

itself, in the course of which the student – by the exemplary assistance of his professors, of course – strives to accomplish the *fragile balance* of his faculties?

Education and erudition is a risky process from the very beginning; it is so because the self-exceeding elevation to humanity lurking in the deep structure of is meaning may not follow a definitively fixed order of values and rules, but it may approach its objective only by continuous reflection. The essence of humanity itself is not, and cannot be, fixed this way, but it is born over and over again as an attempt of self-definition in the whirl of human existence. Thus, the “solution” to the crisis of the university and of the sciences and philosophy should not be sought in a severe way of research, built upon immovable evidences and methodologies, because these may offend the freedom of research, and this would have a domino-effect on the Humboldtian model of university. If the return to the original idea of the university could indeed be accomplished, it would be useless to point out new ways to be searched and desired.<sup>1</sup>

Translated by Emese G. Czintos

### **From Attachment Theories to Intervention Techniques in Psychotherapy**

Enikő Školka, *Teorii explicative, modele și tehnici de intervenție în psihologie clinică și psihoterapie* (Explicatory theories, models, and intervention techniques in clinical psychology and psychotherapy)

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“He hasn’t got the seven years at home” – elders say about children with no manners, or a rude teenager, usually blaming the parents for not having offered the child a befitting education. But is there indeed a relationship between a man’s childhood education and his later

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<sup>1</sup> Jörg-Dieter Gauger also agrees in emphasizing the importance of this for contemporary debates in his review written on Fehér’s book, “Bildung und Elite”. *Die politische Meinung. Monatsschrift zu Fragen der Zeit*, hrsg. von der Konrad Adenauer Stiftung, Nr. 462, 53. Jg., Mai 2008, pp. 76–78.

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behaviour? And if there is, is it identical everywhere? Is it characteristic of the human species, or is it influenced by the environment in which the child develops? These are questions which many scientists, and psychologists in the first place, have tried to answer though a large number of long-term studies undertaken in different periods of time, different cultures or subcultures.

The attachment pattern that the child develops from birth in a family environment seems to influence the relationship between the child's first years of life and his/her inadequate behaviour in adolescence. The investigation of such patterns of attachment lies at the basis of many attachment theories, a synthesis of which is offered by Enikő Školka in her work entitled *Teorii explicative, modele și tehnici de intervenție în psihologie clinică și psihoterapie* (Explicatory theories, models, and intervention techniques in clinical psychology and psychotherapy), published in Cluj-Napoca in 2006.

The work is structured in two distinct parts, the first: *Impactul relațiilor de atașament dintre părinte și copil asupra calității dezvoltării și adaptării copilului* (The impact of parent-child attachment relationships on the child's development and adaptation quality), and the second: *Pozitivism, idealism și realism critic în psihologia și psihoterapia modernă și postmodernă* (Positivism, idealism, and critical realism in modern and postmodern psychology and psychotherapy).

The first four chapters of part one present the reader with attachment theories in general. The second part moves on to a more complex level of psychology, by analysing the impact of various philosophical trends, such as positivism, idealism, or critical realism, on modern and postmodern psychology and psychotherapy.

In editing the work, the author accurately employed a critical apparatus peculiar to psychological writings, succeeding therefore to present the reader with a general overview of theories as well as theoreticians, with minute chronological references as well. This way the entire subject matter of the book, from the first to the last page, is completed with accurate information meant both to clarify and to offer starting points for further readings and also new research.

The first chapter entitled *Relația de atașament mamă-copil* (Mother-child attachment relationships) discusses a set of issues, including, but not limited to: the hypothesis that non-harmonic childhood attachment relationships lead to behaviour disorders, an idea initially supported by famous names in psychology, such as Freud, Bowlby, and Spitz, and confirmed by Becknith's 1990 studies; the fact that a mother-

child relationship deprived of attachment may have negative consequences manifested either by exaggerated love, or by revenge, indifference, inability of affective resonance, or self-reproach; or the description of monotropic patterns of attachment theoretically debated by Mary Ainsworth, and Bowlby, or polytropic views discussed by Lewis and Van Ijzendoorn.

Father-child attachment relationship is also scrutinized in chapter two of part one, suggestively entitled *Relația de atașament tată-copil* (Father-child attachment relationship), which emphasizes the father's role as facilitator of the child's responsiveness to the external world, with the help of games which researchers such as Paquette, Lamb, Pleck, or Charmo & Levine consider to stand at the basis of this relationship. At the same time, the analysis of father-child attachment also debates Prake & Colab's theory, as well as its criticisms, that the male parent has a role more important than the female parent in the socialization of the child's emotions, especially in controlling fury.

The author draws attention to the importance of contextualization of all attachment theories, underlining the differences in behaviour interpretation in two distinct cultures, Japanese and European, based on the studies of Kazuko, Behren, and Rothbaum & Katinuma. Thus, cultural values such as harmony, specific to Japanese culture, and autonomy, specific to European culture, determine different behaviour interpretations. The author concludes in chapter three of the first part of the book that "attachment is a universal phenomenon which appears in different ways depending on cultural practices and values, so that it fits the <<cultural boxes in which children must survive>>". In other words, one might say that, what some consider as the absence of "the seven years at home", others could accept as adequate behaviour. At the same time, the parents may sometimes be mistakenly blamed for their children's inadequate behaviour caused by insecure or disorganized attachment, as shown by the data analyzed in the fourth chapter of part one, entitled *Grupuri de copii și părinți care prezintă riscul formării unor relații de atașament caracterizate prin nesiguranță* (Parent-child groups under the risk of forming insecure attachment relationships). The "candidates" who present an increased risk in developing such forms of inadequate attachment are the children in the first place, especially those with neuro-biological risk factors, or those born prematurely, those having some chronic disease or deficiencies, and the abused. On the other hand, there are the parents of these children, including adolescent parents, and parents suffering from psychological disorders. Each of the

two elements being involved in attachment relationships is analysed in the last chapter of the first part.

While going through the first part of the book, the reader may clarify the issues regarding the possible causes of undesirable behaviours within our culture. In the second part, the emphasis is moved towards the analysis of epistemological ideas lying at the basis of the main trends of clinical psychology and psychotherapy, as well as their influence on therapy. In this attempt, the author manages to achieve a subtle interdisciplinary analysis.

Formalism, mechanicism, contextualism and organicism are those philosophical trends which may yield *Fundamental hypotheses regarding the functioning of the world*, as the title of the first chapter of part two suggests.

“Man is troubled not by the objects themselves, but by the way he sees those objects” – claimed Epictetus. The second chapter entitled *Objectivism, project of modernism. Constructivism, project of postmodernism* treats the impact of objectivism on the foundation of the traditional behaviourist and cognitivist paradigm, as well as that of constructivism on postmodern theories. At the same time, it also presents the types and evolution of cognitive behavioural forms of therapy and their representatives. With this approach, the author starts from the analysis of the discourse of stoicism, represented by, among others, Zenon, Cicero, or Seneca, and highlights the importance of subjective experience appearing in the phenomenological writings of Kant, Heidegger, and Jaspers.

The subject of the next chapter of part two is the varieties of forms of therapy influenced by constructivism. The fourth chapter, *Experience and therapy in a constructivist approach*, focuses on intervention techniques, stressing the “critical role of therapeutic relationship in initiating human transformation”. Other important topics discussed in this chapter include the strategies and techniques preferred by constructivist therapies, synthesized by R. A. Neimeyer, or the four fields identified by Guidano in which a constructivist therapist may face difficulties.

The fifth chapter introduces the four fundamental metaphors which constructivism uses to define psychotherapy: therapy as personal science, therapy as personal development, therapy as narrative reconstruction, and therapy as conversational elaboration. The same chapter also emphasizes the therapist’s role similar to that of a literary

critic, determined by the interpretation of the patient's narrative, which leads to the description of narrative therapies.

The nine chapters of part two emphasize the connections between positivism, objectivism, constructivism, and realism on the one hand, and psychoanalytic or psychodynamic, cognitive or behavioural, modern or postmodern psychotherapies on the other. Moreover, the author has succeeded in summarizing the theories that psychology employs, as well as the intervention techniques used in psychotherapy and determined by a therapeutic pertinence to a certain epistemology or paradigm. The criticism of postmodernism, especially the radical constructivism of psychology, has not been neglected either; it is included in chapter seven of the second part.

The analysis of the chapters of the last part reveals that the kind of therapy applied in psychotherapy is influenced both by the therapist's pertinence to a certain kind of epistemology which is also indebted to a certain kind of psychological trend, and by the therapist's experience, resulted from his/her value system; consequently, the therapist's relationship with his/her patient is influenced by all these aspects.

Enikő Školka's book, *Explicatory theories, models, and intervention techniques*, satisfies an expert's needs to reading and knowledge on psychotherapeutic trends, or the connections between philosophy and psychology. At the same time, it also responds to the information needs of psychologists, regardless of their pertinence to one trend or another, students, or academics of various disciplines which study the human being and his relationship to society. In addition, it may also be of interest for the general public interested in the explanation of certain behaviours or interdisciplinary connections.

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