

## Indicators of Resilience among Raped Woman A Clinical Study based on Thematic-Apperception-Test TAT

Fouzia BOUSSADIA <sup>1</sup>, Hanane TALEB <sup>2</sup>

<sup>1</sup>Laboratory of Neuropsychology and Socio-Affective Cognitive Disorders, Kasdi Merbah University Ouargla, Email: [fouziaster81@gmail.com](mailto:fouziaster81@gmail.com)

<sup>2</sup>Laboratory of Neuropsychology and Socio-Affective Cognitive Disorders, Kasdi Merbah University Ouargla, Email: [hana\\_psy\\_2006@yahoo.fr](mailto:hana_psy_2006@yahoo.fr)

**Received: 23/08/2024**

**Accepted: 11/01/2025**

**Published: 08/02/2025**

### **Abstract:**

Indecent assault is one of the most severe crimes that a woman may experience in her life as it represents a strong trauma to her psychological system, especially since honor is one of the most important components of the customs and the traditions of our Algerian society. In this article, we will examine the indicators of resilience among raped women in a clinical study that contributes to understand her internal psychological aspects by giving an overview of psychological resilience, psychological trauma, rape and psychological functioning. We support the theoretical aspect with a clinical field study of a raped woman who was able to overcome her trauma, we will try through this study to know the indicators of resilience through her Psychological functioning shown by her projective production in the Thematic-perception-Test TAT.

**Keywords:** Resilience, Psychological functioning, Trauma, Rape.

### **Introduction:**

Resilience is one of the terms associated with psychological trauma, where scientists believe that the individual after being exposed to psychological trauma, his ability to overcome it, recover from its effects, and develop under severe conditions is considered to be resilient. In this topic, rape is considered one of the most traumatic incidents that threaten the psychological stability of a woman, as women victims of sexual assault experience a state of profound disruption of psychological systems and relationships with objects, and this violent behavior of the aggressor through the woman's body leads to trauma as it inflicts severe psychological and physical damage and disruption of her psychological organization, which often leads to the destruction of the woman's being and distortion of her self-image. But how can the woman victim of rape overcome this trauma and continue her life in a successful way. This question led us to look for women who were raped and succeeded in continuing their lives in a normal and often better-than-normal way, and how these women were able to become resilient after the trauma, and what are their resilience indicators that appear through their Psychological functioning.

## **Resilience**

The term resilience is always associated with an individual's exposure to psychological trauma, after which he was able to control himself, overcome it, and continue his life in a normal way.

Some people have a stronger personality, and their lives become better than before the trauma occurred.

The concept of resilience appeared first in the science of matter and physics, and then specialists adopted it as a psychological term. Many scientists defined the concept of resilience from several aspects; some of them think that resilience is a trait or ability of a person, while others think that it is a psychological process.

Lahmar defines resilience in her study about the resilience psychological functioning of an adult cancer patient as "the ability to face adversity, difficulties, toughness, the ability to recover and quickly overcome the negative effects of life's trials and stressful events" (Lahmar, 2017, p. 32).

Bouhajar defines it as "describing a successful adaptation after exposure to biological, psychological, social risk factors or stressful life events; it involves the expectation of minimal impact of subsequent stressors" (Bouhajar, 2016, p. 34).

Resilience is also defined as "the ability of a person or group to develop positively and continue constructive orientation towards the future despite the presence of a traumatic wound" (Bousana, Othmani, 2015, p. 125).

Another definition of resilience is "a set of personal traits and abilities that make people who pass through traumatic experiences invulnerable. .... It is an evolutionary and health concept characterized by dynamic processes that integrate and regulate human adaptive experiences" (Maracele, MS ET AL, p. 100, 2020).

## **Theoretical Approaches Explaining Resilience:**

### **The Attachment Approach:**

In this approach, secure attachment through a healthy and strong mother-child relationship in the early years of a child's life is essential for building resilience. In this regard, Lahmar says: "Early attachment patterns and their implications for the subsequent development of people and their resilience structure, where a strong relationship (mother-child) is initially essential for building resilience, as three years produces a specific type of attachment based on parental interactions and affects the subsequent developmental potential for building resilience" (Lahmar, 2017, p. 3).

### **The Psychodynamic Approach:**

Psychodynamic trauma is an event in an individual's life that is characterized by suddenness and severity, so that the psychological system cannot work in its usual ways. It penetrates the protective shield that makes the ego helpless and cracked from the severity of the trauma, the amount of excitement that resulted from it, and the failure to abreaction and control it.

### **The Episodic Approach to Resilience:**

In their study about the psychological resilience factors model of a traumatized child, Bousna and Othmani (2015) state that Gilligan developed three psycho-social foundations to explain the structure of the resilience process:

- **Feeling of having a base of inner security:** It means that the individual's sense of belonging to a family from the beginning of his life is considered a nucleus for building resilience because it helps to the internal construction of the individual through his supportive family relationships.
- **Self-esteem:** The positive investment in the emotional relationship between the parents and the child is the basis of the formation of self-esteem in the individual later. In this regard, Lahmar said in her research on the psychological employment of resilience in an adult with cancer that Rutter says: "The developing of positive self-esteem requires two essentials:
  1. Intimacy and reassuring harmonious love.
  2. Achieving successes in the course of one's life that are the center of his attention" (Lahmar, 2017, p. 45).
- "The process of rationalization is acquired since birth through the quality of maternal mediation or its psychological substitute, where resilience appears through: 1. the hardening or the flexibility of the ego's defense mechanisms, 2. the ability of mental repair: putting words to the story of the lived trauma and the emotions associated with it" (Bousana, Othmani, 2017, p. 4).

### **Risk Factors:**

"The concept of risk poses the possibility of exposure to harm, loss, danger, or injury... are variables related to the onset of disease or maladaptation" (Taleb, 2014, p. 84).

There are three categories of risk factors, according to (Bouhajar, 2016):

- **Child-related factors:** Prematurity - childbirth suffering - twin births - exposure to physical illnesses at an early age - separation from the mother at an early age.
- **Family-related factors:** Parental separation - family violence - addiction of one or both parents - physical or mental illness of one or both parents.
- **Neighborhood factors:** Poverty, quality of housing, unemployment, early child labor, migration.

### **Protective Factors:**

There are three main poles of protection that minimize the negative effects of risk, which were identified by (Taleb, 2014) in her study:

- **Individual factors:** Temperament (active, calm, funny) - Gender (pre-teen girl or teenage boy) - Age (youth) - High IQ - Sense of efficacy and self-esteem - Social competencies - Empathy and tolerance - Sense of humor - Attracting others.
- **Family factors:** Friendly and supportive parents - Good relationship between parents and children - Family harmony and compatibility.
- **External factors:** Social support - academic success.

### **Resilience Personality Profile:**

There are several qualities that distinguish a resilient person from others. They include:

- Problem-solving skills
- Seeking sources of help
- The ability to manage emotions
- Social support
- Caring for others
- Talking about the trauma with a loved one
- Getting rid of the victim's role
- Helping others
- Searching for the positive meaning of the traumatic event. (Lahmar, 2017, p. 53)

### **Psychological Functioning**

#### **The definition of Psychological functioning:**

- Psychological functioning is manifested in the basic principles and psychological mechanisms that govern the psychological life of an individual, as the psychological life of an individual is made up of a set of idea-presentations associated with emotions.
- It is "an internal psychical reality like the external physical reality. This internal psychological world is the product of a long developmental process that is mainly based on the gradual internalization of interactions between the person and his surroundings with all the emotional and emotional charges that it contains, forming a special internal system [...] The latter differs from one person to another depending on the different experiences and how they are employed in the psychological system from the early stages of life, that is, according to the different investment of external topics based on the internal psychological echo" (Chiradi, 2011, p. 186).
- In order to understand psychological functioning, it must be approached from three perspectives: economic, topographical, and dynamic. From an economic point of view, it means how psychological energy is distributed and used across the psychological

system, and it is also "an attempt to follow the fate of the amount of excitation in order to reach at least a relative estimate of its magnitude" (Laplanche, Pantalís, 1985, p. 87).

- From a topographical point of view, the psychological system consists of multiple systems, and in this context, there are two sites: the first related to the conscious preconscious, and unconscious system, and the second related to the ego, superego, and id.
- From a dynamic point of view, we study psychological phenomena as a result of conflict and the formation of instinct forces which exert a certain kind of engagement (Laplanche, Pantalís, 1985, p. 248).

### **Levels of psychological functioning:**

There are two levels of psychological functioning. The first is related to the level of primary processes of unconscious mental activity and concerns unconscious mental activity; it is active at the level of the id, which is considered the source of psychological energy and the base of instincts. "The primary processes at the unconscious level are subject to the contexts of condensation, displacement, and symbolism; they allow the masking of a charge (idea-presentation - emotion) so that it cannot be recognized and thus can cross into the emotional space" (Si Moussi, Zagar, 2000, p. 8).

The second is the level of secondary processes of emotional mental activity, which take place at the level of feeling and pre-feeling, and do what the primary processes are unable to accomplish. These processes are at the level of the ego, where we find that the reality principle prevails and not the principle of pleasure. "The emergence of the principle of reality does not mean abandoning the pleasure principle, but rather suspending it temporarily for the reality principle to return to the pleasure principle" (Achenety, 1980, p. 33).

### **Principles of Psychological Functioning:**

There are four basic principles that govern psychological functioning:

- **Principle of Constancy:** It is one of the most important principles of psychological functioning, as the psychological system always seeks to keep the amount of excitation at its lowest level.
- **Pleasure Principle:** It results from the principle of constancy and aims to avoid pain and obtain pleasure. This pleasure occurs when there is no tension resulting from the increase of the excitation which is the objective of the principle of constancy, so the principle of pleasure works to serve the principle of constancy and aims to reduce tension.
- **The Reality Principle:** It is acquired later and makes "dualistic with the pleasure principle, which corrects it" (Laplanche-Pontalis, 1985, p. 458). This principle

postpones the acquisition of pleasure to align with the conditions imposed by the external world, because it is related to the pre-sent and sense system.

- **Repetition Compulsion Principle:** In this principle, the individual repeats experiences because there is an internal pressure that forces him to repeat them in an attempt to reduce the tension caused by it "whether the results of these repetitions are pleasant or painful" (Si Moussi-Zagar, 2000, p. 11).

### **Defense Mechanisms:**

By defense mechanisms, we mean the psychological processes that work to relieve stress and restore psychological balance. It is, "different types of processes in which the defense can specialize and the diversity of the dominant priorities depending on the type of injury, the formative stage, and the defensive conflict degree of elaboration" (Laplanche-Pontalis, 1985, p. 132).

The use of one defense mechanism or another depends on the type of situation, the injury, the stress, and the level of ego organization, whether neurosis or psychotic.

### **Rape Trauma**

#### **Trauma Definition:**

Trauma is defined in the Glossary of Psychoanalytic Terms as "an event in a person's life characterized by its severity, the inability of the person to respond appropriately to it, and its disturbing and lasting pathogenic effects" (Laplanche, Pontalis, p. 300, 1985).

"Trauma refers to surprising events or experiences that involve a significant threat to the body, emotional and psychological safety, and well-being of the victim or their loved ones, and they are sudden and unexpected" (Christine A, et al., p. 6, 2017).

Trauma is a sudden and severe event that leaves the individual helpless and unable to overcome it.

#### **A Psychoanalytic View of Trauma:**

Psychoanalysis may approach trauma from two overlapping perspectives: a dynamic point of view, which explains trauma by requiring the presence of two things. The first is the seduction incident in childhood and immaturity, and the second is the explosive or dimensional factor through which the trauma takes on its meaning. It leads to an overflow of excitation that takes the psychological system out of the pleasure principle.

From an economic point of view, trauma expresses "a wide breakdown of the protective shield as an indication of the inability of the psychological system to discharge the large overflow of excitation" (Simoussi, Zagar, 2005, p. 66).

#### **Symptoms of Trauma:**

From an analytical point of view, the symptoms of trauma are as follows: Repetition syndrome may appear in several forms such as recurring memories or dreams, sudden

impressions, avoidance syndrome, freezing of sorting functions, freezing of perception functions, freezing of love functions, neurocognitive syndrome (Simoussi, Zagar, 2005).

### **Definition of Rape:**

In psychology, rape is defined as "the practice of sex or sexual intercourse by force without the consent of the other party, and many psychological factors are involved in the act of rape so that this crime includes forcing a woman or a man to intercourse to satisfy the aggressive sexual instincts while the victim feels humiliated, degraded and assaulted. It is a brutal massacre characterized by the act of inserting a sexual organ in any form into another person by violence, coercion or surprise" (Benbordi, 2016, p. 63).

It is also defined as "Rape is the sexual penetration of a woman against her will. Rape occurs if the male member touches part of the woman's genitals, and it is not necessary that full contact occurs or that there is ejaculation" (Abdel-Moneim, 1994, p. 28).

### **Rape in Algerian Law:**

Rape is "the act stipulated and punishable under Article 336 of the Penal Code until the amendment of the Penal Code by Law No. 14-01 dated 04/02/2014, the Algerian legislator used the term indecent assault" (Aboussakia, 2005, p. 103). The act of a man having sexual intercourse with a woman without her consent.

Rape was not defined in French legislation until 1980, and with the promulgation of the law of December 23, 1980, rape was defined as "any act of sexual penetration, whatever its nature, on the person of another by violence, coercion, threat, or surprise" (Aboussakia, 2002, p. 95).

### **Stages of Rape Trauma:**

There are three stages of rape trauma:

- **Immediate phase:** It occurs immediately after the trauma and lasts from hours to days. It is characterized by physiological symptoms of sweating, heart palpitations, and trembling of the limbs.
- **Post-phase:** During this phase, the victim tries to understand what happened to her/him and shows many behavioral changes, such as avoidance of everything related to the traumatic event.
- **Late stage:** It occurs months after the rape. The victim may be in a state of trauma stabilization or may be in a stage of psychological crisis (Benbourdi, 2016).

### **The Effects of Rape Trauma on the Victim:**

There are many negative and influential effects on the victim after being raped, such as feelings of inferiority, self-blame, sexual issues, depression, and sometimes suicide.

To support the theoretical aspect, we conducted a field study on a woman who was raped and was able to overcome her trauma and continue her life in a positive way

## **Case Study:**

### **Method and Tools:**

Since the nature of the topic determines the type of method used, we chose the clinical method because it is the most appropriate for our study. It is considered the most appropriate method to reach the individual in turn in order to have a profound study of individual cases. The case study is considered the field that allows the specialist to collect the largest and most accurate amount of information, which allows him to make a valuable judgment about the case.

In this regard, we relied on the semi-structured clinical interview and the Thematic Apperception Test, TAT.

In order to identify and select the right individual for the study, who must be resilient, we used the Davidson resilience scale (the Connor-Davidsonresilience scale) to ensure it.

**The Connor-Davidson Resilience Scale:** This scale was developed by Connor Catherine and Davidson Jonathan in 2003. "It includes 25 items divided into four dimensions. Each item is evaluated from 0 to 4 on a Likert scale, from 0 = disagree to 4 = completely agree. The higher or lower the total score obtained in each test indicates the highness or lowness of the degree of resilience of the individual" (Taleb, 2014, p. 151).

The resilience scale was applied to the examinee, and she obtained a score of 74, which indicates that her resilience score is high and therefore the examinee is resilient.

### **Clinical Interview:**

#### **The Interview Guide:**

The interview guide contains four axes according to the requirements of the study. The interview started by collecting personal information about the examinee (name, age, parents' family status, number of siblings, order in siblings, marital status, address, educational level, occupational status).

In analyzing the interview, we adopted the psychoanalysis reference.

#### **First Axis: Life History of the Case**

The objective is to learn about her life from childhood to the present time, how she reconstructed her life story, the quality of her relationship with her parents and siblings, how she invested in them, and what support factors she has had since childhood.

#### **Second Axis: Rape Trauma Pension**

The objective is to show the impact of the rape trauma on her psychological process.

#### **Third Axis: Factors of Overcoming Trauma and Resilience**

The aim is to identify the most important factors that helped and contributed to the construction of the resilience of the examinee and the main support factors that caused it.

### **The Fourth Axis: Dreams and Elaboration Factors**

To find out the process by which the elaboration took place.

#### **Case View:**

##### **Personal Informations:**

- Name: N
- Gender: Female
- Age: 28 years old
- Marital status: Married
- Parents' marital status: Living together
- Number of siblings: 3 (2 males - 1 female)
- Sibling order: 3
- Academic level: Master 2 English Language
- Professional status: Employee in a private company
- Address: Ouargla

##### **Analysis of the Interview:**

The case tells about her childhood in a relaxed and smooth manner and did not find difficulties in reviving her childhood as she was able to reconstruct her life story in a positive and good way, full of positive perceptions. The parental relationship was well invested and emotionally supportive. She started her speech by saying that it was the best days of her life and she lived it happily with family members, brothers, and friends. She says that she was loved by everyone.

About her relationship with her parents, she loves them very much and believes that they gave her everything they could in terms of love, tenderness, and material pampering, as well as the relationship with the brothers, which was good, with natural jealousy between brothers that did not affect her negatively. She added that her studies were also fruitful and successful, with good relationships with teachers and colleagues until the secondary school stage. Her success in the baccalaureate certificate was one of her biggest achievements. She studied Literature and Languages, and her desire was English language.

About the trauma of the rape and building resilience, the case says that what happened to her was one of the worst things that a girl could experience, and she wishes that this stage of her life had not happened. She says: "This is the story of my problem, thanks to God, I'm fine, I didn't imagine that I would be able to live after that and says that thanks to God she didn't harm herself." (We intervened to find out the details of the incident and how it ended). The examinee answers and says: "I do not wish for any girl to experience what I lived. My parents do not know anything about the subject, and my husband loves me, accepts me as I am, he

does not ask about the subject at all and he does not want to know the details of what happened," she adds: "I do not know if God has compensated me with him."

... or if it is the prayer of my parents....." Then she continued the details of the rape incident where she showed signs of grief at times and of satisfaction at other.

Through the case speech, it became clear that the rape affected her greatly, and she was telling her story in a way that showed that she had overcome it despite its severity. There was a combination of negative perceptions of the rape incident that were linked to positive perceptions of her good relationship with her husband and her success in her studies and work.

On the factors that helped her overcome the trauma and build her resilience, the case says: "In the beginning, I was not in a good state, but God gave me strength, and so did my parents. My father and mother felt that I was not well and tried to know the reason, but I did not have the courage to tell them. I locked myself in my room and cried. I missed university, and my parents thought I was sick and took me to the doctor... My mother was always saying to me, 'My daughter, what is wrong with you? What happened to you?' And I couldn't tell her for fear of shocking her... I had a friend at the time who helped me to overcome the trauma. She was a real support for me. I wish the best for her because if she had not been with me at that time, I would not be with you now."

The examinee completed the details of that phase and how she overcame it. The security and sympathy of her family, the presence of friendly and supportive parents with whom she has a good relationship, and the harmony of her family, which had a significant impact, the presence of a supportive girlfriend also helped her overcome the trauma and succeed in her university life by completing her bachelor's and master's degrees with distinction.

About her dreams and the elaboration factors, she says: "I used to dream a lot, and when I wake up, I want to interpret the dream and read the interpretation books or use the internet." We tried to know the nature of her dreams; she answered, "Every dream is different. Sometimes a good dream makes me happy, and sometimes a bad one."

About her goals and dreams that she wanted to achieve, she says: "Alhamdulillah, I completed my studies, I am employed and married, and my husband loves me and I love him. I wanted to live abroad, but now I changed my mind when I got married and settled my life, so we can travel for fun and enjoyment." Through the case speech, it is clear that she was able to reach most of what she dreamt of and that she is still able to achieve the rest. She is very satisfied and comfortable with what she has now.

Through the semi-guided clinical interview, the case was responsive and was able to exploit the relationship with the psychologist. The image of the mother and father is stable, and there is a dynamic relationship between them, as well as with the brothers, and this helped in building a personal identity for the case, which is considered one of the most important factors in building her resilience. Her academic path was normal and invested in relationships with external topics. All her statements carry positive perceptions from primary to secondary

school, which ended with success in the baccalaureate certificate. The trauma of rape passed well, and she was able to pull the libido from the traumatic object and invest it in external objects, such as academic success, marriage, and work.

### **Thematic Apperception Test:**

TAT is one of the projective tests that help to reveal the subtleties and depths of the personality. The projective production in the TAT gives us a picture of what happens inside the individual and his relationship with the outside world.

It was created by the scientist Murray in 1935 and was subjected to many modifications, the last of which was the modification made by V. Chentoub.

### **Thematic Apperception Test Responses:**

#### **Panel (1):**

(...) This is a child who is sitting and he thinks, a violin is in front of him, there are a white carpet and violin sticks underneath. He is a little sad.

#### **Defensive Tactics:**

- CP1 Initial latency
- A1-1 well-built story close to the virtual content
- B1-3 Flexible and diffuse analogies
- A2-1 Description with attention to detail (including infrequent mentions) including postures and expressions
- CN4 Posture expressing emotions
- B1-4 Verbal expressions of various emotions modified by the stimulus.

#### **Problematic:**

The emergence of flexibility techniques enabled the examinee to position herself as a whole person in front of the subject, and thus recognize the issue, despite the presence of control and inhibition techniques that did not prevent her from recognizing her current immaturity and the possibility of getting out of it

#### **Panel (2):**

This presents people in the desert, houses, and ploughing. Two women, one leaning on a tree; she looks pregnant, the other is holding books, and a man who is ploughing with a horse.

#### **Defensive Tactics:**

- B2-1 Direct entry into the story
- CP3 Non-identification
- A1-1 well-built story close to the apparent content

- B1-3 Flexible and diffuse analogies
- CF3 Emphasis on action

**Problematic:**

Despite the presence of cessation, conflict avoidance, and control techniques, the examinee was able to recognize the triangular relationship and the true distinction between the three people in the painting

**Panel (4):**

Here is a man with a woman; he is running away from her, and she is begging him, and from the back, there is a picture of a woman. This is similar to what happened to me; he ran and left me. I got rid of him, such a criminal.

**Defensive Tactics:**

- B2-1 direct entry into the story
- A2-9 denial
- CP3 non-identification
- CF-1 adherence to the apparent content
- CF3 emphasis on action
- B2-12 emphasis on go-type themes
- CN-2 reference to personal sources or personal history
- B2-12 emphasis on go-type themes
- B1-1 story built around a personal desire
- CN1 emphasizing what is felt subjectively
- A2-17 emphasis on internal personal conflicts
- B2-17 emphasis on internal personal conflicts

**Problematic:**

Flexibility techniques enabled the examinee to recognize the issue, but the dominance of cessation techniques and the emergence of control techniques made her unable to crystallize the issue posed in the painting due to the conflict instinct in the normal sexual relationship raised by the painting.

**Panel (5):**

An old woman looking inside the room. It was nice and tidy and had books in it, a vase, and a cupboard. It reminded me of my grandmother's house. She used to look down on us and tell us to go to sleep and stop making loud noises. laughing. "She moves her head."

**Defensive Tactics:**

- B2-1 direct entry into the expression
- CP3 non-identification of people
- CF3 emphasis on action
- CN2 referring to personal sources or personal history
- CF3 emphasis on action
- A2-10 elements of the reaction-formation pattern (cleanliness, tidiness)
- CC1 kinesthetic arousal
- A2-10 elements of the reaction-formation pattern (cleanliness, tidiness).

**Problematic:**

The predominance of cessation styles and the emergence of a single style of flexibility resulted in the inability of the examinee to recognize the problematic nature of the painting.

**Panel 6GF:**

There is a woman who is looking at a man, and he is looking at her. They know each other; are talking to each other about something important.

**Defensive Tactics:**

- B2-1 direct entry
- CP3 non-identification of persons
- CF3 emphasis on action
- CF1 adherence to the apparent content
- A2-3 verbal reservations
- B2-10 adherence to narcissistic details of relational value
- CP2 general tendency to abbreviation.

**Problematic:**

The presence of resilience and conflict avoidance techniques did not prevent the examinee from recognizing the problematic nature of heterosexual desire.

**Panel 7GF:**

There is a girl with her mum, she is holding a doll. She is angry at her, her mum is trying to understand and appease her, but the child remains upset.

**Defensive Tactics:**

- B2-1 direct entry into the expression

- B2-3 emphasis on interpersonal relationships
- Story in the form of dialogue
- CN4 situation expressing emotions
- B1-3 flexible and diffuse analogies
- B2-5 dramatic expression
- CN4 situation expressing emotions

**Problematic:**

The emergence of flexible techniques made the examinee aware and crystallized the issue of the mother-daughter relationship in the dual dimension.

**Panel (10):**

(...) It's like aaa... it's not clear. A man or woman, I don't know, they are hugging each other, the man consoles the woman, she might be his wife or his girlfriend, I don't know.

**Defensive Tactics:**

- CP1 Initial latency
- A2-3 verbal reservations
- B2-11 Instability of identifications, indecision about gender or age
- CC1 Motor agitation, gestures or body expressions
- A2-11 Denial
- A2-6 hesitations between different interpretations
- A2-3 verbal reservations
- CP3 Non-identification
- CF3 Emphasis on action
- CN4 situation expressing emotions
- A2-6 hesitations between different interpretations
- A2-8 chatter and rumination
- B2-8 exclamations, digressions referring to personal sources and assessments
- A2-6 hesitations between different interpretations
- A2-8 chatter and rumination
- B2-8 exclamations.

**Problematic:**

The examinee was able to recognize the issue suggestive of the libidinal expression of the couple, despite the presence of conflict avoidance and censorship techniques, which was due to latent cues that required facial reconstruction.

**Panel 11:**

She rotates the panel (...) This is a bit of an ambiguous landscape, but it looks like high mountains, stones, people, and horses running. There is like a bridge below, there is someone ahead of them or running behind them.

**Defensive Tactics:**

- CP1 Initial latency
- CC1 Kinesthetic excitation
- E4 False perceptions
- B1-2 Introducing people who are not in the picture
- B2-12 Emphasis on go-type objective, Running
- CF1 Adherence to apparent content

**Problematic:**

The predominance of cessation styles and the emergence of two styles of flexibility and one primary style made the examinee realize the issue that the painting suggests, but she could not crystallize it well, which is related to the genital themes. This painting raises a state of anxiety for the examinee, which is normal as a response to this painting.

**Panel (13MF):**

This is the sight of a naked woman; she seems dead, there is a man who's crying because he had lost her. He could be a doctor who wants to save her.

**Defensive Tactics:**

- B2-1 direct entry into the expression
- A1-1 built story close to the apparent content
- A2-3 verbal reservations
- CP3 anonymity
- B1-4 verbal expressions of diverse emotions modified by the stimulus
- A2-3 verbal reservations
- CM2 objectification, positive value

**The Problematic:**

The examinee was able to recognize the problematic nature, which suggests a sexual and aggressive expression for the couple by incorporating aggressive instinct into the possibility of an erotic crime, but conflict avoidance techniques led to a lack of crystallization.

**Panel (19):**

This is looks like an animation scene, I like it. It's a bit mysterious, it looks like a house in a winter weather\$ and white snow.

**Defensive Tactics:**

- B2-1 direct entry into the expression
- A1-1 built story close to the apparent content
- A1-2 reference to literary and cultural sources
- CN3 entitled sentiment
- A2-12 emphasizing what is fictional
- CM2 idealization of the subject
- CF1 adherence to the apparent content

**Problematic:**

The variety of defensive techniques made the examinee aware of the pre-genital issue, the retrieval of fantasy, and the organization of the inside-outside dichotomy within the splitting between good and bad subject matter.

**Panel (16):**

What can I say (...) it expresses the pure life and a new beginning, pure comfort, reassurance, and tranquillity. I love it and find myself in it, it expresses me.

**Defensive Tactics:**

- CC1 kinesthetic excitation
- CC2 requests to the examiner
- CP1 initial latency
- B1-1 a built story around a personal desire
- CN1 expressing what is felt subjectively
- B1-3 flexible and diffuse analogies
- CN3 entitled consciousness
- B2-8 exclamations, digressions, comments referring to personal sources and assessments

- CN5 emphasizing sensory characteristics
- CN1 emphasis on what is felt subjectively

**Problematic:**

The examinee composed her favorite topics in a flexible way and expressed her emotions. She projected her feelings and relationships to the topic in a positive way.

**Total Protocol Time:**

13 minutes and 36 seconds

**Summary of the Protocol:**

By defining the Protocol's defence regulation, defence records can be identified:

Through examined responses, there is a balance in the use of defensive contexts, defensivemethods. (A) exists and indicates the adherence to reality and natural adaptation with the alarm. This is what appeared in most paintings:

- **A1-1** a well-built story close to the apparent content
- **A1-2** reference to cultural literary sources
- **A2-1** the description, with details some mentioned rarely
- **A2-3** verbal reservations
- **A2-6** frequencies between different interpretations
- **A2-8** chatter and rumination
- **A2-9** cancellation
- **A2-10** elements of the reaction formation pattern (cleanliness, arrangement)
- **A2-11** denial
- **A2-12** the emphasis on what is imaginative
- **A2-17** the emphasis on internal personal conflicts

Flexibility methods are well appearing in all paintings:

- **B1-1** a built story about a personal desire
- **B1-2** insert people who are not in the picture
- **B1-3** flexible and pervasive analogies
- **B1-4** verbal expressions of various adjusted conveyed by the stimulus
- **B2-1** direct entry into the expression
- **B2-3** emphasis on relationships between people

- **B2-5** expression as dramatic
- **B2-8** exclamations, obstructions, reference to personal sources and estimates
- **B2-10** adherence to narcissistic details with relational value
- **B2-11** the instability of analogy, hesitation about sex or age
- **B2-12** emphasis on topics of the **go-type** running did not hinder the process of association, but enrich the speech, so it was overwhelmed by the emotional side, which shows that the examinee has the ability to manage emotions.

The non-conflict methods varied in the examined speech in all the paintings as well and appeared in a significant quantity.

Phobic contexts were present but insignificant compared to other non-conflict contexts which were an attempt to reduce internal psychological conflict.

- **CP1** initial latency
- **CP3** non-identification of people, didn't stop the speech, and its little presence was an evidence of the elaboration of the depressive position caused by psychological trauma and the success of the examinee to overcome it.

Narcissistic contexts:

- **CN1** emphasis on what is self-felt
- **CN2** refer to personal or personal history related sources
- **CN3** entitled emotion
- **CN4** a position that expresses emotions
- **CN5** emphasis on the sensory characteristics in painting 16 that signifies the libidinal re-employment that shows the investment of external subjects. These contexts are enlisted to defend against narcissistic fragility and relational contradictions with topics. It indicates the body investment and the libidinal re-employment, and that the case is resilient and has overcome the trauma of rape.

Paranoic cessation contexts were very little present in the painting (13MF and 19). The method of **CM2** idealisation of the subject showed positive or negative value, which is related to the experience of gratification, whether negatively or positively, which may enhance the presentation of paranoid success to cover separation anxiety. The existence of only two methods in the examinee speech did not affect the speech negatively.

The behavioral cessation methods were little in the speech, which is an evidence that the examinee's association process is goodkinesthetic excitation **CC1** in the painting (5-10-11-16) and the gestures of body expressions **CC2** in the painting (16).

Realistic cessation methods indicate the adaptation to the reality of the examinee:

- **CF1** adherence to the apparent content
- **CF3** emphasis on doing the action, since cessation does not combine with the known repression during the breakthrough of the repressed. The anxiety appears absent, and the exciting is invested as a realistic topic and not as a source of Echoing fantasy.

**The initial methods** were absent in the Protocol and appeared once in the painting (11), which came in the context of E4 false perceptions of the painting that cause ordinary ambiguity and concern. It reflects the coherence of the examinee's structure.

**The Protocol's general problem:**

Through a general analysis of the Protocol, which was rich with associations, with correct language and an echoing fantasy that enables the examinee to address the underlying problems of most paintings, she also could well crystallize them, as well as the diversity of defensive contexts and proper and coherent construction of stories. The examinee is properly adapted to the stimulus (paintings), so this protocol has good projective production elements.

**Resilience indicators of Thematic Apperception Test:**

Resilience indicators in the case are shown by:

- Rich and varied speech
- Lack of cessation and absence of many latency times at the beginning of the story or during it
- The building of stories came intact, it has a dynamic which reflected the resonance of echoing fantasy, rich perceptions, and pre-sentimental activity that showed an internal psychological reality.
- Stories involve varied contexts, there is no single dominant pattern.
- Recognize the underlying content of painting problems and well crystallize them.

The defensive contexts used by the case indicate that the ego has been able to exit the conflict, control aggression, and not be controlled by libidinal instincts. The defense mechanisms used by the case indicate that the defense mechanisms are the result of a flexible ego that has resulted in the attachment of diverse emotions depending on the stimulus.

**Conclusion:**

Through all the foregoing, we conclude that resilience is a profound psychological process that requires mechanisms associated with internal psychological factors of the individual and external family and social factors. The ability of the examinee to overcome the trauma of rape and complete her course of life in a good way is due to the power of the ego, a solid psychological functioning with flexible defensive mechanisms, rich echoing fantasy resonance, and positive perceptions translated into a rich speech with varied contexts in the projective production of the Thematic Apperception Test, TAT.

## References:

- Benbourdi, Malika. (2016). Image of self and identity of the raped adolescent. Unpublished PhD thesis. University of Algiers. 2.
- Bouhajar, Sana. (2016). The resilience was treated in the working child in Algeria. Unpublished doctoral thesis. University of Biskra.
- Boussakia, Ahsan (2002) brief in Algerian private law. p. C1. 15. Dar: A concern for printing, publishing and distribution.
- Boussakia, Ahsan (2015) brief in Algerian private law. p. 1. 18. Dar Hama Printing, Publishing and Distribution.
- Bousana, Abdul Wafi Zuhair, Osmani Marabu, Saouriya. (2015). Psychological resilience Factors Model for Traumatized Children. Journal of Humanities and Social Sciences University Biskra 19 (123).
- Toufik Abdel, Monim Toufik (1994), psychology of rape. Tutna: DarrUniversity Thought.
- Jean Laplanche and J. B. Pontales (1985) The dictionary of psychoanalytic terminology (translation by Dr. Ahmed Hijazi) Beirut Lebanon: University Institution for Studies, Publishing and Distribution.
- Taleb, Hannan. (2014). Emotional intelligence and its relationship to both self-pity and resilience in practising clinical psychologists. Unpublished doctoral thesis Setif University 2.
- Simoussi, Abdel Rahman . Zagar, Radwan (2005), trauma and mourning in the teenage child. Psychological Society.
- Shiradi, Nadia (2011) School adaptation of the child and adolescent in light of mental stereotype.2 Algeria: Office of University Enclosures.
- Kelvin Hull (1980). Translation by Mohammed Fathi al-Shonaiti.Principales of freudian psychologie. Beirut: Dar al-Nahda. Arabic
- Lahmar, Fadila. (2017). Psychological addition of the resilience in adults with cancer. Unpublished PhD thesis. University of Biskara.
- Clinical Practice Guideline for the Treatment of Posttraumatic Stress Disorder ‘.(2017). 1 (PTSD) in Adults. American Psychological Association .
- - M Silveira ‘ Gilberto‘ M S ‘ Sabina‘ K ‘ Cesar A‘ V D‘ Andrea‘ M S ‘- Marcele Geraldine A S .(2020). Association between resilience and self-compassion ‘Elizangela H C in patients with fibromyalgia . *International Journal for Innovation Education and Research*.2020(98) ISSN 2411-2933 .

-T . Matthew, N . kinnmbrel . (2020) . Emotion in posttraumatic stress disorder . India .Elsevier academic press.