

一名拒學症青少年藝術創作歷程中的 投射認同現象

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摘要

投射認同首先由克萊恩提出，是一種潛意識幻想的活動，也是正常客體關係發展的現象。多名學者加以補充說明，將投射認同視為一種防衛、溝通方式、同理的表達等。藝術創作的涵容與組織功能，其歷程提供創作者投射的機會，協助創作者透過視覺影像修正壞客體，終至認同客體。本文試圖由投射認同觀點探討一個接受個別藝術治療為期近一年的拒學症個案，深入探究個案作品與行為。個案投射於作品上的各種客體樣貌，隨著治療關係進展，越來越深刻的表現出內在世界，以及自我控制的渴望。縱使「解析作品」並非藝術治療師的最主要工作，以理論解讀創作語彙，成為藝術治療師理解個案內在動力的有利工具。

關鍵字：克萊恩、投射認同、藝術治療、拒學症

Projection Identification and Art Therapy with a School Phobia Adolescent

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Abstract

Melanie Klein indicated that projective identification is an unconscious phantasy, and a normal development of object relation. Many scholars explored the meanings and viewed it as a defense, a way of communication and with empathic function.

As a container and an organizer, the experience of art making provides the artist opportunities of externalizing the bad object onto outer world and modified it in a visual form until it become acceptable and identifiable object. This article discusses an individual art therapy case of school phobia and tries to interpret client's art works from projective identification perspectives. Even though interpreting art works is not the major work of an art therapist, however, understanding art works in a deep and sensitive way benefits the therapeutic process.

Key Words: Melanie Klein, projective identification, art therapy, school phobia