



For Mental Health Professionals Interested in Psychoanalytic Perspectives

A local chapter of the Division of Psychoanalysis of the American Psychological Association

www.pspp.org

Summer, 2010

*Message
from the
President*

Jeanne Seidler, Psy.D.

As my active presidential term of PSPP draws to a close, I reflect with pleasure on the accomplishments we have achieved this and the last several years and look to sharing with you the work that has been done on the fundraising/endowment project I put forward last year.

To recap some of what I was identifying and conceptualizing in that spring issue of *Currents*, I have watched our organization struggle with the bind of trying to underwrite exciting cutting-edge programming with the sole revenue source being yearly dues. The PSPP Board is committed to keeping dues and fees low for students and retirees and for trying to keep membership accessible to all. This greatly limits our ability to fund social events, develop scholarships to promote psychoanalytic endeavors of various types, and to promote more outreach and more cutting-edge programming.

As part of my presidential mis-

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What is Infant Mental Health?

Elizabeth Bogado Briganti, Psy.D.

Some may think that the term “Infant Mental Health” (IMH) has a negative connotation, such as a baby having a diagnosis of Depression or Post Traumatic Stress Disorder. While babies can have features of these disorders, IMH does not focus on pathology. Rather, its focus is on *optimal* growth and on relationships. Specifically, IMH is “concerned with the optimal physical, social, emotional, and cognitive development of the human infant within the context of his/her family” (Costa, 2008). The infant is principally viewed *within* a primary relationship—usually but not always his/her mother—and this pair or dyad is the focus of IMH. Thus, the importance of relationships is stressed in IMH, between parent and infant, parent and child care providers, infant and child care providers, between early intervention professionals, etc. Infant Mental Health typically refers not just to infants but to toddlers and young children as well, with a focus on ages birth through 5 years of age.

As we know, parents’ and caregivers’ nurturance and warmth directly influence an infant’s sense of trust and security with themselves, with other adults, and with the world. When a parent or caregiver responds to an

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President's Message (continued from page 1)

sion, I have been working to find creative, respectful, professional, and comfortable ways to generate financial stability for PSPP and to assemble financial "pockets" to help us fund the dreams of our board and our membership. Some PSPP members have no financial resources, so give of their time and talents. Some members may not have time to contribute to board activities, but may be able to help underwrite a scholarship or contribute to a special program fund. My goal has been to have several different styles and mechanisms by which funds may be accumulated, so that the individual with sparse resources might feel comfortable to give as well as that individual who has the ability to help with a larger project. The board is ready to put into place a structure for both styles of giving.

As you renew your membership this year, and as each new member registers for the first time, you will notice a blank on the registration/renewal form inviting you to add to the dues amount an extra sum to go towards PSPP missions (enriched programming, social events, scholarship etc.) As I remarked in that 2009 Currents article, our membership hovers at about 220 individuals a year. If each member gives an extra \$10.00 tax deductible contribution when they pay dues, our treasury will grow by \$2200.00 annually. If each gives \$100.00 tax deductible contribution when they pay dues each year, our ability to give scholarships and produce richer programs would increase by \$22,000.00 a year. Now, I know not everyone has the resources to give an extra \$100/year or even \$10.00, but any amount is more than what PSPP generates currently. With only dues, our reach is limited. With some effort put into fund-raising, we will get out of our dues-bound corset.

My second proposal is to institute a quasi-endowment program conceived to accumulate funds to support particular aspects of PSPP's mission statement we hold dear yet have heretofore not had the financial resources to underwrite in a significant way. I speak specifically about an effort to encourage through financial support greater student participation in PSPP programs and conferences, publications, and research, with an emphasis shaped by psychoanalytic thought. To make the giving more personal and to allow for more targeted giving, which my research suggests inspires more loyal giving, each of our PSPP Award recipients was invited to identify an area or areas of specialty which would be associated with a quasi-endowment fund bearing their name.

To be clear, a quasi-endowment is a fund earmarked by an organization's governing board, rather than restricted by a donor or other outside agency, to be invested to provide income for a long, but unspecified period, and the governing board has the right to decide at any time to expend the principal of such funds. These funds would have a semi-restricted categorization as each of the PSPP Awardees helps define the area for the use of the funds attached to his or her name.

Each year PSPP will send out a letter inviting PSPP members and other interested individuals to donate funds to the quasi-endowments we will have described. The areas will also be listed on the website so that giving is possible at any time. The PSPP board has approved an outline of the pro-

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PSPP Annual Graduate Student Brunch April 11, 2010

Dan Livney, MS, & Karen Dias, MA

The 2010 Graduate Student Brunch was a wild success again this year. As usual, the lion's share of the contingent was represented by the large number of students that the host and tireless PSPP advocate to the Widener program, Barbara Goldsmith, managed to attract to this event. This year we also had more Chestnut Hill College students than ever before, as well as a sprinkling of students from other schools as diverse as La Salle University, Drexel University, Eastern University, Yeshiva University in New York, Pacifica Graduate Institute, and Fielding University.

Jeanne Seidler, PSPP President, spoke to the almost 60 people in attendance about the virtues of joining PSPP, and Jay Moses, President-elect, invited all who are interested to attend the uniquely intimate environment of the ongoing PSPP Sunday Brunch series. Representatives of various other local psychodynamic/psychoanalytic organizations, including David Mark of IRPP, Diana Rosenstein of PCOP, and Laurel Silber of PCPE, joined the assemblage to promote their offerings. The Philadelphia-area opportunities for affiliation and education for those interested in psychodynamic and psychoanalytic approaches is rich and is growing, and we were pleased at how well the brunch highlighted that to the students who came out to join us that afternoon. To help students with finding their

way to what would be most helpful to them, Barbara Goldsmith encouraged them to join the PSPP mentorship program. The program provides interested students with a mentor with whom they can meet on a regular basis, free of charge. Many of our mentors were in attendance, including, Susan Adelman, Thomas Bartlett, Karen Berberian, Leilani Crane, Dennis Debiak, Ilene Dyller, Barbara Goldsmith, Sally Holtz, Rachel Kabasakalian-McKay, Maxine Margolies, Jay Moses, Diana Rosenstein, Laurel Silber and Jane Widseth, all of whom we would like to thank for volunteering their time, some for many years.

Most importantly, however, we would like to thank all the graduate students who came out, as this event was all about you. We hope many of you take advantage of our mentoring program and we would like to see you at next year's brunch, and, please, help us to invite other "psychodynamically curious" graduate students to attend! We would very much like to see representatives from more of the local (and even sort of local) graduate schools to attend in the future. Please feel free to contact current PSPP graduate student representatives Dan Livney (dan.livney@yahoo.com), or Karen Dias (kdias@mail.widener.edu) if you happen to know of anyone who is interested, and looking for a way to find their way into our community.

Mentoring: Nurturing the Next Generation of Psychologists

Barbara Goldsmith, Psy.D.

2009-2010 Academic Year: and Summer

I was delighted that many mentees and mentors attended the annual PSPP Graduate student Brunch on April 11, 2010. After the brunch many new students requested to be matched with mentors. Currently, we have 26 students participating and, thanks to outreach efforts, many new students have applied to the mentorship program from such geographically diverse schools as Yeshiva University, Pacifica Graduate Institute, and University of Texas, along with local schools such as Chestnut Hill College, Drexel University, Eastern University, Immaculata University, La Salle University, and Widener University.

Please continue to advertise the mentorship program, especially if you teach or supervise graduate students. The majority of students are still unaware that our program exists, or are unsure how to take advantage of it. Sadly, students are getting less and less exposure to psychodynamic thinking in their clinical practica, internships, and graduate programs and are especially eager for more access to psychoanalytic theory, practice and/or research. If you know of any student who is interested in being matched with a psychodynamic mentor, please direct him or her to our new PSPP website, www.pspp.org, where they can get the information they need about the program.

If you are new to the PSPP mentoring program, here is how the program works: Mentors and mentees are matched based on common interests and geographic locations. Mentees meet regularly with their mentors for one hour each month during the academic year at the mentor's office (summer meetings are optional depending on mutual interest and availability). This is a free program and there are no fees involved for students. Please note that mentoring is not the same as supervision and all students involved in the program should have supervisors responsible for their clinical work. Please remember that mentors function as consultants rather than supervisors.

Mentoring satisfies an important developmental need in preparing graduate students for successful entry into the profession. As mentors we should be proud to serve as role models, guides, nurturers, and teachers to the next generation of psychologists.

Students Who Are Interested in Finding a Mentor:

- ◆ Go to the PSPP website, www.pspp.org, click on the Mentorship link, read "Welcome to the Mentorship Program," and download the "Graduate Student Questionnaire."
- ◆ Complete the "Graduate Student Questionnaire" (please prioritize your interests on the questionnaire).
- ◆ Email the completed questionnaire to Dr. Barbara Goldsmith at barbgsmith@aol.com.

For Members Who Are Interested in Becoming a Mentor:

- ◆ Email Dr. Barbara Goldsmith at barbgsmith@aol.com. Please include your contact information, locations where you would like to meet with your mentee, areas of interest/expertise (both scholarly and clinical), as well as any other information that might help ensure a good match.

Thanks to those who are currently mentoring students this academic year:

Susan Adelman, Ph.D.
Thomas Bartlett, M.A.
Cindy Baum-Baicker, Ph.D.
Karen Berberian, Ph.D.
Noelle Burton, Psy.D.
Susan Carswell, Psy.D.
Leilani Crane, Psy.D.
Rebecca Ergas, Psy.D.
Dora Ghetie, Psy.D.
Barbara Goldsmith, Psy.D.
Maxine Margolies, Psy.D.
Julie Nemeth, Ph.D.
Susan Nestler, Psy.D.
Anna Nicholaides, Psy.D.
David Ramirez, Ph.D.
Laurel Silber, Psy.D.
H. Panill Taylor, Psy.D.
Jed Yalof, Psy.D.
Robin Ward, Psy.D.
Matthew Whitehead, Psy.D.

Committee Reports

Membership Report

Leilani Crane, Psy.D.

With deep apologies I admit that I have been remiss with regard to an important newsletter tradition in PSPP—that of acknowledging new members in print. We have been concentrating so hard on moving most, if not all, membership and event processes online that some important processes have fallen by the wayside. That being said, I wish to right a wrong by publicly welcoming members who are new to PSPP in the past year. Thank you all for joining, and for participating in PSPP events. We look forward to a long and fruitful partnership with you.

Scott Abrams, Ph.D.
Joe Altobelli, M.S.
Jetty Beim, L.C.S.W.
S. Ami Berkowitz, M.Ed.
Diny Capland, B.A.
Jonathan Cohen, B.S.
Lisa Correale, M.S.W.
B. Gary Davis, M.Div., L.S.W.
Renny Eapen
Adam Feiner, M.A.
Toni Giordano, M.A.
Ana Hagstrand, Psy.D.

Sara Harowitz, Psy.D.
Kimberly Hoffman, Ph.D.
Sally Holtz, Ph.D.
Ai Ikunaga, Psy.D.
Konstantin Khodik, M.A.
Hannah Kliger, Ph.D., M.S.S., L.S.W.
Jessica Lilleston, Psy.D.
Emily Loscalzo, M.S.
Sarah Marvin, M.A.
Susan McCrea, B.S.
Aleisa Myles, B.A.
Dana Odell, M.A.
Steven Palma, B.A.
Kimberly Reveley, B.S.
Ann Smolen, Ph.D.
Rebecca Stern, Ph.D.
Rebecca Tendler, Ph.D.
Heather Trobert, M.A.
Rebecca Villar
Wendy White, M.S., Ed.S.
Mary Beth Wilkas, M.A.
Amanda Williams, Psy.D.

Treasurer's Report

Ellen Balz , Ph.D.

Account Balances as of 5/16/10

Checking: \$ 15,478
CDs: 5,797
Total: 21,275

Budget Notes

PSPP is about \$500 over budget on the Spring Program (we spent within our budget despite some overages on individual line items, but we took in less

than expected). Most other projected income and expenses are for items yet to come in 2010 (e.g., member dues, Fall Meeting, newsletter, member directory). We had projected a \$435 deficit going into this year with a hope of closing that gap in part via adding a new membership category to bring in additional dues. As things now stand that deficit could end up closer to \$1000, but that could change a lot one way or the other between now and 12/31/10 depending on actual income and expenses.

Transportation to PSPP Events

Have you had difficulty finding transportation to PSPP events in the suburbs? We can help! When signing up for PSPP events, please let the contact person know if you are either able to provide a ride or need a ride to that event. With this information, the contact person can help to make the necessary arrangements.



PSPP 2010 Spring Meeting

Dr. Ricardo Ainslie on Using Psychoanalysis beyond the Consulting Room

Dan Livney, M.S.

Dr. Ricardo Ainslie visited the Swarthmore campus on March 27th, in a program co-sponsored by Swarthmore College and PSPP. Dr. Ainslie is a psychoanalyst teaching and practicing in Austin, Texas. He is also an award-winning documentary filmmaker who has long sought to combine the psychoanalytic virtues of listening and of being open to the unexpected and the unspoken with his documentary work. On Saturday, Dr. Ainslie was warmly introduced by his friend, former supervisee, and Austin ex-pat, Dr. David Ramirez, now Director of the Swarthmore College counseling center. The two hinted at shared experiences trekking in the Adirondacks with Neil Altman, and their run-in with “the bear.”

The title of the day’s program was *Psychoanalysis and the Art of Community Engagement: Immigration, the Psychological Origins of a Hate Crime, and Other Uses of Psychoanalysis Beyond the Consulting Room*. It consisted of a morning and afternoon session. The theme of the morning was on the immigrant experience; while in the afternoon, Dr. Ainslie turned to his work documenting the 1998 events in Jasper, Texas. This small town was the site of the horrific dragging death of James Byrd, an African American man, by Bill King and two other white men from the surrounding area.

A unifying thread to the two sessions was in the psychoanalytic understanding of culture: the way that it “holds” us in a Winnicottian sense and helps to create a “potential space” located somewhere between our internal and external worlds, between fantasy and reality. Dr. Ainslie reminded his audience that culture, which by definition is a shared construct, is nevertheless contained within the individual, and expressed individually.

Dr. Ainslie himself emigrated at a young age from Mexico City where he had grown up, and so the Mexican immigrant culture prevalent, especially in the southern part of Texas, is familiar to him. He spoke of the way we take in culture with mother’s milk; in the smells of the household and the foods that we eat, in the sounds of music and language, and in the feel of the fabric. These are the elements of culture which provide what Dr. Ainslie calls a cultural holding environment, a place of safety and familiarity in which we live. When these things are lost or disrupted, as during emigration, the individual experiences mourning akin to the loss of a person. As a visual example of a way in which immigrants handle their grief over the loss of their home culture, Dr. Ainslie presented a film clip of a typical weekly market in Texas known as La Pulga, or the flea. In this medium, the Mexican home culture is preserved

and reconstituted in the immigrants' new land, complete with familiar foods like roasted corn, with music, and with dancing.

Dr. Ainslie also presented his short film, *Looking North: Mexican Images of Immigration*. In this documentary, he is shown interviewing 30 people at random on the streets of Mexico City. Without exception, each person who had agreed to the interview had at least one friend, relative or neighbor who had emigrated to the United States. The film showed the complex range of emotions: longing, pride, envy, and sadness in those who had remained in their homeland. Dr. Ainslie noted that one in nine of all Mexican-born citizens was now living in the U.S.

In the afternoon portion of the program, Dr. Ainslie presented his work, documenting the tragedy that occurred in Jasper, Texas. He spoke of how Jasper, a town of only a few thousand people, reminded him of the small Texas town his own mother was from. Dr. Ainslie interviewed many of the townspeople directly and indirectly connected to the tragedy, spending many hours with the local civic leaders, the police, the clergy, and with Bill King himself, who is now on death row.

In his talk, Dr. Ainslie focused on the forces that impacted the cultural holding environment of the town, twisting it, yet allowing it to remain intact. As Whites armed themselves, fearing retri-

bution, Blacks also armed, fearing a repetition of the crime. Yet, to Dr. Ainslie, the racially integrated civic institutions of Jasper—the police, the City Council, and its African-American mayor—provided incentive for the community to prevent an escalation of violence. For many townspeople, the murder brought to mind the remembered but undocumented lynchings which had convulsed the area in the not-too-distant past. It became seen as an atavism, a familiar and dreaded script returned to life; this time, however, the incentive for both Whites and Blacks to keep the peace for the common good overwhelmed more primitive motives. Dr. Ainslie described the effects that these interviews had on him, particularly those he conducted with Bill King on death row; for example, raising questions about the moral value of the death penalty. After the program, Dr. Ainslie signed copies of the book he wrote about the events in Jasper, entitled, *Long Dark Road: The Story of Bill King and Jasper's Murder*.

After the break in the middle of the afternoon segment, Dr. Ainslie reminded the audience of the frightening and disturbing content of the material, and that “we all have our defenses against it.” The afternoon concluded with an animated question-and-answer session. The day was, in all, highly enjoyable, and a fascinating look into psychoanalysis seen in a way that most of us rarely do on a daily basis.

SAVE THE DATE

2010 PSPP Fall Meeting

With Tony Bass

October 30th

Additional Information to Come

A Non-blustery Overview

Burton Norman Seitler, Ph.D.

The “Windy City,” as Chicago affectionately had been dubbed long ago, comes by this appellation honestly, with stiff winds that forcefully come off of nearby Lake Michigan, making temperatures seem much cooler than they actually register on a thermometer. Interestingly enough, there is an alternative explanation for its nickname, admittedly of apocryphal origin, that claims it is really a political reference, one that emanates from the historical practice of Chicago’s politicians to expend a great deal of *lung power* when exhorting passage of particular pet projects.

But, in view of the fact that the conference’s central theme was “Wild Analysis,” I will not speculate further on the authenticity of a connection between wind production and politicians, except to gratefully note that this propensity for long-windedness was nowhere to be found in this conference, at least not in those sessions that I attended.

At first, I was reluctant to go to Chicago, reasoning that since I have been to this great city before—even though it was many moons ago—how much could it have changed? What is there now that would be new and enticing? So, perish forbid, if the presentations left me empty, what would be available in the city if I badly needed to institute a back-up plan allowing me to make a hasty retreat from the conference: tour the city, sample some restaurant fare, stroll in a park or two, visit some museums, or take in baseball game?

Fortunately, two crucial conditions prevailed. One, the conference itself, along with the Renaissance Hotel, its venue, accommodations, and appointments turned out to be beyond compare. Two, my partner-in-crime/genius social-director, Jeanne, planned a visit that allowed us sufficient time so we could tour the city and do all of the above activities without feeling rushed. Because of her machinations, each of us got to experience the best of both worlds. Thank you, my love.

The Philadelphia Society of Psychoanalytic Psychologists was well represented, both by stu-

dents and full members alike. There were easily well over a dozen of our members that attended the conference. Not only did we acquit ourselves nicely by having ample numbers in attendance and by our active involvement in the workings of Division 39, but also by contributing scholarly individual papers and meaningful panel presentations. Our own Cynthia Baum-Baicker, as a member of a panel, entitled “The Wild and the Wise: Searching for Clinical Wisdom,” made an intrepid and successful foray into the enigma of, “What It Is, and What It Is Not.” One might expect that an investigation of wisdom might be a somber, weighty exploration, yet Cynthia was able to fill her presentation with humor without losing the importance or minimizing the gravitas of her theme’s focus. What is more, her warm, humorous delivery itself may be a not-so-incidental ingredient in clinical wisdom.

As Marshall McLuhan said, “The message is the message.” She invested countless hours interviewing senior psychoanalysts, distilling and reporting their personal perceptions accumulated over decades, regarding their notion of wisdom. Trying to define wisdom, it seems to me, is akin to attempting to analyze the complexities involved in a sparkling diamond. Nonetheless, Dr. Baum-Baicker’s painstaking investigations were able to reveal a number of interesting perspectives. One aspect of this multi-faceted gem held particular appeal to me. It was the idea that *wisdom is related to kindness*.

And there was no shortage of felt kindness embedded in the conference’s case presentations, even if they were not specifically named as “techniques” employed with the patients under consideration. For example, Dr. Frank Summers, the keynote speaker, in talking of “Psychoanalysis: Romantic, Not Wild,” explained that the historical Romantic position holds that it is passion that moves people, and that the self is seen in the eye of the other. According to this tradition, even suffering is believed to contain a lesson from which one’s potential may be realized. He added, that in current psy-

choanalytic practice, we establish fealty to the analysand by developing and maintaining resonance with the patient's subjective world. Even though the patient may struggle against letting go of past but problematic ways of dealing with the world, the analyst evokes a state of what can ultimately be in the future. This allows the patient to move out of a dialectical tension between two conflicting self-states and to create a new sense of self. Before any of this can be accomplished, it must be recognized that being precedes knowing.

This was amply demonstrated in the warm, caring personalities, approaches, and impressive body of work amassed by three giants of psychoanalysis, this year's recipients of the Lifetime Achievement Award: Drs. Hedda Bolgar (who, incidentally will be 102 years old in August—and is still doing psychoanalytic work), and Johanna Tabin. The third honoree was Dr. Bertram Karon, who was also recognized for his contribution to psychoanalysis, most notably his work with schizophrenics without the use of medication and for his rigorously collected empirical data supporting that work. In a day and age of *quick-fix solutions* and biochemical reductionism, in which psychoanalysis has been repeatedly, but erroneously, taken to task for not having a substantial scientific base, it is reassuring to know that their psychosocial-humanistic approaches continue to demonstrate the efficacy of our work.

But they were not the only ones who made the case for psychoanalytic treatment's effectiveness. Jonathan Shedler opened the evening of April 21st with a presentation entitled, "The Efficacy of Psychodynamic Psychotherapy," which detailed the results of his recent article in the *American Psychologist* that provided empirical evidence of the *long-term* superiority of psychodynamic treatments over *the best* of the other approaches. In his words, "The perception that psychodynamic approaches lack empirical support does not accord with available scientific evidence."

Still, we are no less vulnerable to the effects of exposure to the toxicities experienced in our consulting rooms than our colleagues from non-analytic traditions, as Dr. Deborah Luepnitz pointed out in her presentation "*Lacan Furioso*," which shed light on the human side of Jacques Lacan, underbelly and all. In another session, Dr. Luepnitz along with filmmaker, Johnny Symons, led a group discussion of his film, "Ask Not," which squarely and sensitively

faced the very topical question regarding whether gays should openly serve in the military. Dr. Patricia Gherovici gave a provocative presentation, "Hey Honey, Take a Walk on the Wild Side: A Psychoanalyst Shows that Transgenderism has Something New to Teach Us About Sexual Difference." Her title itself presents an open invitation that practically dares us to step out of any conventional or parochial notions, examine them, and to rethink or transform possibly antiquated conceptions that we may have had about sexuality and sexual differences.

Extending the discourse on social influences on the individual, William MacGillivray spoke about, "Psychoanalysis, Radical Culture, and Social Justice;" Elizabeth Young-Bruehl contributed an insightful piece regarding "Freud on Socialism and Social Action;" and Zvi Lothane spoke about "Dramatology," which he depicts as a way of highlighting what he calls the dramatic method of investigating action and interaction between patient and therapist. Others, too, commented on the relationship and relevance of psychoanalytic thought to the appreciation of the world. Frank Summers, Paul Elovitz, and Nancy Hollander described "American Exceptionalism," detailing how the current collective American image relies on grandiose myth making and the use of spin-doctors, instead of truth. They concluded, "Who controls the terms of the discourse, wins the discussion." Ricardo Ainslie, who recently spoke before PSPP about racism, chaired a panel that sought to harness attachment theory in order to comprehend social prejudice.

As it turned out, my backup escape plan was unnecessary. The conference held my attention without having to prop me up with medication, and there was more than enough time for enjoying Chicago. Next time, however, I will include in my plan a contingency for making a set of clones that could attend many of the interesting-sounding sessions that the time-space continuum would otherwise not permit me to experience.

Although I am looking forward to next year's Division 39 conference at the Sheraton in New York City, what can dem cliff dwelling denizens of da "Big Apple" possibly have that compares with the luster and bluster of Chicago and its Great Lake Michigan? Yo, do da Hudson River and Atlantic Ocean count? Fuhgeddaboutidid...

The Write Stuff: Local Writer Applies Psychoanalytic Theory in a Non-traditional Context

Sanjay R. Nath, Ph.D.

When I was an undergraduate at the University of Chicago, now two decades ago, I studied the “great books.” At the time, I hoped to better understand people and parenting through Dostoevsky, Kafka, Shakespeare, and yes, Freud. I was in a somewhat surreal college major called “Fundamentals: Issues and Texts” that required one to read and re-read six major works in independent studies with faculty to answer a question. My question was about the best way to raise a child, and my senior thesis focused on the maternal relationship for each of the three brothers in Dostoevsky’s *The Brothers Karamazov* and how maternal warmth and introjection was a protective factor for the hero, in contrast to his brothers.

I have always believed there is an inherent similarity between reading literature as a window into the psyche and conducting psychotherapy. Both have narrative turns and are about the human condition. One can even make interesting analogies between the role of the reader and that of the psychotherapist. So when I began my practice in Center City five years ago and inherited a beautiful set of wood bookcases from my father-in-law, I knew I would stock the shelves entirely with my collection of literature and novels that I had studied over the years. Sometimes patients inquire about these books, and I typically say that they were part of my training, although other times I deflect and say I have another office with my professional books (since I keep these at my academic office at Widener University).

So it made perfect sense when two years ago I began subleasing my office to James Rahn. James is a creative writer who graduated from Columbia University’s masters program in fiction writing with an M.F.A. in 1988 and turned to teaching (along with writing). He independently began the now 22-year old Rittenhouse Writers’

Group, an ongoing workshop for writers that meets at the Ethical Society on Rittenhouse Square. The group has been tremendously successful over the years, and James has not had to advertise in ten years as he primarily recruits through word of mouth (see www.rittenhousewritersgroup.com for details—he does accept beginners). James has had numerous graduates who have published short stories and novels and who have received grants and fellowships from arts organizations. More than 1,000 people have participated in the Rittenhouse Writers’ Group.

In part, the secret of James’ success is his ability to read others. He asks potential members what they are writing and reading, and uses this as a window into figuring out their true interest in fiction. In 2006, he enrolled in the Psychoanalytic Center of Philadelphia’s two-year psychotherapy training program to better understand personalities, group dynamics, and literature. He became fascinated with the idea of the dynamic unconscious as a framework for understanding what he has been doing for years in the group.

This exposure to psychoanalysis led James to become more interested in doing one-on-one work as a writing consultant. He wanted to do more in-depth work as a “writer who understands writers” and to consult on writer’s block and problems starting or sustaining creative projects. This work is explicitly not psychotherapy (James has no formal training in mental health) as James focuses almost exclusively on the written work and on interpreting what is going on there—what he calls the “mission of the material.” One thing he has noticed is that the repetition of certain sounds or words in writers’ work can be evocative of what is holding them back, and that by looking closely at text, he can be aware of avoided affect such as aggression, and encourage

writers to write with this affect in mind, creating provocative characters as a result and improving their finished product.

Here's a little bit of James' own reflection on this process:

The author may not be aware of what's truly going on in his narrative. He may think he does, but he may be wrong. Hence the necessity of revision, which hopefully will teach him what the story is and who the characters are. But still he may misjudge. What his *intent* is, what his concept of the story is or should be, may be different from the story's intent. And the story's intent is more important.

What's getting in the way of the author's understanding? His story may be generating disturbing feelings and thoughts. His characters may be colliding with each other, in a fight or in bed, in an argument or a discussion that the author feels discloses something unseemly about himself. He may turn away from the necessary action on the page. He may short-change the drama. All because he's become afraid, as his imagination touches the darker regions of his psyche.

All sorts of odd things may happen in the text. A sharp reader will notice them, but the author may not. There may be an inexplicable shift in voice, or tone, or tense, or point of view. Or a scene where a character faces an immediate problem may suddenly deflate if the author shifts focus and jerks the character away from the scene—relieving tension for the character *and* the author.

Another thing that may stymie the writer is his fear of being known—identified with his characters and material. He may be afraid of being found out, or hurting someone. He may be fearful of succeeding beyond what his parents have done, or mourning something he's lost, or separating from someone and growing up, or feeling too guilty or ashamed. Or just failing. Any number of unconscious and conscious fears can destabilize a writer and distort his art.

James tries to pinpoint those fears—those moments when the author swerves, when he tries to evade something that is disturbing, and therefore fails to deliver his truest work. "Great writers put themselves out there boldly," James says.

What is incredible is the parallel between James' role as an interpreter of words and our roles as psychotherapists interpreting the same difficulties in individuals' life stories. This parallel is part of what makes intuitive sense in having "James Rahn, MFA" on my office nameplate next to "Clinical Psychologist" in the same way that I believe psychotherapists should consider literature to be an essential aspect of training for working with others.

Undoubtedly, part of the secret of James' success is his own personality, having grown up on the tough streets of Atlantic City (and the topic of a forthcoming novel of his). This aspect of his own history helps him challenge and confront, while also validating and helping others see their strengths. James has an intensity and energy that is infectious. He often signs his correspondence to me "can't stop, won't stop." I certainly hope he does not, as I believe he is doing important work.

PSPP Member Accomplishments

Larry Blum's article, "The 'All-But-the-Dissertation' Student and the Psychology of the Doctoral Dissertation," was published in the April, 2010 issue of the *Journal of College Student Psychotherapy*. Anyone wanting a reprint or a pdf can contact him at ldb@lawrenceblum.com. He also had two opinion

pieces published: an op-ed column about healthcare reform, "A Dose of Common Sense," appeared in the *Philadelphia Inquirer* on September 30, 2009, and an essay on the loss of privacy and personal care in medicine and psychiatry, "I Used to be a Doctor," was printed in the June, 2009 *Psychiatric Times*.

One Hundred Years of Psychoanalysis: A Timeline

Robin M. Ward, Psy.D.

1. *Tell me about your motivation for putting together a graphic timeline of the history of psychoanalysis?*

Christine Dunbar and I went to the Anna Freud Centre and the Freud Museum in September 2008 to celebrate the publication of a twentieth anniversary edition of my Anna Freud biography. During our London visit, we also went to the Tate Modern, where we were fascinated by a timeline of 20th century art installed as a fifty foot long mural in the entrance hallway. Later that day, Christine, examining a miniature of Sarah Fanelli's timeline which we had bought in the museum store, announced very emphatically: "Psychoanalysis needs one of these."

This seed of inspiration fell on the ground of a conviction we share as former candidates and current teachers: the great weakness of most psychoanalytic institute curricula is that the articles and books assigned are organized only by topic (or course title) and sometimes by author. There is no attention to historical context or to how the story of psychoanalysis' history is, tacitly, being told. If there is an acknowledgement of the field's history, that usually means only a required course on Freud. A candidate may eventually begin to get a sense of intellectual and clinical lineage over time. But, until that point, "the field" is just something overwhelming, like a jigsaw puzzle without its picture. A timeline, we thought, could be that missing picture.

2. *What challenges did you encounter (both conceptually and practically)?*

The chief conceptual challenge was to figure out how a static timeline could render an exceedingly dynamic, complex and embattled history. How do you put a movie on a scroll? Could we do it without being simplistic, without producing just a "one damn thing after another" picture? Sarah Fanelli had represented 20th century art without any context—art for art's sake, as it were—and we knew that would be completely impossible for our field, which has had such a two-way interaction with world history.

We felt that a timeline of psychoanalysis should be Darwinian, showing descent from an original ancestor, Freud, and showing graphically the evolution, by the mechanism of splitting, of different groups and concerns. But it should not accept the assumption of so many Freudians that the early schismatic history of psychoanalysis produced groups—Adlerians, Rankians, Jungians—that simply had no place in the later history or stopped evolving or became extinct. However, we did not want to imply that the sub-speciation of psychoanalysis was a "survival of the fittest" phenomenon, so we did not use the Darwinian-tree-trunk-with-branches metaphor.

Further, we did not want to fall into any metaphor of Progress beyond Freud (or Devolution from Freud) or fall into accepting any kind of a successor to Freud or true inheritor of Freudian ideas. So we organized our story on what might be called Plutarchian principles, showing "parallel lives" or lifeforms of psychoanalysis. The basic parallel relationship shown is among groups that concentrated theoretically on intrapsychic life, groups more focused on intrapsychic life and social/environmental influences upon people; and groups that tried to explore interactions of interpsychic and intrapsychic life. The nature/nurture controversy (and our own sense for the falseness of that dichotomy) subtends our big picture.

Our first draft was made by Scotch-taping together ten heavy watercolor pages ("the decade panels") and making entries in pencil along banner-like bands of color. This was not a success, but we learned a great deal from the failure, particularly about how important it would be to show clearly the two periods in which psychoanalysis went into semi-moratorium in continental Europe, during WWI and during WWII. These traumas had defining impact upon how different analysts and schools of analysis related to the role of environmental influences in human development. We wanted our graphic to suggest the importance of trauma.



With a new set of relations among color bands, which had become like Anna Freudian “developmental lines,” we started again. This time we were satisfied, and could then work by accretion and adjustment, adding more and more entries from our “cannot imagine the timeline without X” files. Then, in a crucial meeting with our designer, Isabelle Roussel, we were prompted by her remark that we could, you know, use the verso of this thing. We did not have to follow the Sarah Fanelli precedent of making a beautiful fold-up scroll, perfect to be mounted on a wall. “You are thinking too much like book people—this is not a book, it is an object in space, you can walk around it, like in a museum.”

So, on the verso we offered a narrative introduction which sets out our organizational principles and accounts, frankly, for our bias (which is toward contributors in the Anglophone world after WWII). After the introduction, there are nineteen brief narrative histories of particular topics that we think are key to understanding how psychoanalysis has evolved. These, we thought, would be particularly helpful for students coming at this history without much preparation and thus unable to interpret at much depth the timeline itself. The narratives also extended our ability to argue for historiographical consciousness; they could prompt readers to reflect, as we ourselves had tried to do, on how this story was being told.

Practically, we realized that we were, whether we wanted to or not, starting a small business. So we had to do all the practical and legal things that implies. And we decided, too, to set up so that we could in the future do other productions, make what we call “psychoanalytic educational resources.” Christine is very good at this kind of thing, as she founded and directed a mental health bookstore in Toronto, which is still going on very successfully

twenty years later. The bookstore and its new owner are our distributors.

3. *What need did you envision the timeline filling?*

In addition to what I said before about what students of psychoanalysis and psychoanalysts need in the way of history and historiographical consciousness, the field of psychoanalysis needs good popularization. We view the timeline as part of outreach from psychoanalysis into communities where it and its history should be better known. This timeline is not forbidding, not jargonized, not off-putting; on the contrary, it’s a beautiful object, aesthetically pleasing, cool. We hope that it will attract people to psychoanalysis in the way objects in a museum store attract people to the contents of a museum.

4. *How do you imagine the timeline being used and by whom?*

An object like this is made for particular audiences—the students and practitioners of psychoanalysis, those who want to “visit” psychoanalysis and need a map. These are people who already think of themselves as touring and need guidance. But its most interesting effects may turn out to be upon those who stumble across it in one way or another and have to figure out what it is—as though it were an object from an unknown world, a note in a bottle cast up by the tide. Timelines, carefully and thoughtfully produced, are presentations of complex information, and, as such, they can provoke new ways of thinking, seeing, connecting; new ways of being worldly, or in the complexity of the world.

5. *How can our readers purchase the timeline?*

They can go to the Caversham website at <http://www.cavershambooksellers.com/showitem.php?query=0981292208>

Hold the Date!! Saturday October 2, 2010

The Wise Child: Children's Literature and Psychoanalysis

**An interdisciplinary conference
featuring two-time Newberry Award-winning author
Lois Lowry**

This exciting program will include an in-depth interview with Lois Lowry, papers and panel discussion by psychoanalytic and literary scholars on *The Giver*, *Harry Potter*, *Coraline*, *Where the Wild Things Are*, *A Summer to Die*, as well as on clinical work with children using play and story-telling as analytic interventions. There will be an opportunity for audience participation and book-signing.

The program is sponsored by the Psychoanalytic Center of Philadelphia in collaboration with the University of Pennsylvania, a Freud, Franklin and Beyond program.

Program details, instruction for registration and campus location will be available closer to the date. Check out www.philanalysis.org for postings.

13th Annual Conference of the International Center for the Study of Psychiatry and Psychology (ICSPP)

The International Center for the Study of Psychiatry and Psychology (ICSPP) will be holding its 13th Annual Conference, entitled, "Critical Psychology and Empathic Counseling and Psychotherapy." The conference will be held in Syracuse, New York October 7th, 8th, & 9th, 2010.

Eminent authorities, hailing from as far away as Australia, Alaska, Texas, and elsewhere, will be presenting a host of profound and illuminating papers on topics involving questionable medicating of children; the untold risks and the harmful effects of

Electroconvulsive Therapy; the controversy surrounding the expected changes to the Diagnostic Statistical Manual; a variety of treatment approaches to Schizophrenia, Bipolar disorders, Attention Deficit Hyperactive Disorder; psychotherapeutic treatment of psychosomatic disorders; and understanding, interpreting, and successfully working with individuals who are hearing voices. This conference promises to be very stimulating and thought-provoking.

For additional information about this conference, you are invited to go to the following internet site: www.ICSPPOnline.org.

Certificate Program in Psychoanalytic Psychology at Bryn Mawr College

Bryn Mawr's Graduate School of Social Work and Social Research is pleased to announce the inaugural year of a Certificate Program in Psychoanalytic Psychology. This 8 session program has been specially designed to introduce clinicians practicing in a variety of mental health settings to the core concepts and techniques important for implementing psychoanalytically-informed assessment and treatment.

The course will examine historical perspectives on psychoanalytic modalities as well as classical and contemporary literature covering Freudian, post-Freudian, and contemporary Relational theory and technique. The course will utilize case material drawn from instructors and class participants to

illustrate learned concepts and skills. Sara Bressi Nath, an Assistant Professor at GSSWSR is organizing and leading the course, and will be joined by guest presenters from Philadelphia's rich community of social workers, psychologists, and psychiatrists, using psychoanalytic techniques in their work with diverse client groups. In addition, the program offers a wonderful opportunity for networking with other clinicians interested in psychoanalytic theory and technique. Registration for the course will begin this summer, and the first session will be held on Thursday, October 7th, from 6 to 8pm. Contact Sara Bressi Nath at snath@brynmawr.edu for more information.

What is Infant Mental Health? (continued from page 1)

infant's distress, the child learns to seek comfort when she is distressed versus suffering alone. Babies and young children are not little adults; they need to be able to ask for help and to be responded to with kindness and understanding. This is how they learn how to regulate and manage their feelings, which will prevent them acting out in later years. Not surprisingly, the positive qualities in infant-parent/caregiver relationships have been linked to more optimal social, emotional, and cognitive development. Thus, relationships between the child and the important adults in her life really set the stage for learning and living.

The earliest relationships directly affect brain growth. Beginning in the last quarter of pregnancy through the second year of life, the brain has a growth spurt where the wiring is being laid down for the first time. Interestingly, brain growth *depends on* the interpersonal experience it receives. In other words, the child's brain grows through relationships. Thus, babies and young children *need* positive social experiences during this period for their brains to grow properly, and experience with primary caregivers shapes the way in which circuits are made in the brain. Loving, nurturing early experiences wire the brain connections for healthy, curious, motivated children who can adapt to a variety of situations, while harmful early experiences lay a very different foundation. Children raised

under adverse circumstances (i.e., repeated abuse, exposure to domestic violence, parental mental health issues) demonstrate a harder time developing healthy relationships, have difficulty concentrating in school, may be distracted by being constantly vigilant of their surroundings, and often become involved in substance abuse. These kids are not free to learn, or to live productive lives.

Children do not want to be "bad" and act out. However, they may not have a choice if they endured unhealthy relationships and traumatic experiences in their early years. If no one protected them or helped them regulate their feelings early in life, how would they know how to behave themselves?

If you would like to learn more about IMH, the 2nd Annual Pennsylvania Infant Mental Health Conference will be taking place October 22-23, 2010 at the University of Pennsylvania. Find out more at www.chatham.edu/imh.

If you would like to receive further training in IMH, there are a few certificate programs available in the Philadelphia area, including Widener University (www.postgraduatecenter.org) and Arcadia University (www.arcadia.edu). The organization Zero to Three (www.zerotothree.org) is a wonderful resource.



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President's Message (continued from page 2)

posal, recognizing that many details of the new program will be developed over the summer and continue to be refined over time.

I have agreed to continue past my presidency to refine the program and help administer it. The following has been sketched out so far:

PSPP is pleased to invite you to help us expand our ability to underwrite student scholarships, awards and programming on highly specialized topics pertaining to the following:

The Jules Abrams, Ph.D. Fund Sponsors programming, scholarship, and awards in the area of Psychoanalytic Child Therapy.

The Jane Widseth, Ph.D. Fund Provides funding for psychologists with their degrees who are looking for post-doctoral internship hours for accumulating the supervised hours for licensing. Such scholarships would help augment their otherwise typically low salaries in their other part-time positions.

The David Ramirez, Ph.D. Fund Sponsors sending a student to the Biennial National Multicultural Conference and Summit.

The Elisabeth Young-Bruehl, Ph.D. Fund Sponsors programming, scholarship, and awards in the area of Issues of Sexuality and Gender.

The Linda Hopkins, Ph.D. Fund Sponsors programming, scholarship and awards in the area of Psychoanalytic History and Biography.

It was wonderful speaking with each of the aforementioned PSPP Award Recipients concerning this project. There is real excitement, pleasure, and reward felt in this endeavor.

In summary, I have been frustrated in my 15-year association with PSPP that our dues barely cover our operating and programming expenses, so that at the end of each year the board laments that we would love to support student scholarship and attendance at Psychoanalytic Conferences, but we are rarely able to contribute much to our mission in those areas. When we have raised dues in the past, we receive many protests. With an endowment program, those who wish to donate will have a vehicle for doing so without creating a burden on members who appreciate and/or need our low dues structure.

I love the idea that my PSPP presidential legacy will be the design and institution of an endowment program which will honor those individuals who have given so profoundly to PSPP, the field of Psychoanalysis, the psychoanalytic community, and to their students and supervisees, including myself, while also contributing to further the success of the same.