hazard. The quantitative measurement scales seemed to detect unconscious phenomenon and symptoms of internal disruption that were not yet overt. The response to a hazard, which is not yet an emotional crisis, and may never become one, seems to be too subtle to be detected using the qualitative analysis employed in this study. It was the SAPD and CIIS scores, however, that raised the additional possibilities.

The quantitative measurement scales had limitations as well. One of the major categories derived in the qualitative analysis was denial. The degree of denial

as well as the widespread nature of its use were crucial factors in explaining the relationship between the assessed level of initial fragmentation and the ultimate quality of recohesion. While denial was a category included in the SAPD and CIIS, in 240 minutes of taped content denial was scored only seven times for all the subjects combined on the SAPD. Of those seven occurrences only two were in the first session where one would expect to see the most denial. On the other hand, using the qualitative analysis denial was scored seven times for subject 3 in just session one (see Appendix G). This discrepancy between the two methods of content analysis speaks to one of the deficiencies of the SAPD and CIIS when these instruments are used on samples of clinical material. When used as they were in this study, the SAPD and CIIS score statements without regard to context. Taken out of context it is difficult to ascertain whether or not a statement represents denial. A statement such as, "I feel fine," would be coded as a statement of positive emotionality unless one heard the statement in the context of other statements that would preclude one from thinking that individual was really fine. Use of defenses such as denial may not be accurately reflected in SAPD and CIIS scoring. As a result, some aspects of self fragmentation may not be accurately measured by the instruments. Therefore, use of the instruments in conjunction with qualitative analysis techniques may be a better methodological choice than using the instruments alone if one wishes to describe self fragmentation.

Another qualification of the findings on the SAPD and CIIS stems from the fact that these instruments score frequency of occurrence of statements. Distinctions



are not made for differences in the quality of statements in the same category. So, for example, an individual who says, "The present year is 1753" is scored the same regarding disorganization in time as an individual who simply says, "I don't know what time it is." In a schizophrenic population frequency of occurrence of such statements may be a valid measure for disorientation in time. However, in a healthy population where the differences in cognitive functioning are more subtle, frequency of occurrence of statements may not lead to differentiation of subjects with respect to disorientation in time.

Examination of the clinical data in context gave the data its meaning for classification in the qualitative analysis. Understanding the results from the SAPD and CIIS scales either confirmed the qualitative understanding or pointed to additional directions for the interpretation of findings. Each without the other seemed to give a more limited view of the changes in self structure which occurred during the crisis. Together, however, they provided an overview of the self as it proceeded through the crisis period with a window to its fluctuations, its sturdiness, and how these fluctuations were manifest at different times.

As a researcher, it is clear that the qualitative and quantitative methodologies were both important in this study. As a clinician, however, it was the qualitative analysis of the content that brought the subjects to life. Examination of the content of each subject's sessions allowed the researcher to develop empathy for each subject. As a result, the content could be analyzed within a context that took into account the uniqueness of each subject. It was important that the researcher listened to all the

taped sessions for each subject, even though only sessions one, three, and five were used in the final qualitative analysis. This procedure helped the researcher establish a connection and relationship with each subject. These connections were important in determining the categories that emerged as a description of self fragmentation, the classification of clinical content within those categories, the description of each subject's self structure, and finally the conclusions drawn about self fragmentation. It was largely from the researcher's immersion into the subjects' clinical content, and the context of the researcher's understanding of these individuals, that the conclusions about the individual nature of recohension and the healthy components of self fragmentation became so clear.

The psychotherapeutic process is alive with all the variables of humanness. It is a creative endeavor to study this process, to capture the richness of its essence, and to maintain some degree of precision while not losing the vitality of the individuals being studied.

This study was important for two main reasons. First, the results of this research support the idea that self fragmentation can be a healthy part of the continuing process of growth and self fulfillment. Sturdiness of self structure does not imply a self that doesn't waver or fragment at times. A healthy self can fragment to some extent, withstand the disruption, learn something more about itself, and ultimately choose directions that are consistent with its authentic aspects. Moreover, through this process the self recoalesces with added structure and more ability to repeat the process in the future when needed.

Secondly, the study is important because it shows how qualitative and quantitative research techniques can be used together in the same study. In a study where both precision and meaning are relevant, qualitative and quantitative methodologies complement each other and enhance the understanding of the results.

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## Appendix A

### **Informed Consent Form**

Your cooperation is requested in a research study about emotional stress. The aim of this research is to help the therapists in this Center, and other places, to treat you and other clients more effectively. Your contribution to this effort is greatly appreciated.

#### What it involves

The research requires very little extra effort on your part. You will not be asked to do anything unusual, nor will anything unusual be done to you. All that is being asked is for you to allow your sessions with your therapist to be tape recorded.

If you choose not to be a part of this study, your treatment, here at the Center, will not be effected. Also, you can decide to withdraw from this study any time you wish. If you have any questions regarding this study, you may ask your therapist or anyone else, any any time, for an explanation.

#### Confidentiality

The taped recordings of your sessions and your participation in the study will be kept in strict professional confidence. This means that when the taped recordings are studied, any information that identifies you will be removed. In addition, your name or other identifying information will not be included in any reports based on this research. When this research project is completed, the tapes will be erased.

#### Agreement

This is to certify that I \_\_\_\_\_ agree to participate in the above described research study conducted by Susan L. Kohl, Licensed Clinical Social Worker, under the auspices of the California Institute of Clinical Social Work.

Agreed:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Client

\_\_\_\_\_  
Witness

## Appendix (B)

### INSTRUMENTATION

#### 1. General Assumptions, Characteristics of, and Procedures applicable to the Social Alienation / Personal Disorganization Scale and Cognitive and Intellectual Impairment Scales

##### A. Assumptions

The assumptions upon which these content analysis scales rest include (Gottschalk and Gleser, 1969 and Kiessler, 1973):

- (i) the relative magnitude of an affect, or emotional state, could be validly estimated from speech, using only content variables and no paralinguistic variables, such as hesitations, pauses, stutterings, etc.
- (ii) on the basis of verbal content alone, the magnitude of any one affect is directly proportional to a number of factors:

- a) the frequency of occurrence of the particular category of thematic statements;

- b) the degree to which the verbal expression directly refers to the psychological activation of an affect (i.e. to say one is going to hurt someone is a more direct representation of hostility than to say one disapproves of someone)

- c) the degree of personal involvement attributed by the speaker to the emotionally relevant idea, feeling action or event. The degree of personal involvement is represented mathematically by a weighting factor. Higher weights are attributed to verbal statements that directly communicate the affect. Completely unconscious or repressed affect is not considered affect of high magnitude. The notion of this, based on a psychoanalytic frame of reference, is that an affect that is successfully repressed is not effecting functioning too seriously. This is probably true, even from a self psychological perspective. However, in a self that is crumbling, one's defensive structure is not operating as efficiently, so that affects that had been successfully repressed, would be closer to the surface. This does not mean one is conscious of them, however. The content analysis scales used in this research, are sensitive to unconscious affects that are reactive to present disruption. One can assume that affects that remain successfully repressed are not relevant to the present crisis state.

- (iii) The occurrence of suppressed and repressed affects may be inferred from the content of verbal behavior by the appearance of a variety of defensive and adaptive mechanisms, such as affects and its equivalents attributed to others, subhumans or inanimate objects, affects and its equivalents denied or repudiated, and affects and its equivalents acknowledged but attenuated.
- (iv) The immediate magnitude of an affect is the same whether expressed in the past, present, future, or as an intention, conditional probability, or wish
- (v) The product of the frequency of use of relevant categories and numerical weights assigned to the category provides an ordinal measure of the magnitude of the affect or its equivalents.
- (vi) Individuals vary in their rate of speech and the same individuals can vary from time to time. The authors have accounted for this by the use of a correction factor.
- (vii) All categories are not necessarily used by a subject, regardless of the intensity of the affect.
- (viii) The intensity of an affect or its equivalents, is assessed by the frequency of statements referring to that affect.

#### **B. Reliability and Generalizeability - Estimates of Error Variance in Scoring Speech Samples**

The reliability of these content analysis scales resides on the ability to acquire a clear taped recording of a session, its transcription in a accurate manner, and the consistent coding of the clauses within the designated categories. The difficulties in achieving reliability cannot be eliminated but rather minimized. The trickiest aspect to minimize is the consistency of coding given the myriad ways different judges can hear different clauses. However, the studies undertaken by the authors (Gottschalk and Gleser, 1969) have shown that their training techniques for coding have been most effective. The relationship between their scores and outside criterion for the assessment of schizophrenia and cognitive and intellectual impairment have been high enough to indicate scoring reliability. In addition, in another study assessing the reliability of the authors' training or scoring consistency, two coders were employed with a scoring consistency of about 0.90. (Gottschalk and Gleser, 1969). The authors point out that reliability is considered adequate if the inter-rater reliability is achieved at 0.80.

#### **C. Scoring and Coding Verbal Samples**

Gottschalk, Winget and Gleser (1969) wrote an instruction manual that explicitly instructs the user of the Social Alienation - Personal Disorganization Scale (SAPD) and Cognitive and Intellectual Impairment Scale (CIIS) on how to code and score the verbal samples. Appendix (E) is the explanation of the standardized procedures.

## **2. Social Alienation/Personal Disorganization Scale**

### **A. Generalizeability of Scores**

Studies have been done to assess whether the scores on the Social Alienation/Personal Disorganization Scale are generalizable over time. The population studied for this study were chronic schizophrenics and showed that this scale could assess chronicity with a 0.63 correlation over a three day period (Gottschalk and Gleser, 1969).

### **B. Normative Studies**

The purpose of establishing normative data is for comparative purposes. It allows one to use relative terminology with regard to scoring and in essence to determine what is a high score or what is a low score. This is important comparative data when assessing degrees of self fragmentation. The studies done by the authors (Gottschalk and Gleser, 1969) include subjects who were diagnosed as acute schizophrenic, subjects who were hospitalized for psychiatric reasons but were not schizophrenic or brain damaged, subjects who were not psychiatric patients but rather considered general medical, subjects who were "normal" in that they were not seen professionally for any reasons, and were gainfully employed, and subjects who were diagnosed as having acute or chronic brain syndromes. The study clearly differentiated the schizophrenic subjects from all the other subjects except those with brain syndrome. The study supported the weights assigned to the varying categories of the scale to differentiate schizophrenia. Of additional interest, particularly for this research study, is that the study also differentiated the psychiatric subjects, and general medical subjects, from the normal employed subjects, indicating the effect of emotional stress on the general organization of one's personality.

### **C. Validation Studies**

A major function of the initial validation studies on this scale was to test whether the frequency of themes occurring in the categories were quantitatively related to the degree of personal disorganization, and social alienation.

The initial studies supported the theory that counting the frequency of occurrence of certain typical features in the verbal communications of schizophrenics was related to the severity of his disorder, and was reliable over time, within an individual. These initial studies, however, indicated that improvement in the scale was needed to compare the severity of the schizophrenic disorder between individuals. It was clear in making these comparisons that while one can compare overall severity, not all subjects manifested all the categories of the scale.

Further studies were done to determine inter- individual variations in the severity of the schizophrenic syndrome. For this study subjects

diagnosed within the schizophrenic category were compared. Thus those diagnosed undifferentiated, simple, catatonic, hebephrenic, paranoid, and schizoaffective were compared. The study showed "that the severity of the schizophrenic illness can be quantitatively assessed at any one time in different schizophrenic patients by a weighted scoring of certain speech categories in a five minute sample of speech elicited with standardized instructions." (Gottschalk and Gleser, 1969). Additional studies were done comparing the scores on the social alienation personal disorganization scale of acute and chronic schizophrenics with patients with brain syndromes, psychiatric outpatients, general medical patients, and "normal" individuals. The authors updated their original study. In the first study psychiatric inpatients were used as subjects and in this study, psychiatric outpatients were used. For this dissertation, this latter study is even more relevant. While this study was equally as successful in its discriminations, it also showed that there was no content or form aspects of speech which were pathognomonic of schizophrenia (Gottschalk and Gleser, 1969). All the groups of people examined in the study showed evidence of these particular speech categories. The differences were in degree, with sicker individuals manifesting them more.

The final validation studies compared the scores on the Social Alienation Personal Disorganization Scale with other standardized measures. In particular, the Mental Status Schedule (Spitzer, 1965; Spitzer, et. al. 1964, 1965, 1967 in Gottschalk and Gleser, 1969), and the 16 PF test, Form A (Cattrell and Eber, 1957 in Gottschalk and Gleser, 1969) were used to measure personality and adjustment. The Social Alienation-Personal Disorganization Scale was significantly positively correlated to the Mental Status Schedule along the delusions - hallucinations line and the confusion - retardation line. In comparison to the 16 PF scores, the Social Alienation-Personal Disorganization Scale correlated positively to autism, and negatively to conscientiousness, shrewdness, and self-sentience. The authors take these results as further evidence of the validity of their scale.

### **3. Cognitive and Intellectual Impairment Scale**

#### **A. Validation Studies:**

Gottschalk, Eckardt, and Feldman (in Gottschalk, 1979) summarize the types of research done to validate the Cognitive and Intellectual Impairment Scale. The authors explain that the categories used to comprise the CIIS were originally determined from the categories most frequently scored, in brain damaged individuals, on the Social Alienation/Personal Disorganization Scale, and those categories most infrequently scored. Those categories were then appropriately weighted.

Following that, the devised CIIS scale was compared to the scores the same population achieved on the Halstead Battery and Trail Making Tests. The results indicated a need for a revamping of the weights assigned to categories. After the adjustment, the correlation between the CIIS and the other tests became 0.55 with the Halstead and -.48 with the Trail Making (ibid).

The mean scores on the CIIS for various diagnostic groups, is as follows:

<u>Group</u>	<u>N</u>	<u>Avg Score</u>
Brain Syndrome	18	2.72
Chronic Schizophrenics	113	2.12
Acute Schizophrenics	29	1.24
General Medical	48	0.79
Psychiatric (non Schizo)	26	0.66
Normal Employed	60	0.47

While this scale differentiates brain syndrome and chronic schizophrenics from the other populations, the three groups whose disturbances could be a result of stress, or whose conditions exacerbate stress (acute schizo, general medical and non-schizo psychiatric) are also distinct from the normal employed.

The validity of the CIIS was determined further in a study of the verbal samples of 17 male patients who were diagnosed with acute or chronic brain syndrome from a clinical neuropsychiatric exam (ibid). The same patients, who were diagnosed as acute, were retested when the symptoms subsided. When the patients symptoms were moderate to severe they scored 1.71. When their symptoms were rated as mild, they scored 1.36. When their symptoms were absent, they scored 1.14. The Cognitive and Intellectual Impairment Scale has also been shown to be stable over a four week interval of time. In an additional study, Atkinson, et. al (1977), demonstrated that the CIIS had a significantly high correlation to the Subjective Drug Effects Questionnaire when fifty six subjects inhaled and became intoxicated with nitrous oxide. Further studies were done ascertaining the validity of what was deemed to be the specificity of the speech patterns that would indicate a cognitive defect (ibid). The study tested 54 male alcoholics who had not had a drink within seven days of the test. The authors operated on the assumption, based on research, that chronic alcoholics possess specific neuropsychological deficits. The subjects were administered 18 different neuropsychological tests, including the production of a five minute verbal sample according to the procedures of Gottschalk and Gleser (1969). The study showed that chronic alcoholism produced cerebral malfunctioning that was discernable in the content or form of speech. Studies also showed an impairment in cognitive functioning with the use of LSD-25 (Gottschalk and Gleser, 1969), and with

smoking marihuana (Gottschalk, et. al., 1977 in Gottschalk, Lolas and Viney, 1986).

### Appendix (C)

## SOCIAL ALIENATION/PERSONAL DISORGANIZATION SCALE

Table I. Content analysis scale of (schizophrenic) social alienation and personal disorganization

Scores (weights)		Categories and scoring symbols <sup>3</sup>
modified <sup>1</sup>	original <sup>2</sup>	
		I. Interpersonal references (including fauna and flora)
		A. To thoughts, feelings or reported actions of avoidance, leaving, deserting, spurning, not understanding of others
0	+1	1. Self avoiding others
+1	+1	2. Others avoiding self
		B. To unfriendly, hostile, destructive thoughts, feelings, or actions
+1	+1	1. Self unfriendly to others
+½	+1	2. Others unfriendly to self
		C. To congenial and constructive thoughts, feelings, or actions
-2	-1	1. Others helping, being friendly towards others
-2	-1	2. Self helping, being friendly towards others
-2	-1	3. Others helping, being friendly towards self
		D. To others (including fauna, flora, things and places)
0	+1	1. Bad, dangerous, low value or worth, strange, ill, malfunctioning
-1	-½	2. Intact, satisfied, healthy, well
		II. Intrapersonal references
		A. To disorientation-orientation, past, present, or future (Do not include all references to time, place, or person, but only those in which it is reasonably clear the subject is trying to orient himself or is expressing disorientation with respect to these. Also, do not score more than one item per clause under this category)
+2	+1	1. Indicating disorientation for time, place, or person or other distortion of reality
0	-½	2. Indicating orientation in time, place, person
0	+½	3. Indicating attempts to identify time, place, or person without clearly revealing orientation or disorientation
		B. To self
0	+1	1a. Physical illness, malfunctioning (references to illness or symptoms due primarily to cellular or tissue damage)
+1	+1	1b. Psychological malfunctioning (references to illness or symptoms due primarily to emotions or psychological reactions <i>not secondary</i> to cellular or tissue damage)
0	+1	1c. Malfunctioning of indeterminate origin (references to illness or symptoms not definitely attributable either to emotions or cellular damage)
-2	-½	2. Getting better
-1	-1	3a. Intact, satisfied, healthy, well; definite positive affect or valence indicated
-1	-1	3b. Intact, satisfied, healthy, well; flat, factual, or neutral attitudes expressed
+½	+½	4. Not being prepared or able to produce, perform, act, not knowing, not sure
+½	+1	5. To being controlled, feeling controlled, wanting control, asking for control or permission, being obliged or having to do, think, or experience something



Table I (cont.)

Scores (weights)		Categories and scoring symbols <sup>3</sup>
modified <sup>1</sup>	original <sup>2</sup>	
+3	+½	C. Denial of feelings, attitudes, or mental state of the self
0	+1	D. To food
0	-½	1. Bad, dangerous, unpleasant or otherwise negative; interferences or delays in eating; too much and wish to have less; too little and wish to have more
-1	-½ <sup>4</sup>	2. Good or neutral
-1	-1	E. To weather
0	+1	1. Bad, dangerous, unpleasant or otherwise negative (not sunny, not clear, uncomfortable, etc.)
0	-½	2. Good, pleasant or neutral
		F. To sleep
		1. Bad, dangerous, unpleasant or otherwise negative; too much, too little
		2. Good, pleasant or neutral
III. Miscellaneous		
		A. Signs of disorganization
+1	+1	1. Remarks or words that are not understandable or inaudible
0	+1	2. Incomplete sentences, clauses, phrases; blocking
+2	+1	3. Obviously erroneous or fallacious remarks or conclusions; illogical or bizarre statements
0	+½	B. Repetition of ideas in sequence
+1	+1	1. Words separated only by a word (excluding instances due to grammatical and syntactical convention, where words are repeated, e.g., 'as far as', 'by and by', and so forth. Also, excluding instances where such words as 'I' and 'the' are separated by a word)
		2. Phrases, clauses (separated only by a phrase or clause)
New items		
+1	0	IV. A. Questions directed to the interviewer
+½	0	B. Other references to the interviewer
+1	0	V. Religious and biblical references

<sup>1</sup> These weights are a revision of the weights described in our 1961 publication so as to indicate the findings obtained in the study herein reported. These weights are more sensitive and discriminatory in cross-sectional studies and studies involving the task of differentiating schizophrenics from nonschizophrenics. They can be used satisfactorily in longitudinal investigations. Note that categories signifying evidence of the schizophrenic syndrome are given positive weights and vice versa.

<sup>2</sup> Described in our 1958 publication. These weights may be more sensitive in longitudinal studies. Note that the direction of scoring is reversed as compared to the weights given in our 1958 publication to conform with the modified weights.

<sup>3</sup> For the rules for scoring the categories, see our manual [Gotteschalk et al., 1969].

<sup>4</sup> Scored +½ for the first two in a verbal sample and thereafter this item is scored -1.

### Appendix (D)

## COGNITIVE AND INTELLECTUAL IMPAIRMENT SCALE

Weights	Verbal Categories and Scoring Symbols
	I. Interpersonal References.
	A. To unfriendly, hostile, destructive thoughts, feelings, or actions.
- ½	1. Self unfriendly to others.
	B. To congenial and constructive thoughts, feelings, or actions.
- ½	1. Others helping, being friendly toward others.
- ½	2. Self helping, being friendly toward others.
- ½	3. Others helping, being friendly toward self.
	II. Intrapersonal References.
+ 3	A. To disorientation-orientation, past, present, or future (do not include all references to time, place, or person, but only those in which it is reasonably clear the subject is trying to orient himself or is expressing disorientation with respect to these; also, do not score more than one item per clause under this category).
	B. To self.
- ½	1. Injured, ailing, deprived, malfunctioning, getting worse, bad, dangerous, low value or worth, strange.
+ ½	2. Intact, satisfied, healthy, well.
+ 1	3. To being controlled, feeling controlled, wanting control, asking for control or permission, being obliged or having to do, think, or experience something.
+ 1	C. Denial of feelings, attitudes, or mental state of the self.
	D. To food.
- 1	1. Good or neutral.
	III. Miscellaneous.
	A. Signs of disorganization.
+ 1	1. Incomplete sentences, clauses, phrases, blocking.
	B. Repetition of ideas in sequence.
+ 1	1. Phrases, clauses (separated by no more than a phrase or clause).
+ ½	IV. Questions Directed to the Interviewer (scored only when instructions used to evoke speech state that the interviewer will not reply to any questions the speaker may ask until five minutes have elapsed).

## APPENDIX (E)

### INSTRUCTIONS FOR THE USE OF THE CONTENT ANALYSIS SCALES

(Extrapolated from Manual of Instructions for using the Gottschalk-Gleser Content Analysis Scales (Gottschalk, Winget and Gleser, 1969))

**A. Obtaining Verbal Samples:** The instructions for eliciting verbal samples are typed on a 3 x 5 card and read aloud to the subject prior to turning on the tape recorder. The instructions are:

This is a study of speaking and conversational habits. Upon a signal from me I would like you to speak for five minutes about any interesting or dramatic personal life experiences you have had. Once you have started I will be here listening to you but I would prefer not to reply to any questions you may feel like asking me until the five minute period is over. Do you have any questions you would like to ask me now before we start? Well then, you may begin.

The purpose of these instructions are that they are relatively unstructured and, therefore projective. The theory underlying the projective nature of the verbal sample elicited assumes that, in the content will emerge the present and immediate psychological conflicts and states. It is an assumption upon which daily clinical listening with a "third ear" rests. Most analytical work takes as a given that the spontaneous content of a patient's talk is evident of his immediate emotional state and refers to the state of the transference and/or an emerging psychological issue.

Gottschalk, Winget and Gleser (1969) point out, further, that the verbal samples, in a particular study, should all be taken by the same person. The person taking the sample, they say, does not have to be professionally trained. The authors do point out that familiarity with the instruction giver, and sex, social status, race and age of the instruction giver can influence the results.

**B. Equipment:** A tape recorder and stop watch are the essentials. The tape recorder needs to be in good working order capable of a clear recording, and the instruction giver needs to know how to work the machine. All adjustments of the tape recorder are done prior to the subject entering the room.

**C. Environment in which verbal sample is taken:** The ideal setting is one in which just the subject and examiner are, in relative quiet, with background noise at a minimum. The conditions should be such that the subject will not be interrupted during his five minute talk.

**D. Identification Data:** Prior to the recording, the interviewer should denote: 1. date of recording, 2. time of day, 3. name or code number of subject, 4. name of interviewer. The authors also suggest the denotation of the demographic data, such as age, sex, race, and amount of education. The authors emphasize that the demographic data not be made available to the scorers.

**E. Preparing verbal samples for coding:**

1. Preparation of rough draft of transcript: The typed transcript of the verbal sample is essential to the reliability and validity of the results, so that standardized instructions are important:

- a. Include all partial words, stutters, break offs, and non-verbal vocalizations (eg. "uh" or "ah")
- b. Non verbal sounds, such as coughs, crying, etc. are indicated in parenthesis at the appropriate point in the typescript.
- c. Short pauses are indicated by the word "pause" written in parenthesis.
- d. Long pauses are indicated by writing "long pause" in parenthesis at the appropriate place.
- e. Suggested procedures for words that cannot be heard clearly: a) remove earphones and attempt to distinguish

words by playing sound directly to the room at large; b) vary the volume; c) use a second person to listen; d) when all else fails, do not guess; try to determine how many words are omitted and indicate that number, in parenthesis at the appropriate point in the transcript; e) ask the person who took the verbal sample for assistance.

2: When in rough draft form, the verbal sample is relistened to by an independent observer to check its accuracy.

3: The total word count and the determination of the proper correction factor was made from the rough draft, at this point in the procedure. This ensured that all final copies of the verbal sample carried all the necessary information.

#### 4. Final Typing:

a) Number of copies: since at least two independent scorings are usually made of each verbal sample, and frequently several different scales are utilized, an adequate number of easily readable copies is prepared in the final typing.

b. Heading: The heading on the first page of each verbal sample contains the following information: a) name of subject or appropriate code number (repeat this on continuation pages); b) date and time; c) name of study; d) name of observer who took sample; e) total word count; f) correction factor.

c. Spacing: All verbal samples are preferably typed, triple spaced, in final form, so as to allow sufficient space between lines for coding.

d. Breaking up the verbal sample into coding units: The verbal sample is broken up into clauses before the final transcript is reproduced. A knowledgeable person determines the clauses, using diagonal marks to indicate them.

5. Rules for counting words by hand:

a. Such fill words as "er," "uh," etc. were included on the rough typescript but were not counted and are not included in the final typescript.

b. Numbers indicating the time of day, year, measurement, age or such designations as the title of a street were counted as one word. The authors gave the following examples:

Time of day: 4:35 (one word) P.M. (one word)

Year: 1963 (one word)

Measurement: 5,333 (one word)

1,000,000 (one word)

2 1/2: 2 (one word) and (one word)

1/2 (one word) = 3 words

Age: 18 years old (3 words)

Address: 1031 (one word) 44th Street (2 words)

c. Contractions were counted as one word

d. The proper name of a person was counted as one word. However, while a name such as "Susan L. Kohl" was counted as one word, rather than three, if it was preceded by a title, such as Mrs, Ms, Mr, Dr, the title was counted as a separate word.

e. Proper names designating places were generally counted as one word. Examples: New York, San Francisco, YMCA. However, generic terms used in conjunction with proper-noun designations were counted

separately. Examples: Good Samaritan Hospital (2 words); New York Railway (2 words)

f. Some hyphenated words, such as semi-clad, were counted as two words

g. All interjections were counted. Examples: Oh, gee, gee whiz (2 words).

h. The names of companies containing more than one word were given a count equal to the number of words. Example: General Electric Company equals three words.

i. When "a while" is used as a noun it was counted as two words, whereas when it is used as an adverb, "awhile" it was counted as one word.

#### 6. Correction Factor

The correction factor for each verbal sample was determined by the formula:

$$1/\text{number of words} \times 100$$

#### F. Rules for Scoring Categories in the Social Alienation/Personal

##### Disorganization Scale

1) The grammatical clause is generally the verbal unit to be scored. However, schizophrenic speech is sometimes fragmented or incoherent so that flexibility is needed in interpreting the grammatical clause.

2) In general, references to the sub categories of this scale are scored regardless of the tense in which they are used, there are exceptions to this rule regarding categories 11B2, 11B3a and 11B3b, "getting better" and "feeling well." These categories are not scored when they are in a conditional tense or in the form of a wish.

3) Use literal more than inferential criteria when deciding whether or not to code a category. This means that the principal criterion as to whether a category is to be scored depends on what the subject actually says, in a clause, and not so much on what the scorer tends to

infer. If a repeated idea is inferable in a series of clauses but is not definitely restated, the item is not to be rescored.

4) Except where otherwise noted, several different categories may be tallied per clause. For example, "we" and "us" can be coded in two different categories, self and others, as both categories are applicable. Avoid, however, consistent overscoring. Thus, if a clause is tallied as not being understandable or vague or bizarre (category 111A), it is not generally likely to be scorable also in a category that requires the communication of some definite bits of information. It is recognized, however, that there are exceptions to this point. With some frequency, clauses occur which may be coded for incomplete sentences, clauses, phrases, blocking (111A2) and for repetition of either words (111B1) or clauses and phrases (111B2). In this instance, the procedure is to assign only one score, and of giving precedence to coding indicating repetition, that is, either 111B1 or 111B2 rather than 111A2.

5) Where a series of content references are made in a clause, the category is to be scored only once instead of the total number of references. For example, when the subject lists the food items he ate for a meal in a series fashion, the food category (11D) is to be tallied only once.

6) References that fall into any one of the designated categories but involve infra human animals or inanimate objects may be scored the same as if they were about humans.

The authors, in their instruction manual, have tried to be as detailed and explicit as possible with regards to the gathering and handling of the raw data, as well as the scoring procedures. This is a human process, however, so that exact precision can not be achieved. The goal, however, was to minimize discrepancies and to achieve consistency between and among the assistants who typed and scored the material.



Appendix (F)Intake Form

SOUTHERN CALIFORNIA CENTER  
FOR  
PROBLEMS OF LIVING

Date of Application \_\_\_\_\_ Case Number \_\_\_\_\_

Name \_\_\_\_\_ Social Security # \_\_\_\_\_  
           Last                      First                      Maiden

Birthdate \_\_\_\_\_ Birthplace \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

Home Address \_\_\_\_\_ Phone \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

Employer \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_

Party wishes to be contacted at \_\_\_\_\_  
                                     Home \_\_\_\_\_ Place of Work \_\_\_\_\_ Other (specify) \_\_\_\_\_

Marital Status \_\_\_\_\_ Date of Present Marriage (if married) \_\_\_\_\_

Previous Marriages

Date	Place	Legal Action	Date

Who lives with you at this time?

Name	Relationship	Birthdate	Age

Write any additional names on back of application and check here ( ).

How long has the member been a retail clerk? \_\_\_\_\_

Relationship of Applicant to member: Self \_\_\_\_\_ Spouse \_\_\_\_\_ Dependent \_\_\_\_\_

Other (specify) \_\_\_\_\_

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1. How did you find out about the Center? \_\_\_\_\_
2. Name and telephone number of someone who can always get in touch with you: \_\_\_\_\_ Relationship \_\_\_\_\_  
Phone number \_\_\_\_\_
3. Did you ever consult anyone about a personal problem before today? \_\_\_\_\_  
If yes, state name and profession of person \_\_\_\_\_  
About what year was it? \_\_\_\_\_ How many visits? \_\_\_\_\_
4. Are you seeing anyone NOW for the problem that brings you here? \_\_\_\_\_  
If yes, state the name of the person you are seeing \_\_\_\_\_  
Profession (physician, clergyman, etc.) \_\_\_\_\_
5. Is anyone else in your family NOW seeing a counselor for personal problems?  
If yes, state name of family member \_\_\_\_\_  
Relationship to applicant \_\_\_\_\_  
Name and profession of person being consulted \_\_\_\_\_
6. Have you ever been hospitalized? \_\_\_\_\_ Reason for hospitalization: \_\_\_\_\_  
\_\_\_\_\_
7. List the persons who came with you today:  
Name \_\_\_\_\_ Relationship \_\_\_\_\_  
Name \_\_\_\_\_ Relationship \_\_\_\_\_
8. Who was in the home at the time of your first call to the Center?  
\_\_\_\_\_
9. Occupation of spouse (if any) \_\_\_\_\_
10. What do you do for a living? \_\_\_\_\_
11. Is this your usual occupation? \_\_\_\_\_  
If no, state your major occupation \_\_\_\_\_
12. Are you currently employed? If not, how long unemployed? \_\_\_\_\_
13. Highest grade completed in school \_\_\_\_\_ Currently in school? \_\_\_\_\_

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## BACKGROUND INFORMATION

15. Who raised you? (Check as many as apply) Mother \_\_\_\_\_ Father \_\_\_\_\_  
 Step-parent \_\_\_\_\_ Foster parents \_\_\_\_\_ Adoptive parents \_\_\_\_\_  
 Other (specify) \_\_\_\_\_
16. Were your parents divorced or separated? \_\_\_\_\_ About what year  
 did this occur? \_\_\_\_\_
17. Where was your mother born? \_\_\_\_\_ Living now? \_\_\_\_\_  
 Where? \_\_\_\_\_ Date of death? \_\_\_\_\_
18. Where was your father born? \_\_\_\_\_ Living now? \_\_\_\_\_  
 Where? \_\_\_\_\_ Date of death? \_\_\_\_\_
19. Father's occupation during your childhood \_\_\_\_\_
20. Mother's occupation during your childhood \_\_\_\_\_

 HISTORICAL FAMILY  
 (parents, brothers, sisters)

Name (including consultee)	Relationship	Age	State of Residence	Marital Status

What is the problem that brings you in today? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Appendix (G)Patient DetailA. Subject #3

Current: 75

Premorbid: 80

A. History and Present Crisis

The subject is a white female, aged 22. For the past three months she has been living with a boyfriend, aged 25. She is an only child, with both parents having been alcoholic. Her parents divorced when she was 6. At that time subject lived with her father, although she does not know how it evolved that she did that rather than live with her mother. She stayed with her father until she was 20, at which point her father "kicked her out" because he didn't like her boyfriend. She then went to live with her mother. She lived with her mother a short while and then went to live with a man different than her present companion. That relationship lasted about one year. At that point she called her father who gave her \$600 to rent an apartment. She did that for one year and then met the present boyfriend. The subject states that she remembers nothing prior to age 10, except that she used to tell people that her mother was dead. Despite that, and her parents' alcoholism, this present involvement with psychotherapy is the first such contact for the subject. Neither she nor her father have ever sought help for emotional difficulties before. Her mother has, the nature of which is unclear.

The subject placed the call requesting services from the Center, from work, and stated on the intake form that the presenting problem was: "I'm very angry." Subject's anger centered around her relationship with her boyfriend and her disappointments at work. Her boyfriend seemed to be wanting more closeness and affection from subject and this was very disturbing to her. At work she was continually being overlooked for promotion. Subject was a "bagger" in the supermarket and was aspiring to be a checker. She felt that being a bagger was inappropriate for someone of her age and experience, and she was perplexed as to why the promotion had not occurred. The immediate hazard was that a checker

position was available and given to someone else. This event occurred in the context of her relationship with her boyfriend becoming more upsetting for her due to his requests for more affection and closeness.

## B. Session 1

### 1. Cognitive Functioning

Subject presents initially with a very rigid defensive structure evidenced mostly by attempts to keep herself distant from her own emotional vulnerabilities. These mechanisms seem to serve her well as she manifests little overt anxiety.

a) Self Reflectiveness: Subject manifests very little self reflectiveness. There is a quality about subject's presentation of herself that makes one think that things just happen to subject with no motivation on her part to influence them nor does there seem to be a curiosity from subject about her predicaments. "I mean if they can pay me seven fifty three days a week then maybe they can pay me eight dollars about four days a week as a checker, and it really wouldn't make any difference. I don't know ... It makes me mad. [They say] we just can't afford to hire you eight hours, or something like that. I'm staying here ..... I figure they're going to have to give it to me some day. So I don't know when they will. Mom says when the time comes I'll get it. I don't know. She says, 'well, maybe you're not ready to have it right now.'" Subject then says, "I used to worry a lot, but I, I don't worry now. Now I stopped worrying. I just don't worry anymore now."

Subject's lack of worry and inquiry into herself seems to have started early. Subject's parents divorced when she was five. At that time subject went to live with her father. "I don't know why. I guess I, I guess he just got me. You know, a court situation." Both parents, she goes on to say, were alcoholic. "I had to kinda come, come home by myself and wake up by myself, you know. And that kinda thing. I can't remember anything before I was ten years old .... Nothing exciting must have happened then. ....My aunt ....told me, ....when I was, when I was little, that's when my parents got divorced. I didn't cry or anything. I just didn't do anything. I was, I didn't talk about the whole thing ..... I used to tell people that my mother was dead .... I don't, I don't you know regret, you know things like that. I mean she can go

and leave if she wants, and she can do what she wants, and I'm always happy when she finds someone to go out with. I want her to get married .... and have a happy life ... I don't remember when, when she left. ...."

It's as if the experiences subject has don't impact her. She's simply an observer of them rather than a participant. She in no way questions whether she is a part of being overlooked for promotion. She in no way questions her involvement with her boyfriend and why it is she remains with him or whether she is a part of their difficulties. Subject in no way examines her feelings about her experiences as a child and how they impact her present dilemmas.

b) Use of Defenses

i. denial: The most compelling and overriding aspect of this subject's cognitive functioning is her need to deny her own wishes for nurturance. It is most vividly described when subject says [boyfriend is an] "overly sensitive man, if you ask me. He always wants, he always wants affection, and I don't really need that much. I mean all I really think I need is just you know, tell me you love me at night, give me a kiss, that's fine."

On the other hand, subject's seemingly minimal nurturance requirements are juxtaposed with what seems to be subject's insistence in maintaining herself in a childlike dependent state. At the same time that subject does that, however, she feels embarrassed if her seeming like a child becomes too evident. An example of this is subject's position at work. Subject is embarrassed that her job is one a teenager would have. While it is unclear why subject never gets promoted to the position of checker she really doesn't do anything to change her plight. In fact, she stays in the job because the company takes care of her in other ways. This is manifested in subject reiterating throughout the session, each time she feels upset about not being promoted, "but it has such good insurance."

The result of subject maintaining the bagger position at work is that subject's financial existence is marginal. She has little money and has to rely on others for support. "Well, my mom sends me some money too, fifty dollars a week to do my hair. And [boyfriend] helps. He buys food sometimes, and when I can, I pitch in

when I can." Because of a lack of money subject can't have her own place to live, or participate in a variety of activities. She can't go biking because she would have to rent or buy a bike, and she can't go to the beach because she would have to buy a bathing suit.

The most striking example of subject's wishes to be dependent and at the same time denying that, is the fact that subject never learned to drive. Subject says that she never learned to drive because she never wanted to. Subject still doesn't have a great urge to learn and now says it doesn't pay to learn because she doesn't have the money to buy a car. Since subject can't drive, and doesn't have a car, subject feels unable to go to school and pursue interests because going on the bus is a hassle, and the bus schedule probably wouldn't coincide with when subject would have a class.

ii. acting out: Very early in the session, subject tells the research therapist that there was a break in her relationship with her boyfriend, a short while ago, because subject went out with another man. Her boyfriend found out about it and got jealous. The couple broke up for one week and then came back together. Subject says she doesn't know why she went out with someone else.

Subject's impulse to "do" something as a way of managing her emotional upsets with her boyfriend is also manifested when subject relates her response to her boyfriend wanting more affection from her. Subject says she gets so angry at those times that she has "to do something .....I don't know what to do with myself when I get mad."

iii. rationalization: In order for subject to be maintained in a dependent state without embarrassment she has to be able to effectively rationalize her situations to herself. Subject does that by believing she can't leave her job because of the insurance. She doesn't have to learn to drive because she can't afford a car. She can't have her own place to live because she can't afford it. And, she can't go to school because she can't drive. "I can't afford anything, I don't really need a car right now. It's no big deal ..... I don't go anywhere." The therapist inquires about going to the beach and subject says, "I need to get a bathing suit first, though."

iv. psychosomatic symptoms: In keeping with subject's attempts to keep distant from her emotional disequilibrium, subject has some symptomatology that can be viewed as psychosomatic. Subject has asthma that she says is brought on when she bikes, exercises, or "moves too fast." Interestingly, subject is an avid ice skater and never has an asthma attack while ice skating.

C. Contented/Discontented: Subject's generalized dissatisfaction is with her job. She is a bagger in the supermarket. She views this position as a teenager's job and is embarrassed she still holds it. She aspires to be a checker and complains that she has been overlooked on numerous occasions for promotion. Subject blames her store manager for this and complains that "he doesn't know anything .....Yea, it makes me mad .... I told them, I'm standing here, I'm going to bug you until you give it to me ..... I don't know when they will."

## 2. Quality of Relatedness

a) Distance/Closeness: The most overriding characteristic of subject's relationship with her boyfriend is the amount of distance in the relationship. Subject sets the stage for understanding the quality of distance and closeness in the relationship when she says "I'd like to take fencing .... I think it would be fun for me and boyfriend to do fencing."

"If I want to go out with my friends and go to lunch .... I don't want him to ask me 'Well, where are you going?' ..... I don't ask him questions where he's going. I don't even ask him where he's been .... It doesn't matter to me. He can talk to anybody he wants even if its a woman. I mean I know he's had girlfriends ..... I know I should really love him, and maybe I'm not affectionate enough for him .... People tell me I'm rude to him."

Subject seems to be confused because while on one hand she is angry and distancing with boyfriend, on the other hand she says, "I don't know anymore. I don't know. I used to think he was really nice, and he really is you know. He goes shopping and buys me things .... He's really nice to me .... but he's just gotten so annoying. I don't really want to leave him, but I don't know what it is. It seems that what is so disturbing for subject is the fact that boyfriend is wanting to be closer.



He's an "overly sensitive man, if you ask me .... He always wants affection ..... He always wants me to come hug him. "Oh, babe, give me a kiss, come sit on my lap,' you know. And I don't want to do that .... All these things make me really mad. I say these spiteful things. .... I'll say something spiteful and mean."

There seems to be a parallel for subject between her relationship with her boyfriend and with her father. Subject made attempts to distance from her father, too. "... When I was about seventeen I started to realize that I didn't like him very much. I used to be his little girl until then. And then I started being my own person and you know, I'd go to my room and then shut my door and I'd go do my own thing and listen to music and stuff like that .... I figured I didn't have to come home and tell him everything that happened in school."

b) Dissatisfaction/Satisfaction: Subject's major dissatisfactions are about her boyfriend. He eats too loudly and he is too jealous. In addition, she complains that he wants too much from her. "you know he always wants me to come hug him. 'Oh, babe, give me a kiss, come sit on my lap' ..... and I don't want to do that."

c) Dependency/Autonomy: Subject has attempted to act independently. The telling evidence, is what subject reveals about her relationship with her father. "I'd go to my room and then shut my door. I'd go do my own thing and listen to music and stuff .... I figured I didn't have to come home and tell him everything that happened in school. So I stopped telling him things like that," Subject then recalls that as a result of her doing that "He would always get mad. When he gets mad he has a really red face and really scary looking, you know. He wouldn't necessarily hurt you. He just looks really scary. .... Yea, he's pretty scary, you know, and I don't like going." In addition, subject related that father threw her out of the house because of her involvement with a boy.

Subject juxtaposes her autonomous striving with her present condition that leaves her in a dependent situation. She has what subject terms a "teenage" position at her job that she feels she must maintain for insurance purposes. She has little money and has to rely on others for support. "Well, my mom sends me some money, too, fifty dollars a week to do my hair. And [boyfriend] helps. He buys food

sometimes, and when I can, I pitch in when I can." Subject maintains that because of her lack of money, she can't have her own place to live or participate in a variety of activities. She can't go biking because she would have to rent or buy a bike, and she can't go to the beach because she would have to buy a bathing suit. In addition, subject hasn't learned to drive so she often has to wait for boyfriend to take her places.

Perhaps as a result of the distance, or perhaps as a phenomenon of its own, subject's relationships tend to be tentative. While she has had and does have boyfriends, none of them are long lasting, nor do they have a thread of commitment. Subject talks little of relationships with women. "My dad kicked me out of the house cause I was going with this, with my ex-boyfriend. He didn't like him at all and .... he decided to kick me out. .... So I went to live with my mother. .... He just like kicked me out and I had to go live with her .... and I was in love with [my ex-boyfriend] .... and I was bummed cause I had to leave him. .... But it, it was okay after awhile." Subject stayed with her mother for two months and left. "Well, I didn't want to live with her. I wanted to be with [ex-boyfriend] ..... and then .... we moved with his family .... down the road from their house." That relationship didn't seem to last long "cause he didn't want them knowing where he was, you know, and that kinda thing, and .... sometimes he wouldn't buy me things for my birthday. .... So I left. I didn't have any place to go. I just called my dad and said, 'Hello dad (laugh), I left [boyfriend].' He gave me \$600 to go and find a place. So I moved into my own place and then went out with [present boyfriend]. and now here I am."

### 3. Self Esteem

While there are some manifestations of subject's self esteem in the sessions it does not seem that there are significant fluctuations in subjects sense of self. The indicators delineated below, while present, do not seem intense and do not seem to influence subject's functioning in any profound way.

a) Desirable/Undesirable: Subject seems to put forth that her boyfriend is desirous of her. "You know he always want me to come hug him. 'Oh babe, give me

a kiss, come sit on my lap." While subject is annoyed by these requests she nevertheless seems to feel that her boyfriend is interested in her.

b) Important/Unimportant: There doesn't seem to be any evidence for this in this session.

c) Noticeable/Overlooked: As subject talks of her difficulties at work, it seems as if she is perplexed as to why she is continually not given her due recognition by being promoted to checker. "It makes me mad .... I figure they're going to have to give it to me someday. So I don't know when they will .... No one knows. I've asked other people in the store and they don't know either. They can't tell me."

While subject is perplexed about being overlooked she doesn't blame herself for it. She implies that the store manager is incompetent regarding this. Subject says that if they hired her for the checker position, "I'll be getting paid by the hour, less than the other ones .... It makes me mad .... I said, I'm staying here. I'm gonna bug you until you give it to me .... I figure you're going to have to give it to me someday." Subject's anger seems to indicate a sense of entitlement to the position that is undaunted by what has been repeated disappointments in this area.

Subject's entitlement and refusal to be overlooked is also manifest when subject explains why she left her ex-boyfriend. "Sometimes he wouldn't buy me things for my birthday. You know, I just said, I don't have to take this anymore, so I left."

d) Happiness/Unhappiness: One doesn't get the sense of there being overwhelming fluctuations in subject's sense of satisfaction with herself. Subject says "I don't know, everyone just didn't like me for some reason ..... I didn't do anything major." Subject doesn't seem to consciously believe that there is anything about herself that influences that kind of phenomena. Subject reveals that "my dad was kinda critical too .... I mean he doesn't like me being a bag lady and he always criticizes me about it." Subject explains, however, that she is helpless against an inadequate manager who has not been able to see the appropriateness of promoting subject.

Subject's dissatisfaction with herself is evidenced by some shame about her present job position. She says "it's embarrassing still being a bagger." This is a job

subject believes should be had by a teenager. However, again one doesn't get the sense that subject sees this shameful situation as being a result of some failing on her part, but rather she is the victim of unfortunate circumstances

### C. Session 3

#### 1. Cognitive Functioning

a) Self Reflectivness: Subject continues in this session to show little insight or curiosity about herself in her dilemma. While her discontent with her boyfriend grows, subject shows no interest in understanding what her growing disinterest in him is about. When subject begins to contemplate exchanging this boyfriend for another man in a "Three's Company kinda thing," all she is interested is in her fantasy of how nice it would be with no wonder about it's meaning. Subject shows no curiosity about how her life got so limited and stuck nor why she has little motivation to change it.

#### b) Use of Defenses:

i. denial: In the third session one continues to see subject's massive denial of her neediness. "I can't afford anything. I don't really need a car right now. it's no big deal. .... I don't go anywhere. We never go anywhere. .... [Boyfriend] doesn't want to go anywhere. .... When I was young I never went anywhere. .... Then [first boyfriend] came along and he didn't take me."

Subject makes part of her motivation for denial quite clear. Sometimes "I just feel kinda bad ..... I feel kinda bad you know. I don't want to feel bad."

In the process of denying the extent of her needs for another, subject winds up compromising her happiness. "I wasn't sure that I wanted to stay with him because he was so annoying, you know. You know, cause he's so annoying, I thought well God, I don't want to be with him right now. Not for awhile. Then I told him. I told him that and he cried and all that stuff and came over every day and left me little notes and all that stuff you know. Then I felt bad and thought well maybe I can try and get used to it. And I'm trying but I don't know if I can. It's disgusting. .... I don't like him to touch me, you know ..... I've never had one [orgasm] yet. Which

is, I don't really care actually. It doesn't matter to me that I haven't had one before. It just doesn't matter."

ii. acting out: In this session one can see subject's attempts at resolving her crisis with her boyfriend. She would leave boyfriend and involve herself with a new man. "..... This guy that I know that works with me, he's just a friend you know, kinda like the Three's Company kinda thing. It would kinda be like that .... There's absolutely no attraction towards each other. We're just friends. .... If I was living with him and he, uh, he'd set up his bed in the living room, which is fine. And, uh, then see too he could come home whenever he wanted, and everything would be fine."

iii. rationalization: Subject's rationalizations to maintain herself in her present position seems to remain the same. In talking about her dissatisfaction with her job, subject says "I'm just gonna wait ..... Like I have a choice!" In referring to her driving subject says, "I can't afford anything. I don't really need a car right now." In thinking about going to the beach, subject says, "I need to get a bathing suit first, though."

iv. psychosomatic: No evidence in this session.

c) Contented/Discontented: While subject's job situation has remained the same she is not complaining as much about it this session because it seems as if a position as checker is about to open. "One of the checkers, .... her husband is looking for a job in San Francisco .... and I could become a checker."

It is interesting to note that subject, up to this point complains only about her boyfriend or her job. She doesn't complain about her life and how stuck she is.

## 2. Quality of Relatedness

a) Distance/Closeness: In this session subject tells how she can't be too close in a relationship. There needs to be a comfortable distance. "Well, I can handle being semi-smothered, but I don't want to be too smothered. I don't want to have to give someone a hug every five minutes, or have them hanging or joined at the hip, kinda thing, you know. The last [boyfriend] didn't give me any attention and I

thought, gee I wish I had someone who would give me attention. And now I got too much." Subject seems to be looking for the comfortable middle ground.

Subject then goes on to tell what seems like the ideal relationship regarding closeness and distance. "This guy ... that I know, that works with me, he's just a friend, you know .... That would be nice because .... I know him and .... he doesn't smoke, and he's quiet and there's absolutely no attraction towards each other, we're just friends .... If I was .... living with him and he, he'd set up his bed in the living room, which is fine, and uh, then see, he could come home whenever he wanted, and everything would be fine. You know, he wouldn't really be my boyfriend .... I wouldn't really have a boyfriend." Subject seems to want a man to live with who she's friends with but with whom there are no other responsibilities. They each would lead their separate lives but care about each other and share a living space together.

The relationship subject has presently with her boyfriend is not ideal and, in this session, subject explains further how boyfriend wants too much closeness. "Well I don't like him to touch me, you know .... It's like I'd turn over on the pillow ... and you'd think the man would get the hint. And I tell him that. I've never had (an orgasm) before. It just doesn't matter .... Yea, he just wants it so much and he's always wanting to be close to me."

b) Dissatisfaction/Satisfaction: Subject's most vociferous dissatisfactions are regarding boyfriend's tendency to cry if she would leave him. "I just hate it when they cry, and be all upset." Subject is equally upset by boyfriend saying, "Well, I love you Babe. And I said, Well you don't have to ..... He's just stupid ..... I don't want to have to tell him he has to leave, I just want him to do it on his own."

He's always wanting to be close to me and he eats like a pig ..... Everything goes over his head ..... He's a little slow .... And I think, what a child. God, he doesn't know how to pronounce most words. And, Oh, he's so annoying. I have to explain everything to him ..... He's just slow."

c) Dependency/Autonomy: It is in this session that subject gives overwhelming evidence as to how her autonomy is compromised in a relationship with a man, because of her fear and discomfort about hurting him.

"I just kinda wanted him [boyfriend] to leave. But men, I don't know, they're just strange ... I just remember [my dad] crying over some woman or something. .... and [ex-boyfriend] cried a lot and [present boyfriend] cried, too. I just hate it when they cry, and be all upset. I just rather have them [hate me]" Subject figures that if boyfriend grows to hate her, he will leave on his own accord. "I try to figure out how he couldn't like me ... I said, I don't really know why you do cause I'm mean to you .... Well, he goes, .... 'I love you Babe.' And I said, 'well, you don't have to.' He's just stupid. He just doesn't get it. ....I don't know. I can be direct about everything else except that. .... I can be direct with everything except when .... I want to leave them, or, you know, anything's going wrong .... I felt kinda bad. .... I don't want to feel bad. I just want to say, 'Oh, bye.' You know if he came in and said 'Well, I don't like you anymore. I can't be with you. I'm leaving.' I'd just go, Bye. .... It'll be simple .... but I don't want to have to tell him he has to leave. I just want him to do it on his own."

Subject goes on to say that not only is it hard for her to ask boyfriend to leave but that she has a more generalized problem about saying no to someone. "Sometimes .... someone wants to go out to lunch with me, or someone wants to do something with me, .... and I don't really want to say no. I will sometimes, but sometimes I won't, just cause I don't want them bummed out.

Subject explains further how she has compromised herself, because of this problem, in the present crisis. Subject, in this vignette, is talking about when she did leave her boyfriend a short while ago. "I wasn't sure that I wanted to stay with him because he was so annoying ..... I thought, well God, I don't want to be with him right now, not for awhile. Then I told him, I told him that, and he cried and all that stuff. And came over every day, and left me little notes and all that stuff .... Then I felt bad and thought well maybe I can try and get used to it. And I'm trying but I don't know if I can. It's disgusting. .... If I could tell him that I don't like you

anymore and that he could just leave me alone. But he's not gonna leave me alone. He's gonna come around until he finds out where I live. He's gonna come to work. He's gonna cry. I mean [ex-boyfriend] did that ..... [Ex boyfriend] didn't bother me as much as [present boyfriend], you know. Cause when we broke up he bothered me everyday .... I've been honest with everyone else except with boyfriend. It's something with him. I just don't want to see him cry. I'd rather have him hate me."

### 3. Self Esteem

Subject continues in this session to be able to effectively bounce self deprecating remarks and situations away from herself. "He [boyfriend] tells me I have a bad attitude and I said, 'well, if I do then you know what to do with yourself. You can leave. You know, cause I'm not gonna change."

a) Desirable/Undesirable: Subject's boyfriend seems desirous of her, even though that leaves subject disgruntled. When subject left boyfriend for a short time "..... he cried and all that stuff and came over every day and left me little notes and all that stuff."

b) Important/Unimportant: There are no new references in this section.

c) Noticeable/Overlooked: Subject reiterates her wishes to be a checker. "And one of the checkers said, she, her husband is looking for a job in San Francisco ..... Then they're going to have to move. And I could become a checker. Subject believes she has an opportunity for recognition.

d) Happiness/Unhappiness: Subject seems to experience guilt and discomfort about leaving a man and him crying as a result of that. In thinking about leaving her boyfriend subject says "..... if I could tell him that I don't like you anymore and that he could just leave me alone. But he's not gonna leave me alone. .... He's gonna cry..... [ex-boyfriend] did that, he cried once ..... I just don't want to see him cry .... I just hate it when they cry, and be all upset .... I can be direct with everything except when I want them to leave .... I don't know. I don't know. I just feel kinda bad. .... I don't want to have to tell him he has to leave. I just want him to do it on his own."



## D. Session 5

### 1. Cognitive Functioning

Session 5 shows some marked shifts in subject's cognitive functioning.

a) Self Reflectiveness: The most marked change in the session occurs in subject's increase in her ability to introspect. The change is not extensive but nevertheless noticeable. For example, in a relatively spontaneous manner (unprovoked by the therapist's questioning), subject says "It seems as if I need to always have a boyfriend." She ponders this but subject is not ready to explore that recognition because the statement is quickly followed by "I don't know why that is" and no overt motivation to figure it out. Subject continues in what seems like a tentative move into herself by also revealing, somewhat forlornly, that she "was never a child." She woke up by herself, and came home by herself. No one "hung around with her." Subject was on her own. However, again subject shows no inclination to explore that situation and develop an understanding of how that might impact her present life.

Subject reveals in this session her penchant for costumes. ",,, Since I was little ... I used to always wait for Halloween .... I'd try and decide what I was to be like months before hand. If I ever got bored, and nothing to think about when I would come home, I'd think lots about my costumes. I don't like to rent costumes because then you have to give them back. ... So I keep them so I can use them again. I have this big old chest and have it full of costumes. .... I don't want people to know who I am at all." Subject relates that this year she is thinking of being a gorilla. She says she wants to be "nothing that relates to being a woman."

### b) Use of Defenses:

i. denial: Subject still seems to be in denial about the extent of her needs to be a child, and nurtured. In the process of denying it gets confusing as to whether subject remains in the relationship with boyfriend because of her needs or because her boyfriend will cry. It is actually unclear who would cry. "Well, it's not that I can really leave, because I don't have any money. At least I have a place to sleep. I could be one of those poor homeless people .... I have like twenty five

dollars on me .... I don't have anybody to go stay with .... But ....if [boyfriend] brought somebody home and did it with her in my bed, oh boy, I would leave. I'd say, 'Well, sorry dude. I can't take this and I don't care if your life would be screwed up if I leave ....' But if he ever does kick me out he better give me a months notice so I can at least get money from Mom ...." Subject seems to alternate between her need to stay with boyfriend, her wishes to leave, and her discomfort over boyfriend's potential bad feelings as a result of her leaving.

ii. acting out: Subject says in the beginning of session "We're just roommates now." Subject means that she and boyfriend no longer have sex. "He hasn't really asked for like five days ..... So, I'm glad. Boy, I'm just glad he's not crying." In addition the couple both agreed to date other people while they remained living together. Subject has reconstructed the relationship so that in some senses the couple "broke up" but are still together, and boyfriend isn't too upset.

In addition subject bought a pet rat that boyfriend takes care of. In this session subject says "[boyfriend] is beginning to like it." Subject indicates that boyfriend not only plays with the rat, but also sneaks it snacks and checks on it to make sure it's food supply is adequate.

Subject noticeably does nothing to influence her work environment. Her lack of manipulation there is what is noteworthy. Subject, however, is waiting for that to change, and seems to predict that that will make her feel better.

Subject also contemplates, if necessary, provoking boyfriend. ".... He said he might leave if I made him really mad ..... I mean if I brought somebody home then he might kick me out. So I don't know how I can make him really mad." This fantasy of making boyfriend angry seems conscious, along with the conscious motivation of getting boyfriend to want to leave so subject wouldn't make him cry by leaving him.

iii. rationalization: While subject seems more settled she nevertheless still rationalizes her plight as inevitable due basically to her monetary situation and the inadequacy of her boss. "Well, it's not that I can really leave, because I don't have any money." Or, "..... he won't take me to the beach because he has to ride his bike

to the beach so he doesn't get sand in the car .... And it's like I don't want to ride my bike." Ostensibly subject doesn't want to ride her bike because she will have an asthma attack. Subject's system of rationalizations seem extremely tight and complete. She leaves no holes in the system that might stir doubt in herself about what might underlay her statements that in fact make them rationalizations.

iv. psychosomatic: There are no new overt manifestations of psychosomatic symptomatology in this session. Subject reiterates her inability to ride a bike because she will have an asthma attack. Therefore, she can't go to the beach because she can't bike ride there. In addition subject repeats her need to stay in her present job because "it has good insurance" in case she has an asthma attack and needs to go to the doctor.

c) Contented/Discontented: In this session, subject's voice seems lighter and she does less complaining about her boyfriend and her work.

## 2. Quality of Relatedness

a) Distance/Closeness: It seems as if in this session subject describes achieving an optimal distance with boyfriend. She opens the session by declaring that she and boyfriend are now just roommates. They no longer have sex, and they have agreed that each of them can date other people. In essence they have broken up their romantic relationship and are now friends who live together. "I said, 'well, so don't you want me to leave?' and he goes, 'No.' I said, 'You want me to live with you even if I don't love you?' He goes, 'Well, I can't afford to kick you out.' Cause he doesn't have the money to pay for it all by himself. It would be nice if we had a sofa bed or something, but we only have two couches. .... Yea, alternating between the bed and the couch is no big deal. He doesn't bother me anymore, so .... He hasn't really asked for like five days .... He just promised to leave me alone more .... in the apartment.

b) Dissatisfaction/Satisfaction: In this session subject seems more stabilized in her relationship with boyfriend. While she considers other men for herself, she nevertheless announces "Yea, at least I got a place to live, and if all goes well I'll stay there until next year when my taxes come in, unless something really goes wrong and

I have to leave sooner. .... He doesn't bother me anymore, so." Subject seems to indicate that she can tolerate better all the things about boyfriend that seemed so unbearable. Her complaining has not stopped, however, but it seems significantly milder. For example, "Oh, Kevin's idea of Halloween is put a mask over your head ..... He's too serious for me." Or subject complains that "[boyfriend] always does things with people and so now he wants to .... be by himself and stay home. I want to go out .... He's too different." While subject seems to feel that there is no future, in terms of marriage, for the two of them, she seems more content in the present nature of the relationship. This is the first time in the sessions that subject has made any commitment to remain with boyfriend. This is contrasted with her job situation that is equally as disappointing for her, however she states clearly, over and over, that she will remain at her job because of the "insurance."

c) Dependency/Autonomy: As was pointed out previously, subject's ability to function in a somewhat autonomous manner in her relationship with her boyfriend revolved around her concerns about him crying. In this session subject did risk boyfriend's upset by distancing more from him and removing sex from their relationship. In doing that, subject states, "I'm just glad he's not crying." While subject made her move her concerns still remain the same. "Um, maybe he'll leave, go. Oh, he said he might leave if I made him really mad or something, but I don't know how I could do that. I mean if I brought somebody home then he might kick me out, so I don't know how I can made him really mad." Subject is still interested in boyfriend leaving or asking her to leave so that she won't have to be in the position of initiative.

Subject seems to spend some time fantasizing about the kinds of situations that would allow her to just leave boyfriend and not have to be as concerned about him. ".... If me and boyfriend got in some big argument or something, or let's say he hit me, you know. If he ever hit me, oh man, he'd be bummed. I tell you ... I'd beat him up and leave .... If he ever hit me, oh God he would be bummed. I'd say well this is it .... I'm leaving. Well maybe if he hits me that would be easier. I hope he doesn't hit me ... It would make it easier but I don't really want him to .... Or if he

brought somebody home and did it with her in my bed. Oh boy would I leave. I'd say, "Well, sorry dude I can't take this and I don't care if your life would be screwed up if I leave ...."

### 3. Self Esteem:

Again in this session one sees the strength of subject's ability to maintain her levels of esteem. "If he ever hit me, Oh, man, he'd be bummed. I tell you. No, I'd beat him up and leave. There is no sense in this woman of a demeaned person who deserves a beating. In describing her present financial plight subject says, ..... "I don't have any money .... I could be one of those poor homeless people. .... I have like twenty five dollars on me, you know." Subject doesn't show evidence of experiencing this situation as anything more than the present facts. It does not seem, in the data to be a statement that implies subject feeling a particular way about herself. Not only does subject show a continuation in her ability to maintain her levels of self esteem she seems in this session to even feel more positive about herself.

a) Desirable/Undesirable: "And I just think John's really cute. I mean I couldn't imagine doing anything with him, though. I can only think about going to lunch with him, you know. ... But I like Pete ... you know, talking to me and said, 'Well, you know, you can go out with me and my friends anytime you want, you know, if you get bored.' I'm going oh, wo., well, it's like I'm thinking, oh, my God. I can have such a good life ... People actually want to be with me .... No one wanted to be with me, you know, when I was younger, you know. I wasn't loved too well. I was one of those nerdy people." This surprise that subject has that people enjoy her is the first hint that one has that subject believed otherwise. She confirms that she did have doubts about her desirability by her comments that followed indicating that she wasn't loved nor sought after. Subject gives further evidence about her self doubts when she reveals "Well, I'm always doing things by myself, you know, when I was, you know, in high school, no one wanted to go with me." This self revelation is juxtaposed with another surprise about a co-worker being interested in her. "He's on vacation .... He's gonna miss me. I tell you. This man thinks about me .... I know he does. I know. And I don't think he should get married because he's thinking about

me. .... He likes me. .... He kinda went to Las Vegas and he came back and he says, 'You know ...., I saw this girl there and she looked just like you ..... and I followed her all around Las Vegas .... 'I'm like, God, maybe this guy shouldn't really get married."

It seems as if subject's good feelings about her desirability allows her to reach out and seek someone out herself. "I met this girl that I went to high school with. Maybe I'll try to get her phone number and go do things." Subject talks of another girl who came forth to her. "Well, I saw her and knew who she was, but we weren't really friends. We work near each other so she wanted to have lunch with me yesterday. So we had lunch."

b) Important/Unimportant: No new evidence in this session.

c) Noticeable/Overlooked: No new evidence in this session.

d) Happiness/Unhappiness: Subject doesn't seem to be guilty in this session, mostly because she has been able to distance from her boyfriend and he hasn't cried. She says "I'm just glad he's not crying."

Subject makes statements that would generally lead one to suspect that subject would have a flawed image of herself, but it is not manifested in any comments that she makes about herself. For example, subject says, "Well my dad always has something to say. He always used to tell me, 'No, you should get a different job, and no don't get married, and that mole on your nose is getting bigger." Or subject says, ".... Gosh, everyone's getting married and why not me." And subject remembers when she was young, "No one wanted to go [do things] with me." While subject makes these comments she doesn't indicate her response to them. One doesn't have a sense of subject taking the comments in and them influencing her self perceptions. One can imagine that they do, however there is little concrete evidence supporting that.

### Summary of Findings

Subject enters the crisis with a tremendous amount of complaining and dissatisfaction regarding her boyfriend and her job. Her management of that distress is dealt with by a rigid defense system that effectively externalizes the source of subject's problems. She denies, rationalizes and externalizes blames, with an absence of self reflection. Her relationship with her boyfriend initially, is analogous to a fencing duel with too much closeness being fended off. However, throughout her distress there seems to be a minimal amount of fluctuation in her self esteem. The exception to this is some shame that she feels about continuing to be a "bagger."

The third session is marked by some recognition by subject that it is difficult for her to find a comfortable closeness/distance ratio in her relationships. The ideal relationship seems to be one whereby she lives with a man who cares about her, but not in a romantic way. In addition, in the ideal relationship each are free to come and go as they please.

Subject makes her sense of guilt clearer in this session and talks about her distress about upsetting a man, if she wants to leave him. She is afraid he will cry and this fact has stymied her.

Subject resolves her crisis by session five by creating with her boyfriend the ideal relationship. In the end they are just roommates. This seems to stabilize the relationship for subject and she is planning on staying with him for at least one year. Subject seems less dissatisfied, and actually quite relieved. Boyfriend didn't cry, and he has attached himself to a rat that subject gave him as a gift. There is an increase in subject's ability to be self reflective, although she continues to deny her own dependency needs. One of the more poignant aspects of subject's increase in self reflectiveness is her revelation that she puts forth a false self and that there is more to her than has been seen.

Along with these changes, subject's esteem seems to increase even though subject was never explicitly derogatory about herself. In particular she feels more desired and sought after and in addition seeks out and initiates contact with a woman

friend. This is striking because throughout the crisis sessions, subject made no other mention of women in her daily life.



## B. Subject 6

Current: 70

Premorbid: 81

### A. History and Present Crisis

Subject is a 30 year old man who has been married for two years and has one child aged 8 months. Subject was seen by the therapist eight years prior for six time crisis intervention. It is unclear what the presenting problem was at that time.

Subject is the youngest of seven children. His parents were never divorced and no one in his family has ever sought psychiatric services. Aside from subject's birth order, the only other history put forth is that subject says his mother was "outstanding" and his father was jealous of him. Subject says that his father did not like him to be smarter than him nor to have different interests. Subject says that he spent time doing art work with his mother and his father didn't like his creative interest nor the time subject spent with his mother.

Subject has a history of drug and alcohol abuse, but stopped using chemical substances one month prior to this present application for services. Subject states that his present problem is his anger with his wife. Subject's anger with his wife has to do with their lack of closeness since the birth of their baby and subject's perception of his wife's lack of interest in him. The precipitant to the crisis was that subject's wife pinched him, while he was getting into their car, in such a way that he hurt his back. The hazard was that his wife did not say she was sorry for that.

### B. Session 1

#### 1. Cognitive Functioning

a) Self Reflectiveness: Subject shows little ability to reflect on his own experiences vis a vis the events that happen, nor on his part in his dilemma. There is virtually no evidence in this session of subject revealing or introspecting on aspects of himself consciously.

b) Use of Defenses

i. intellectualization: "..... On the dog thing, you know. And, uh, the whole was before that was the two cats, then the dog came along and the cats are like swept under the rug. She wouldn't care about feeding them that much. And, you know, ... and the baby came along and the dog was swept under the rug. And you see the way it's going? ..... And I've read a lot of .... articles in the Parents magazine and that kind of thing trying to deal with it and stuff." In complaining about his wife paying too much attention to their daughter, subject bases his disgruntleness on, ".... we read where like the first three months you can't over love them, or whatever, but after that you gotta kinda, uh be with them, and then give them a little bit of time on their own .... Sometimes I think she pays a little too much attention there." Subject acknowledges "we've become more distant since the baby was born and she cares more about the baby." Subject, however, quickly adds that this "is good," particularly according to his understanding of the magazine articles he's read.

One additional example of subject's ability at intellectualization occurs as subject explains why he doesn't agree with his wife about getting a living trust. "In the will my wife wanted to get a living trust which is about twelve hundred bucks, minimum. We don't have that much money .... I knew good and well that was not the logical choice for most Americans ..... I've got six brothers and sisters and tons of people that could take care of the kid in the event there was a problem. But, um, my wife insisted that we should get this living trust because then the money would be available almost right away .... We had people agreeing to take care of the kid .... Well, she still believes that's the right thing. I believe it's totally ludicrous .... totally crazy unless we had a lot of money .... I would like to enjoy my life twelve hundred more the money."

"Sometimes it bothers my wife that I try to be so logical because I do try to put it in black and white on paper. I've always been very mechanical and methodical in the way I figure out problems."

ii. externalization: Most of the ways subject externalizes his difficulties are by blaming everything on his wife. He believes his wife comes from a defective history and that is why she can't do things appropriately for him. "And I know she doesn't feel totally comfortable not knowing what her past history is or nothing because when we wrote to the adoption agency all they said was there were no major diseases in her family that were hereditary. And that's about it. They didn't say why she was put up for adoption or anything. So there's always that little thing of her wondering you know about her past and stuff." In talking about their disagreements, subject says, "Sometimes she'll apologize and say, 'I'm sorry. Sometimes I hear my mom come out of me.' And she'll realize that she's rubbed off on her even though it's not hereditary. .... But I know a lot of it she can't help but she has problems dealing with it. But she can't just come in and take care of it talking to you or whatever. I don't think she could do that." Subject says that wife complains about him. "She always says that I say it's her problem."

iii. denial: It seems as if subject denies a tremendous amount of his emotionality, particularly his fears and his jealousies. For example, after the baby was born, subject's wife "went into this thing of wanting to make herself look good again .... But then when everything dropped off with me I thought, oh, my gosh, well maybe I should start looking for somebody else .... But I wasn't heavy insecurity. It was real mild. Cause I'm normally not insecure." Rather than fear, subject experiences anger because his wife seems uninterested. "I'm one mile from the beach. I would be going or a gal would say things to me and obviously they are interested in me. And I would come home and my wife isn't ..... Being angry doesn't help."

Another example of subject's denial has to do with the amount of attention his wife gives to the baby. "It seems like [baby] has to have [wife] paying attention to her all the time. You know, I think she's getting a little spoiled .... We got to give her a little independence." Subject feels that this approach is more appropriate because he has read in books "..... where like the first three months you can't over love them, or whatever, but after that you gotta, kinda be with them and then give

them a little bit of time on their own ..... Sometimes I think she pays a little bit too much attention there."

c) Contented/Discontented: Subject does not seem to manifest any generalized dissatisfaction with his life. His dissatisfactions are presented entirely as with his wife. Subject seems satisfied at work and puts forth that his job is going well. "The job change was for the better."

## 2. Quality of Object Relatedness

a) Distance/Closeness: The overriding characterization of subject's relationship with his wife is the degree of distance subject experiences between them. "We're just like two butting rams ..... She's really a good woman but she's not as open as I am. I can come over and say whatever and trying to get her to open up is a little bit different." Subject says that he and wife aren't sexually as close. After their baby was born their sex life "dropped off just like to a tenth maybe or twentieth of what it was before." Subject says, "So I feel, um, that we've become more distant since the baby's born .....[Baby] has to have [wife] paying attention to her all the time." Right after the baby was born and subject experienced this distance from his wife he became concerned his wife was interested in another man. "..... When she went into this thing of wanting to make herself look good .... when everything dropped off with me, I thought, oh, my gosh, well maybe I should start looking for somebody else, you know."

Subject also feels that he can't talk with wife. "Well, see I can talk ..... like I'm talking right now and, uh, she's the kind of gal when she has to discuss things, it's on a defensive note, defensive tone. And if I say 'Can I please talk like I'm talking right now,' she'll go, 'Well each person's individually different.' And she's right ..... I think sometimes it bothers my wife that I try to be so logical because I do try to put it in black and white on paper."

b) Dissatisfaction/Satisfaction: Subject presents a considerable amount of complaints about his wife. "She's really a good woman but she's not as open as I am." Subject complains that their sex life "dropped off just like a tenth maybe or twentieth of what it was before [the baby was born]." In addition, wife holds back

sexually. Also "she's the kinda gal when she has to discuss things its on a defensive note, defensive tone .... She gets a lot like her mother and then she'll apologize. A few days later she'll say, 'I'm sorry, I've been such a bitch, or whatever .... 'I appreciate you saying you're sorry, but please just try not to be."

"Um, there were things that would make my wife mad if I did them to her and she did similar things to me. And it just kind of upset me and then it ruined my day .... And it was like I can't get this angry ..... It's not where I'm gonna throw anybody against the wall or anything. I'm totally against women beaters, you know. But I just get a rage in me." Subject then gives an example of the kind of episode that enrages him. This episode is also the hazard that precipitated subject's present crisis. "Uh, my wife has this habit of pinching me right in the butt, and I'm ticklish, so it makes me jump up and throw. You know, it's a natural reflex of nerves ..... We have a small car and I bent over in the car with shorts on, and you get in and I'm a pretty tall guy, six five, you know, and she goosed me right in the butt so I jumped up and wrenched my back against the top of the car. And uh, she didn't say she's sorry or anything."

c) Dependency/Autonomy: There are no direct references to dependency and autonomy issues. However, it's possible to infer from subject's obsessive rumination regarding his wife and his sensitivity to being ignored and not prioritized sufficiently by wife that those statements belong in this category, rather than in others. This will be commented on further in the discussion of the findings.

### 3. Self Esteem

a) Desirable/Undesirable: After the baby was born, subject's wife was distant sexually. Then "she went into this thing of wanting to make herself look good again .... But then when everything dropped off with me I thought, Oh, my gosh, well maybe I should start looking for someone else .... But I wasn't heavy insecurity. It was real mild, cause I'm normally not insecure."

b) Important/Unimportant: Subject says that his wife doesn't prioritize him sufficiently. However, other than not liking it, and thinking it wrong, one doesn't have a sense of how this alters subject's sense of himself. "So I feel that we've

become more distant since the baby's born and she cares more about the baby, which is good. I guess that's not really fair for me to say ..... It's a totally different caring cause I love the baby different from my wife, but it's a totally different love, you know ..... I would say I rate my wife and my child the same but I don't want to put a strain on my life by over spoiling the child. Just to give you an example .... In the will my wife wanted to get a living trust which is about twelve hundred bucks. We don't have that much money ..... I knew good and well that was not the logical choice for most Americans ..... I've got six brothers and sisters and tons of people that could take care of the kid in the event there was a problem. But my wife insisted that we should get this living trust because then the money would be available almost right away ..... Well, I believe it's totally ludicrous .... I would like to enjoy my life twelve hundred more the money."

c) Noticeable/Overlooked: The most overriding phenomenon subject seems to complain about is how his wife continually ignores him. Subject does not talk about how he experiences being ignored in terms of his sense of self, however there is evidence that it hurts him. There "was the two cats then the dog came along and the cats are like swept under the rug. She wouldn't care about feeding them that much, and you know, that, and the baby came along and the dog was swept under the rug. And you see the way it's going?"

Subject also feels angry when his wife overlooks his feelings. "You may think I'm kind of crazy in this situation. My wife has this habit of pinching me right in the butt, and I'm ticklish so it makes me jump and throw ..... So we have a small car and I bent over in the car with shorts on .... and I'm a pretty tall guy, six five, you know, and uh she goosed me right in the butt. So I jumped up and wrenched my back against the top of the car and she didn't say she's sorry or anything. Then she goes 'I'll go by myself. Give me the keys,' cause we were going uptown. She knew I had gotten pissed off at that."

Subject is quite clear that he feels his wife gives their baby daughter too much attention. However, again subject doesn't talk about it as much in terms of its impact on him but rather in terms of his wife acting contrary to what the child rearing books

suggest. Subject says to his wife, "It seems like [baby] has to have you paying attention to her all the time. You know, I think she's getting a little spoiled. We got to give her a little independence. We read where like the first three months you can't over love them or whatever, but after that you gotta kinda uh be with them and then give them a little bit of time on their own ..... Sometimes I think she pays a little bit too much attention there."

d) Happiness/Unhappiness: Subject talks about himself with pride. "I think I've been pretty good. We bought a house and rebuilt almost the whole house except the kitchen. In two years all the interior is brand new. And this is one of those things where we wanted to buy a house and I said, You know, we can get a used house and uh a fixer upper ..... She said, 'No, I gotta get a new one because it'd take a hundred million years to get it done. Well everybody procrastinates on some things and my dad owned seven little houses and I rebuilt all of them. So I have a lot of experience in this. So we bought the house two years and two months ago."

Subject also seems to be expressing pride about himself when he talks about giving up drugs and alcohol. "I feel good .... I've given up almost everything, you know, all the things that are gonna be bad for me."

Subject is also proud of the fact that he believes he "can express himself real well."

### C. Session 3

#### 1. Cognitive Functioning

a) Self Reflectiveness: Subject shows some self reflection, in his session. Subject says "When I get mad, I think about drinking. Sure. I mean I say, gosh, why don't I go get a six pack of beer and just say screw it. I gave up drinking cause it, I would not, I probably would not have given up alcohol if it weren't for my wife, because I enjoy the taste of beer. I don't enjoy the fact that sometimes I can get carried away. That I'm not proud of, nor do I like. I wish, I think everybody wishes they had a certain amount of control in their body ..... It seems like every four months, almost like clockwork .... One time might have been way out of control where I passed out ....."

Subject also realizes with regards to his dissatisfaction and upset with his wife "I've noticed when our sex life is real good these little things, these issues don't bother me, you know, maybe ten percent of what they normally do."

b) Use of Defenses:

i. intellectualization: Subject continues to intellectualize about his problems. His approach to his feeling his wife trying to control him is to explain her behavior logically in terms of her history.

This tendency to explain occurrences rather than feel about them is also exemplified by the following incident. "I said, I want to go up ..... and ..... park on this turnout and look at the town and talk cause that's a pretty view, you know at night. And she says, 'I don't want to do that. We'd be parking on a cliff. And that's too close to the cliff.' And, uh, I mean, you see kids playing on the edge. There's no way an uncared person could fall up there unless he's a total idiot. I'm talking about staying in the car. I, I just didn't see it as a valid excuse."

ii. externalization: Subject continues in his belief that a large part of the problem is caused by his wife's need to control. This he believes is a result of her upbringing with her mother. "And her mom is a total control person. That's what is really scary. Even though she was adopted. [Wife] has a problem with trying to control everything. I think it has to do with the drinking and the smoking. She'd get really nuts ..... Like what drove her nuts was not knowing what we were going to do Friday night ..... I think her whole thing is the control. This is my own analogy after seeing her mom and stepdad the same way. And I see her mom control her."

iii. denial: Subject shows a little less denial in this session. In response to his wife not wanting to be close with him, one evening, subject lays down in bed. His wife says, 'What are you doing?' "I said, I'm thinking. She goes 'About what?' and I said, about us. I'm really scared about us. She didn't say anything and she rolled over and later on she goes, 'What are you doing?' and I said, I can't sleep. I'm still thinking about us ..... I'm really worried about us." Subject doesn't deny the seriousness of his marital discord. "It's either, you know, a divorce or working the thing out. I guess it's the end of the road. You know, you're talking the end of the



road. Um, it's gonna work out or it's not. I better do something about it now, or it's gonna get worse. You know it's just like ..... I feel like it's like your hat blowing off while you're out in the ocean .... You better jump out now and swim after it unless it's gonna get too far away that you can't get it. We are getting too far away. I might be getting too far away from her, I don't know."

Subject also doesn't deny the extent of his drinking problem. He acknowledges being out of control and passing out with no externalization of blame.

c) Contented/Discontented: Subject continues not to express much generalized dissatisfaction with his life.

## 2. Quality of Relatedness

a) Distance/Closeness: Subject continues to describe a distant relationship with his wife. "So and last night if I wasn't watching the kid just right she'd grab the kid and take her in with her. Kid would crawl back in to see me and if she didn't like the way I was treating her she'd grab the kid and take her back. And so then I said I went into the kitchen and I said, You know what, if you'd come into the bedroom me and [baby] are watching T.V. It would be nice to spend a little time together. So she said, 'Well I'm doing stuff. I'll come in there when I'm done.' So she got done and came in there and sat clear as far as she could away from me on the other side of the bed. Uh, then she says 'Well, I'm ready for bed.'" Subject again uses the analogy that he and his wife are like "two butting rams ..... and the end result is one either gives up or they get their horns locked together, and they both die."

Subject seems to make attempts to get closer with his wife. "And we've been thinking about getting these bikes. .... I said, You know honey, if we got those bikes we could start our hobby .... We could ride our bikes up and down the highway and collect aluminum cans and bottles .... She said, 'Yea, we could spend four hundred dollars on the bikes just to collect aluminum cans and bottles.' And I go, well, it's better than not collecting anything .... And that idea I thought was shot down to a certain extent ..... I get a real negative feeling."

Subject experiences the extent of the distance between he and wife. "It's either a divorce or working the thing out. I guess it's the end of the road thing, you know. You're talking the end of the road."

Subject and his wife seem to disagree about everything. "It was the same with all my ..... paper towels and trash bags. She wanted it all right there. I mean like if you keep trash bags underneath the sink, and we bought four boxes, and one box lasts two months, she wants eight months worth right there under the sink. That's not logical. We need room for this other stuff. Let's put three in the garage, .... and, um, we couldn't agree on that. We'd argue back and forth."

Subject continues putting forth further evidence regarding their distance. "I want to go up to the [grade] and we'll park on this turnout and look at the town and talk cause that's a pretty view, you know, at night. And she says 'I don't want to do that. We'd be parking on a cliff. And that's too close to the cliff.' It's way away from the cliff. And .... you see kids playing on the edge. There's no way an uncareful person could fall up there unless he's a total idiot. I'm talking about staying in the car."

b) Dissatisfaction/Satisfaction: Subject is extremely unhappy and dissatisfied with the distance between he and his wife. In addition subject believes wife doesn't trust him. "I barbecued yesterday .... and I can't remember anytime that I barbecued, and you know it was nice. Cut her off a nice outside piece of meat to let her taste it when I could just put it in her mouth to make sure it was okay. And I, I got mad at her yesterday. I said .... we've been married three years and together longer than that .... and ... I still to this day cannot put a piece of meat in your mouth without you looking at it to make sure it is okay. Do you not trust me enough?"

The lack of trust is also exemplified by, ".... she got a phone call. She was watching the baby in the kitchen and I was outside. And I come walking in and she screamed at me to come in the bedroom .... I went walking by the baby and into the bedroom and I had heard the phone ring and saw her answer it and everything. And she goes, 'I need you to go and watch the kid' and when she got off the phone, I said,

you know what, with me seeing you go to the phone obviously I'm gonna know I need to watch the kid. Maybe you don't trust me enough to figure that out."

c) Dependency/Autonomy: There continues to be no direct references in this category.

### 3. Self Esteem

a) Desirable/Undesirable: Subject says to his wife, "you know what, if you'd come into the bedroom me and [baby] are watching T.V. It would be nice to spend a little time together. So she said, 'Well I'm doing stuff. I'll come in there when I'm done.' So she got done and came in there and sat clear as far as she could away from me on the other side of the bed .... Every day at work, just like today, I have two gals that come in the store .... and if I was single and I wanted to we could go out on the drop of a dime. Good looking gals, they hit on me to a certain extent ..... I don't know .... It makes me wonder. I know I'm not ugly .... and I have people approach me. And yet my wife doesn't give me that .... I could be a stainless steel robot sometimes." Subject says that if his wife was really interested in him and "really want it to work, she'd be here," and get counseling.

Subject continues to ponder his wife's lack of interest in him contrasted with others interest. "And we've been thinking about getting these bikes and I said, You know honey if we got those bikes we could start our hobby .... We could ride our bikes up and down the highway and collect aluminum cans and bottles .... She said, 'Yea we could spend four hundred dollars on the bikes just to collect aluminum cans and bottles.' ..... I get so much positive at work. Girls say you look good or girls at work will say 'What a hunk' and all that other stuff and I go home and its bitchy negative, bitchy negative."

Subject says "If I touch her anymore, she'll go, 'Okay hurry up and be done.' and then I feel about this high."

b) Important/Unimportant: There is no further evidence of this in this session.

c) Noticeable/Overlooked: Subject continues to feel ignored and overlooked by his wife. "The last appointment when I came here, I left an hour earlier to work than normal. My wife just thought I was mad and that I was leaving because I didn't

want to be around her. And I had told her earlier in the week that I had an appointment that day." His wife forgot.

Subject is upset because his wife threw away a coffeepot saying she did that because it is never used. Subject said he is an avid coffee drinker and could use that pot.

d) Happiness/Unhappiness: Subject is not proud of the fact that he was an alcoholic. "I don't enjoy the fact that sometimes I can get carried away. That I'm not proud of, nor do I like."

Subject is proud, however of his assertiveness. "I'm checking at the store, Freddy Fender, after a concert went to cut in front of my line. Okay, big star. Most people would be, Oh, wow ..... I said, Hey pal, you're gonna have to be just like everybody else. And all these ..... people from the performance go, 'Oh, God, you said that to Freddie Fender.' ..... I've jumped in mom's face about a lot of things ..... A perfect example is parking in my driveway. I come home and their car is blocking my driveway ..... I said ..... you shouldn't have been parking in my driveway ..... 'I can't believe you got upset about something that small.' That's what her mom said. I said, I'll tell you what .... if you want to park in my driveway pay my house payment and you'll have the right."

#### D. Session 5

##### 1. Cognitive Functioning

a) Self Reflectiveness: The most substantial changes occur in this session with regards to the subject's capacity to be self reflective. Subject remembers some significant aspects of his childhood. "I had a problem wetting the bed ..... I was two. My dad had it real bad too. And they even got one of those rubber pads ..... I had an operation, too ..... This is painful to even think about. They stick a tube down your penis. All the way. All the way to your bladder, and they slice the hole a little bigger. Talk about painful. They take a scalpel that goes in and does the cutting. When they blow it out it cuts the whole tube larger. This is a painful childhood memory. I remember that."

Subject also remembers "I could please my mom. We drew together a lot. She was really artistic and so was I. But, I, I stopped doing it ..... I used to get punished by my dad for doing creative things .... So he dampered a lot of it. But I still draw occasionally. We drew together, me and my mom. We had a good time doing that. And we built things together .... But I always got ragged on for one reason or another which I come to find out later that he had some jealousies and some problems. Most of those are down the line now. My sister and my mom said he was jealous because I had a lot of mechanical talent ever since I was real young. The first toys I had they got pictures of me banging nails in a board when I was like about ..... a year and a half .... I got all these pictures of childhood projects ever since I was a little kid. I was always enterprising, I always feel that if I might have had that open path which my dad didn't close it off to me that I might be an architect or something else today. Every time I did something in the garage I got yelled at for one reason or another ..... I was always welding everybody else's things around the neighborhood clear back to the tenth grade. But I always have something in the back of my head ..... I don't know if it has to do with the way I was treated back then. My mom wanted me to do it but my dad didn't."

Then subject remembers a recent encounter with his father. "About nine months ago we were up at my parents. My dad said ..... 'I have a son who was an engineer, who turned out to be a grocery clerk." His father, not only was critical, but never said he was sorry for his part in that.

b) Use of Defenses:

i. intellectualization: There is no significant evidence of this in this session. In fact, subject's remembrance of his childhood urinary surgery evoked emotion in him and he remarked on how "painful" the procedure and the memory was. In addition, in remembering his father's discouragement of his creative skills, subject doesn't seem to intellectualize the rationale for his father's behavior, but rather just states the facts with the implication of emotionality left hanging.

ii. externalization: In this session there seems to be only a minor reference to this marker. Subject is in essence saying that because of his wife's

rigidity he has difficulty discussing things with her. And his wife's difficulties originate with her mother: "There's absolutely no arguing with the woman. She's always right. And I see a lot of that in my wife."

iii. Denial: Subject shows less denial of his anger and how his anger can influence his behavior. In addition, his anger seems milder. Wife says, "Well, I'm gonna go uptown." "And I'll say. Okay what are you gonna do? She says, 'Well, I'm gonna go uptown' And I go, Well can you tell me a little bit more details? Cause I'm always pretty detailed. So the first thing I say to myself is well maybe when I do something I just won't tell her. I'll just tell her I'm just gonna go do something .... It bugs me. I mean it's wrong for me to think that way, I know. But, I mean why couldn't she just tell me exactly what she's gonna do?"

In addition, the significant increase in subject's self reflection indicates that he is realizing that his history has impacted him, and some of his present dilemma. In thinking about his discomfort with his architectural skills subject says, "..... I don't know if it has to do with a lot with the way I was treated back then. My mom wanted me to do it, but my dad didn't."

c) Contented/Discontented: Subject continues to make no references to generalized dissatisfactions in his life.

## 2. Quality of Relatedness

a) Distance/Closeness: There are some significant shifts in terms of subject feeling closer to his wife, although subject does not feel it's sufficient. He juxtaposes the increase in closeness with evidence of continuing distance.

"It's a little bit better. Uh, not a whole lot but a little bit better. A couple of times, you know, it's just we laid in bed together .... She always thinks that I'm going to touch her somewhere ..... Last night we, I mean I've been home for the last two days so I've been doing nothing except to keep my foot up ..... Last night we rented some videos and we watched T.V., and I touched her in a sexual way and she was, 'Okay, you gonna, when are you gonna, ..... when are you gonna attack me.' I said, well you know what, I have no intentions of it ..... You looked good and I felt like caressing you and that was it."

"I made dinner last night and then we rented some videos and that was about it. Then tonight we were gonna go to a football ..... I would say we have, I think we were going to have to go a hundred percent improvement. So far we've improved maybe about twenty five percent. We'll just have to keep it moving."

On the other hand, "She said, 'Can I come down there with you today?' I said, Yea. She said, 'Well are we gonna go out afterwards or what?' ..... I said, why did you ask? And she said, 'Well I didn't want to just drive down there for nothing and ride back' ..... So I said, Well, how come you don't want to just ride with me? She said, 'It just wouldn't be worth it."

Also wife says, 'Well, I'm gonna go uptown.' "and I go, well can you tell me a little bit more details?" Wife refuses to tell subject more and subject gets angry.

"We had a pretty good time while we were up there ..... I spent a lot more time with her and [baby] and less time out shooting with my brother and out doing things with him. And it worked out better. I even stayed home and cooked a couple meals." While it worked out better subject says probably because wife preferred if he "was more like the city boy that was a little whipped, that I would stay home and did this and that ...." Subject wonders about how much time to spend together. "Often times I have thought it over ..... Maybe if I would have married a gal that fished and hunted and did all that maybe it would be better. Maybe it wouldn't. I don't know. There are times when guys like to go do that with their buddies only and they don't want to bring their wives. And visa versa their wives you know like to do something else."

"Since I've been here last my wife did have a birthday and I spend a lot of time buying her clothes for her birthday ..... Every time when she wore something for about the first week after that, and one of her friends or her sister, whoever, would comment on it I'd go, Guess who bought that myself." His wife got annoyed with him telling people he bought the stuff she was wearing.

b) Dissatisfaction/Satisfaction: Subject seems softer and more empathic to his wife's difficulties. Subject is describing how overbearing his mother-in-law can be. ".... My wife doesn't have, pardon the expression, ..... the balls to say anything [to

her]. Me, I can say anything to her ..... I think she's almost afraid like her mom will punish her while I'm not there .... with words or something to that effect. That has been a big problem. Actually its the first time I saw it. This last week [mother-in-law] sat there the whole time just saying stuff .... [wife] said 'you know this is really bothering me.' And I never really paid attention to it that much until that time .... It had happened but I just had never really noticed it."

Subject says he's feeling somewhat better with his wife. "So far we've improved maybe about twenty five percent .... We'll just have to keep it moving."

Subject wonders if he married the right woman. "Maybe if I would have married a gal that fished and hunted and did all that. Maybe it would be better. maybe it wouldn't. I don't know. There are times when guys like to go do that with their buddies only. And they don't want to bring their wives and visa versa, their wives."

In addition subject still shows evidence of feeling that wife doesn't trust him. "I've been trying to ..... plan for us to go away for a few days .... during our anniversary .... I was gonna talk to her boss but it would be the first time she'd be away from the baby .... I already said to her what if we left for three days could I take the baby to my mom's .... She said no, it had to go ..... She didn't like the idea of not knowing where or what and I said, that's cause you want to have control. You gotta just go with the flow and let me surprise you for once. She goes, 'Well, that's more surprise than I want.' She said she'd have to know the time and she'd want to set everything up ..... she's still paranoid."

c) Dependency/Autonomy: Subject explains how his autonomous functioning was interfered with by his father's discouragement of his artistic skills. "My sister and my mom said he was jealous because I had a lot of mechanical talent ..... I always feel that ..... I might have had that open path which my dad didn't close it off to me that I might be an architect or something else today. Every time I did something in the garage I got yelled at for one reason or another ..... My mom wanted me to do it but my dad didn't.



### 3. Self Esteem

a) Desirable/Undesirable: Subject's wife decided to come for psychotherapy. In subject's mind this shows interest, by his wife for him and the marriage. However, subject still perceives his wife as only being minimally interested in him sexually. "I touched her in a sexual way and she was 'When are you gonna attack me. We were gonna start fooling around and I said, Well, you know what, I have no intention of it ... You looked good and I felt like caressing you ..... So about ten minutes later she says 'You know, I'm waiting wondering if you're gonna.'"

"She said, 'Can I come down there with you today' I said, Yea. She said, 'Well are we gonna go out afterwards or what?' I said .... Why did you ask? And she said, 'Well, I didn't want to just drive down there for nothing and ride back.'..... So I said, Well, how come now you don't want to just ride with me. She said, 'It just wouldn't be worth it.'"

Subject also puts forth the notion that he is not quite the right kind of person for wife and this enters into her interest in him. "I think if I was more like the city boy that was a little whipped. That I would stay home and did this and that."

b) Important/Unimportant: There is no significant evidence of this in this session.

c) Noticeable/Overlooked: Subject wanted to be acknowledged for buying his wife nice clothes for her birthday. "I spent a lot of time buying her clothes for her birthday ..... And every time she wore something for about the first week, .... one of her friends or her sister would comment on it. I'd go, guess who bought that myself." His wife got annoyed by subject making that known.

Subject also talks about a lack of acknowledgement in describing his father's attempts at discouraging subject's creative abilities. "My mom wanted me to do it but my dad didn't." In addition, "About nine months ago we were up at my parents, my dad said, 'I have a son who was an engineer who turned out to be a grocery clerk.' His father, in his criticism overlooks his own responsibility and doesn't say he was sorry. Subject says, 'I might be an architect or something else today. Every time I did something in the garage I got yelled at for one reason or another. .... My sisters

and my mom said he was jealous because I had a lot of mechanical talent ever since I was real young."

d) Happiness/Unhappiness: Subject shows pride in his assertiveness. "My mom said something to me one day about 'you ought to have something on [baby's] head.' And I said, Yea, it's about seventy five degrees, or something like that. I said, You want to raise her or what? Or am I going to raise her? And so that shut it off right away between me and my mom."

Subject shows pride in his mechanical skills. "I won a Bank of America award in high school through woodwork .... They had to pick one student and I really didn't even try my hardest."

### Summary of Findings

Subject's cognitive functioning at the beginning of the crisis was marked by little self reflection and extensive intellectualization and externalization. He was angry but denied the extent of that anger and any other emotionality. His thinking was rigid and constricted with an obsessive like rumination about his wife's failings.

His relationship with his wife was characterized by the extent of distance between them. He used the analogy of two butting rams to best describe it.

While subject gave many examples of being overlooked and ignored by his wife and by her not being desirous or interested in him his esteem didn't seem to waiver much. Subject experienced being angry more than anything else. He did manifest some slight vulnerability in momentarily thinking that his wife was interested in another man.

In the third session the extent of his externalization and intellectualization continues. There is, however, a slight increase in self reflection with two bits of thought that connect his behavior with feelings. In addition the extent of his anger seems to have lessened.

The quality of relatedness with his wife remains equally as distant even though subject puts forth his attempts to make them closer. In addition, in this session, one sees clearly how subject perceives his wife as not trusting him to appropriately take care of her.

All of the markers regarding his esteem remain relatively the same, again without much wavering on subject's part. In fact when being aware of his wife's lack of interest in him subject counters that with examples of many other women being interested in him.

Subject does manifest pride and satisfaction particularly in his ability at being assertive with individuals who intrude into his space. While in the first session there was much ostensible jealousy regarding his daughter's prioritized position with his wife, there is no reference to that in this session.

The ending of the crisis, the fifth session, is marked by some significant changes cognitively. Subject comes in announcing that his wife has gone for

psychotherapy. In addition, subject hurt his foot and is spending more time at home. The response to these events is a significant increase in the amount and quality of subject's self reflection. He, in addition, recalls a painful childhood memory. He consciously experiences his relationship with his wife as better, although he feels they still have a way to go. There is some externalization in this session, but much less, and less anger, denial and intellectualization.

The quality of his relatedness with his wife is closer but subject also gives many examples of what seem like his wife's reluctance to be closer. She still does not trust him.

Subject hears his wife's involvement in psychotherapy as her being more interested in him and their marriage. Although, subject also gives many examples of her still not being sufficiently interested. There are occurrences whereby wife doesn't sufficiently acknowledge him. Subject gives a striking example of being overlooked by his father. It's unclear, however, how subject's esteem is impacted by these occurrences because subject doesn't say.

Subject also displays his pride in his assertiveness in this session, particularly when he feels intruded upon. He is also proud of his mechanical and creative achievements. There continues, in this session to be no reference to his wife prioritizing his daughter over him.

### C. Subject 10

Current: 50

Premorbid: 70

#### A. History and Present Crisis

Subject is a 22 year old, white female, who is unmarried. She presently shares an apartment with another woman, and has a boyfriend. The length of both relationships is unclear. Subject had seen the research therapist previously, for six times crisis intervention work, three years prior.

Subject is the youngest of three siblings, raised solely by her mother since she was eight. Her father died suddenly, seemingly from an allergic reaction to a flu shot. Subject remembers being close to father and not as close to her mother.

In addition to subject's previous therapy at the Center, her mother has also been involved in psychotherapy. On subject's original intake form, subject says mother was involved in therapy for three years. It is unclear when that was, or if she presently is still involved. Subject's mother is disabled, suffering from Parkinson's disease. Subject perceives her mother as a dependent woman who was overburdened by raising three children herself, and resentful of all the responsibility.

The present crisis seems to have been precipitated by subject's boyfriend rejecting her offer to go to the movies. This made subject believe that her relationship with her boyfriend was deteriorating, and also brought into focus, for her, her general dissatisfaction with her life. Most particularly subject felt she was stuck, and not making the moves and changes in her life that she believed she wanted.

#### B. Session 1

##### 1. Cognitive Functioning

a) Self Reflectiveness: The most striking aspect of subject's cognitive functioning is the extent of her ability to be self reflective. There are many instances in this session of subject's awareness of her self. The most telling include, "... We've just been dating. I was his girlfriend for a while. Just the two of us. We got to be best friends and it was really neat. I really enjoy being with somebody that I can, I felt so comfortable with him ... and he got divorced ..... After they broke up we

decided to go out because we were so close. And it was alright for awhile, and then I started getting panicky, and I started getting, really I couldn't understand why he was with me. Why he wanted to be with me." Subject seems relatively aware that she got anxious as she got closer with her boyfriend. She is also aware of how her anxiety is manifested. ".... So I just .... would snap. I couldn't be nice to his friends. I couldn't be nice to him. I couldn't be nice to anybody .... Yea, I mean I'm really mean. I'm always snippy ... Yea, I pushed him away."

Subject is also aware of other aspects of herself. "I'm so unsure of myself. ....And I just feel like I need to be more independent and I'm just frightened of it. I'm always frightened of stepping out and doing things. I don't do anything because I'm too scared to explore it. I'm too scared to do it."

In speaking of her mother, subject says, "And she's gotten so much worse now. She can't do anything by herself. So I think she's hanging on to somebody because she doesn't want to be alone. And I guess I'm a lot like her, just very bitter .... I don't like feeling like that .... I shouldn't be so afraid ...."

Subject understands boyfriend's unhappiness with her. "If I don't like being with me so why would he want to be with me." Subject says she wants to manage things differently but "..... I hear myself saying what I'm saying, but I just, that's the way it comes out. It's very difficult to change that."

Subject is concerned that she will wind up like her family, and she doesn't want that. "I don't want to live like that. I don't want to be stuck. My sister's stuck. My brother's stuck. He got married because he got a girl pregnant, and he's still an alcoholic .... They had nothing .... I mean he beats his wife, and I just, God, I never thought our family would be that way .... But I mean I'm into therapy ...." Subject states that she is also afraid she will become like her mother and get Parkinson's disease.

Subject know she needs to be in therapy to change not only what seems to be her historical destiny but also in order to make her life more fulfilling and satisfying. Subject says, that at the present "if this is life, I think it's really the pits ..... I don't always want to be here. I'm not sure why I'm here .... So .... I just feel like I need

to be more independent and I'm just frightened of it. I'm always frightened of stepping out and doing things. I don't do anything because I'm too scared to explore it. I'm too scared to do it. Not being able to do it, to be criticized."

There is only one time, in this first session, that stands out, when subject seems blind to her self. "..... I mean in junior high I had to leave school quite a few times. There were quite a few girls that didn't like me. And they were coming after me. And it's like I had never met these girls before. .... And it's like it really blew me away when that happened. .... I don't even know what I did .... I just remember walking down the hall one day and this girl called me a bitch .... I didn't know who she was."

b) Use of Defenses:

i. denial: While there is very little manifestation of defensiveness on subject's part, she seemingly shows denial when she says, "I mean in junior high I had to leave school quite a few times ..... There were quite a few girls that didn't like me and they were coming after me. And it's like I had never met these girls before .... I don't even know what I did .... I just remember walking down the hall one day and this girl called me a bitch ..... I didn't know who she was."

c) Contented/Discontented: Subject seems generally dissatisfied with the way she is behaving. While subject is not volatile one gets a sense of her frustration and annoyance mostly with herself. In speaking of her mother, subject says, "And I guess I'm a lot like her, just very bitter ..... I don't like feeling like that ..... I shouldn't be so afraid."

Subject's dissatisfaction and annoyance with her own behavior is manifested when speaking of her boyfriend. "If I don't like being with me so why would he want to be with me." Subject is frustrated she can't change her behavior. "I hear myself saying what I'm saying, but I just, That's the way it comes out. It's very difficult to change that."

Subject's generalized dissatisfaction is exemplified by her saying, "If this is life, I think it's really the pits ..... I don't always want to be here. I'm not sure why I'm here."

## 2. Quality of Relatedness

a) Distance/Closeness: One of the markers that characterizes subject's relatedness with others is her ambivalence about how distant and close to be with another. It is as if she can't find a comfortable position. "We got to be best friends, and it was really neat. I really enjoy being with somebody that I can I felt so comfortable with him. I could talk to him. I could tell him anything, and I felt he really cared, and uh, he got divorced. We started being good friends ... And then after they broke up we decided to go out because we were so close. And it was alright for a while and then I started getting panicky .... Yea, I pushed him away .... And then I'd come back. I keep coming around and it's like I wanna be with him and I wanna get over this. But I just don't know now, and it just comes out the wrong way." Subject says that she's "frightened that he's gonna leave."

This vignette exemplifying subject's dilemma regarding closeness is a repeat of a time with a previous boyfriend .... "And then I met somebody and he gave me an awful lot of attention .... He gave me all of his attention. I was like, oh [honey] this, oh [honey] that, you know I want you to be with me ..... he was like 'I love you.' He was 'I really enjoy you .... and I think you're great.' But then I started getting frightened."

Subject seems to push and pull. When her relationship gets too close she gets anxious and distances. When it gets too distanced she gets upset. The hazard relates to this predicament. Subject had been snippy. It's one of the ways, she has explained, she gets when the relationship has gotten too close. In response to the resulting distance. Subject asked boyfriend "if he wanted to meet me at the movies ... He said, 'sure,' and he goes, 'Well call me at work and we'll make plans.' And then I called and he's like 'No, I've got something else to do' ... So I was hurt."

b) Dissatisfaction/Satisfaction: Subject manifests a generalized dissatisfaction with her relationships. "I'm putting on a show. Like at work, I have to. You can't always be teary eyed." She seems to feel that she can't truly be herself. However, subject separates men from women in her dissatisfactions. She is significantly more vociferous about her dissatisfactions regarding women than she is with men. "I just



remember walking down the hall one day and this girl called me a bitch ..... I didn't know who she was .... I think part of it was I tend ..... to be friends with men because they're not so vicious." Subject believes women are "offset" by her.

While subject doesn't evidence much dissatisfaction about men she doesn't really display great satisfaction either. She tends to simply place the responsibility with herself. "He gave me all his attention ..... But then I started getting frightened." Or, "We got to be best friends, and it was really neat .... We were so close .... and then I start getting panicky .... I pushed him away." When her boyfriend doesn't want to be with her subject says, "If I don't like being with me so why would he want to be with me."

c) Dependency/Autonomy: "So .... I just feel like I need to be more independent and I'm just frightened of it. I'm always frightened of stepping out and doing things. I don't do anything because I'm too scared to explore it. I'm too scared to do it. Not being able to do it, to be criticized." Subject is distressed about her fear and seemingly confused about what she wants to do. She seems to enjoy, however, feeling the freedom, at times, to just move. "I drive around a lot .... On my days off that's what I do. I drive around a lot. Just doing whatever. Going to the mall, or going to a movie by myself."

Subject is also afraid of being alone. "I mean I'm twenty-two .... Now I'm an adult. I don't really feel like an adult. Like I want somebody to be there. I want somebody to help me through things. And I would love to get married actually, because to have somebody that was always there .... If I get married I want to get married once."

Subject goes on to explain how she went back to school, to increase her skills. She had a hard time with one of the teachers who treated her unfairly. "I just dropped out ..... I shouldn't have been able to drop out .... I talked to the counsellors and .... nobody was helpful at all .... I didn't have anybody to help me."

Subject has the expectation that help will come from men. "A man, a man will protect me. That's what I feel like ... My idea of my father was very glorified cause I just remember him from, I mean little parts from when I was little. So I mean, Dad

could do no wrong to me. I mean I remember talking; like he would come to school and walk me home and everything."

Subject's relationships with women are very different than with men. "I just remember walking down the hall, one day and this girl called me a bitch. .... I didn't know who she was .... I think part of it was I tend ... to be friends with men because they're not so vicious .... with women" she says "I don't feel like I'm starting the competition ..... I feel like it on them on from there ..... I mean they're offset by me. But .... a man, a man will protect me .... and a girl is very vicious."

"My mother really didn't particularly care for my friends. She didn't care for anybody's friends. And all those kids were just a big burden .... All she could ever do was bad mouth my father .... I wish she would have sold the house after he had died, cause he died in the house ..... And I was like total lost cause, you know. My mom went on a spree for quite awhile feeling that well I have to do things for myself ..... And so she would go out a lot. But nobody else wanted to stay home with me. So I would stay home at night a lot by myself. That was scary, very scary when he had died in the house. It was just lights on everywhere. I was afraid even to go to the bathroom, you know." Women, are not only competitive and vicious but in addition, you can't count on them to take care of you.

Subject talks about one of her earlier boyfriends. "He was like, 'I love you.' He was 'I really enjoy you ..... I think you're great' .... But then I start getting frightened .... and people don't have patience to deal with [your insecurities]. They want you to come perfect and have no problems. .... "I'm usually a bubbly person. I'm usually happy but until you get me home or, you know, a more personal level. Then I'm not because, you know, this is me, this is a part of me and I feel like I'm, I'm putting on a show. Like at work, I have to. You can't always be teary eyed."

### 3. Self Esteem

a) Desireable/Undesireable: Subject's basic sense of herself centers around the fact that she believes she was a burden to a mother who didn't want her. This originates from her mother saying that "having kids was a mistake" and that if she had to do it all over again she wouldn't. "Kids are burdens." While subject believes that

her mother's experience of her children was that she was sorry she had them, she also notices that others didn't feel the same. "When I went into other people's homes it wasn't like that. I was always welcome." However, when the therapist asks subject if she visits any of those "welcoming" people, subject replies, "I'm afraid I'm bothering them."

Subject continues and says, "You know, I'm frightened of actually getting a family .... Yea, I, I don't want to be a burden to my husband." Subject's concerns about being a burden are juxtaposed with her yearnings to having someone to lean on. "Like I want somebody to be there. I want somebody to help me through things."

b) Important/Unimportant: Subject can feel some importance. She went to visit an old boyfriend's family. "[His] family still welcomes me. I went back this weekend ..... and it was like his little brother ..... and he was going out on a date but he wanted to see me because he hadn't seen me for so long."

On the other hand subject seems not to feel important enough to anyone for anyone to want to contend with her. In speaking of her boyfriend, subject says, "He was like, 'I love you' He was, 'I really enjoy you.' But then I started getting frightened ..... and people don't have the patience to deal with that. They want you to come perfect." Subject says, "He doesn't have any patience anymore. He doesn't want to be my friend."

c) Noticeable/Overlooked: Subject believes that not only does no one really want to bother with her problems, but that in addition she can be invisible to another. ".... I went back to school for a while and it was such a terrible experience .... I was getting no financial help so I was really kind of struggling and no financial help ... And some teacher, I had two of his classes, and he kept saying that he didn't see me in one of his classes, so he dropped me .... I mean because he thought he didn't see me. But I, I mean I didn't have anywhere else to go, so I wanted to go to school. So I was always there, and I thought, I just got so angry after that. It's like you dropped me because you thought you didn't see me."

Mother also didn't see subject's fears after father died. "My mom went on a spree for quite a while feeling that, well I have to do things for myself ..... So I would stay home at night a lot by myself. That was scary, very scary when he died in the house. It was just lights on everywhere. I was afraid even to go to the bathroom ...."

d) Happiness/Unhappiness: Subject has put forth that her main line of defense against too much closeness is pushing people away by not being nice. While subject uses that as a maneuver it nevertheless seems to concern her that she is, in fact, not nice. "Yea, I mean I'm really mean. I'm always snippy. .... I couldn't be nice to his friends. I couldn't be nice to him. I couldn't be nice to anybody .... I wanna get over this, but I just don't know how."

In speaking about her mother subject says, "And she's gotten so much worse now. She can't do anything by herself. So I think she's hanging on to somebody because she doesn't want to be alone. And I guess I'm a lot like her, just very bitter ..... I don't like feeling like that .... I shouldn't be so afraid ....."

Subject understands boyfriend's unhappiness with her. "If I don't like being with me so why would he want to be with me." Subject says she wants to manage things differently but "..... I hear myself saying what I'm saying, but I just, that's the way it comes out. It's very difficult to change that."

Subject is concerned that she will wind up like her family, and she doesn't want that. "I don't want to live like that. I don't want to be stuck. My sister's stuck. My brother's stuck. He got married because he got a girl pregnant, and he's still an alcoholic ..... They had nothing .... I mean he beats his wife, and I just, God, I never thought our family would be that way ..... But I mean I'm into therapy ....." Subject states that she is also afraid she will become like her mother and get Parkinson's disease.

Subject knows she needs to be in therapy to change not only her historical destiny but also in order to make her life more fulfilling and satisfying. Subject says, that at the present "if this is life, I think it's really the pits ..... I don't always want to be here. I'm not sure why I'm here."

### C. Session 3

#### 1. Cognitive Functioning

Subject points out early in this session that she is not feeling better, and that this has increased her distress.

a) Self Reflection: Subject continues to be noticeably attuned to her emotional state. "I get very hurt by what people say or I listen to what people say and it causes doubts in my mind. Not that it really matters. I mean it shouldn't matter to me but yet it does." In addition to being influenced by other people subject also realizes that her lack of movement in her life is due to her own fears. "I'm stuck. I'm just stuck. I mean, like activities .... you know, so afraid to take that step for what might happen .... I don't know what would happen that would be so frightening that to, you know, in order not to do it. I mean just taking a step is scary." While subject is certainly attuned to her fright as being inhibiting for her, she does not seem to have an awareness of why she would be so frightened.

Subject continues and says, "I miss those times. I miss that house to go back to. I mean that was, that was my home such as it was. But it was something so familiar .... It's something I miss so much. Something that I don't have now and I'm afraid that I'll never establish that again. And I'm so angry at my mother for selling that house .... As scary as the house was for awhile when I was younger, I knew that was where he died and that's where, just so many memories .... I felt so secure by that. I don't have that security. I don't have any type of security."

One of subject's most astute comments reflecting her awareness of herself is "Going to school and, and picking a career, I couldn't. I have such a very hard time .... directing myself because I don't know what to direct."

#### b) Use of Defenses:

i. Denial - In this session one gets a clearer picture of subject's use of denial with men. She tends to hold men blameless in their interactions with herself. There has been talk at her work that her boyfriend was thinking of returning to his marriage. Subject has talked to boyfriend about it and says, "I don't know if he's lying or if he's telling the truth but I guess that my own fault for getting involved with

somebody that I work with." Apparently, subject used to blame herself even more. "I mean things with me have changed so much, and my attitude. I used to get so angry, that I would hurt me. But now I can control that ....One time [with ex-boyfriend] we got in such a big fight, I hit my hand."

Subject's need to excuse away the man is in stark contrast to her ability to hold women more accountable for their part. In speaking of her female roommate, for example, subject says, "Like if I don't do something the way she does, or the way she feels is right, putting the dishes away at a certain time, .... I don't feel that I should be picked on for that. I don't agree with that." Subject acknowledges that she can feel quite angry with her roommate.

c) Contented/Discontented: Subject claims to feel unhappier this session. "I've been depressed. Just depressed about everything .... I guess I'm in a blah mood, that's all. I'm stuck, I'm just stuck .... I don't feel better." Subject sounds unhappy and talks about her frustrations and what she would like. "Not feel so wigged out. Getting out, doing things with people. I mean, like activities. Being able to do that freely. Not feeling so not feeling so tied back."

## 2. Quality of Relatedness

a) Distance/Closeness: It seems as if there is more distance between subject and boyfriend this session and that the relationship might be breaking up. ".... It's not the fact that I'm not with [boyfriend] .... but [co-worker] says he's getting back together with his wife, which I don't know if it's true. From my talks with [boyfriend] and he says, you know, I love her but it was a mistake to get married. So I don't know if it's true."

There continue to be manifestations in this session of subject vacillating in the relationship with boyfriend between distance and closeness. "..... Like I talked to him one time about our relationship and I asked him, Do you even care whether we're together or not and he said, 'No, I don't.' So I took that as well you really don't care and you're not sure how to say it .... you know, but yet there are times when he's done and said things that I feel are the opposite, so I get confused. Like last

Valentine's Day he showed up at my work with flowers and he took me out to dinner, you know and, then that was so unlike him to come and do something like [that]."

b) Dissatisfaction/Satisfaction: Subject seems mostly dissatisfied with women and manifests little complaining about men. Women, she continues to point out are unfair and picky. They accuse her of things that subject believes are not her fault, and they are unforgiving. Subject had forgotten to give her housemate a phone message from a man. Subject says, "It wasn't such a big deal." And in fact, subject believes her friend had done the same thing to her. However, the housemate was furious and forbid subject from using the telephone for a time. Subject says, "She comes off with the wierdest things .... I mean she picks ....."

c) Dependency/Autonomy: Subject is still stuck and unable to move in the directions she would like and from even finding out what are her directions. She clearly states, "I'm stuck. I'm just stuck." And she is clear that she holds herself back by being so afraid. "..... Feeling so tied back, you know, so afraid to take that step for what might happen ..... I mean just taking a step is scary.

Subject seems, however, to be defining a step for herself. She wants to buy a car but she has been held back in doing that because she hasn't been able to get a loan. Her dream is to get a car that she has selected with no one else's input. The last car she bought was one that her mother picked out for her. At this point subject doesn't believe though that she can buy the car alone. She needs someone to co-sign a loan.

In this session subject also indicates that her relationship with her boyfriend might end. Nevertheless, subject says, "I want to be more active. I want to be more of a participant and be more open .... I've decided to keep going and doing. Like I will do things by myself that are very [risky] .... It's scary .... My sister is ..... exactly like me. She, she's afraid to do things too ... She .... like would never go out dancing. And I was afraid to do that too. I really was. Until finally, you know once I did do it and I loved it .... I may not be the greatest dancer in the world but I loved doing it. I had such great fun doing it." However, subject also says, "..... Even yet as I walked out on the dance floor, I'm still afraid of doing it, of being criticized ..... Not

liking me .... Even if I don't like that person." While sometimes subject can override her fears and do it, other times she can't. "Going to school and, and picking a career, I couldn't. I have such a hard time even directing myself. Because I don't know what to direct because I'm afraid I'm gonna fail at it. But yet I don't .... I feel so caught."

Subject's relationships with women continue to be markedly different than her relationships with men. When subject's boyfriend criticizes her, subject understands and is self reflective about her part. Subject manifests a different configuration with women. Subject describes a fight with the woman she lives with. In this vignette, subject had forgotten to give her housemate a phone message from a man. "..... It wasn't such a big deal." But housemate was so furious she didn't want subject to use the telephone. Housemate softens and says 'Well, you can use the phone.' Subject notes, "But, I don't know .... argue over a telephone call because its happened to me when people call me and she didn't tell me a message .... I didn't blow up over things like that .... She comes off with the weirdest things that just, I mean, she picks on .... I mean, I don't want to pick on somebody. I don't see the reason of picking on somebody. I don't see the reason of picking on somebody .... Like if I don't do something the way she does, or the way she feels is right; putting the dishes away at a certain time ..... I don't feel that I should be picked on for that .... Other things really bother me about her .... This is a big pet peeve of hers, if I leave a little bit of crumbs on the counter top and don't wipe, wash, she gets all bent out of shape, but yet she does it herself ... And if you bring that up to somebody they deny that you know. They'll get right on the defensive .... When she said something to me about the phone, and I felt like she was attacking me .... I said, Well, you know, there have been times when people have called for me and you have not told me. She goes, 'I tell you every time' ..... It's, I feel like its a worthless fight .... But I get angry and then I don't want to apologize to her, you know. Apologizing means that you're sorry ..... I feel they're always attacking me ..... Like all the girls in junior high that used to sit there and say things about me." In addition, subject believes you can't count on women to help you. Subject had indicated that she wanted to buy a car but her



request for a loan was turned down. Interestingly, she tried to get her housemate and her mother to co-sign for the loan but neither were willing to do that. Subject's feels that she cannot get a car alone.

### 3. Self Esteem

a) Desireable/Undesirable: Subject's experiencing of herself as a burden seems to influence how desired she feels she is. In this session, it is evidenced in subject contemplating whether or not to talk with her boyfriend who she believes is wanting to break up with her. "..... It's too late to sit there and tell him anything now ..... Why would he want to deal with it. To go from one insecure woman to another insecure woman. You know, one who he knows what I want, or we had talked of it before, but yet she doesn't know how to get it. She's not sure if she can do it or get it, you know. But uh, I want to be more active. I want to be more of a participant." She seems to be saying that she wants to be less of a burden on him.

b) Important/Unimportant: "Like all the girls in junior high that used to sit there and say things about me ..... You know, one way or the other, I'd like to show something of myself, be a self confident person, you know .... Well, I'm afraid. What I'm afraid of is that I'm not going to make anything of myself and I'm not going to do something that I feel is worthy .... I'm afraid I'm going to fail ....."

c) Noticeable/Overlooked: There's no new evidence of this in the third session.

d) Happiness/Unhappiness: Subject talks about how she has felt about her anger that gives evidence that she hasn't believed her anger was nice or appropriate. "I used to get so angry that I would hurt me." Subject relates an incident with her previous boyfriend whereby she got so angry with him that she "hit my hand on like a counter in the kitchen, made of tile. It swelled up. Then we were in the car and I got angry and I hit my hand on the steering wheel. Boy did it swell up then. He had to drive ..... But now I can control that. I have, I have to let go of that before it even, you know. I haven't gotten to the point where I'm a brick wall, where I'll hurt myself. Like [present boyfriend], you know, stop it now before it gets too bad."

In addition subject feels remiss regarding her mother. "I should always be calling her weekly but I don't have anything to say. The conversations last a long time but there is nothing really said."

Subject continues to be mostly dissatisfied with her self with little outward blame. She is most frustrated with being stuck. "I'm stuck, I'm just stuck." While she has done some things like going out on a dance floor by herself, and has felt pride in doing that she nevertheless is unhappy that "Even yet as I walked out on the dance floor, I'm still afraid of doing it, of being criticized." Subject would like to feel less concerned about others and more confident about herself.

#### D. Session 5

##### 1. Cognitive Functioning

a) Self Reflectiveness: Subject continues with her ability to reflect about herself and, in the process, make some new discoveries about herself. In reflecting about her relationship with her previous boyfriend, subject becomes aware of her motivation that provoked her to cheat on him. "..... Because I did fool around on him. He was gone ..... stupidity and need for somebody to want me, to pay attention to me. It was so great." In addition, subject recognizes further some additional reasons she backs away from her relationships with men. "Men, ..... they don't want an emotion. They want a paper doll ..... See, now I feel, you know, I understand what I was doing .... It's like if a guy comes on to me it's like I totally back away because I, it's so empty. It's an empty feeling fooling around with somebody when you have no emotional tie to them. And it's like why do I want to deal with this man coming after me again ..... And I'll back away." Subject goes on to say "I'm frightened if I get a relationship ..... You see I have ..... a double standard ..... I get hurt by the other person ..... if he goes out with someone. I'm hurt .... [If] I'm going out with somebody else .... I'll tell him ..... I don't expect him to feel hurt because I know where my feelings are at ..... I may be with somebody else but my feelings for you are genuine."

Subject also points out that men she has been with have been able to say to her "..... If you don't like it, there's the door." Subject recognizes that she's not able

to do that. "I'm too frightened. I'd rather be, you know, I'd rather deal with their bad points and accept it ..... work around it rather than saying, well I don't like it so good ..... you can leave."

In this session subject has a remembrance of a frightening childhood trauma. "I mean I'm frightened of water, too. I'm frightened of being where I can't see. I've always had that nightmare of somebody or something grabbing from under me .... Oh, God, yes, that scares, that just terrifies me. I was in a lake, when I was younger ..... and like I was swimming. It was still within the buoy, but I was pretty young ..... My feet got caught in like the growth from underneath and I couldn't. The more you fight the more tangled you get. And I panicked. And it scared me. Nobody would come help me for awhile. So that scares me but it's just a, a fear more of not seeing. And there's things I want to do .... but I'm so frightened of it."

b) Use of Defenses: Subject's major defensive configuration has centered around denial in two areas. She denied men their responsibility in the disruptions in her relationships with them, and her own responsibility in the disruptions in her relationship with women. In this session subject shows significant change in the former.

"Men ..... don't want an emotion. They want a paper doll." Subject understands this as her decision for backing out of relationships with men. "It's an empty feeling fooling around with somebody when you have no emotional tie to them ..... I'll back away." Subject goes on and says, "I keep thinking maybe I was I'm seeing something in him that really isn't there ..... I'm finding that the person that I think I know isn't who I know."

In speaking of her ex-boyfriend, subject says, "The person I thought I knew wasn't. {He} played it as though he was mister ..... I'd never fool around with [another girl] ..... But yet, now ..... I see what he does. He wants to live with this girl ..... and he's fooling around with all these girls ..... I see now, God ..... That's what he's doing. This is the way he's been."

Subject continues, in her relationship with women to deny her part and perceive herself as a victim of their unfairness and irrationality. "My girlfriend, .....

she was always in competition with me ....[she] would always have to put me down ..... I mean she'd put herself above me." Subject goes on to say, however, that she borrowed her boyfriend's BMW to go to a wedding. "I wanted to look good .... Everyone was like 'who's car is that?' This car is mine."

In remembering a fight she had with her mother when she was a teenager, subject says "I was over at this guy's ..... house ..... My mother didn't like him ..... And I called her one time .... and told her that I'd be home by five thirty and where I was ..... I stayed out over his house until nine thirty. He drove me home and ..... told me ..... 'If she starts yelling at you, don't look at her. It'll just make her even more angry.' ..... I called my girlfriend .... and my mother came in the room and ..... she called me a slut. She told me to get off the phone before she ripped it out."

c) Contented/Discontented: Subject doesn't seem to manifest as much dissatisfaction in this session. She does however say, "..... that it's almost as if it's, it's too difficult to work on it. You know what I mean. It's, I think about it a lot. It's just this whole process is gonna take so long. Sometimes I think ..... maybe it'd be just easier just to drop it .... I want it to be cured now."

#### B. Quality of Relatedness

a) Distance/Closeness: Subject recognizes her difficulty in her relationships and how she gets uncomfortable with too much closeness. Previously subject identified her problem about closeness and showed how she distances by "being snippy." In this session subject clarifies this ambivalence further. Boyfriend's friend says to subject, 'I understand why [boyfriend] doesn't want to be with you.' Subject says "Cause .... I'm bitchy. I'm, I guess deep down inside I'm not ..... It's just a strike out." Subject then goes on to explain some of the reasons she "strikes out" in that manner with a previous boyfriend. It was "the need for somebody to want me, to pay attention to me. It was so great." In addition, subject explains, "Men ..... don't want an emotion. they want a paper doll .... It's like if a guy comes on to me it's like I totally back away .... It's so empty. It's an empty feeling fooling around with somebody when you have no emotional tie to them. And it's like why do I want to deal with this man coming after me again .... I'll back away."

b) Dissatisfaction/Satisfaction: Subject expresses more dissatisfaction, in this session, regarding her male relationships. Her female relationships stay the same.

Subject begins to see the men in her life as being inadequate for her. "Men ..... don't want an emotion. They want a paper doll .... It's an empty feeling fooling around with somebody when you have no emotional tie to them." Subject says of boyfriend, "I keep thinking maybe I was I'm seeing something in him that really isn't there ..... I'm finding that the person that I think I know isn't who I know." Subject even sees her ex-boyfriend clearer. "The person I thought I knew wasn't." Subject sees that he used to cheat on her the same way he's cheating on his present girlfriend. "That's what he's doing. This is the way he's been."

c) Dependency/Autonomy: Subject opens the session with a statement of her achievement in finally acquiring her car. "I actually did it on my own." It turns out that subject was able to get a loan by herself without her mother or housemate. In addition, subject puts forth her desire to get to know herself better. "Maybe I should date ..... No, I'm not in the mood .... and getting to know somebody ..... I'm just working so hard on me, developing me. How can I give start a whole new relationship?"

In trying to develop herself and give credence to who she is, subject says "..... I hate being told what I'm doing is wrong ..... But people always pick out what you do wrong. I have a hard time taking it .... I'm so frightened of being yelled at. Like my mother, like if somebody gets angry at me, like Debbie and I, for instance. I broke her .... wedding china .... It was a sugar bowl ..... It scares the heck out of me to tell somebody that I did that ..... It scares the living daylights out of me because, Jesus, when we were at the dinner table and you spilled something like a drink, I mean it. It happens. You're a child. you're clumsy .... Boy, you just got chewed out .... I've always been real frightened of that, getting in trouble." Subject goes on to say that her fright prevents her from defending herself or standing up for herself. "It's been a long time since I've ever been in a fight with somebody that I was screaming at the top of my lungs. Cause that's how we used to fight. And I used to yell. If I could yell louder than you, you backed down sooner or later."

Subject then reports how fighting went between she and her mother when subject was a teenager. "I was over at this guy's .... house. This was the guy that I just, you know, really liked. You know, he treated me the best. He really did. But my mother didn't like him. He had the long hair, you know, and he drove the van. And she was so against it, you know. And I used to walk home. And he would, he lived like half way. So I used to stop sometimes. And he'd drive me home. And I called her one time ..... and told her that I'd be home by five thirty and where I was. And she told me that I couldn't stay there. That I was to get home then. And I hung up the phone on her. I stayed out over at his house until nine thirty. He drove me home and one of the things he told me before I went into the house, He goes 'If she starts yelling at you, don't look at her. It'll just make her even more angry.' And, you know, I called my girlfriend ..... and my mother came in the room and she told me to get off [the phone]. She called me a slut. She told me to get off the phone before she ripped it out."

Subject goes on and talks about her fright about being alone. Her boyfriend has said, '.... You know, you don't like it, there's the door.' "I can never say that to somebody .... I'm, too frightened." On the other hand subject says that if things are over between she and boyfriend she will not involve herself with someone else right now. "No, I'm not in the mood for ..... getting to know somebody because I don't think I should start something ..... I'm just working so hard on me ....."

Subject's willingness to be without a relationship, at this point, is coincidental in time with what seems to be, in this session a deidealization of men.

In talking about her boyfriend, subject says "..... You know I keep thinking maybe I was I'm seeing something in him that really isn't there. I'm seeing the part that he wanted to show me. You know when we first got together you let somebody see what you want to see and you play the game the way you want the game ..... I'm finding that the person that I think I know isn't who I know. Just like [previous boyfriend]. The person I thought I knew wasn't. [He] played it as though he was 'mister, I love you. I'd never fool around with [another girl]. I'm not doing anything. I'm getting blamed for everything that I don't do.' But yet, now, .... I see what he

does. He wants to live with this girl .... and he says he wants to marry her and he's fooling around with all these girls. And he, .... tells me about it and I joke around with him but I see now, God, ..... that's what he's doing. This is the way he's been."

Subject's relationships with women continue to be more volatile.

Subject went to a wedding a year ago. "I wanted to look good. I wanted to give a nice present .... I stopped off to show [boyfriend] my dress ..... and, uh, he let me take his BMW to the wedding ..... Everyone was like 'who's car is that?' This car is mine! ..... I have a certain way I wanna look .... What the package comes in ..... People have always judged me on my looks. Like the girls .... in junior high. The girls judged me on what I looked like ..... It's just, fine. If you're not going to like me I give you even something more not to like me about. But I'll do, you know, instead of being below you like ..... Like the car I had. I mean, it was so old and so loud .... It was ready to die. But it was like something for somebody to pick on me about and put me down about, and I'd feel embarrassed about ..... It's like if you put me down .... putting yourself up above me, I really get irritated ..... I hate being made to feel as if I'm below you ..... My girlfriend, ..... she was always in competition with me. I mean she's a very pretty girl but she's different. We're two different people. We're two different kinds of pretty. But [girlfriend] would always have to put me down or pick out the little. I mean She'd put herself above me. She wouldn't necessarily put me down. She'd put herself above me. Like she said to me one time, 'A lot of people look like you, but I'm more original looking.' To me this is like, I'm in the race. I put myself in the race where I shouldn't be, but I've always been placed in that before. So I figured I'd join it. And just excel in it ..... I'm not the one that keeps in touch .... She calls me .... to tell me she just got engaged and ..... what kind of a ring, diamond .... he gave her."

### 3. Self Esteem

a) Desireability/Undesireability: The evidence in this session of subject feeling that her neediness is a burden that makes her undesirable is her statement about what men want. "They don't want an emotion. They want a paper doll." However one gets the sense, at this point, that while men don't want to bother, subject is no

longer tolerant of that. In fact, she realizes "its so empty .... when you have no emotional tie" and that's one of the reasons she backs away.

b) Important/Unimportant: Subject is feeling herself as worthier and more entitled. "No, I'm not in the mood for ..... getting to know somebody because I don't think I should start something ..... I'm just working so hard on me." She seems to be prioritizing herself.

c) Noticeable/Overlooked: "What the package comes in cause .... because a lot of people that you pass .... they just look at the package. They don't take the time to get to know you."

d) Happiness/Unhappiness: "I'm bitchy." At this point, however, subject says "... I guess deep down inside I'm not." Subject seems to recognize that behavior as a defense and calls it "just a strike out." While she doesn't like it she is much more tolerant and understanding of her own behavior.

Subject is certainly proud of her accomplishment of buying a car. "I actually did it on my own." While subject seems more satisfied with her self, and that she got a bit unstuck, subject would like to be able to move faster. "This whole process is gonna take so long ..... I want to be cured now."



### Summary of Findings

In the first session, subject's cognitive functioning was marked by the extent of her self reflection. In understanding her present dilemma, subject saw the problem and the solution residing within herself. There was a minimal defensiveness on her part and little externalization of her difficulties. She used some denial, in the first session, evidenced mostly by her felt sense of victimization by women. Subject was distressed because she was stuck and unable to proceed productively in her life. She felt, clearly, that her autonomous strivings were being interfered with by her own frights. She was extremely dissatisfied with the way her life was going, thought it was the pits, and showed some minor suicidal ideation.

Subject's relationships were dichotomized, with men being the protectors and women being vicious. Subject felt dependent on both of them, however, in order to proceed. She felt she could not do it alone. She was ambivalent about how close to be in her male relationships and would panic if she got too close. Then she would get snippy and distant. When the distance got uncomfortable she would initiate more closeness.

Her esteem was marked by her feelings that her dependency needs were burdensome and that, in addition, she wasn't very nice.

In session three, while ostensibly most of subject's markers for self fragmentation remain relatively the same, one gets the sense of change perhaps starting to occur for her. Subject says she is more depressed this session. Her relationship with her boyfriend seems to be deteriorating and subject continues to feel stuck. Nevertheless, subject proclaims that she will not be deterred and in fact will do things alone. While she has felt that she can't get a car alone, subject juxtaposes this with telling how she went out onto a dance floor alone. Subject's depression seems less related to her relationship with her boyfriend possibly ending and more related to the fact that she is still stuck.

Subject's esteem stays basically the same but with some additional dissatisfaction with herself. In this session, subject gives evidence of her sense of responsibility for her mother by feeling she should have more contact with her. In

addition, subject also makes clear, in this session, her fear that she will never do anything of worth.

It is in the fifth session that one can see the most significant changes for subject. In this session, subject announces that she got a car, all by herself. Subject had felt stuck in doing that and had thought she couldn't do it alone. Coincidental with that achievement is subject's deidealization of men. She states in a variety of different ways that she is able to see the boyfriends in her life more clearly. They aren't what she thought they were. Her relationship with women remains the same.

Subject's ability to self reflect continues and seems to deepen with added understanding as to why she distances in her relationships with men. In addition, in this session, subject has the remembrance of a traumatic childhood experience.

Subject's esteem increases in this session. She does not feel as much of a burden to men but rather more entitled and less tolerant of their unwillingness to deal with emotions. In addition, subject realizes that it's not true that she's not nice but realizes her bitchiness as a defense.

#### D. Subject 22

Current: 55

Premorbid: 75

#### A. History and Present Crisis

Subject is a thirty six year old white male, married to his present wife for two and a half years. She is forty two years old. His first marriage of four years, ended in divorce nine years ago. Subject was raised by both his parents. He was the only male, and youngest child of three siblings. No one in his family has ever been involved in psychotherapy or been treated for a personal problem before. This is also subject's first involvement with psychotherapy. Subject puts forth a relatively uneventful childhood, with some minor acting out as a teenager. He describes his mother as overbearing being a combination Italian and Jewish mother; and his father as distant and removed. The M.O. in his house, regarding the management of feeling he says, was to keep it all in control. Subject describes himself as the "oldest baby in Pampers."

The hazard that has precipitated the crisis for subject was two fold. Subject was drinking, got angry and physically threatened a man. The man's wife called the police and charges were pressed against subject. In addition, subject's wife said that subject had a problem with alcohol and insisted that he seek counselling for that.

#### B. Session 1

##### 1. Cognitive Functioning

a) Self Reflectiveness: Subject presents with a capacity for self reflection. His wife has complained about his drinking and feels that he has "a big problem with alcohol. And, uh, I don't know. I think it could be something other than that. If you have a tendency to drink now and then, and maybe drink too much, especially like hard alcohol and I get uh, flamboyant. I feel, you know, when all my inhibitions drop down, I get, I can turn into an asshole, or I could just turn into a real .... drunk ...." Subject says that his wife is "a very strong willed woman, and I appreciate women like that. I've always been around women like that, my mother, two sisters. I was the youngest boy. Probably the oldest baby in pampers, you know."

Subject tells of himself, "I'm an artist. I work at [supermarket] part time, but my main thrust in life is an artist ..... So it's been hard financially and so I've always just been attracted to women who were self supporting and took care of their own needs. It's cause mine were always too important to me I guess I never felt attracted to somebody who needed taking care of."

In discussing his finances, subject says, "I'm pretty much living at a break even cash flow situation. You know, I spend as much as I make. I'm able to kinda just live at this edge."

Subject tells about himself historically "..... My family was pretty secure. Mom and dad are still married, for over 50 years. My dad had his drink every night, beer and a shot. Still does. My mother would join him occasionally ..... Neither one of them were drinkers ..... They didn't party much ..... My dad was a fireman .... My mother just worked odd jobs .... About third grade, ..... at that point I used to get into a lot of fights. I, I don't know if I was angry, but I ..... just felt self righteous in a way .... I would fight for friends if I felt somebody was doing them wrong. Or, you know, was always quick to want to raise up and wave a flag of some sort, but otherwise I think I tended to keep to myself pretty much ..... I got over the fighting when I was about eleven and ..... at that point I guess I got into some trouble. Pre-juvenile trouble, you know. Uh, burglary, just running around. Uh, one summer we sniffed glue and we were caught for that. I had one year I was pretty tough ..... My mother pretty much ran the show and she wouldn't tell [father] a lot of things ..... She was just afraid of his wrath, I guess ..... He's pretty hot tempered. Yell loud and scream. Occasionally he'd scream at my mother ..... but he never beat her up ..... She pretty much ruled the roost .... High school I'd turned it all around and met a girl and then I became interested more in school ..... We were together about four years after high school"

In speaking of his first wife, subject explains, "Everything happened at once .... At that point I wanted to take my savings and open this little gallery of my own ..... She didn't want to go along with this." Subject says that his wife believed it was "just too risky ..... She didn't want to do that." Subject got very frustrated with that

and said to his wife, about his art, "No, it should always be a hobby. It should never be more than that .... Then ..... there was this house that was right on the business district where you could have the front as a gallery and live in the back ..... She didn't want to do that .... I divorced her."

Subject continues telling about himself. "At times ..... I think there's an anger in me at times. I used to have it directed toward my family, say my dad. I didn't feel like he spent enough time with me ..... didn't hand down all those manly things that I felt a father should to his son ..... I was pretty angry against .... my mother because I felt she was too overbearing .... On the other end of it I respect them and found that I couldn't hate them .... I had to love them because they did the best they could and at the other end they allowed me to do whatever I wanted to do. Never had anybody tell me that I can't do anything in my life. They've never been encouraging necessarily but they've always been, you know, whatever you want to do, you know, go do it ..... I feel like I've never accomplished what I think I should have, or could have, and here I am at this point in my life and I start to feel that I should have more ..... One of my studies in painting was directed towards oriental philosophy ..... It seems I have read all the answers that you need to have in life .... My problem is forgetting them ..... I feel like when I start to get away from that learning process then I start to feel more chaotic."

There is a lack of self reflectiveness evidenced when subject speaks of his plans with his wife to have children. "She's 42 and I'm 36. I think when we got together her main ambition was, besides companionship, to want to have children. Now she's a 42 .... I mean she still wants children, but ..... we haven't been able to have them .... We've .... gone through the fertility things to find out why, but, you know, at the same time we've sort of been dragging our feet with it."

#### b) Use of Defenses

i. denial: Subject seems to manifest a denial of ambiguity. He seems to need to be able to have things conclusive. The first example of this is when subject speaks of his feelings about his parents. "I think there's an anger in me at times. I used to have it directed towards my family ..... On the other end of it I

respect them and found that I couldn't hate them and I had to love them because they did the best they could." In speaking of what keeps himself calmed subject says, "One of my studies in painting was directed towards oriental philosophy ..... It seems I have read all the answers that you need to have in life ..... A lot of my problem is forgetting them or not really understanding them ..... I feel like when I start to get away from that learning process then I start to feel more chaotic."

At this point subject will agree, and does not deny that his drinking got out of hand the night of the hazard. What is unclear, at this point, is whether or not subject is an alcoholic, and he is denying that.

c) Contented/Discontented: Subject seems to possess a generalized undercurrent of disgruntleness that is with him all the time. "At times I think there's an anger in me at times." Subject is aware of this in himself, particularly in light of the hazard which manifested the extent of subject's anger that was able to emerge with alcohol. Subject got angry at a friend because the friend called him stupid. Subject had four drinks, went home but continued to seethe. He then walked two miles to his friend's home where he took a swing at him, but failed to hit him. The police were called, and charges filed against subject. However while subject got enraged, while drunk, he seems to deny his anger as part of his sober self. "Say my dad, I didn't feel like he spent enough time with me, and ..... he didn't hand down all those manly things that I felt a father should to his son ..... I have since been able to resolve all that."

In speaking of himself historically subject says, "I don't know if I was angry but I was, just felt self righteous in a way. And I would fight for friends ..... was always quick to want to raise up and wave a flag of some sort ..... I got over the fighting when I was about eleven and I, at that point, I guess I got into some trouble ..... Uh, burglary, just running around. One summer we sniffed glue and we were caught for that."

## 2. Quality of Relatedness

a) Distance/Closeness: Subject points out that his wife comes from an alcoholic family. Alcoholism, then has been an aspect of subject's relationship with

his wife for the duration of their married life. "She feels that I have a big problem with alcohol ..... I feel you know when all my inhibitions drop down ..... In can turn into an asshole or I could turn into a real drunk ..... Sometimes I go into a situation where I'll drink three or four sitting at home ..... with my wife present ....."

In speaking of his first wife, subject says, "I divorced her. I moved her down there to her folks. She wanted to keep all the stuff. She had everything divided between hers and mine anyway. Used to always come up. We used to fight and argue about these different plans. What we wanted to do with our life and then it would turn into what's hers and what's mine."

b) Dissatisfaction/Satisfaction: Subject doesn't seem to manifest much dissatisfaction with his wife. While "its been hard financially .... she's working with a travel catalogue. Uh, she's trying. We're both just struggling along, you know.

He was dissatisfied with his previous wife for not wanting to go along with his plan "to take my savings and open this little gallery of my own." Subject says that his first wife thought his ideas were "just too risky."

In addition, subject says about his Dad, "I didn't feel like he spent enough time with me ..... didn't hand down all those manly things that I felt a father should to his son."

c) Dependency/Autonomy: Subject seems to function in a relatively autonomous manner. He hasn't felt a need to compromise himself in a relationship. In speaking of his first wife, subject says, "..... At that point I wanted to take my savings and open this little gallery of my own ..... and she didn't want to go along with this." Subject says that his first wife thought his ideas were "just too risky ..... too tough and we'd already had problems ..... Subsequent to this ..... I would like to buy some property ..... and she never felt we could successfully buy something ..... Then there was this house that was right on the business district where you could have the front as a gallery and live in the back .... She didn't want to do that ..... Anyway, she moved then to her family. I divorced her."

In speaking of his family subject says "..... They allowed me to do whatever I wanted to do. Never had anybody tell me that I can't do anything in my life.

They've never been encouraging necessarily, but they've always been whatever you want to do, go do it. So that's been real good for me to have that uh sort of a backing."

In speaking of his present wife, subject indicates his wish not to have anyone dependent on him. It is unclear whether or not this implies a wish for him to be the primary needy one. He says, "..... She's a very strong willed woman and I appreciate women like that. I've always been around women like that, my mother, two sisters. I was the youngest boy, probably the oldest boy in Pampers ..... I've always just been attracted to women who were self supporting and took care of their own needs. It's cause mine were always too important to me I guess. Never felt attracted to somebody who needed taking care of."

### 3. Self Esteem

a) Desirable/Undesirable: There does not seem to be evidence of this in this session.

b) Important/Unimportant: There does not seem to be evidence of this in this session.

c) Noticeable/Overlooked: Subject seems to need to have his wishes acknowledged, and perhaps prioritized. He says, "my wife is a very strong willed woman, and I appreciate women like that. I've always been around women like that, my mother, two sisters. I was the youngest boy, probably the oldest baby in Pampers ..... I've always just been attracted to women who were self supporting and took care of their own needs. It's cause mine were always too important to me, I guess ..... Never felt attracted to somebody who needed taking care of."

Subject divorced his first wife because he wanted to "sell my own ceramics and have a gallery with other artists downtown. And she didn't want to go along with this." Subject says she thought "it's just too risky ..... I thought living on an acreage has always been a dream of mine, and she just never felt that we could successfully buy something ..... There was this house that was right on the business district where you could have the front as a gallery and live in the back. That was my next plan. She didn't want to do that." Subject felt that his wife was not taking his artistic



ambitions seriously. He got hurt and angry and said, "No, it should always be a hobby, it should never be more than that ..... I divorced her."

A final example of subject's sensitivity to the prioritization of needs is in the form of a projection. Subject is speaking of the first apartment he and ex-wife had, and their conflict with the landlord. My wife, "she was a little demanding in what she wanted .... from his rental ..... She wanted better drapes, newer carpets, uh, she had needs I don't think he wanted to worry about."

d) Happiness/Unhappiness: Subject feels remorseful about getting out of control with his drinking. "If you have a tendency to drink now and then and maybe drink too much, especially like hard alcohol and I get flamboyant. I feel you know when all my inhibitions drop down I get, I can turn into an asshole or I could just turn into a real drunk." Subject describes one of the precipitants to the present crisis. He was at a party and had four drinks. A friend of his called him stupid with regards to a gambling debt he was supposed to collect. Subject got angry and went home. He got angrier, thinking about it at home and walked two miles to his friend's home. He called his friend out and took a swing at him, but failed to hit him. Friend's wife called the police, and subject says there was a whole scene.

Subject is also unhappy about his achievements. "I feel like I've never accomplished what I think I should have or could have and here I am at this point in my life and I start to feel that I should have more."

### C. Session 3

#### 1. Cognitive Functioning

a) Self Reflectiveness: Subject continues to have considerable capacity for self reflection. "I've looked at my downfalls. I look at how much, you know, to what extent I will get drunk, and you know, maybe this one time when I got loud and obnoxious with this guy, who knows, maybe that's going to be the drawing line for me to say ..... I won't let myself get that far again .... Well you know part of it is playing out a certain role that I .... feel about inside. You know, being Italian, looking at the Godfather III, there's part of me that feels there's a certain justice involved with having dealt with it .... Rather than live with the frustration of feeling like you're

being made fun of or used, I mean it's good for me to sometimes take a step, and gain what I feel I need for justice ..... I think all my life I've always had some sort of fantasy about doing things like that, or handling situations, even building them up after I've left them. Thinking about doing maybe violent acts and just imagining all kinds of things, but never doing anything about them."

"I'm too big. I can't shed some tears, or feel sad. I remember going on to wife about my dad, and how I felt. There was this big gap .... He was so set. I could never penetrate his shell."

"I try to open up, you know. Try to be aware of what's happening for the most part. But, you know, these things that happen to me when I get drunk, it's not always just anger. I mean I'll get stupid. Goofy, clown, like a clown. I clown around."

"Maybe it could be that I'm a frustrated painter. Maybe I want to be a painter. I don't know. I have problems facing the blank canvas..... I think I turned to pottery because of that. It was more technical. It was more crafty.... But still even on that level the..... creative aspect was hard.... I don't think I found an identity as an artist."

#### b) Uses of Defenses

i. denial: Subject seems to be aware that he is an angry man. He does not understand, however, why that would be. "I think all my life I've always had some sort of fantasy about.... handling situations, even building them up after I've left them, you know, thinking about doing maybe violent acts.... If I have a confrontation with somebody and go our separate ways, you know. And it's just a minor thing in traffic, ..... and you drive away, and you're driving away, and sometimes I continue to build the situation as to going unglued."

"It was anger at that point that night. That's what it was. It was anger. And that's how it came out .... Why would I be angry? Why would I have anger? And let's see, I don't know ..... I have ideas of why I could be angry. Partly is not having enough money. Partly is having to live in this type of world that we find ourselves."

In some ways, subject justifies his anger. "Rather than live with the frustration of feeling like you're being made fun of or used, I mean it's good for me to sometimes to take a step and gain what I feel I need for justice ..... If I have a confrontation with somebody and go our separate ways and it's just a minor thing in traffic ..... And you drive away, and you're driving away, and sometimes I continue to build the situation as to going unglued ..... Violence ..... Well, I think I'm very mellow in my approach to life. Most people normally would say that I'm pretty easy going."

In describing how anger and emotionality was managed historically subject says, "That's the M.O. around our house. Just trying to keep cool, under control"

Subject continues to deny his anger with his family and seems to have difficulty in feeling both his love and hate for his parents. "Everything wasn't perfect for me to grow up, but, you know, I forgive them for, at the same level I don't hold it against them, you know. I did it for awhile."

Subject continues to deny that he is an alcoholic and that he doesn't have control over his drinking. "I've looked at, I've looked at my downfalls. I look at how much, you know, to what extent I will get drunk. And you know maybe this one time when I got loud and obnoxious with this guy. Who knows, maybe that's going to be the drawing line for me to say, 'Well, you know I won't let myself get that far again.'"

c) Contented/Discontented: In trying to figure out why he would be so angry, subject says, "Partly it's having to live in this type of world that we find ourselves," It's unclear, however, what is so dissatisfying about this world.

## 2. Quality of Relatedness

a) Distance/Closeness: Subject's marriage continues to have alcohol as a major component. "I think my wife still feels like there's a problem ..... She just felt that I had to work on something ..... I think she saw the problem that's with me in general and she's sort of lumping me into a mold that she has preset for herself as the type of man that she normally gets involved with. Uh, somewhat of a loner, likes to drink, and then smoke pot now and then."

Subject feels that his wife really doesn't see him. "She thinks I'm like her dad. Well, what does that mean, you know? Well, I'm loud. He likes to drink .....She felt

she has had an obsessive relationship with a former boyfriend ..... So now I, she thinks after almost three years, suddenly now I'm getting roped into the same category, you know ..... Now suddenly a shift lately has gone from not seeing me as me to seeing me as part of her problem. That's been hard and that's what's caused the split."

"I remember going on to wife about my dad and how I felt. There was this big gap, you know. He was so set. I could never penetrate his shell ..... Usually by the time I get up there and put my car away, by the time we're together we enjoy each other's company. But once you start getting past a certain stage, what are you talking about? ..... There seems to be a generation of American fathers that are somewhat stiff upper lip."

b) Dissatisfaction/Satisfaction: Subject seems dissatisfied that he has gotten little support for his endeavors, but also pride in doing it alone. "I've always worked all my life since about 14 ..... It was sort of expected that I should work and I did cause I had a car and everything and I needed gas money and all these expenses and my parents didn't have a lot of money. So I was going to take care of myself ..... There wasn't anybody ..... I decided I wanted to be an artist ..... I mean nobody was saying 'Oh, you're real good. You're real talented.'"

"My wife, ..... I'm frustrated with my wife ..... she's supported me a lot as much money as I make, and she's stood right by me you know .... But now suddenly there's a shift lately has gone from not seeing me as me to seeing me as part of her problem." Subject seems pleased, however, that his wife has "made an appointment to come here." Subject's wife decided to make an appointment for psychotherapy for herself.

c) Dependency/Autonomy: There does not seem to be any evidence of subject's dependency. "I've always worked all my life, you know, since about 14 ..... It was sort of expected that I should work and I did so cause I had a car and everything and I needed gas money, and all these expenses. And my parents didn't have a lot of money so I was going to take care of myself." Nevertheless, subject continues to be stymied in his pursuit of his artistic endeavors.

### 3. Self Esteem

a) Desirable/Undesirable: Subject's wife felt that subject had problems to work out if the marriage was to continue. "She just felt that I had to work on something, you know, for us to be able to be together. And I think she saw the problem that's with me." Subject believes that wife wasn't happy with what she saw and would be willing to end the relationship. She saw that he was too much like "the type of man that she normally gets involved with," and she didn't like that.

b) Important/Unimportant: There is no evidence of this in this session.

c) Noticeable/Overlooked: Subject feels that his wife has categorized him and no longer seems him for who he really is. "[Wife] felt she has had an obsessive relationship with a former boyfriend ..... Suddenly now I'm getting roped into the same category .... Lately [she] has gone from not seeing me as me to seeing me as part of her problem. That's been hard." Subject says, "She's sort of lumping me into a mold that she has preset for herself, as the type of man that she's normally gets involved with. Somewhat of a loner, likes to drink and then smoke pot now and then."

d) Happiness/Unhappiness: Subject manifests a certain degree of self righteousness that he seems proud of. "You know there's part of me that feels there's a certain justice involved with having dealt with it .... You know, nobody's gonna take care of it for you. Rather than live with the frustration of feeling like you're being made fun of or used. I mean it's good for me to sometimes take a step and gain what I feel I need for justice."

However, subject does not seem satisfied with how he has been stymied in pursuing his art. "I don't think I found an identity as an artist ..... It could be that I'm a frustrated painter. Maybe I want to be a painter. I don't know. I have problems facing the blank canvas ..... Uh, painting pretty pictures or something wasn't good enough ..... I get overly involved with why I'm doing it so it's just hard to do. I think I turned to pottery because of that. It was more technical. It was more crafty .... but still even on that level ..... The creative aspect was hard. I don't think I found an identity as an artist that could just flow out."

Subject comments on his volatility, but it is unclear whether or not he is dissatisfied with that behavior. "I think all my life I've always had some sort of fantasy about doing things or handling situations, even building them up after I've left them, you know, thinking about doing maybe violent acts ..... If I have a confrontation with somebody and go our separate ways and it's just a minor thing in traffic ..... and you drive away, and you're driving away and sometimes I continue to build the situation as to, to going unglued."

#### D. Session 5

##### 1. Cognitive Functioning

a) Self Reflectiveness: Subject enters the session indicating he has attended and become part of a co-dependency group. He continues, self reflectively to talk about its importance to him. "And I never would have wanted to go to like a group therapy thing ..... But now that I've gone and I can incorporate people into my recovery then I'm just feeling like I can be more loving and social with people than I have in the past."

"Sometimes when I have these occasions like what got me in trouble this time, this incident with this guy you know, I can realize how that was a regression for me because I wasn't continuing to work on myself. It seems like I got to a point where I thought I felt fine ..... I didn't feel like I had any problems ..... Suddenly I was having some friends, some male friends I could go out with and fool around with and in doing so I started reverting back to these old ideas that I grew up with ..... Using alcohol a little too much and being in that sort of camaraderie situation. Alls I was doing ..... was reverting back to that behavior pattern that I used to be in."

"Well someday I feel that I have a lot of problems inside that I haven't been able to express or I haven't been able to deal with. I don't know if I need to express them in a certain way but it seems that there's a lot of anxiety and frustration because I don't have everything the way I'd like to have."

"I'm ready to move on ..... Allowing myself to drink every night if I want ..... Allowing myself to go out and if I'm out with people and if I feel like a beer I can have a beer ..... I don't go out gorging myself on meat and cheese but at the same

time if I feel like having a steak I'd like to have a steak knowing full well the full consequences of what I'm doing ..... I never thought of myself as an alcoholic."

b) Use of Defenses:

i. denial: Subject continues his awareness of being angry and adds to it an understanding of why he gets so angry. "I'll get angry at people who ignore me or put me down ..... There's a part of me that feels like if I didn't do anything and just felt ignored and just ignore him back then that wouldn't really be solving the problem ..... If you're a real man you should do something about it ..... I wasn't looking at the broader picture of he has problems and that's why he can't deal with recognizing me when he come into a room or something ..... I was taking it more from an egocentric point of view."

Subject continues to deny he's an alcoholic and that alcohol is a problem for him. "I don't think of it as a crutch ..... I feel like I've thought about the problem and I see the problem more as something else than something that's alcohol related." However, subject acknowledges alcohol as being a problem in his marriage and says, "There's part of us that haven't been real close because of this alcohol." Subject believes his use of alcohol can be within his control. "It's allowing myself to drink every night if I want ..... Life's too short to be thinking that meat is bad for you and fat and cheese ..... I don't go out gorging myself on meat and cheese but at the same time if I feel like having a steak I'd like to have a steak knowing full well the full consequences of what I am doing. And I think that if I have more problems and more problems and then it's going to be like, Oh my God, I'm eating steak, my liver's gone and other things. I mean that's a self destructive thing and I don't want to do that. But I think if I have my spiritual goals well enough I'll avoid all that."

c) Contented/Discontented: Subject sounds less angry and says he "can be more loving and social with people." Subject acknowledges that he has had a lot of anxiety and frustration "because I don't have everything the way I'd like to have." Subject says, he now feels "just aware of everything. The sun outside, the flowers growing, sounds, tasting, hearing, seeing. All my senses ..... a lot more increased." He goes on to say that this growing awareness of things will give him more "peace."

## 2. Quality of Relatedness

a) Distance/Closeness: Subject announces in this session that he has stopped drinking, although he has stopped drinking in the past.

In speaking of his wife, subject says, "I can see where the real biggest problem is gonna be, her acceptance of me and my ability to be who I want to be ..... In somebody's eyes it's an alcoholic or in denial or whatever, I still have a right to be me ..... And so .... there's this thing that's going on between us that we're starting to see each other as people we don't want to be with."

"There's still hope of having a child .... A lot of that dragging our feet about this whole thing the last couple of years .... We've barely been having sex anyway ..... So there's part of us that haven't been real close because of this alcohol."

"Well, we haven't decided on divorce or anything. We haven't even decided on separating ..... I can see her dependence on, co-dependency in these things and you know I start to feel like I'm a victim of a victim ..... I never thought of myself as an alcoholic."

b) Dissatisfaction/Satisfaction: Subject seems more dissatisfied with his wife particularly because of "her acceptance of me and my ability to be who I want to be." In addition subject says that he and his wife, "we're starting to see each other as people we don't want to be with." Subject believes that his wife has labelled him as an alcoholic and she can no longer see him clearly. She has had a history with alcoholics and subject says he feels like "I'm a victim of a victim ..... Every time I pick up a drink it's bringing up all these things of what happened to her in her lifetime ..... Geez .... I didn't ask for that."

c) Dependency/Autonomy: Subject continues not to manifest significant direct evidence in this category. However subject does indicate how important it is for him to be recognized and implies a dependency on that for well being. "I'll get angry at people who ignore me." It was that phenomenon that precipitated subject's out of control behavior in precipitating his crisis.



### 3. Self Esteem

a) Desirable/Undesirable: Subject has doubts about his wife's continuing interest in him. "The real biggest problem is gonna be, her acceptance of me .... There's this thing that going on between us that we're starting to see each other as people we don't want to be with."

It seems, however, that wife wants to have a child and wants subject to father the child for her. "She has a birthday coming up in March." Wife says, "Oh my God I'm getting old and I don't have children .... She wouldn't mind being a single mother and you know my gift to her would be the child."

b) Important/Unimportant: There is no evidence of this in this session.

c) Noticeable/Overlooked: Subject indicates his sensitivity to being overlooked. "I'll get angry at people who ignore me or put me down .... There's a part of me that feels like if I didn't do anything and just felt ignored, and just ignore him back then that wouldn't really be solving the problem .... If you're a real man you should do something about it."

Subject points out the effect of acknowledgement on his well being. In speaking of his co-dependency group, subject says, "You can see how you can just start taking responsibility for yourself .... And take all you feelings ..... and be allowed to feel how you want and do that with complete freedom at any of these meetings. If you want to stand up and scream and shout, I'm sure you could. So that's been very nice to have that exposure."

Subject doesn't perceive himself as an alcoholic. Because his wife is an adult child of an alcoholic he believes she has unjustly characterized him as an alcoholic and doesn't see anything else about him. "I can see her dependence on, co-dependency in these things going on and you know I start to feel like I'm a victim of a victim ..... I mean every time I pick up a drink, it's bringing up all these things of what happened to her in her lifetime .... Geez, I didn't ask for that .... You know, I never thought of myself as an alcoholic."

d) Happiness/Unhappiness: Subject seems to feel entitled to be any way he chooses and he seems to feel comfortable expecting his wife to accept him. "..... I can

see where the real biggest problem is gonna be, her acceptance of me and my ability to be who I want to be ..... In somebody's eyes it's an alcoholic, or in denial or whatever I still have a right to be me and I can be that to the best of my ability."

"When I look at what happened with that guy ..... I think I know why it happened ..... It's not sad, it's allowing myself to drink every night if I want .... and if I'm out with people and if I feel like a beer I can have a beer ..... Life's too short ..... I don't go out gorging myself on meat and cheese but at the same time if I feel like having a steak I'd like to have a steak knowing full well the consequences ..... And I think if I have more problems and more problems ... and my liver's gone, and other things, I mean that's a self destructive thing and, I don't want to do that. But I think if I have my spiritual goals well enough then I'll avoid all that." Subject seems to feel a confidence in his ability to control his drinking.

Subject seems resolved and free of guilt regarding his outburst of drunken rage. "When I look at what happened with that guy, it's not that bad, it's not that bad. So what, okay now I've done a lot of looking, searching why it happened. I think I know why it happened, and you know, I'm ready to move on ..... I'm perfectly happy to move on, just keep doing what I'm doing."

### Summary of Findings

Subject's cognitive functioning, in the first session was marked by a significant amount of self reflectiveness. There was little externalization of his difficulties although, defensively he seemed blind to why he was so angry. He denied being an alcoholic, even though his alcoholic use was part of his presenting problem. His relationship with his wife was distant with much dissatisfaction on her part. Subject's dissatisfactions were centered mostly around being overlooked. Subject's esteem was lowered, and he was feeling out of control and unfulfilled in his achievements.

In the third session, subject continues his self reflectiveness with additional information regarding his relationship with his father. He continues realizing his anger but with a continued lack of understanding of its meaning. His denial of alcohol being a problem for him also continues. In addition his relationship with his wife remains equally as distant although he is pleased she made an appointment for psychotherapy. Subject is dissatisfied, however, about his wife placing him in the same category as other alcoholics in her life, and seeing him as if he was one of those other men. Subject's esteem raises a bit with him feeling self righteous in handling insults to himself.

The fifth session marks the ending of the crisis with subject resolving it in two ways. He joined a co-dependency group and he stopped drinking. In this session subject seems less angry with added insight into what makes him angry. He continues his denial that he is an alcoholic, but rather feels, at this point, in control of his drinking. His marriage is still distant with divorce being mentioned for the first time. There is an increase in subject's esteem with a great deal of self satisfaction being evident.





