

PSIHOTERAPIJA OVISNIKA O KOCKI U STUDENTSKOM SAVJETOVALIŠTU-PSIHODINAMSKO RAZUMIJEVANJE

/ PSYCHOTHERAPY OF GAMBLING ADDICT IN STUDENT COUNSELLING- PSYCHODYNAMIC UNDERSTANDING

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SAŽETAK/SUMMARY

Razdoblje studiranja podudara se sa završetkom adolescentnog razvoja u kojem mladi rezolucijom procesa druge separacije – individuacije završavaju vlastitu tranziciju iz djetinjstva u odraslu dob. Posebnost toga životnog razdoblja određena je formiranjem odrasle osobnosti u kojem posebnu ulogu ima uspješnost suočavanja i ovladavanje iskustvima separacije. U skladu s time u tom razdoblju vrlo nepovoljno značenje imaju separacijska iskustva koja mogu potaknuti pojavu simbiotsko-ovisničkih potreba i s njima povezanih strahova. Nemogućnost suočavanja i ovladavanja tim iskustvima može dovesti do zastoja u razvoju mladih na putu njihova odrastanja, odnosno individualizacije. U prikazu slučaja može se dobiti uvid kako je iskustvo separacije, odnosno prekid emocionalne veze potaknuo regresivne tendencije i pojavu ovisnosti o kocki. U skladu s time prikazan je proces u kojem je ponovno pronalaženje objekta u „prijelaznom prostoru“ psihoterapijske seanse dovelo do ponovnog uspostavljanja narušene narcističke ravnoteže i time do mogućnosti suočavanja i ovladavanja ranim iskustvima gubitka koji su stajali na putu realizacije razvojnih zadataka definiranih procesom druge separacije – individuacije.

/ Becoming a university student coincides with the end of adolescent growth, when young people complete their transition from childhood to adulthood by resolving the process of second separation-individuation. The uniqueness of this period of life is in the formation of an adult personality in which a special role is played by the success of coping and mastering the experiences of separation. Accordingly, separation experiences can encourage the emergence of symbiotic-addictive needs as well as fears that occur and are very harmful in this period. The inability to cope with and master these experiences can lead to a stagnation in the growth of young people in their upbringing or individuation. Through the presentation of a case, we provide insight into how the experience of separation, i.e. the severance of an emotional connection, stimulated regressive tendencies and encouraged the emergence of gambling addiction. Accordingly, the process in which retrieving the object in the "transitional space" of the psychotherapy session led to the restoration of disturbed narcissistic balance. As a result of this, the possibility of coping and mastering early experiences of loss that stood in the way of realization of developmental tasks is defined by the second separation individuation process.



KLJUČNE RIJEČI / KEY WORDS

psihoanalitička psihoterapija / *psychoanalytic psychotherapy*, studentsko savjetovalište / *student counseling center*, postadolescencija / *post-adolescence*, ovisnost o kocki / *gambling addiction*, separacija – individuacija / *separation-individuation*

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UVOD

Pitanje s kojim se često susrećemo u našem psihoterapijskom radu unutar studentskih savjetovališta jest koliko primjenom vremenski ograničene psihoterapije možemo biti učinkoviti u rješavanju problema s kojima se studenti susreću u realizaciji vlastitih akademskih i razvojnih zadataka. Također, važno je pitanje koliko posebnost našeg psihodinamičkog razumijevanja studentove patologije, u kojem je naglasak na stjecanju uvida o ranim nepovoljnim i traumatskim razvojnim iskustvima i njihovu značenju u realizaciji aktualnih razvojnih zadataka, umjesto na nuđenju emocionalne potpore i konkretnih rješenja putem savjetovanja, može imati pozitivne posljedice za izgradnju psihičkih struktura važnih u razvoju osobnosti koje omogućuju mladima da sami vlastitim snagama izgrađuju odraslu psihičku autonomnost. Upravo psiho-

INTRODUCTION

A question we often encounter in our psychotherapeutic work in student counselling is how effective can we be by applying time-limited psychotherapy in solving the problems that students encounter in the realization of their own academic and developmental tasks. The question of our psychodynamic understanding of student pathology and how special it is also represents an important question. The emphasis is on gaining an insight into early adverse and traumatic development experiences and their significance in the realization of current developmental tasks. Instead of offering emotional support and concrete solutions through counselling, these insights can have positive consequences for building psychic structures that are important in personality development, which allows young people to form an adult psychic autonomy on their own. It is the psychotherapeutic

terapijska usmjerenost na posebnosti procesa druge separacije – individualizacije u razumijevanju poteškoća zbog kojih se studenti obraćaju studentskom savjetovaštvu daje neizravnu poruku tim studentima da ne podupiremo njihovu pasivnu ulogu koja im je poznata i na koju su naviknuti tijekom studija, nego da tražimo njihovo aktivno sudjelovanje u rješavanju vlastitih problema odrastanja (1, 2). Nuđenje takve aktivne uloge u psihoterapijskom procesu daje tim studentima mogućnost da steknu iskustvo vlastite sposobnosti da se nose s problemima koje donosi stvarni svijet odraslih. Zapažanja su da se takvim pristupom u kojem se fokus rada pomakne s konkretnog stvarnog problema na emocionalne potrebe koje taj problem prekriva čak i u uvjetima ograničenog broja seansi mogu postići pozitivni terapijski učinci (3).

Tijekom studiranja studenti se osim s prilagodbom na nove akademske uvjete suočavaju i sa zahtjevima realizacije razvojnih zadataka kasne adolescencije i postadolescencije. Naime, razdoblje studiranja za studente je zadnji korak na putu njihova odrastanja. Ti razvojno definirani zadatci iziskuju od mladih da se suoče i ovladaju velikim promjenama ne samo u vanjskom nego i u unutarnjem svijetu. Upravo su te promjene na koje se moraju prilagoditi za njih velik izazov i mogu voditi do neuspjeha na području ostvarenja njihovih akademskih kao i razvojnih zadataka.

focus on the specifics of the second separation-individuation process in understanding the difficulties that students address in student counselling that gives an indirect message to these students not to support the passive role they have become familiar with during their studies but to seek their active participation in solving their own development problems (1, 2). Being offered such an active role in the psychotherapeutic process gives these students the opportunity to gain an understanding of their own ability to deal with the problems brought on by the real world of adults. It has been observed that such an approach in which the focus of the work shifts from the concrete problem to the emotional needs that that problem covers can achieve the expected positive therapeutic effects, even if the number of sessions is limited (3).

During their studies, students not only have to adapt to new academic conditions but also have to face the developmental tasks of late adolescence and post-adolescence. For students, this period represents the last step on the path of their growing up. These developmentally defined tasks require young people to face and cope with major changes not only in the external but also in the internal world. It is precisely these changes to which young people have to adapt that represent a great challenge for them and can lead to failure in the field of achieving their academic as well as developmental tasks.



RAZVOJNA DOB

Za razumijevanje događanja u tom razvojnom razdoblju posebnu važnost za Blosa (4) ima stjecanje psihološke autonomnosti koje je uvjetovano uspjehom realizacije razvojnih zadataka definiranih procesom druge separacije – individuacije. Polazeći od zapažanja Margaret Malher o važnosti odnosa majka i djeteta u najranijem razvoju tijekom procesa prve separacije – individuacije, on je smatrao da u doba adolescencije mladi prolaze isti proces koji je definirao kao proces druge separacije – individuacije. U odnosu na dijete koje se tijekom najranijeg razvoja u prve tri godine treba *fizički odvojiti* od majke internalizacijom ranih iskustava iz tog odnosa i izgraditi stabilan i siguran svijet unutarnjih objekta koji omogućuju prihvatanja fizičke odvojenosti od majke, jednako tako adolescent se mora *psihički odvojiti* od roditelja napuštanjem njihovih prethodno internaliziranih idealnih slika i izraditi nove psihičke strukture koje će mu omogućiti razvoj psihičke autonomnosti na putu prema odraslosti.

Tijekom adolescencije taj proces druge separacije – individuacije prate krize koje su povezane s napredovanjem mladih prema psihološkoj autonomnosti. U tom razdoblju definiranom iskustvom psihičkog odvajanja mlada osoba suočena je s procesom žalovanja. U

DEVELOPMENTAL AGE

The acquisition of psychological autonomy, which is conditioned on the success of the realization of developmental tasks defined by the process of the second separation-individuation, is of special importance for Blos in understanding the events in the developmental period (4). Starting from Margaret Malher emphasized about the importance of the mother-child relationship in the earliest stages of the first separations of individuation and believed that young people go through the same process during adolescence, which she defined as the second separation-individuation. As a child who should be *physically separated* from the mother during the first three years by internalizing early experiences from this relationship and build a stable and safe world of internal objects that enable the acceptance of the physical separation from the mother, the adolescent must *psychologically separate* from parents by leaving behind their previously internal ideal images and at the same time create new mental structures that will enable them to develop psychological autonomy on the path to adulthood.

During adolescence, this process of second separation-individuation is accompanied by crises associated with the progress of young people toward psychological autonomy. During this period, defined by the experience of psychological separation, the young person is faced with a grieving process. In this process of separation, according to Bowlby's descrip-

tom procesu odvajanja, u skladu s opisom Bowlbyja (5), mlada osoba prolazi kroz tri faze, i to pobune, tugovanja i na kraju prihvaćanja odvajanja. U skladu s time u procesu druge separacije – individuacije glavni je problem mladima suočavanje i ovladavanje osjećajima povezanim s prvim korakom; suočavanjem s vlastitim agresivno-destruktivnim pulzijama i pojavom strahova od moguće psihičke dezintegracije.

Za prevladavanje te situacije potreban je svemoćni „dobar“ objekt koji će omogućiti suočavanje sa svim tim zastrašujućim iskustvima koja stoje na putu realizacije procesa odvajanja.

Osim suočavanja s vlastitim agresivno-destruktivnim pulzijama, mlade osobe trebaju se suočiti i ovladati ambivalentnim tendencijama koje iskustvo odvajanja donosi. Ta ambivalentnost izražena je u težnji za samostalnošću i u težnji za realizacijom simbiot-sko-ovisničkih potreba. U tom događanju poseban napor usmjeren je protiv pasivno-ovisničkih tendencija koje potiču osjećaje nemoći i bespomoćnosti i mnoge obrambene aktivnosti mladih.

Važnost je tog procesa druge separacije – individuacije u adolescentnom razvoju u tome što uspješno suočavanje i ovladavanje iskustvima odvajanja i njima potaknutim procesima dovodi do uspješnosti procesa individuacije, odnosno do oblikovanja identiteta mlade

osobe (5), the young person goes through three stages: rebellion, grief, and finally acceptance of separation. Accordingly, the main problem for young people in the process of the second separation-individuation is coping with and mastering the feelings associated with the first step; coping with one's own aggressive-destructive drives and the emergence of fears of possible psychical disintegration.

An omnipotent "good" object is required to overcome this situation, as it will allow facing and mastering all those frightening experiences that stand in the way of the realization of the separation process.

In addition to coping with their own aggressive-destructive drives, young people need to face and master the ambivalent tendencies that the experience of separation brings. This ambivalence is expressed, on the one hand, in the pursuit of independence and on the other in the pursuit of the realization of symbiotic-addictive needs. In this event, special effort is directed against passive-addictive tendencies that stimulate feelings of powerlessness and helplessness and as such encourage many defensive activities in young people.

The importance of this process of second separation-individuation in adolescent development in successfully coping with and mastering the experiences of separation and the processes stimulated by them leads to a successful process of individuation and therefore to shaping the identity of the young person. The result



osobe. Rezultat je tog procesa konsolidacija funkcije ega, razvoj sustava vlastitih interesa, vrijednosti i uvjerenja. Investicije koje su u djeteta bile centrirane na roditeljske idealizirane reprezentacije sad se okreću prema vlastitoj reprezentaciji, odnosno *selfu* koji postaje središnji dio osobnosti. Uspješnost toga procesa individuacije zasniva se na uspješnosti procesa separacije, odnosno uspješnosti napuštanja ranih internaliziranih idealiziranih slika roditelja kroz proces žalovanja čime je omogućena izgradnja vlastitih psihičkih struktura važnih u daljnjem razvoju odrasle autonomne osobnosti. Stoga se adolescent u procesu odrastanja osvrće unazad, u prošlost u kojoj nalazi mnoga traumatska iskustva s kojima se mora suočiti i njima ovladati, a druga separacija – individuacija predstavlja rekapitulaciju prethodnih veza s roditeljima (6, 7).

PROBLEM OVISNOSTI

Ovisnost je primarno iskustvo koje svi mi od rođenja doživljavamo s majkom (8). Polako s osobnim rastom i razvojem ojačavaju potrebe za uspostavom kontakata s drugim osobama i ujedno stjecanje vlastite autonomije. Na putu izgradnje vlastite autonomnosti dijete se suočava sa strahovima koji predstavljaju posljedicu suočavanja s iskustvima novoga i nepoznatoga bez zaštitne mreže koju su prije činili rodi-

of this process is the consolidation of the function of the ego and the development of a system of self-interests, values, and beliefs. The investments that were centered on parental idealized representations in childhood now turn to their own representation, i.e. the self that becomes the central part of the personality. The success of this individuation process is based on the success of the process of separation, i.e. successfully abandoning the early internalized idealized images of parents through the grieving process, which enables the construction of a person's own psychological structures important in the further development of an adult autonomic personality. In so far as the adolescent looks back to the past in the process of growing up, they find many traumatic experiences that they have to face and master. Hence, the second separation-individuation represents a recap of previous relationships with parents (6, 7).

THE PROBLEM OF ADDICTION

Addiction is the primary experience we all have with our mother from birth (8). Slowly, with personal growth and development, a growing need emerges to establish contacts with other people and at the same time gain own autonomy. On the way to building its own autonomy, the child faces fears that are a consequence of facing the experiences of the new and unknown without the protective network that parents used to form. To that extent,

telji. Zato je nalaženje prave udaljenosti od objekta i ravnoteže između ovisnosti i neovisnosti važan zadatak u adolescenciji. Naime, u tom razdoblju ovisnost potiče pojavu ambivalentnih tendencija uz pojavu potreba za zadovoljenjem tih simbiotsko-ovisničkih tendencija i obranu od njih (8). Pojava ambivalentnih osjećaja povezanih s potrebama za ovisnošću o vanjskim objektima izaziva mnoge unutarnje konflikte i boli povezane s narcističnom povredom povezanom s tim potrebama koje mogu destabilizirati ionako nesigurnu narcističnu ravnotežu mlade osobe. Stoga razni oblici ovisničkog ponašanja imaju funkciju bijega od mogućeg suočavanja s tom boli ili njenog ublažavanja. U tom scenariju oblici ovisničkog ponašanja predstavljaju rezultat obrane u nastojanju da se ovlada anksioznim stanjima proizašlim iz iskustava bespomoćnosti i ograničenosti povezanim s realizacijom simbiotsko-ovisničkih potreba i ujedno da se zaštiti nesiguran osjećaj vlastitog identiteta od moguće dezintegracije.

To razdoblje adolescentnog odrastanja karakteriziraju iskustva gubitaka postojećih granica *selfa* i postupno stvaranje novih u okviru vlastitog identiteta. Mlada osoba konfrontira se s vlastitom slikom idealnog ega, koji je tijekom adolescentnog razvoja trebao poprimiti konture stvarnosti. Adolescentno odrastanje koje je praćeno formiranjem odraslog identiteta iziskuje deidealiza-

finding the right distance from the object and the balance between dependence and independence is an important task in adolescence. In this period, addiction encourages the emergence of ambivalent tendencies through the emergence of needs to satisfy these symbiotic-addictive tendencies and defend against them (8). The emergence of ambivalent feelings associated with the need for dependence on external objects causes many internal conflicts and pain associated with the narcissistic injury, which is associated with those needs that can destabilize the already insecure narcissistic balance of a young person. Therefore, various forms of addictive behavior have the function of escaping from possibly coping with or alleviating the pain. In this scenario, forms of addictive behavior are the result of defense in an effort to control anxiety resulting from experiences of helplessness and limitations associated with the realization of symbiotic-addictive needs, and at the same time to protect the insecure self-identity from possible disintegration.

This period of adolescence is characterized by experiences of losing existing self-boundaries and gradually creating new ones within the framework of one's own identity. A young person is confronted by their own image of the ideal ego, which should have taken on the contours of reality during adolescent development. The adolescent that is growing up, which is accompanied by the formation of an adult identity, requires de-idealization,



ciju, odnosno napuštanje dječjih iluzija svemoći. Taj se proces odražava u poteškoćama s kojima se studenti susreću tijekom studija u vidu pojave anksioznih i depresivnih stanja praćenih pojedinim somatskim simptomima. Te se poteškoće posebno mogu prepoznati u vrijeme približavanja završetku studija kada se studenti trebaju suočiti sa zahtjevima stvarnosti donoseći odluke koje će odrediti daljnji život i ujedno s napuštanjem prethodne zaštite i ovisnosti o roditeljima. U tom događanju možemo prepoznati njihovo odrastanje koje zahtijeva suočavanje i ovladavanje iskustvima ograničenja koje donosi stvarnost i ujedno napuštanje prethodne svemoći koje nije bezbolno (9, 1, 10).

U tom razdoblju tranzicije mlada osoba konfrontira se s vlastitim slikama (ego, ideal) odraslosti u kojima su osobe sigurne, jake, samostalne i čvrste, dok je doživljaj vlastitog identiteta nesiguran i nestabilan. Razdoblje studiranja vrijeme je aktivnog istraživanja i razvijanja vlastitih kompetencija koje su nositelji budućih projekata, ali može predstavljati i pasivno povlačenje pred nadolazećim promjenama. To razdoblje može biti mjesto „parkiranja“, pri čemu je produženje studiranja način da se odgodi trenutak realizacije i potvrde sebe u vanjskom svijetu (11). Zato u tom razdoblju mlade osobe osciliraju između potrebe za ovisnošću i njezine negacije u čemu posebnu važnost ima socijalna potpora

that is, abandoning childhood illusions of omnipotence. This process is reflected in the difficulties that students encounter during their studies in the form of the occurrence of anxiety and depressive states, accompanied by certain somatic symptoms. These difficulties can be especially pronounced at when the time the end of their studies approaches and students have to face the demands of reality by making decisions that will determine their future lives, while at the same time leaving the previous position of protection and dependence on parents. In this period, we can recognize that growing up requires coping and mastering the experiences of limitations brought about by reality and at the same time simply abandoning their earlier omnipotence (1, 9, 10).

During this period of transition, a young person is confronted by his own vision (ego ideal) of adulthood in which people are secure, strong, independent, and firm, while the experience of their own identity is insecure and unstable. The student period represents a time of active research and development of one's own competencies that are the foundation of future projects, but it can also represent a passive retreat before the upcoming changes. This period can be a place of "parking", where extending one's studies is a way to delay the moment of realization and self-affirmation in the outside world (11). Hence, in this period young people oscillate between the need for addiction and its negation, in which social support from other people import-

drugih, njima važnih osoba. U proradi tih stanja oživljavaju se ostaci traumatskih doživljaja iz djetinjstva koji se nastavljaju na aktualna iskustva u realizaciji razvojnih zadataka. Mogućnost prorade tih ostataka traumatskih iskustava ovisi i o snazi pojedine osobe da se nosi s anksioznošću koju ta iskustava potiču. Ukoliko se osoba ne može nositi s takvim iskustvima koja su praćena osjećajima nemoći i bespomoćnosti te aktivira različite mehanizme obrane. Jedan vid obrane nalazimo u patološkim oblicima ovisničkog ponašanja u kojem možemo prepoznati manično negiranje traumatskog iskustva odvajanja. Tim obrambenim ponašanjem nastoje se izbjeći osjećaji praznine, nemoći, bespomoćnosti, ostavljenosti i samoće te ujedno sačuvati postojeću razinu samopoštovanja. Osobe s tim obrambenim ponašanjem pokazuju nemogućnost suočavanja i ovladavanja ranim traumatskim iskustvima odvajanja i pokazuju posebne poteškoće u suočavanju i ovladavanju iskustvima stvarnog ili mogućeg gubitka ili napuštanja. U osnovi tih poteškoća suočavanja i ovladavanja iskustvima stvarnog ili mogućeg odvajanja, odnosno tugovanja za gubitkom važnih objekata koji su nositelji sigurnosti i vrijednost u sadašnjosti nalaze se problemi suočavanja s ranim traumatskim iskustvima i ovladavanja njima, odnosno problemi napuštanja prošlosti koji su i dalje prisutni u sadašnjosti (9). U takvim okviri-

ant to them is of special importance. In processing of these conditions, the remnants of traumatic experiences from childhood are revived, which rely on current experiences in the realization of developmental tasks. The ability to work through these remnants of traumatic experiences also depends on an individual's strength in dealing with the anxiety that those experiences evoke. If a person cannot cope with such experiences that are accompanied by feelings of inability and helplessness, they will employ various defense mechanisms. One form of defense is found in pathological forms of addictive behavior, in which we can recognize manic denial of the traumatic experience of separation. This defensive behavior seeks to avoid feelings of emptiness, inadequateness, helplessness, abandonment, and loneliness, while preserving the existing level of self-esteem. With this defensive behavior, these individuals show an inability to cope with and master early traumatic experiences of separation and as such show particular difficulty in coping with and mastering experiences of real or possible loss or abandonment. Underlying these difficulties of coping and mastering the experiences of real or possible separation, or grief for the loss of important objects that are carriers of security and value in the present, are problems with coping and mastering early traumatic experiences or problems with moving on from the past, which are still present (9). Within such a framework, we can understand the behavior of young gambling addicts



ma možemo razumjeti ponašanje mladih osoba ovisnih o kocki kojima oni nastoje uspostaviti i održati narušenu sliku vlastite infantilne svemoći.

Potreba za igrom stalno je prisutna tijekom ljudskog postojanja, no u našem vremenu ona se ponajprije povezuje s djetinjom dobi. To je međuprostor u kojem se stvara simbolička stvarnost važna za razvoj jezika i kreativnosti (12). Caillois (13) klasificira igre na temelju četiriju elemenata: *agon*, *alea*, *mimicry* i *ilinx*. *Agon* ili suparništvo element je u igri karakteriziran konfrontacijom sposobnosti igrača; *alea* ili slučajnost vrsta je igre u kojoj se ne može kontrolirati rezultat ili sudbina racionalnim sredstvima; *mimicry* odnosno maska ili maskiranje igra je u kojoj igrač stavlja masku i pretvara se u nešto drugo od realnosti i *ilinx* ili vrtoglavica, odnosno igra koja tjelesno uzbuđuje, zavodi i mami. Dakle, sve igre nisu iste, njihov odabir ovisi o strukturi osobnosti i imaju drugačiju funkciju u ekonomiji osobnosti. Kao što se događa u ovisnostima prouzrokovanim različitim supstancijama ili ponašanjima, ono što je ključno u odabiru vrste ovisnosti jest struktura osobnosti. Ovisničkim ponašanjem pojedinac popunjava prazninu koju stvaraju nezadovoljenje potrebe. Za razumijevanje problema ovisnosti o kocki kao i drugim vidovima ovisnosti važno je znati koje su nezadovoljene potrebe i konflikti povezani s njima u osnovi ovisničkog ponašanja tih osoba.

through which they seek to establish and maintain a distorted image of their own infantile omnipotence.

The need for play has always been present in humans, but it has been primarily associated with childhood in modern times. As such, it represents a transitional space in which a symbolic reality important for the development of language and creativity is created (12). Caillois (13) classifies games based on four elements: *agon*, *alea*, *mimicry*, and *ilinx*. *Agon* or rivalry is an element in the game characterized by the confrontation of player abilities; *alea* or chance is a kind of game in which the result or destiny cannot be controlled by rational means; *mimicry* or masking is a game in which the player puts on a mask and turns into something other than what they really are; and *ilinx* or dizziness, refers to games that physically excite, seduce, and entice. Thus, not all games are the same: their choice depends on the structure of the personality and they have a different function in the economy of the personality. As happens in addictions caused by different substances or behaviors, personality structure is what is crucial in choosing the type of addiction. Through addictive behavior, the individual fills the void created by unsatisfied needs. Therefore, to understand the problem of gambling addiction as well as other forms of addiction, it is important to know what unmet needs and conflicts associated with them are at the root of the addictive behavior of these individuals.

PRIKAZ SLUČAJA: MIRAN I OVISNOST O IGRAMA NA SREĆU

Slučaj koji ću prikazati jedan je od primjera u studentskom savjetovalištu Sveučilišta Jurja Dobrila u Puli. Susreti su se održavali jedanput tjedno u vremenskom i prostornom kontinuitetu. Student je došao u studentsko savjetovalište zbog tadašnjih problema povezanih s njegovom ovisnošću o kockanju. Dolasku je prethodio veći gubitak velike svote novca. Taj vid ovisničkog ponašanja postao je izražen nakon nedavnog prekida emocionalne veze s djevojkom.

Miran dolazi s hitnim problemom povezanim s kockanjem i poteškoćama sa završetkom studija. Mladić je u postadolescentnoj dobi (25 g.), javio se telefonom da dogovori termin u savjetovalištu. Dolazit će u savjetovalište tri mjeseca, od ožujka do svibnja jedanput na tjedan. Odmah tijekom prvog telefonskog dogovora o terminu istaknuo je da ima potrebu doći u savjetovalište zbog problema s igrama na sreću. To njegovo prvo predstavljanje upućivalo je na njegov problem kontrole nad vlastitim ovisničkim ponašanjem kao i na njegovo očekivanje da tu funkciju preuzme terapeut kao vanjski objekt.

Prilikom dolaska je suzdržan, gotovo sramežljiv. Doima se kao fin, miran i pristojan mladić. U intervju u toj prvog

CASE REPORT: MIRAN AND ADDICTION TO GAMBLING

The case I will present is one that took place in the student counselling center of the Juraj Dobrila University in Pula. Meetings were held once a week in temporal and spatial continuity. The student came to the student counselling center because of problems related to his gambling addiction. His arrival was preceded by a more significant loss of a large sum of money. This form of addictive behavior became more pronounced after the recent severance of an emotional connection with a girl.

Miran presented with an urgent gambling problem and difficulty in completing his studies. The young man was at a post-adolescent age (25 years old) and contacted the counselling center by phone to set an appointment. He will be coming to the counselling center for three months, once a week from March to May. Already during the first phone call and in order to get an appointment, he said that he needed to come to the counseling center because of problems with gambling. This first step indicated his problem with controlling his own addictive behavior as well as to his expectation that the therapist would take over this function as an external object.

On arrival he was quiet, almost shy. He looked like a nice, calm, and decent young man. In the interview in that first session, he first described his status as a student of the last year of social orienta-



seansi prvo opiše svoj status studenta zadnje godine društvenog usmjerenja i iznosi kako je zastao sa zadnjim ispitima. „Malo mu fali, samo još koji kolokvij i diplomski rad. Nijedan od njih nije tako zahtijevan da ga ne može proći.“ Ali već neko vrijeme ne može učiti, koncentrirati se i položiti još to malo kolokvija koji su mu preostali. Radi putem studentskog ugovora u jednoj instituciji i ima posao u društvenom području koje ga zanima i to bi volio nastaviti raditi nakon završetka studija. Govori kako mu je dobro na poslu, zanimljiv je i osobe koje tamo rade dobre su prema njemu. Živi s roditeljima, najmlađi je sin, u obitelji su još četiri godine stariji brat i osam godina starija i udana sestra koja ima vlastitu obitelj i više ne živi s njima. Obitelj je podrijetlom s ratnih područja pa je tijekom rata ugostila i pomogla rodbini, kad je on bio petogodišnjak. Opisuje starijeg brata kao uspješnog i samostalnog, koji je završio fakultet tehničkog smjera i radi u struci i na kojeg su roditelji iznimno ponosni. Doživljava ga kao sposobnog muškarca koji se snalazi u mnogim „muškim“ poslovima. Opisuje brata kao onoga tko u kućnoj radionici zna raditi raznim alatima i zna u kući popraviti sve što treba. Zapaža da su otac i brat vrlo bliski uz zajedničke „muške poslove“, dok su njegovi interesi drugačiji, više humanističkog smjera. Atmosfera u obitelji koju opisu-

tion studies and states how he stopped at the last exams. “I am a little behind, just a few more colloquia and the graduation thesis. None of them are so demanding that I would not be able to pass them”. But for some time now he had been unable to study, concentrate, and pass the few more colloquia he had left. He worked in one institution through a student contract and had a job in the social field that interested him and that he would like to continue after graduation. He said the job was good, that it was interesting, and that the people who work there were good to him. He lived with his parents and was the youngest son in the family. He had a brother 4 years older than him and an 8 years older married sister who had a family of her own and no longer lived with them. The family was originally from a war zone, so when he was five years old during the war, his mother hosted and helped relatives. He described his older brother as successful and independent, graduating from technical college and working in a profession and of whom his parents were extremely proud. He saw his brother as a capable man who manages many “masculine” jobs. He described his brother as someone who knows how to work with various tools in a home workshop and knows how to fix everything in the house. He noted that his father and brother were very close due to commonly engaging in “male stuff”, while his interests were different and more humanistic. The life in the family he described indicated that there were not too many connections between members: “everyone is

je pokazuje da nema prevelikih povezanosti: „svi su već odrasli“. Opisujući brata i roditeljska mišljenja ukazuje na sliku odraslosti koju nosi u sebi. To je slika jakog muškarca, neovisnog, koji ne smije osjećati nesigurnost, neizvjesnost i nesnalžljivost koje su doživljene kao dječje karakteristike kojih se treba sramiti.

Govori s oklijevanjem o problemu ovisnosti. Sramežljivo kaže da već mjesecima igra igre na sreću i da je izgubio već mnogo novca, puno i za osobu koja zarađuje, a kamoli za studenta. Ta situacija se već otela njegovoj kontroli. Tu ovisnost skriva, nitko ne zna, razočarao bi roditelje da saznaju. Povremeno pokušava manje igrati s ciljem da samo povрати neki izgubljeni novac, ali boji se da neće moći prekinuti i izaći iz toga začaranog kruga. Tražio je informacije o problemu ovisnosti o kocki na internetu. U opisu osjećaja povezanih s igranjem na sreću ističe iskustva povezana s doživljajima uzbuđenja i adrenalina koji ga obuzimaju. Smatra da ga baš potrebe za tim doživljajima nagone da igra. Tijekom intervjua prisutan je dojam da si pokušava racionalno objasniti i na taj način kontrolirati ono što mu se događa. Iz njegovih objašnjenja vlastite potrebe za igrama na sreću možemo vidjeti da on na prvo mjesto stavlja doživljaj uzbuđenja ili *ilinx*, iako tim igrama na sreću pripada *alei*, odnosno slučajnost kao prevladavajući element.

already an adult“. Describing his brother and parental opinions, he delineated the image of adulthood that he carries within himself. It was a picture of a strong, independent man who must not feel insecurity, uncertainty, and incompetence, which are perceived as childish characteristics to be ashamed of.

He spoke about the problem of addiction with hesitation. He shyly said that he has been gambling for months and that he has already lost a lot of money, a lot for a person who earns money, let alone for a student. That the situation had already spiraled out of his control. He was hiding the addiction and no one knew about it, as would disappoint his parents to find out. Occasionally he tried to gamble less, with the aim of just regaining some lost money, but he feared he would not be able to break out and get out of that vicious circle. He had searched for information on the problem of gambling addiction on the internet. In describing his feelings associated with gambling, he emphasized the experiences of excitement and adrenaline that overwhelm him. He believes that it was the need for these experiences that drove him to play. During the interview, there was an impression that he was trying to rationally explain and thus control what was happening to him. Based on his own explanations of his need for games of chance, we can see that he gives priority to the experience of excitement or *ilinx*, although these games of chance belong to the *alei*, i.e. in which chance is the predominant element.



Govori o strahu da mu roditelji ne saznaju za gubitke, oni su radnici i ne zarađuju mnogo. Osim srama, straha i uzbuđenja koje mu igra donosi ne govori o drugim osjećajima. Kad završi s opisom, pitam ga kad je sve to počelo i može li povezati početak igranja s nekim događajem. Stane, misli i kaže da je u vrijeme kad je počeo igrati prekinuo s djevojkom s kojom je bio jako povezan i imao ozbiljne planove. Ta veza mu puno je značila.

DJEVOJKA ILI NAPUŠTAJUĆI OBJEKT

Polako u toj i ostalim seansama počinje govoriti o važnosti tog odnosa, o doživljaju blaženstva koji mu je pružao. Vidimo kako je idealizacija djevojke imala funkciju održavanja narcističke ravnoteže u životnom trenutku kada se približavao završetku studija i kad je trebao zakoračiti u svijet odraslih, konfrontirati se s vlastitim postignućima i realizirati se u vanjskom svijetu. Osjećao se voljenim i sigurnim u simbiotskom jedinstvu s njom. Taj doživljaj pojavio se odmah na početku njihove veze i trajao je otprilike šest mjeseci do završetka ljeta kada je ona morala otputovati na studij u drugi grad. Fizička udaljenost dovela je i do emocionalnog udaljavanja s njezine strane, što je on i osjećao. Počela se manje javljati i bila je hladnija. Tada je

He talked about the fear that his parents would find out about the losses; they were blue-collar workers and did not earn much money. Apart from the shame, fear, and excitement that the game brings him, he did not talk about other feelings. When he was done with the description of the problem, I asked him when it all started and if he could relate the start of the game to some event. He stopped, thought for moment, and said that, at the time he started playing, he broke up with a girl he was very attached to and had serious plans. That relationship meant a lot to him.

THE GIRL OR LEAVING THE OBJECT

Slowly, in this and other sessions, he began to talk about the importance of this relationship, about the experience of bliss it provided him. We learned how the idealization of this girl had the function of maintaining a narcissistic balance at a time in life when he was nearing graduation and when he needed to step into the adult world, confront his own accomplishments, and find himself in the outside world. He felt loved and safe in his symbiotic unity with her. That experience took place right at the beginning of their relationship and lasted for about 6 months until the end of the summer when she had to travel to study in another city. Physical distance also led to emotional distancing on her part, which he also felt. She started to respond

on počeo s igrama na sreću. Osjećao je strah da će je izgubiti. U to vrijeme nije mogao prihvatiti prekid veze i ujedno je osjećao bol od pomisli na mogući gubitak. Na seansama priča o doživljajima gubitka i uvrijeđenosti u odnosu na djevojku kada je vidio da se sve više udaljava i da sve više želi biti slobodna, dok je on sve više osjećao potrebu da se „prilijepi“ uz nju. Tu situaciju preki-da doživio je kao narcističku povredu. Osjećao se bezvrijedno i bespomoćno. Pokušavao je na sve načine zadržati djevojku. Znao ju je stalno nazivati i dugo s njom razgovarati. Znao se vješati za nju i izazvati njezino žaljenje kako bi se možda predomislila i vratila mu se. U tom razdoblju očaja pojavio se interes za igrama na sreću, koji je s vremenom postajao sve intenzivniji.

U njegovim iskazima postupno su se počeli pojavljivati osjećaji tuge i žalosti. Počeo je pričati o osjećajima osamljenosti i bezvoljnosti nakon prekida s djevojkom. U tom razdoblju nije imao društvo, niti je imao potrebu za izlascima. Njegovi prijatelji otišli su studirati izvan Pule i nisu se često vraćali u rodni grad. Neke druge bliske prijateljske odnose na fakultetu nije uspio baš izgraditi. Tu potrebu za društvom i izlascima realizirao je vezom s djevojkom. A sada kad je ta veza prekinuta, osjećao se sam. Dugo je znao pričati o tom osjećaju samoće. Istodobno se pojavljivala priča o bratu koji je bio po-

less and was colder. That was when he started gambling. He felt the fear of losing her. At the time, he could not accept a breakup and simultaneously felt pain at the thought of a possible loss. In our sessions, he talked about the experience of loss and resentment towards the girl when he saw that she was drifting further and further away and her growing desire to be free, while he increasingly felt the need to “cling” to her. He experienced this interruption as a narcissistic injury. He felt worthless and helpless. He tried everything to keep the girl. He used to call her all the time and talk to her for a long time. He used to hang out with her and provoke her regret so she might change her mind and come back to him. In this period of despair, his interest in gambling emerged and became more and more intense over time.

Slowly, feelings of sadness and grief began to appear in his statements. He started talking about feelings of loneliness and lethargy after breaking up with a girl. During this period, he had no company and never felt the need to go out. His friends left to study outside Pula and did not often return to their hometown. He failed to build other close friendships in college. He fulfilled his need for company and socialization through the relationship with the girl. And now that that connection was broken, he felt alone. He would talk about that feeling of loneliness for a long time. At the same time, the story of the brother who represented the pride of the family emerged. He felt



nos obitelji. Osjećao je da se od njega očekuje da bi trebao biti kao on i istodobno osjećao da on nije tako jak, čvrst odrastao muškarac koji se može nositi s raznim životnim događajima.

DJED ILI NARCISTIČKI OBJEKT

Tijekom susreta s terapeutom, koji ga kao „dobar“ objekt podupire i sluša bez osuđivanja, terapijski prostor postao je mjesto koje mu pruža iskustvo „prijelaznog prostora“. Polako su se u seansa pojavila sjećanja o djedu s kojim je bio vrlo povezan u ranom djetinjstvu i od kojeg je dobivao mnogo ljubavi i pažnje. Bio je djedov mezimac i s njime je provodio puno vremena. Djed ga je znao štititi i pokazivati mu da je njemu vrlo važan. Djed nije stanovao u Puli, ali on je znao boraviti mjesecima kod njih u obitelji, a ponekad je provodio praznike kod njega. U tom bi razdoblju s njime doživljavao osjećaj bliskosti i pripadnosti. Paralelno s tim sjećanjima o dobrom objektu koji ga je volio i podupirao počeo se više družiti i izlaziti s nekim kolegama i kolegicama s faksa s kojima se sprijatelji. S njima je počeo izlaziti i postupno se počeo vraćati u studentski život. Postao je mnogo opušteniji mijenjajući prijašnju ulogu „dobro odgojenog dječaka“. Njegov superego koji je na početku doživljen kao moćan i okrutan autoritet počeo se sa

that he was expected to be like him and simultaneously felt that he was not such a strong, solid adult man who could cope with various life events.

THE GRANDFATHER OR NARCISSISTIC OBJECT

Through encounters with a therapist who supported and listened to him as a “good” object without criticism, the therapeutic space became a place that gave him the experience of a “transitional space”. Slowly, memories of his grandfather, with whom he had been very close in early childhood and from whom he received a great deal of love and attention, manifested in the sessions. He had been his grandfather’s favorite and spent a lot of time with him. His grandfather knew how to protect him and show him that he was very important to him. The grandfather did not live in Pula, but he used to stay with their family for months and sometimes spent the holidays with him. During this period, he would experience a feeling of closeness and belonging with the grandfather. Simultaneously with the recovery of these memories of the good object that loved and supported him, he began to socialize more and date some college colleagues whom he had befriended. He started to socialize and slowly began to return to student life. He became much more relaxed by changing the earlier role of a “well-behaved boy”. His super-ego, initially perceived as a powerful and cruel authority, over time

sjećanjem na prošla iskustva s djedom kao idealiziranim „dobrim“ objektom s vremenom ublažavati.

MAJKA ILI POVREĐUJUĆI OBJEKT

Tijekom sljedećih seansi njegova se priča proširila i na doživljaje majčine nepažnje i odsutnosti kad su tijekom rata ugostili rodbinu. Tada je on imao oko pet godina. Sjećao se da je ponekad u obitelji znalo biti i do petnaest osoba. U to vrijeme mamina pažnja bila je okrenuta prema rodbini koja se sklonila kod njih. Ona je tada bila okupirana praktičnim kućnim zadacima. On se nije mogao sjetiti nezadovoljstva ili nekih drugih negativnih osjećaja povezanih s tim razdobljem. Bio je dobar i miran dječak. Uglavnom se prisjećao skladnog obiteljskog funkcioniranja. Gubitak mamine pažnje tada kao dijete nije posebno izražavao. Kako zapaža, nije mogao pokazati ljutnju zbog situacije u kojoj se majka tada nalazila brinući se o rodbini. U tim ratnim događajima osjećao je potrebu da joj pomaže i da je štiti. U toj situaciji posebno važnu ulogu imao je djed koji je donekle umanjivao i nadoknađivao taj gubitak majčine ljubavi i brige.

Novo pozitivno iskustvo u terapiji s izgradnjom pozitivnog transfernog odnosa omogućilo mu je da počinje prepoznavati i izražavati osjećaje

began to fade with the recollection of past experiences with his grandfather as an idealized "good" object.

THE MOTHER OR THE HARMING OBJECT

During the following sessions, his story expanded to the experiences of his mother's carelessness and absence when they hosted relatives during the war. He was about five years old at the time. He remembered that sometimes there were up to 15 people in their family. At that time, his mother's attention was turned to the relatives who took refuge with them. She was occupied with practical household chores. He could not remember any dissatisfaction or any other negative feelings associated with that period. He was a good and calm boy. He mostly remembered the harmonious functioning of the family. The loss of his mother's attention had not been particularly pronounced as a child. As he observed, he could not show anger at the situation since his mother was caring for relatives. In those times of war, he felt the need to help and protect her. In this situation, the grandfather played a particularly important role, as he somehow diminished and compensated for that loss of his mother's love and care.

The new positive experience in therapy in building a positive transference relationship allowed him to begin to recognize and express feelings of dis-



nezadovoljstva i ljutnje povezane s prijašnjim obiteljskim iskustvima i iskustvima gubitka majčine ljubavi i brige. Ta nova iskustva u terapijskom procesu potaknula su suočavanje i proradu sa sličnim aktualnim situacijama i njima potaknutim osjećajima. U prethodnom terapijskom razdoblju nije izražavao nezadovoljstva, ali postupno je počeo izražavati probleme i nezadovoljstva povezane s poslom. Govorio je kako puno radi i trudi se na poslu, ali da se to ne prepoznaje. Postupno je počeo iznositi zapažanja da osjeća da ga iskorištavaju na poslu, posebno šefica. Kako se mogao sve više prisjećati loših negativnih iskustava i osjećaja nezadovoljstva i ljutnje prema majci kao primarnom objektu, tako je počeo te osjećaje prepoznavati i izražavati prema drugim objektima u aktualnim poslovnim i životnim situacijama.

Iz prethodno prezentiranog možemo zapaziti da je pozitivno psihoterapijsko iskustvo izraženo u sjećanju na pozitivna iskustva s djedom kao „dobrim“ objektom omogućilo Miranu da se suoči i s negativnim osjećajima nezadovoljstva i ljutnje koji su bili povezani s „lošim“ objektima.

ŠEFICA ILI OBJEKT LJUTNJE

U naše seanse ušao je novi lik: šefica koja iskorištava njegovu poslušnost i

satisfaction and anger associated with early family circumstances and the incidents related to losing his mother's love and care. These new experiences in the therapeutic process encouraged coping and working with similar current situations and feelings triggered by them. He had not expressed dissatisfaction in the previous therapeutic period, but he now gradually began to express problems and dissatisfaction related to work. He said that he worked a lot and hard, but received no recognition for that. Gradually, he began to comment that he felt he was being exploited at work, especially by his superior. As he was able to recall more and more unpleasant negative experiences and feelings of dissatisfaction and anger towards his mother as the primary object, he also began to recognize and express these feelings towards other objects in current situation in the workplace and his life.

From the above, we can see that the positive effects of a psychotherapeutic experience, expressed through memories of positive experiences with a grandfather as a "good" object, allowed Miran to face the negative feelings of dissatisfaction and anger that were associated with "bad" objects.

THE SUPERIOR OR THE OBJECT OF ANGER

A new character had entered our sessions: a female superior who took advan-

uslužnost. Počeo je iskazivati nezadovoljstvo na poslu i negodovati opisujući njezine nedostatke. S vremenom se počeo sve više buniti i zalagati za sebe u odnosima s kolegama na poslu. Počeo se pitati bi li trebao ostati na tom poslu i bi li trebao biti na raspolaganju šefici i odazivati se na svaki njezin poziv. Ujedno je bio siguran da mu takvo ponašanje neće donijeti priznanja ni prednost kod stjecanja stalnog zaposlenja u toj ustanovi. Pitao se je li sada vrijeme da ne bude više tako odan, da se pobrine za sebe i da počne tražiti posao u drugim ustanovama. U savjetovalištu bi koji put preskočio ili pomaknuo dolazak na seansu jer je „morao raditi“. Približavalo se ljeto i kraj rada savjetovališta. Tada je rekao da je došlo vrijeme da završi s dolascima i da nastavi sam. Složila sam se s njim uviđajući da sada može sam tražiti i boriti se za svoje mjesto u društvu. Daljnje informacije koje sam dobila o njemu bile su da je završio studij i da se zaposlio u drugoj ustanovi.

RASPRAVA

U prikazu navedenog slučaja može se vidjeti kako je suočavanje s aktualnim iskustvom odvajanja i prekidom emocionalne veze potaknulo ponovno reaktiviranje ranih traumatskih infantilnih iskustva odvajanja što je vodilo do potrebe za igrama na sreću. U tom događanju prekida možemo prepoznati akti-

tage of his respectfulness and kindness. He began to express dissatisfaction at work, complaining about her shortcomings. Over time, he began to protest more and more and stand up himself in relationships with colleagues at work. He began to wonder if he should stay at the job and if he should stay at the superior's beck and call. At the same time, he was sure that such behavior would not bring him recognition or an advantage in gaining permanent employment in the same institution. He wondered if it was now time to no longer be so loyal, to take care of himself, and to start looking for work at other institutions. At the counselling center, he would sometimes skip or postpone coming to the session because he "had to work". Summer and the end of counselling were approaching. He then suggested it was time for him to end the sessions and continue on his own. I agreed with him, realizing that he could now seek and fight for his place in society on his own. News I subsequently received about him said that he had completed his studies and gotten a job at another institution.

DISCUSSION

The above case shows that coping with the current experience of separation, the severance of an emotional connection, prompted a reactivation of early traumatic infantile experiences of separation which led to the need to gamble. In this interruption event, we can rec-



viranje simbiotsko-ovisničkih potreba i s njima povezanih strahova koji su potaknuli obrambeno ponašanje u vidu ovisnosti o igrama na sreću. Upravo je nalaženje idealiziranog „dobrog“ objekta u „prijelaznom prostoru“ psihoterapijskog odnosa omogućilo suočavanje i ovladavanje tim ranim traumatskim iskustvima što je vodilo ovladavanju regresivnih simbiotsko-ovisničkih tendencija i time prevladavanju poteškoća koje su vodile zastoju u razvoju. Suočavanjem i proradom tih ranih nepovoljnih razvojnih iskustava omogućeno je prevladavanje regresivnih tendencija izraženih u ovisničkom ponašanju spomenutog studenta i time je ujedno omogućen daljnji njegov razvoj prema psihičkoj autonomnosti odrasle dobi. To psihoterapijsko postignuće omogućilo je daljnji razvoj Mirana prema novim zadacima povezanim s njegovim akademskim i životnim odrastanjem.

U prezentaciji događanja u psihoterapijskom procesu izdvojeni su pojedini objekti (likovi) koji su povezani s pojedinim njegovim ranim razvojnim iskustvima. Uz proradu iskustva povezanih s tim objektima možemo pratiti posebnost razvoja psihoterapijskog procesa. U prezentaciji su izdvojeni objekti (likovi) koji prezentiraju razvoj psihoterapijskog procesa od nalaženja „dobrog“ idealiziranog objekta u psihoterapijskom odnosu potrebnog za suočavanje s ranim nepovoljnim

ognize the activation of symbiotic-addictive needs and the associated fears that prompted defensive behavior in the form of gambling addiction. It was the finding of an idealized “good” object in the “transitional space” of a psychotherapeutic relationship that enabled coping and mastery of these early traumatic experiences, which led to mastery of regressive symbiotic-addictive tendencies and thus overcoming difficulties leading to developmental delays. Facing and working through these early unfavorable developmental experiences enabled Miran to overcome regressive tendencies expressed in his addictive behavior and thus also enabled his further development towards psychological autonomy of adulthood. This psychotherapeutic achievement enabled Miran to further develop towards new challenges related to his academic and personal development.

In the presentation of events in the psychotherapeutic process, individual objects (characters) have been singled out that are related to some of Miran's early developmental experiences. Through the processing of experiences related to these objects, we can follow the relevance of the development of the psychotherapeutic process. The presentation highlights objects (characters) that represent the progress of the psychotherapeutic process from finding a “good” idealized object in a psychotherapeutic relationship needed to deal with early adverse experiences of separation to coping

iskustvima odvajanja do suočavanja i ovladavanja osjećajima povezanim s „lošim“ objektima. Prorada tih ranih razvojnih iskustava u psihoterapijskom miljeu omogućila je ovladavanje „krize približavanja“ kao bitnog preduvjeta za prevladavanje zastoja u izgradnji odrasle psihičke autonomne osobnosti.

U prezentiranom slučaju važno je istaknuti da je početak ovisnosti o kocki uslijedio nakon prekida emocionalne veze, odnosno gubitka važnog „dobrog“ objekta koji je bio nositelj njegovih tadašnjih osjećaja sigurnosti i vrijednosti. Taj događaj gubitka emocionalne veze dobio je posebnu težinu s obzirom na razvojni zadatak postadolescencije u kojem se student trebao suočiti sa sadržajima odvajanja koje donosi proces druge separacije – individuacije na putu njegova odrastanja. On se trebao suočiti s konačnim napuštanjem prijašnjih infantilnih idealiziranih roditeljskih slika koje su bile dotadašnji nositelji njegove sigurnosti i vrijednosti i izgraditi nove aspekte vlastite osobnosti koji će u budućnosti biti nositelji njegova odraslog psihosocijalnog funkcioniranja. Iz prikaza je vidljivo da je prekid emocionalne veze reaktivirao rana nepovoljna i traumatska razvojna iskustva odvajanja u krugu obitelji i time potaknuo pojavu strahova povezanih s agresivno-destruktivnim tendencijama povezanim s tim iskustvima. Kako je vidljivo u prezentiranom slučaju, Miran nije bio

and mastering feelings related to “bad” objects. The elaboration of these early developmental experiences in the psychotherapeutic milieu made it possible to master the “crisis of rapprochement” as an essential prerequisite for overcoming the stalemate in building an adult psychic autonomous personality.

In the presented case, it is important to note that the start of gambling addiction followed the severance of an emotional connection, i.e. the loss of an important “good” object that was the bearer of his feelings of security and value at the time. This loss of emotional connection acquired special significance given the developmental task of post-adolescence, in which our student had to face the contents of separation brought by the process of second separation-individuation on the path of growing up. Namely, he had to face the final abandonment of earlier infantile idealized parental images that had been the bearers of his security and values until then and build new aspects of his own personality that would be the bearers of his adult psychosocial functioning in the future. The case presentation shows that the severance of an emotional connection reactivated early unfavorable and traumatic developmental experiences of separation within the family circle and thus encouraged the appearance of fears associated with aggressive-destructive tendencies associated with those experiences. As can be seen in the presented case, Miran was unable to cope with



sposoban suočiti se s vlastitom narcističkom povredom povezanom s iskustvom odvajanja i s njom potaknutim osjećajima ljutnje i nezadovoljstva, već je pribjegao negaciji toga traumatskog iskustva u vidu manične obrane prakticiranja vlastitih svemoćnih aspekata osobnosti igrama na sreću.

Mogućnost da u psihoterapijskom procesu izrazi svoje osjećaje nezadovoljstva i ljutnje povezane s iskustvima odvajanja pomogla je Miranu da izađe iz uloge „dobrog i mirnog dečka“ kao zadanog obiteljskog modela. Uz opisana iskustava gubitka velikih količina novca s vremenom se mogao suočiti s osjećajima bespomoćnosti i ograničenosti kao i s potrebom za „dobrim“ objektom koji daje osjećaj zaštite i vrijednosti. To događanje ponovo je aktiviralo njegova obiteljska iskustva tijekom rata kada je u obiteljskom ozračju nemoći i neizvjesnosti potaknute ratnim stanjem doživio gubitak majčine brige koja je bila usmjerena prema rodbini koja je postala dijelom njihove obitelji. U tom događanju doživljavajući majčine poteškoće i žrtvu zbog brige za vlastitu rodbinu nije uspio izraziti vlastito nezadovoljstvo i ljutnju povezanu s gubitkom njezine brige i zaštite.

Ono što je Miran trebao u tom novom iskustvu prekida emocionalne veze jest „dobar“ objekt koji bi mu omogućio suočavanje i ovladavanje tim iskustvom gubitka. Upravo u terapij-

his own narcissistic injury associated with the experience of separation and the feelings of anger and dissatisfaction triggered by it, but instead resorted to negating this traumatic experience as a manic defense of practicing one's own omnipotent aspects of personality through gambling.

The opportunity to express his feelings of dissatisfaction and anger associated with separation experiences through the psychotherapeutic process helped Miran emerge in the role of a “good and calm boyfriend” as the received family model. Over time, retelling experiences of losing large amounts of money allowed him to face the feelings of helplessness and limitation as well as the need for a “good” object that provides a sense of protection and value. This event reactivated his early family experiences during the war when, in a family atmosphere of helplessness and uncertainty fueled by the state of war, he experienced a loss of maternal care that was instead directed towards relatives who became part of their family. At the time, experiencing his mother's difficulties and sacrifice in caring for his own relatives, he failed to express his own dissatisfaction and anger associated with the loss of her care and protection.

What Miran needed in this new experience of breaking an emotional connection was a “good” object that would allow him to face and master that experience of loss. It was in the therapeutic “transitional space” that he again found

skom „prijelaznom prostoru“ ponovo je pronašao „dobar“ objekt koji je potaknuo vraćanje sjećanja na idealizirani odnos s djedom. Pozitivno terapijsko iskustvo kao „prijelazni prostor“ omogućilo je Miranu proradu njegovih ranih razvojnih iskustava s majkom kao „lošim“ objektom. Upravo to iskustvo u psihoterapijskom procesu omogućilo je rezoluciju „krize približavanja“ u procesu druge separacije – individvacije. To novo psihoterapijsko iskustvo potaknulo je razvoj tih novih aspekata osobnosti koji su važni u suočavanju s budućim konfliktnim situacijama koje donose zahtjevi odrastanja. To novo iskustvo omogućilo je da se u suočavanju s iskustvima nemoći i ograničenosti, koje donose novi akademski i životni zahtjevi, ne pribjegne regresivnim pasivno-ovisničkim oblicima ponašanja ili obranama od njih, nego da se suoči s njima. Možemo zaključiti da je to novo iskustvo sebe u psihoterapijskom procesu otvorilo nove mogućnosti odnosa prema sebi i vanjskoj stvarnosti. U skladu s tim postignućem suočavanja s osjećajima ljutnje i nezadovoljstva usmjerenim prema šefici nije dovelo do regresivnih oblika ponašanja, nego je potaknulo traženje novih boljih mogućnosti i njihovu realizaciju. Postignuti psihoterapijski rezultati mogu se prepoznati u Miranovoj spremnosti da se suoči s novim životnim i profesionalnim zahtjevima bez regresije na ranije oblike infantilne svemoći.

a “good” object that encouraged him to recall an idealized relationship with his grandfather. A positive therapeutic experience as a “transitional space” allowed Miran to process his early developmental experiences with his mother as a “bad” object. It was this experience in the psychotherapeutic process that enabled the resolution of the “crisis of rapprochement” in the process of the second separation-individuation. This new psychotherapeutic experience spurred the development of these new aspects of personality that are important in dealing with future conflict situations brought on by the demands of growing up. This new experience, by facing his experiences of impotence and limitations brought about by new academic demands and responsibilities in life, made it possible not to resort to defensive or regressive passive-addictive behaviors, but to confront them. To that extent, we can conclude that this new experience of oneself in the psychotherapeutic process opened up new possibilities of a relationship to oneself and the external reality. Similarly, dealing with feelings of anger and dissatisfaction directed towards his superior did not lead to regressive forms of behavior but encouraged the search for new better opportunities and their realization. Therefore, the psychotherapy results achieved can be observed in Miran’s willingness to face new responsibilities, both in life and professionally, without regression to earlier forms of infantile omnipotence.



Naravno, u tom kratkom psihoterapijskom procesu mnogo toga nije prorađeno i za daljnje pozitivne promjene bila bi potrebna dugotrajna psihoanalitička psihoterapija. Također, možemo zapaziti da u opisanom psihoterapijskom procesu nisu prorađeni otpori izraženi izostankom s pojedinih seansi kao ni mogućnost pojave negativnog transfera potaknutog sadržajima nadolazećeg prekida psihoterapije. Miranovu odluku da završi sa psihoterapijom možemo shvatiti kao izraz njegove potrebe da izbjegne suočavanje s negativnim transfernim osjećajima povezanim s prekidom psihoterapije koji je trebao biti tijekom nadolazećih ljetnih praznika. No postignuta razina uvida i pozitivnih promjena unutar i izvan terapijskog prostora pokazuje da se Miran s postignutim sposobnostima suočavanja i ovladavanja osjećajima ograničenja i nemoći može nositi s novim zahtjevima koje odrastanje sa sobom donosi. Kao što roditelj mora pustiti da dijete ide u svijet, podupirući tu njegovu potrebu i nadajući se da će u tome uspjeti, poduprla sam Miranovu odluku o završetku našeg psihoterapijskog rada i izrazila pozitivna očekivanja u vezi s njegovim daljnjim akademskim i životnim napretkom. Moja su se pozitivna očekivanja potvrdila. Sljedeće akademske godine Miran je završio studij i pronašao novo zaposlenje.

Na kraju, želim istaknuti da iz prethodno opisanog psihoterapijskog iskustva

Of course, in this brief psychotherapeutic process, much has not been processed and a long-term psychoanalytic psychotherapy would be needed for further positive changes. We can also note that the resistance expressed by the absence from certain sessions was not processed in the psychotherapeutic process described above, nor was the possibility of the appearance of a negative transference stimulated by the contents of the upcoming cessation of psychotherapy. Miran's own decision to end his psychotherapy can be understood as an expression of his need to avoid facing the negative transference feelings associated with the cessation of psychotherapy, which was supposed to take place during the upcoming summer holidays. However, the level of insight achieved and the positive changes he made inside and outside the therapeutic space showed that Miran, with the newly acquired abilities to cope and master his feelings of limitations and helplessness, can now cope with the new demands carried by growing up. Just as a parent must let a child step into the world, supporting that need of his and hoping that he will succeed in doing so, I supported Miran's decision to complete our psychotherapy work and expressed positive expectations regarding his further academic achievements and progress in life. My positive expectations were confirmed. The following academic year, Miran completed his studies and found a new job.

Lastly, I would like to point out that, based on this psychotherapeutic experience

sa studentom ovisnom o kocki možemo zaključiti da primjena psihoanalitičkih koncepata u studentskim savjetovalištimima ima veliku važnost za razumijevanje poteškoća s kojima se studenti susreću tijekom studiranja i ujedno da primjenom tih koncepata u psihoterapijskom procesu možemo postići znatne pozitivne promjene koje imaju važnu ulogu u realizaciji njihovih akademskih i životnih zadataka.

with a student dependent on gambling that we have presented, we can conclude that the application of psychoanalytic concepts in student counselling is of great importance in understanding the difficulties students encounter while studying and that applying these concepts in the psychotherapy process we can achieve significant positive changes that play an important role in the realization of their academic tasks and achievements in life.

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