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On the values and ideals of the psychoanalysts, studied with the David Liberman algorithm (DLA)

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I. Aims: to research the values and ideals into the psychoanalysts' discourse about his formation and practice.

II. Sample: 20 psychoanalysts (10 from Argentina and 10 from Mexico) with at least 10 years of experience. For this poster we will show the analysis of 4 cases, 2 for each country.

III. Instruments: To collect the material: a half-structured interview. To analyze the material: the David Liberman algorithm (DLA), which allows to systematically research libidinal drives and their corresponding values. The DLA permits to study narrated and enacted scenes and the values contained there. Narrations allow to infer two kind of implicit and explicit values: leader's and speaker's. Enacted scenes allow to infer just the speaker's values.

### IV. Summary and analysis of the 4 cases

#### IV.1. Case I Argentina

##### IV.1.1. Narrated scenes

Narrations on the features of the leader allow to infer two kinds of values. The main positive values were abstract thinking (O1), justice (A1) and social solidarity (A2). The negative ones were the monetary interest (IL), treason (A1) and dogmatism (A2). The speaker's position regarding the leader was to accompany an ambitious (UPH) and very clever (O1) person. But she felt that she suffered a treacherous action from the leader (A1).

##### IV.1.2. Enacted scenes

Among them, self interrupted sentences, warning phrases, omens, advice, pet words, prevailed. These speech acts showed the relevance of an UPH value (ambition and dignity) but having a negative manifestation. That is to say, the interviewee's position could not coincide with her ideal.

#### IV.2. Case 2. Argentina

##### IV.2.1. Narrated scenes

The interviewee referred to the institutional leaders having a positive value (in the field of writings and working) but also a negative one (being seductive and with a monetary interest). To write and to work were at the service of monetary success. To write and work correspond to an A2 value, seduction pertains to GPH and the monetary interest, to IL, which is dominant. Concerning himself, the interviewee stressed the relevance of the professional working (A2) instead of a seductive attitude (GPH).

##### IV.2.2. Enacted scenes

During the interview the subject resourced to 1) histrionic sentences, exaggerations, etc. and 2) references to concrete facts, causal links, adversative sentences, etc. Speech acts 1 correspond to GPH. Speech acts correspond to A2. That is to say, the interviewee

enacted some scenes like those he attributed a positive value (those corresponding to A2) but also like those he criticized (the corresponding to GPH) in his narrations.

### IV.3. Case 3 Mexico

#### IV.3.1. Narration level

The interviewee conducts a postgraduate career. She criticized the other leaders because of their excessive dependence on the central power and because they appear as the only depositary of psychoanalytic thinking. She also criticized the authors that thought that Lacan had an answer to all the problems that the philosophers could not resolve. These authors had a negative position in an O1 value, that is to say, in the abstract thinking. Other negative values attributed to the leaders were political ideologization (A1), dogmatism, moral posture (both corresponding to A2), lack of autonomy and the tendency to give advice (both corresponding to UPH). The positive values attributed to the leaders were audacity, continence (both corresponding to UPH) and to be funny and tender (both corresponding to GPH). The interviewee described herself as being continent and audacious (UPH).

#### IV.3.2. Speech acts level

The interviewee resorted to 1) quoting other's opinions (A2), 2) supporting her statements in her mentors's advice (UPH), 3) appeal to sentences having an aesthetic impact (GPH) and a consensual acceptance in her group (A2). Among her speech acts, quotations of other opinions and being supported by her mentors' advice were prevalent. In consequence, the majority of the enacted scenes corresponded not to the positive values she described in her narrations but to the negative ones. Quoting other opinions matched moral posture, and supporting the own opinions according to the mentors' advice coincided with lack of autonomy and not with her self-description (being continent and audacious). Only GPH speech acts, like exaggerations, metaphoric comparisons, etc, that corresponded to the tendency to provoke an aesthetic impact, matched the positive values she described in her narrations concerning the leaders. But GPH speech acts had just a complementary function in her discourse.

### IV.4. Case 4 Mexico

#### IV.4.1. Narration level

The interviewee referred to the group she conducted and its relation with the other ones. She stated that her group was not accepted by the national authorities of an international institution and described the vicissitudes and efforts done aiming at being recognized by the official authorities. She criticized the leaders of the official local group because of their superficiality and the appeal of the established knowledge without originality. The opposite (positive) value, attributed to herself and her group, consisted of the permanent updating and their emphasis in the deep knowledge of the unconscious. Both values (the negative and the positive ones) correspond to A2 and are connected with knowledge (either correct or incorrect) and institutional hierarchies (one having formal power and the other creativity and autonomy). The interviewee described herself as a representative of the positive values and the guarantee of this legacy.

#### IV.4.2. Speech acts level

The interviewee permanently referred to concrete facts and to a consensual knowledge (A2) and appealed (as a complement) to an histrionic language and to examples (both corresponding to GPH). The most important type of enacted scenes were A2. Taking into account the interviewee's set of values, these A2 enacted scenes had two different versions: 1) the positive one (description of concrete facts) and 2) the negative one

(references to a consensual knowledge), which is prevalent. In consequence, she simultaneously appeared as a member of the group and values she criticized and as a representative of the group she praised and its corresponding values.

V. Discussion

V.1. On the plurality of values and their combination in the same interviewee

In all cases the same value has a positive and a negative version, but the concrete narrations showed that not always when one of the two versions of a value (i.e., the negative one) is manifest, the complementary one (in that case, the positive one) is too. Sometimes it is necessary to appeal to an inferential way to arrive at this conclusion. In the narrated scenes, among the concrete positive values appeared deep knowledge of the unconscious, work, effort, commitment, solidarity, audacity. Among the negative values, monetary interest, ideological politization, treason, false appearance (masked as a seductive attitude) were relevant.

The already mentioned explicit positive and negative values (appearing in the narrated scenes) were not necessarily coincident with those noticeable in the interviewees' enacted scenes. The analysis of the enacted scene showed that sometimes the value manifested in facts differed from the explicitly recognized. Sometimes the scene enacted by the interviewee showed that he occupied a negative value in the scale he described in the narrated scenes:

Besides, not always the outcomes of the study of both narrated scenes (those referred to the institutional leaders and those corresponding to the interviewee) matched. The analysis of these scenes allows to infer that sometimes value differs from one to the other, and that sometimes the same value has a different version (positive or negative) in them.

V. 2. Comparison between the narrated and enacted scenes of the 4 cases

In the narration level of analysis, two different types of values appeared, respectively attributed to the leader and to the speaker. The differences among the values corresponded either to both characters (leader and speaker), or to their content (i.e., solidarity and audacity are two different value's contents) in the same character or to their positive or negative state (having the same content) in one or in both characters. Instead, in the speech acts level, just certain differences in the content and its state corresponding to an unique character (the speaker) can be detected. The comparison of the various contents and states appearing in the characters already mentioned shows that in each interviewee complex combinations can be detected (Table I). It is noticeable that sometimes the same character had the two states (positive and negative) of the same value.

Table I

| Narration  |  | Speech acts            |
|--|--|------------------------|
| Leader   | Speaker  |                        |
| Case I   | Case I   | Case I                 |
| <b>Positive</b><br>O1<br>A1<br>A2<br><b>Negative</b><br>IL<br>A1<br>A2 | <b>Positive</b><br>UPH for O1<br><br><b>Negative</b><br>A1 | <b>Negative</b><br>UPH |

|   |                        |  |
|---|------------------------|--|
| Case II   | Case II                | Case II  |
| <b>Negative</b><br>IL<br>A2<br>GPH                                      | <b>Positive</b><br>A2  | <b>Positive</b><br>A2<br><b>Negative</b><br>GPH            |
| Case III  | Case III               | Case III   |
| <b>Positive</b><br>UPH<br>GPH<br><br><b>Negative</b><br>A1<br>A2<br>UPH | <b>Positive</b><br>UPH | <b>Positive</b><br>GPH<br><br><b>Negative</b><br>A2<br>UPH |
| Case IV   | Case IV                | Case IV  |
| <b>Positive</b><br>A2<br><br><b>Negative</b><br>A2                      | <b>Positive</b><br>A2  | <b>Positive</b><br>GPH<br><br><b>Negative</b><br>A2        |

Table I  
Narration  
Leader

Speaker

Speech acts

Case 1  
Positive  
O1  
A1  
A2  
Negative  
IL  
A1  
A2

Positive  
UPH for O1  
Negative  
A1

Negative  
UPH

Case 2  
Negative  
IL  
A2  
GPH

Positive  
A2

Negative  
GPH  
Positive  
A2

Case 3  
Positive  
UPH  
GPH

Positive  
UPH

Negative  
A2  
UPH

Negative

Positive

A1  
A2  
UPH

GPH

Case 4  
Positive  
A2  
Negative  
A2

Positive  
A2

Positive  
GPH  
Negative  
A2

The Table I allows to see certain combinations. In Cases 3 and 4 the leader's and speaker's positions in narrated scenes were in harmony, and in both cases the values were positive. In Cases 1 and 2 the values of leader and speaker did not coincide. Case 1 showed a complementary position between leader and speaker: she accompanied (UPH) a clairvoyant genius (O1), who betrayed (A1) the speaker. Instead, Case 2 confronted his own position with certain features of the leaders. He had the same values, but in the leaders the prevalent speaker's value (A2) appeared at the service of the other ones, that were negative.

Besides, in the speech acts level it is possible to notice that Case 1 had a prevailing dysphoric position (avoidant), while in the Cases 2, 3 and 4 two simultaneous positions coexisted, the positive and the negative ones.

Cases 1 and 2 attributed the positive and the negative values to their own leaders. Instead, Cases 3 and 4 distributed the positive and negative values in different groups: the one in which they participated (positive value) and their exogenous antagonist (negative value).

In consequence, Cases 1 and 2 described conflicts in all the groups and Cases 3 and 4 referred to the conflicts between their own group and the other ones. This difference can be attributed to the fact that Cases 1 and 2 did not hold a hierarchical position in their institutions, and Cases 3 and 4 led the group where they participated.

### Conclusions

In each interviewee a complex combination among different values and their states are noticeable. Some of the values corresponds to the more declarative and explicit level, and some other can be inferred by the interviewee's enacted scenes. Especially the negative value for the speaker's position in the enacted scenes allow to infer certain traits of the speaker that can influence in his institutional and clinical activity.