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Editorial

Clinical Psychology and Adolescence

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The institutional purpose of Clinical Psychology is essentially applicative, at least from how it can be deduced from the current state of the declaratory. A movement is taking place, analogous to other sectors, which as a basic method adopts the scientific approach which consists in classifying, perhaps clustering, through a process of similarity, what the researchers of clinical psychology produce. Clustering, the authors who dealt with personality disorders are well aware of this, is convincing as a theoretical result; much less so in practice, since when we pass from the object of study to the subject, the phenomenological assumption for which psychology is given only when there is at the same time subject and object comes to mind.

The adolescence that, as a life cycle, could be considered as the property of colleagues in developmental psychology, stimulates emotions essentially caused by the social context (family, school, macro-social and micro-social) that not all sciences can be allowed. Our emotions, besides being an index of humanity, are necessary for us because, unlike the experimentalists, we believe we are solicited in the territory of the action we call clinical. The latter imposes, in addition to listening to the social, the feeling of the body, and is also known from observations made by us on large sections of the population (Settineri et al., 2012) as alterations of images and body functions can say a lot about the adolescent's existential discomfort (Chrétien et al., 2018; Merlo et al., 2018). It is also desirable that the strictly psychiatric field can be overcome to find innovative interventions as often recently reiterated and shared by us (Carrozzino et al., 2019; Sommantico, De Rosa & Parrello, 2017). With all due respect to the laboratory technicians, I believe it is very difficult, for example in psychotherapy, to have a certain orientation on every path, even if comforted both by the classical (that is fundamental)

orientations and by the new orientations, which propose spaces and solutions to us, happiness that we do not always have. So we can't always pass on, let alone sell happiness. Indeed, we could say that clinical psychology is a psychology of circumstance.

The condition of clinical practice is fascinating because, as the philosopher Ortega Y Gasset (1923) would say, among the many possibilities "that we can do at any moment, we can be, there is always one that looks like the one we have to do, that we must be"; we can see all this under the common denominator of necessity. The age in which Ortega y Gasset's claim most easily observed is found in adolescence, in which the biological theme of puberty appears in numerous variations that sometimes continue into adulthood (paraphrasing Freud, as an analysis interminable that becomes interminable adolescence and, therefore, lifestyle).

The circumstance offered by the biological sphere sometimes presents itself with a limited number of observations which, however, are significant for strategic therapeutic decisions, not without possible forensic consequences deriving from it (Vita et al., 2018). The circumstance is also the one offered by the psychological field, which in the adaptive creation of the symbolic makes us build psychic objects with which we present ourselves to the world (Bourlot, 2019; Settineri, Frisone, & Merlo, 2019; Settineri & Stein, 2019) and understand its meaning, not always decoded by the current nosography (Merlo, 2019) but fundamental for the psychotherapeutic practice (Frisone, 2019).

In terms of the extent of the phenomenon, at present if we tried to consult the "problems in adolescence" in Pubmed, we would get 75,955 jobs against the 1901 resulting in the "menopause" item and, in polar terms, 8812 articles related to "problems in old age", as well as the 20214 results in "problems in scholar age" (which in any case refer to an primary phase of adolescence).

Although the comparison is extremely simple, the perception of the extent of the phenomenon appears evident. This disproportion could indicate that researchers prefer to dedicate themselves to more consolidated categories of phenomena classification or, perhaps, that adolescence can be seen as a band in which to include the most disparate themes; or the uncertain placement in the age group of psychopathological phenomena or anything else of a terrain on the border between child neuropsychiatry and adult psychiatry. However, society needs to implement strategies to attract more adolescents, for example for the benefit of universities, in order to maintain the number of members, or to the disadvantage of the entire community, favoring the use of drugs or deviant behavior (gambling).

Baden-Powell (1922), a great educator of the last century, warned the youths against the charlatans, comparing them to the attractive song of the cuckoo, a bird that lets others brood

its offspring. The invitation of the great educator, founder of scouting, is combined with that of the philosopher Ortega y Gasset: if we want a healthy adolescence, that is human, the same it must take its form, and in psychopathology we must ask ourselves why this does not happen.

Those who deal with psychotherapy, an undeniable clinical application of psychology, need a vision, perhaps less in-depth than the laboratory technicians, but capable of facing the adolescent mental construction world, continuing the operation of reaching symbolic care structures in psychology.

An operation that leads to recognition through identification of representation; in this regard, it is not clear why a large part of current psychology denies the value of projective practice, since "processes that lead to conceptualizations thanks to the work of symbolization give the meaning" (Belaubre, 2019).

In recent years, many investments have been made in adolescent orientation, but it does not seem clear enough whether the capacity for autonomy and critical sense have actually been improved, as we have seen through a superficial analysis of the bibliographies reported in some theses of students of the short three-year degree course.

As for observing the phenomenon, there is the risk of being subjected to a unanimous judgment of severity and lack of opportunity. The rule seems to be in force: soon, little, apparently clear, well exposed equal to well understood. The vast amount of data that computers can generate often makes people forget, as Belaubre (2019) points out, that information is a mental effect whose purpose, adaptation, summarizes that "intelligence is always, like consciousness, intelligence of something".

Therefore, in the relationship between clinical psychology and adolescence we must ask ourselves first of all if the psychologists who are trained are capable of that autonomy generated by the knowledge of their own mental and that of the others; if we are willing, through visions that reflect the sense of interdisciplinarity, to attitudes of synthesis; if the universities will actually be willing to work on third missions that are not only operations aimed at balancing the university balance even if it is necessary; if the technical preparation invoked by the industries will not scotomize the vision of man and his environment, as alarming data seem to suggest, causing concern that generates negative emotions. Being able to respond positively to today's challenges we can, perhaps and not necessarily, speak of a discipline whose destiny is not marked.

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