

Editorial

Psychoanalysis at the university

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More than a century after the invention of psychoanalysis, which purpose was inherently therapeutic, we can ask ourselves today about its place in the university, and its role in the training of professionals in psychology, a discipline from which psychoanalysis has declared openly distant and seems not to need it in its training.

Two positions question the possible place of psychoanalysis in the university: those who disclose the obsolescence of Freud's creation, derived from the self-decomposition that takes time (as if the discourse had the same characteristics of life), accompanied in addition to the demand for evidence that supports their practice. On the other hand, those who ask psychoanalysis for something to say about any phenomenon that emerges in history as if it were worldviews. We can say that psychoanalysis is external to these two positions.

Psychoanalysis has been threatened since its creation, not only the fact of provoking scandal to reveal the sexual component of the child, but also the third narcissistic wound to humanity, its threat lies in the fact that, as Freud said (1914), psychoanalysis moves men to contradictions and this irritates them. However, its most significant threat seems to be the fact that it is a discourse that is not very understandable for students and fails to establish a dialogue with other academic discourses.

Let us take as a principle that psychoanalysis is not exclusively a therapeutic but also a rigorous theory and a research method. Regarding the latter, it is an investigation where what is found is always in the order of surprise and a search that involves a previous encounter. In sum, it is because of its investigative nature

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that psychoanalysis is valid in the university; however, its place, especially in the training of psychologists, constitutes epistemological support for other facets of psychology itself and some aspects of social psychology. However, the preceding said place could not be from the position of a totalized knowledge; what it is about is a pierced knowledge that conveys to the student a desire to know instead of the immediate response of the information.