

1. Record Nr.	UNINA9910460713903321
Autore	Stora Jean Benjamin <1934->
Titolo	A new body-mind approach : clinical cases / / Jean Benjamin Stora ; translated by Sophie Leighton
Pubbl/distr/stampa	[Place of publication not identified] : , : Routledge, , 2018
ISBN	0-429-89615-8 0-429-47138-6 1-78241-374-X
Descrizione fisica	1 online resource (199 p.)
Disciplina	155.935
Soggetti	Psychic trauma Stress (Psychology) Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	COVER; CONTENTS; ACKNOWLEDGEMENTS; ABOUT THE AUTHOR; PREFACE; FOREWORD; FOREWORD; INTRODUCTION; CHAPTER ONE Marie-Laure and metabolic syndrome: relations between the psychic apparatus and the hypothalamic axis; CHAPTER TWO Chloe: repairing the psychic apparatus- neuronal tumour, neuropsychanalysis, or neuropsychosomatics?; CHAPTER THREE Claude: "The Little Prince's heartache"; CHAPTER FOUR A hypochondriac patient-the enigma of Damien's somatic problems; APPENDIX TO THE CASE Multimorbidity and integrative psychosomatics (Barnett et al., 2012; Salisbury, 2012; Roublev, 2012) CHAPTER FIVE Lucien: type 2 diabetic the patient's cultural dimension, denial of illness and narcissistic problematic; CHAPTER SIX Alicia: "when I've had the transplant, will I feel better?"; CHAPTER SEVEN The heart problems of a "famous patient"; CHAPTER EIGHT Conclusion; NOTES; REFERENCES; INDEX
Sommario/riassunto	Integrative psychosomatics is a new approach to explaining illnesses and how patients relate to their problems. This new discipline draws on psychoanalysis, medicine and the neurosciences, rather than solely on psychoanalysis, which has inspired all the psychosomatic approaches

until now. Amongst the fascinating and compelling questions that this book raises are: how can we understand an illness if we only analyse the psyche? How can we understand patients if we only take account of their biological data? Are hypochondriac problems generated by the mind, as some doctors believe, or are the problems in fact more complex? The author also considers whether traditional psychoanalysis and medicine might actually distance practitioners from an understanding of patients and illnesses. For integrative psychosomatics, the psyche or the mind can play either a greater or lesser role in illness: advances in research in the neurosciences and biology over the last twenty years have uncovered many biological and genetic processes involved in the relations between the central nervous system and the other systems that constitute the human psychosomatic entity.

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2. Record Nr.	UNINA9910512210103321
Autore	Stisser Anna
Titolo	'Erziehung' in erziehungswissenschaftlichen Lexika von 1895 bis 1989 // Anna Stisser
Pubbl/distr/stampa	[Place of publication not identified] : , : Universitätsverlag Gottingen, , 2021
Descrizione fisica	1 online resource
Disciplina	338.4737
Soggetti	Education - Economic aspects
Lingua di pubblicazione	Tedesco
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	What does the discipline of educational science 'know' about 'education' - the term that stands unchallenged at the core of educational knowledge? The present study asks, on the one hand, about the bodies of knowledge on education that has been handed down in disciplinary lexicons from almost a hundred years and, on the other hand, about the discipline that becomes visible in this stored knowledge. The

knowledge stocks contouring educational knowledge are examined serially on three levels. (1.) that of the framing lexicon, (2.) that of the lemma titles associated with 'education', and (3.) that of the explications' texts which specifically are devoted to the object of 'education'. In addition, (4.) the personal, textual and thematic reference spaces spanned in the explications are analyzed. The quantifying evaluation of the bodies of knowledge - such as lexical data and metadata, data in front of editors and authors, words, references, names, citations, and bibliographical references - is combined with a qualitative content-analytical reconstruction of knowledge configurations as they appear in prefaces and epilogues as well as in the explications of the educational lemmas. The project will elaborate the conjunctures, (dis)continuities, appropriations, and boundary markings of disciplinary knowledge on 'education' from 1895 to 1989 - a period in which German-language educational science institutionalized, established, specialized, and diversified itself as a university-based, researching discipline.

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