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# Pedagogical Possibilities in Psychoanalytic Education: An Educator's Perspective

Dawn Skorczewski

When I was first asked to conduct teaching workshops at psychoanalytic institutes, I was somewhat apprehensive, because I knew from my time as an affiliate scholar at the Boston Psychoanalytic Society and Institute that psychoanalytic teaching is a complex and charged subject. But after many exhilarating workshops, I am convinced that there is a place for pedagogical theory in the repertoire of the psychoanalytic educator.

It is not surprising that institutes seek educators to help them address pedagogical issues with their faculty. After all, psychoanalytic educators are a volunteer force, and they often have little institutional preparation before they enter the classroom. How can instructors who spend most of their time as analysts learn to lead productive discussions? How can they enhance participation when discussion seems stalled? How do they ensure that candidates actually learn something in their classes?

It is only slight exaggeration to say that the answers to these questions cannot be found

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in the thousands of pages that the profession has currently devoted to the subject. For example, two recent issues of the *Journal of the American Psychoanalytic Association* (2004, 52.3, and 2006, 54.1) contained a section devoted to psychoanalytic education, but neither contained more than a passing mention of what occurs in actual classrooms. This omission presents a challenge to the field, a challenge that many institutes have begun to meet.

When under stress, most of us revert to doing what we know best. In the anxiety-producing atmosphere of a classroom, psychoanalysts in the roles of teachers often draw upon their clinical expertise to cope with inevitable pedagogical problems. As if in an analytic session, instructors may remain silent when an important subject is raised. They might refrain from directing the conversation, while waiting to see what will develop. They may even decline to answer explicit questions about the material or fail to create the space in which such questions can be raised. And, perhaps most destructive to the learning process, they may blame themselves or their students when things go wrong, rather than address the pedagogical issues that they face within the specific contexts of their psychoanalytic institutes.

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# Turning to Our Work

Lynne Moritz

What a pleasure to begin to turn the energies of this vast APsAA ship toward the work that psychoanalysis must do in our changing world! Our members clearly informed us in the bylaws election that reorganization is not to take place at this time. This and the moratorium on governance wars, negotiated at the January meetings, give us all a sorely needed respite; we can turn now to the work that our Association exists to perform—work that benefits our patients, our profession, and the world.

Our job, irrespective of our governance structure, is to promote, protect, and preserve psychoanalysis, train psychoanalysts, serve our members, and deliver up the best of our collective wisdom. For decades, we have felt helpless to affect massive economic and political forces mounted against our worldview in the world beyond our halls. We must accept a new imperative. Our voice must change the world. Impossible? Not at all. (More below.)

We have enormous potential to do good.

This is our moment. Science and research are now validating and helping us sort through our guiding tenets and techniques.

Outcome studies are under way. We need these underpinnings, and we must do all we can to promote and facilitate the science that will both improve our efforts and increase our integration into the scientific world. At the same time, we need ever greater evidence of the usefulness of our work in the world of ideas and the world of action. We must be promoters of psychoanalytic understanding, contributing what we can contribute everywhere.



Lynne Moritz

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This is a mission that matters. Even this moment in history invites us: The excesses and limitations of technology are beginning to be felt in neglect of the human spirit. Everywhere people struggle toward meaning in their lives. Shall we take advantage of these deep currents? And can psychoanalysis once again reclaim its place? In my view, we have much to say and much to offer. Psychoanalysis is a voice for humanity, a voice for ethical behavior, a meaning-making enterprise.

Lynne Moritz, M.D., is president of the American Psychoanalytic Association.

Our members, as always, are our greatest asset. This Association must facilitate the thousand-thousand ways that our multitude of members contribute to the world at large. Every outreach, every creative lectureship, every participation in a public place, every supervision, every group discussion, every compassionate act—all the unique and idiosyncratic opportunities that present themselves add to our living presence and visibility in the world. We must live both in and beyond the consulting room. Only through these multitudes can psychoanalysis achieve what lies now as potential only.

Our governance does not bring greatness. We must get our house in order, sweep up the detritus of neglect and take up external challenges that have gone inadequately answered in this last decade of internecine wars. We must find ways to smooth the paths for members' actions, and bring to bear our resources to truly make a difference in the world. This is the best service we can do. This is the path to greatness.

The following are only selected highlights.

## CHALLENGE 1. INITIATIVE FOR SCIENCE AND RESEARCH

A task force of scientists and researchers will be appointed from both members and non-members to rethink science and research within the Association, to re-address the efforts of the Omnibus Science Initiative (the first task force to take on this task a decade ago), and to recommend ways to improve the functioning of, and support for, science and research throughout the organization. We want the meetings of the Association to be the *must-not-miss* meetings of the year for all who labor in our and related fields.

## CHALLENGE 2. OUR INTERFACE WITH EDUCATION

There is no more foundational issue than the access each new generation has to information about psychoanalysis. Prudy Gourguechon has spearheaded a task force to brainstorm issues concerning access to psychoanalytic ideas in collegiate education. However, it is now time to coordinate these efforts with the other committees that deal with our border with education—kindergarten through high school, college, medical, and graduate education. We have overlapping committees and duplication of efforts.

## CHALLENGE 3. SOCIETAL ISSUES

The Division of Societal Issues has been like a stepchild to us, despite the fact that analysts throughout the country are involved in an amazing array of real world activities. Indeed, some bring their analytic skills to bear on very disparate subjects—the homeless, torture victims, city planning, family businesses, prison populations, and more. We need to

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## Pedagogical Possibilities

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Students and instructors construct shared learning experiences together. As a co-constructed enterprise, a course succeeds or fails in relation to the involvement of each of its members in the knowledge-making process. From a pedagogical perspective, the teacher's explicit role is to provide frames through which students identify, discuss, and debate important concepts. These might include a detailed syllabus, a set of questions about the reading, and a preliminary list of issues that the class will address. The teacher's implicit and perhaps most challenging role is to provide a safe and well-defined space within which to do this work.

Educational theorist Abby J. Hansen suggests that "rather than seeing themselves as solo performers, looking for an appreciative audience," instructors can learn from their students even as they teach. The psychoanalytic educators that I have worked with possess genuine interest in what candidates can contribute on their own, but they also report that in the pressured environment of the classroom, they often have to work hard to resist

becoming solo performers. At such times, they are tempted to elicit information from their students rather than posing genuinely open-ended questions. Alternatively, in trying to avoid dominating the classroom, they may become relativists, afraid of asserting their own points of view, and thus lose sight of the goals of the class.

### TWO EFFECTIVE PRACTICES

Are there pedagogical practices that take into account that there are concepts whose meaning can be taught without turning psychoanalytic educators into information-delivery systems? In teaching workshops, we take up this question in relation to the theory and the case seminars. In the theory course, for example, teachers of difficult texts can utilize a two-step process: First, turn the candidates' attention to the actual text, to what it says, where, and how; next, authorize the students themselves as interpreters of the text, rather than stepping into the role of expert-interpreter for them. Instructors might ask: "Where in the text do you see something that relates to a patient you saw this week?" Or "now that we have two theories of transference on

the table, let's talk about how you think they help us understand the case in the article we read for this week."

And what about the traditional case seminar? Very often, candidates report that they are uncertain about the goals of the seminar: What are they supposed to learn from presentations of process material? Instructors reveal similar doubts: What are the candidates taking away from their discussions that could be useful in their own practices? Framing the key questions and approaches that will be taken up in the seminar can avert this problem. For example: "In this seminar we will pursue the question, how does psychoanalytic theory inform our practice?" Or: "Let's return to our focus on what is analytic about the clinical work. Where in what you have heard does the analyst employ analytic terms or techniques?" Returning to such questions at each class meeting can focus the group on its learning goals and make possible discussions of the learning process.

Having a focus, keeping it simple, and encouraging debate: three sure ways to find a balance in any classroom. To my mind, these strategies lead us in more productive directions than comments about "resistant" or "badly analyzed candidates." In my experience, while candidates' performances in class might indicate something about individual candidates, problems in psychoanalytic education more commonly stem from the lack of attention to pedagogy as a primary function in the psychoanalytic classroom. Remember, teaching is not analysis, and classroom learning is not therapy.

Fascinating complicated group and individual dynamics certainly manifest themselves in all educational encounters. But just as we attend to the "third" in the analytic situation, there exists in the classroom a "pedagogical third," which involves neither the instructors alone nor the candidates alone but the knowledge that they construct together. In our most challenging moments as educators, we can return to two simple and related questions: How is the knowledge that we construct in this course assisting the candidates' development as psychoanalysts? How do my teaching techniques move us towards that goal?

APSA

### PRIZE ANNOUNCEMENT

*The*  
*Anna Freud*

FOUNDATION

The Anna Freud Foundation will award a prize of \$5,000.00 (five thousand dollars) for the best paper demonstrating how Anna Freud's theoretical or clinical contributions can effectively address some of the contemporary challenges in psychoanalysis. Papers, in English only, will be accepted until 30 November 2007. They can be sent as attachments via e-mail to [samdoc@msn.com](mailto:samdoc@msn.com) or through ordinary mail channels to Samuel Abrams, M.D., Chairman, Anna Freud Foundation, Apt 2D, 25 East 83rd Street, NY, NY, 10028, USA. Each paper will be judged by the members of the Board of the Anna Freud Foundation or by experienced designated readers.

## Farewell

Eric J. Nuetzel

This year marks my 10th year on the Board on Professional Standards (BOPS). I began my service as a fellow for the St. Louis Psychoanalytic Institute in 1997, and soon found myself appointed to the Committee on Preparedness and Progress (COPAP), and on the Sponsoring Team for a New Training Facility under the direct sponsorship of the Association, The Greater Kansas City Psychoanalytic Institute. In 2001, Ronald Benson, a candidate for BOPS chair, surprised me by asking me to serve as his secretary. We narrowly won the election. I have him to thank (and sometimes blame) for the six years I have spent as an officer of the BOPS. Ron has been a trusted mentor and friend ever since.

While secretary, I served as chair of the Committee on the Accreditation of Free-standing Institutes (CAFI) and of the BOPS Ad Hoc Task Force on Reorganization.

I became chair-elect in 2003 and started my term as chair of the BOPS in June of 2004. It has been a privilege to serve in these difficult times. The people with whom I have worked are among the most dedicated, selfless, and capable people I have encountered in my professional life. In addition to my family, I want to thank a few individuals who have helped me immeasurably throughout my service.

When I served on the Sponsoring Team for the Greater Kansas City Institute, the other members of the team were Phyllis Tyson and George (Mike) Allison. I felt privileged to be included in such distinguished company. The two of them mentored me as I learned how to be helpful to a developing institute. Their dedication and commitment to psychoanalytic education made an indelible impression.

The late Larry Chalfin asked me to run for chair of the BOPS when Benson's term was coming to a close. Larry was generous in sharing his wisdom with me, and I miss his steady presence. No one understood the BOPS and

its responsibilities better than he, except perhaps Donald Rosenblitt. After I was elected secretary in May of 2001 in New Orleans, I had to leave at the end of the meeting to catch my flight home. I will never forget Don following Ron Benson and me down Canal Street, so that he could gleefully and enthusiastically congratulate us on our victory. He gave us astute advice that helped us in our election, and Don has given me sound advice ever since. He embodies the heart and the soul of the BOPS.

Beth Seelig deserves special mention for having had the forbearance to serve as my secretary during my term as chair. I have known Beth for 30 years; we first met when she had just graduated from her psychiatric residency and was serving as an attending psychiatrist at the New York State Psychiatric Institute at the Columbia Presbyterian Medical Center, where I was beginning my residency in psychiatry. Beth was my first clinical supervisor in my psychiatric training. Her help and guidance was as helpful to me then as it has been to me for the last three years. No problem was too big or too small to warrant her thoughtful consideration.


I am also grateful that I am leaving the BOPS in the very capable hands of Cal Narcisi and Myrna Weiss, who will be the next co-chair and co-secretary. Cal has served as chair of numerous committees and task forces of the BOPS and briefly as its secretary and chair. Myrna has been an energetic fellow of the BOPS, and chair of the Committee on Institutes (COI) for the past six years. The BOPS could not have two more solid and reliable leaders at the helm. Working with them closely throughout my tenure and during my final, transitional, year has been and is a privilege.



Eric J. Nuetzel

The Coordinating Committee consists of the chairs of all BOPS committees and task forces, and functions as an executive committee for the BOPS. I would be remiss if I did not mention previously unmentioned committee chairs whose service I have benefited from and depended upon. They are Ruth Karush, Kirsten Dahl, William Bernstein, Mary Scharold, Stephanie Smith, Robert Michels, Melvin Lansky, Robert Emde, Stuart Hauser, Gail Reed, and, last but not least, Mike Singer. Mike has been a real friend and an astute adviser. As a BOPS officer, I have worked with four capable presidents: Dick Fox, Newell Fisher, Jon Meyer, and Lynne Moritz. Others to whom I am grateful include Robert Glick, Leon Hoffman, Marvin Margolis, Alan Compton, Larry Inderbitzin, David Carlson, Bob Cummings, J. David Miller, the incomparable Prudence Gourguechon, all of the BOPS Fellows and all of those who have served on BOPS committees during my terms of office.

All of those who I have mentioned helped make difficult work less difficult and more pleasurable. Most serve or have served voluntarily. My greatest concern as I leave office is whether the Association will continue to attract such fine and dedicated people to serve in critical and important roles. Work on behalf of the Board on Professional Standards, and on behalf of the Association in general, has become hazardous duty. We are in danger of destroying ourselves from within. Our Internet listservs dominate the Association's discourse between our national meetings. The listservs are wonderful forums for politics, agitation, and propaganda; they are terrible forums for thoughtful deliberation and deep discourse. The postings too easily migrate to negative affect, *ad hominem* attack, and destructive illusion. Thus, attempting to conduct the Association's business via the Internet is unwise. We need to restore a sense of order and decency in our discourse if we expect good and dedicated people to donate their time and energy to the Association and its work.

On balance, my time of service has been gratifying. I hope those serving the Association in the future will feel the same way. 

Eric J. Nuetzel, M.D., is chair of the Board on Professional Standards.

# Highlights of the 96th Annual Meeting in Denver

June 20–24

Gary Grossman



Photo: Ron Ruhoff for Denver Metro Convention & Visitors Bureau

The June meeting is rapidly approaching and if the beauty of Denver and its surrounding area isn't enough to entice you to come to Colorado, then surely the exciting program for the 96th Annual Meeting will do the trick.

Attendees will have four two-day Clinical Workshops to choose from. Dominique Scarfone, from Montreal and an authority on the contributions of Laplanche, will be the featured discussant for the Workshop in Analytic Technique and Process, chaired by Irene Cairo. Alternatively, Nancy Chodorow chairs another Analytic Technique and Process Workshop featuring Herb Schlesinger. For those interested in psychotherapy technique and process, Alan Pollack will chair a workshop with Ted Jacobs as discussant. The Child and Adolescent Workshop features Denver Psychoanalytic Institute's Rex McGehee, a training and supervising analyst and director of the Child Psychoanalytic Training Program.

The five panels offer a varied group of speakers and topics. Friday afternoon's panel, "Current Perspectives on Psychoanalytic Termination," chaired by Mary Margaret McClure, features a presentation by Mayer Subrin followed by contributions from Glen Gabbard, Alice Jones, and Jack Novick. Saturday morning's, "Uncommon Misery: Modern Psychoanalytic Perspectives on Infertility," chaired by Harriet Wolfe, will include presentations by Judy Chused, Jane Kite, and Judy Yanof. The Child and Adolescent Panel chaired by Judy Chertoff, also on Saturday morning, is entitled, "Development of Sexual

Identity: Perspectives on the Adolescent Experience." Robert Galatzer-Levy will present, with Peter Daniolos, H. Michael Meagher, and Barbara Novak offering their perspectives. "Unattainable Goals in Analysis," chaired by Owen Renik, is the Saturday afternoon panel and features Henry Friedman, Steven Cooper, and Margaret-Ann Fitzpatrick Hanly from Toronto. The final panel, "What Do Second Analysts Learn about the First Analyses," with Maxine Anderson, Ted Jacobs, Dominique Scarfone, and Gerald Fogel as chair will be on Sunday morning.

The recent attention to the quality of medical treatment received by soldiers returning from Iraq and Afghanistan makes the Presidential Symposium, "Combat Stress and Mental Health Response," on Friday afternoon especially relevant. Chaired by Lynne Moritz, the presenters include Stuart Twemlow, Stephen Sonnenberg, and Kenneth Reich. Twemlow will also be the presenter for Saturday's Symposium, "Mental Health and Managed Care: Where We've Been, Where We're Going, and Why It Matters," chaired by Bruce Sutor.

Our plenary speaker will be Jay Greenberg. Known for his contributions in relational psychoanalysis, Greenberg will present a paper entitled "Choice" Friday morning following the Meeting of Members. Established in 2006, the Gertrude and Ernst Ticho Memorial Lecture honors an early to mid-career analyst who is currently making contributions to psychoanalysis and shows promise of continued future contributions. The lecture is generously supported by a grant from the Ernst and Gertrude Ticho Charitable Trust. This year's recipient is Kim Leary, who will present her paper, "In the Decisive Moment," on Friday afternoon.

Affiliate members are also well represented at the June meeting. Beverly Betz will chair the Affiliates' Forum on Wednesday afternoon with presenters Jack Novick and Kerry Kelly Novick. Lisa Anne Miller, the runner-up for the 2006 Affiliate Council Scientific Paper Prize, will present her paper, "The Importance of Language to Self Regulation," on Friday morning.

Meeting attendees interested in the intersection of psychoanalysis and the arts will not leave Denver disappointed. The Psychoanalysis and Film Series, chaired by Bruce Sklarew, presents "Traumatic Bereavement and Children" with a screening of the 1952 French film, *Forbidden Games*, directed by René Clément. Esther Rashkin, professor of language and literature from the University of Utah, whose areas of interest include French and comparative literature, film from around the globe, cultural studies, and psychoanalysis, will be the discussant. Finally, the Friday afternoon University Forum, "Improvising in Words and Music: Finding a Way in Jazz and Free Association," is a unique event. Presenters include innovative jazz trombonist and the Edwin H. Case Professor of Music at Columbia University, George E. Lewis, and Krin Gabbard, professor of comparative literature and English, State University of New York, Stony Brook, author of *Jammin' at the Margins: Jazz and the American Cinema*, and editor of *Jazz among the Discourses and Representing Jazz*. Our analyst moderators will be Henry Schwartz and Richard Karmel, from Montreal, who is also a jazz musician and co-editor of *Psychoanalytic Explorations in Music*.

With a multifaceted scientific program such as this one and the blue sky and majestic peaks of Colorado, this is a June meeting not to be missed!



Gary Grossman, Ph.D., is a member and faculty of the San Francisco Psychoanalytic Institute and Society and a member of APSA's Program Committee.

# What to Do in Denver While You're Alive

## Plus Selected Adventures in Colorado

Shoshana Shapiro Adler

A gold strike sparked the founding of Denver almost 150 years ago. More than a cow town, even though the national stock show is held every January, the city boasts spectacular views of the Rocky Mountains to the west and has become a cultural and scientific center for the surrounding six-state area. The Denver metropolitan area has about 2.6 million residents; roughly 550,000 live within the Mile High City itself. No trip to Denver is complete without getting a taste of its modern culture, Old West frontier influences, and the surrounding Rocky Mountains.

### MODERN CULTURE

Make sure you return to the Denver Art Museum after the Tuesday evening gala to explore the new titanium-clad building designed by Daniel Libeskind. During June, temporary exhibits include Japanese art, contemporary art from the collection of Vicki and Kent Logan, and contemporary American Indian art ([www.denverartmuseum.org](http://www.denverartmuseum.org)). [See "Experience the New Denver Art Museum," page 9.]

The Denver Center for the Performing Arts ([www.denvercenter.org](http://www.denvercenter.org)), the second largest performing arts center in the U.S., features two shows during the June APsA meetings: *The Taffetas: A Musical Journey through the Fabulous Fifties* and *A Funny Thing Happened on*



Denver from City Park.

Photo: Ron Ruhoff for Denver Metro Convention & Visitors Bureau

*the Way to the Forum*. Make reservations now because tickets go quickly.

The Denver Museum of Nature and Science ([www.dmns.org](http://www.dmns.org)) has the usual dinosaurs and wildlife dioramas, but also features unique exhibits on gems and minerals (found both locally and globally), North American Indian cultures, and the Hall of Life (which includes interactive exhibits about physical health and performance). Moreover, it sports a planetarium and an Imax theater with ever-changing programs.

Check out the Denver Botanic Gardens ([www.botanicgardens.org](http://www.botanicgardens.org)), one of the top-ranking botanic gardens in the world. Western Panoramas, Sacred Earth, and the Heirloom Garden focus on characteristic Western themes.

Shopping: In downtown Denver visit the 16th Street Mall, especially the Denver Pavilions, and historic Larimer Square. Within a 15-minute cab drive from the Marriott City Center is Cherry Creek Mall, which includes Neiman Marcus, Saks Fifth Avenue, and Macy's.

For family fun, visit the Denver Zoo ([www.denver.zoo.org](http://www.denver.zoo.org)), Water World (America's largest family water park ([www.waterworldcolorado.com](http://www.waterworldcolorado.com)), the Butterfly Pavilion and Insect Center ([www.butterflies.org](http://www.butterflies.org)), the Children's Museum ([www.cmdenver.org](http://www.cmdenver.org)), and the U.S. Mint ([www.usmint.gov](http://www.usmint.gov) for advance reservations).

The Roads Water-Smart Garden, Dryland Mesa, and the Laura Smith Porter Plains Garden provide drought-tolerant gardening models. The Tropical Conservatory and Japanese Garden showcase plants from around the world.

Spend time strolling through downtown Denver, one of the nation's most walkable cities, and stop in at the Tattered Cover Book Store ([www.tatteredcover.com](http://www.tatteredcover.com)), Denver's favorite independently owned bookstore. Find a book and a comfortable armchair and read.

Shopping: In downtown Denver visit the 16th Street Mall, especially the Denver Pavilions, and historic Larimer Square. Within a 15-minute cab drive from the Marriott City Center is Cherry Creek Mall, which includes Neiman Marcus, Saks Fifth Avenue, and Macy's.

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Denver Performing Arts Complex.

Photo: Stan Obert for Denver Metro Convention & Visitors Bureau

## What to Do in Denver

*Continued from page 7*

Across the street from the mall is Cherry Creek North, where you can walk through blocks of unique boutiques, artisan shops, sidewalk cafes, and art galleries.

Stop in RockMount Ranch Wear and say hello to "Papa Jack," who at 106 is the oldest working CEO in the world. He opened the company in 1946 and first sold and popularized the snap button Western shirts that have been favorites with everyone from Clark Gable and Elvis to Bob Dylan and Bruce Springsteen. A free museum tells the RockMount story and the history of Western apparel in America ([www.rockmount.com](http://www.rockmount.com)).

If you are from the Northeast or California, take a tour of the houses in Hilltop, Washington Park, Cherry Creek, Denver Country Club, and Cherry Hills. For the price of a one-bedroom apartment in Manhattan, you can own a mansion here.

### SAMPLING THE OLD WEST

Do you want to experience a taste of the old frontier in Denver city itself? Go to Four Mile Historic Park ([www.fourmilepark.org](http://www.fourmilepark.org)), just four miles from downtown Denver, which was once an inn and stage stop. The park also includes Denver's oldest standing structure.

Remember the Titanic? Visit the Molly Brown House Museum ([www.mollybrown.org](http://www.mollybrown.org)). The last tour of the day starts at 3:30 p.m.



Denver's 16th Street Mall runs through the heart of downtown Denver and offers free shuttle service.

Photo: Denver Metro Convention & Visitors Bureau

See a buffalo herd from I-70 exit 250, and learn more about Buffalo Bill Cody ([www.buffalobill.org](http://www.buffalobill.org)) at his namesake museum on nearby Lookout Mountain.

Finally, climb the steps almost to the top of the recently renovated, gold-domed Colorado State Capitol Building (303-866-3521; e-mail: [lcs.ga@state.co.us](mailto:lcs.ga@state.co.us) for more information on tours).

### EXPLORING COLORADO

Take extra time to visit the mountains. Pikes Peak with its cog railway is an hour-and-a-half ride from Denver. Drive up the Mount Evans Scenic Byway, less than an hour from Denver. Then park and hike one-quarter mile to the top of Mount Evans at 14,264 feet.

For an easy trip, take the train 157 miles west of Denver ([www.amtrak.com](http://www.amtrak.com)) to Glenwood Springs and soak in "the world's largest improved hot springs pool" ([www.hot springspool.com](http://www.hot springspool.com)) for one or two nights. You can also swim laps, ride the water slide, or steam in the nearby Yampah

Vapor Caves. Other highlights of Glenwood Springs include ghost tours at the Hotel Colorado, biking, rafting on the Colorado River, and spelunking in the Glenwood Caverns and Fairy Cave.

Admire and even climb into the astonishing cliff buildings at Mesa Verde National Park, which is an eight-hour drive from Denver.

Hike in the Great Sand Dunes National Park, which is open 24 hours a day. Watch how the blue Medano Creek meets the tan, desert-like landscape. Step into the refreshing water, if it is flowing.

For further information, go to [www.colorado.com](http://www.colorado.com), [www.denver.org](http://www.denver.org), and [www.denver365.com](http://www.denver365.com). Read more about adventures in Colorado in an article from the Jan. 21, 2007, issue of the *Denver Post*, "Top 10 Things to Do [in Colorado] Before You Die," [www.denverpost.com](http://www.denverpost.com).

APSA

## Contacting the National Office

### The American Psychoanalytic Association

309 East 49th Street  
New York, NY 10017  
Phone: 212-752-0450  
Fax: 212-593-0571  
E-mail: [info@apsa.org](mailto:info@apsa.org)  
World Wide Web Site:  
<http://apsa.org/>

### National Office Voice Mail Extensions

Chris Broughton	x19
Brian Canty	x17
Debra L. Eder	x21
Sherkima Edwards	x15
Tina Faison	x23
Carolyn Gatto	x20
Dottie Jeffries	x29
Lisa Jong	x28
Nerissa Steele	x16
Dean K. Stein	x30
Debbie Steinke Wardell	x26
Lyvett Velazquez	x12



Denver Museum of Nature & Science has an outstanding collection of exhibits.

Photo: O'Hara Photography for the Denver Metro Convention & Visitors Bureau



# Experience the New Denver Art Museum

Chris Broughton

This past October the Denver Art Museum (DAM) opened its dynamic Frederic C. Hamilton Building to much fanfare. Designed by acclaimed architect Daniel Libeskind—his first museum in the United States—the addition features sharp, dramatic angles inspired by the Rocky Mountains and the geometric rock crystals found in the foothills near Denver. The new titanium-clad addition has nearly doubled the museum's size, creating 40,000 square feet of new gallery space for the permanent collection and 20,000 square feet for special exhibitions, along with an auditorium and a museum shop. With its extreme angles, asymmetrical design and reflective surface, the building is a challenge to visitors and to the artwork it holds.

The choice of Libeskind continues DAM's commitment to bold, experimental architecture, inaugurated by its 1971 glass-clad building, now called the North Building, the only building in the United States designed by noted Milanese architect Gio Ponti. The new Libeskind building makes the Ponti seem a bit conservative, but with its 24-sided design, reflective and faceted glass tiles, the castlelike North Building holds up its end of the architectural conversation. The two buildings now create a dynamic pairing of architectural voices in the heart of downtown Denver.

In addition to the museum's renowned permanent collections, including those of American Indian art as well as Western American art, three temporary exhibitions are currently on display.

Chris Broughton is APsA's registration coordinator and a working artist. He holds an M.F.A. from Yale and has received various awards, including the Louis Comfort Tiffany Foundation Award. He is represented in New York by the Senior & Shopmaker Gallery.



Photo: Kevin Hester. Courtesy of the Denver Art Museum.

- **Radar: Selections from the Collection of Vicki and Kent Logan** is an exciting exhibition of contemporary art from the collection of these Colorado residents. It will be on view through July 15.
- **Breaking the Mold: The Virginia Vogel Mattern Collection of Contemporary Native American Art** is an eclectic collection of objects; pots, paintings, and textiles by a diverse group of artists. It will be on view through August 19.
- **Japanese Art: From the Collection of Kimoko and John Powers** features about 120 pieces of art; scrolls, screens, sculptures, and lacquerware spanning 12 centuries and will be on view through July 8.

Located on 13th Avenue between Broadway and Bannock Streets in downtown Denver, the museum is part of the Civic Center Cultural Complex. The museum is less than a mile from the Denver Marriott City Center; site of APsA's June meeting. The museum can be reached from anywhere in the

metro area via RTD, the Regional Transportation District. For bus and light rail information, visit [www.rtd-denver.com](http://www.rtd-denver.com).

The museum is open Tuesday through Sunday; Tuesday and Thursday, 10 a.m.-5 p.m., Wednesday and Friday, 10 a.m.-10 p.m., and Saturday and Sunday, 9 a.m.-5 p.m. The museum issues timed tickets to all visitors to prevent overcrowding in the galleries and recommends ordering tickets in advance, especially if you plan to visit on a weekend or holiday. To learn more or order tickets, be sure to visit the museum's excellent Web site at [www.denverartmuseum.org](http://www.denverartmuseum.org) for a wealth of information about the museum and all it has to offer.



Photo: Jeff Wallis. Courtesy of the Denver Art Museum.

## Eating Well in Denver with a Variety of Choices

David M. Hurst

Though we're not New York, New Orleans, or San Francisco—nobody comes here just for the food—you can eat well here within walking distance of the Marriott City Center, at 17th Street and California Street, where you will be staying.

On one block alone, Larimer between 14th and 15th, there are several restaurants you might try. Rioja, 1431 Larimer (303-820-2282), has wonderful “contemporary” food. Since it is noisy, ask for a table in the back room and reserve two weeks in advance. At Bistro Vendome (303-825-3232), just across the street at 1424 Larimer, it is easier to get a table on short notice. It is run by the same young chef, Jennifer Jasinski, only in a Parisian mode. Tamayo, 1400 Larimer (720-946-1433), offers dining on the roof *al fresco*, a good choice in June, and serves beautifully prepared and presented modern Mexican food.

Even closer to the hotel, outstanding Italian food served by knowledgeable wait-staff in most appealing surroundings may be found at Panzano, 17th and Champa Street (303-296-3525).

Kevin Taylor Restaurant at 14th and Arapahoe (303-820-2600) offers a three-course prix-fixe menu at \$45. Some people feel this is Denver's finest restaurant. I prefer Mizuna, at 7th and Grant Street (303-832-3532), which requires a short cab ride. For either of these, reserve well in advance and plan to spend some relaxed time. The servers are knowledgeable about food and wine. Frank Bonanno owns Mizuna and also Luca d'Italia, another good choice, around the corner (303-832-6600).

David M. Hurst, M.D., is training and supervising analyst at the Denver Institute for Psychoanalysis and clinical professor of psychiatry at the University of Colorado Health Sciences Center. He completed two terms as secretary of the American Psychoanalytic Association in 1997.

If you feel adventurous, Shorty Zietz's Buckhorn Exchange, 1000 Osage Street (303-534-9505), is Denver's oldest restaurant and has liquor license number one to prove it. The atmosphere is colorful and historic with shaggy animal heads and rifles hanging from the walls. Here you can try Rocky Mountain oysters (don't ask) or rattlesnake. It's not too far but best to take a taxi.

Further afield, requiring a knowledgeable friend with a car, is the Fort, modeled after Bent's Fort, an historic frontier trading post, Morrison at the intersection of Highways 285 and 8 (303-697-4771). Dinner only. From its perch in the foothills, the Denver lights sparkle like jewels at night (beginning about nine in late June). The Fort's buffalo steaks, ordered medium rare, may rival Morton's New York strip, but that's like comparing apples and oranges. Morton's New York strip has no peer, 17th and Wynkoop (303-825-3353).

There are several other steak houses to choose from not far from the meetings, including The Denver Chop House, 19th and



*The Buckhorn Exchange*, Denver's 113-year-old restaurant and saloon. Serving prime beef and buffalo steaks, ribs, and elk in a genuine Old West setting.




Outdoor cafe in Larimer Square.

Wynkoop (303-296-0800); Sullivan's, 18th and Wazee (303-295-2664); Capital Grille, 1450 Larimer (303-539-2500); The Palm, 17th and Lawrence (303-825-7256); and Ruth's Chris, 15th and Market (303-446-2233).

Here in Denver, we have more Mexican food than you have at home, unless you're from San Diego or El Paso, but few such establishments are worth going out of your way for. My favorite, El Taco de Mexico, 7th and Santa Fe Drive (303-623-3926), happens to be not far from the meetings, but you'll need a cab. I heard about it from house staff of a nearby hospital 25 years ago. This bright yellow corner diner where you eat at the counter or carry food to one of the few tables has been consistently excellent. Try the chili relleno burrito smothered in green chili with extra cheese or a taco plate, three soft corn tacos filled with marinated pork, tongue, or cheek meat, a little lighter for a midday meal with no time for a siesta. Very inexpensive, no reservations taken.

Watercourse Foods is an inexpensive vegetarian restaurant not far from the meetings. The atmosphere is funky and the kids that cook, serve, and eat there are friendly although exotic, heavily pierced, and tattooed. Get directions or a cab to 837 17th Avenue at Emerson Street (303-832-7313). Breakfast, lunch, and dinner are served.

For a quick, inexpensive breakfast or lunch without reservations and within walking distance, I suggest Zaidy's Deli at 15th and Lawrence, or The Delectable Egg at 1625 Court Place or 1642 Market. *Mangia bene.* 

# Three Models of Training

Daniel H. Jacobs

In order to re-examine the standards for analytic training that the IPA has required of its constituent organizations and their institutes, a new IPA Education Committee (EC) was formed in 2005. Its task was to study in greater detail the three models of education recognized by the IPA (Eitingon, French, and Uruguayan) that are, with some variations, currently in use. Members of the committee are chair, Shmuel Erlich (Israel), Sander M. Abend (American APsaA), Aloysio d'Abreu (Brazil), Marie France Dispaux (Belgium), Fernando Weissmann (Argentina), and I. Otto Kernberg (American APsaA) serves as consultant.

In its first meeting in New York, December 17-18, 2005, the EC decided on the method for better understanding the three models. The committee members divided into three teams, each team charged with studying one of the models by interviewing leading educators associated with the particular model. This stage of the work was completed in April 2006. The IPA board accepted the final report of the EC, written by Erlich, in July 2006. The three models of education it described were established as the minimum standards and criteria of qualification and admission to IPA membership. As the EC report was primarily descriptive, the same committee has now been asked by the board to codify their findings into "minimal standards or requirements" under each of the models. Should the board approve these standards in July in Berlin, they will aid the IPA in carrying out its oversight and consultative functions.

Educators selected from the three different models of training were asked a number of

questions: 1) Could they describe the rationale and philosophy that underlie their model? 2) Was there a greater emphasis on breadth of knowledge and experience versus depth (e.g., study of one theory or many, the frequency with which analysts were to be seen)? 3) What concept of the process and progression of psychoanalytic education was manifest in their model? 4) How were power and authority structured within their model?

All three models employ, in some form, a tripartite model of education: didactics, personal analysis, and supervision. The terms used to describe the different models are not meant to imply any geographical limitations as to where models are employed. What follows will be only a brief description of the EC findings. The full report may be obtained from the offices of the IPA.

## THE EITINGON MODEL

The education of an analyst requires three equally important components: a training analysis, a determined didactic curriculum, and supervised analytic experience. That these three parts of the education should take place simultaneously is thought desirable. Although there are many attempts to further democratize education under this system, the Eitingon model often places the investment of power in the person and role of the training analyst and in the Education or Training Committee made up primarily of TAs. A candidate must have an analysis with a TA, who is non-reporting. It is expected, however, that the training analysis will be conducted on a frequency of four to five times a week. Candidates, too, are expected to see their three required analytic patients at the same frequency.

In terms of breadth and depth, there is no unanimity among the users of this model. In North America there is a tendency to favor wider exposure to analytic theories, reflecting course offerings in a variety of approaches and theories. Nevertheless, there does seem to be agreement about the desirability of teaching a core Freudian conflict theory.

## THE FRENCH MODEL

The personal analysis of the candidate is placed strictly outside the realm of training. The French model does not recognize a "training" analysis and has no position of training analyst. Any analyst who is an IPA member can do the candidate's analysis. One of the major goals of the personal analysis is to clarify and work out the unconscious motivations behind one's wish to become an analyst. This analytic work takes place, for the most part, prior to the candidate's application for admission to training. There are no training requirements governing the frequency of personal analyses. Patient and analyst, based on clinical indications, decide upon the number of visits per week.

In the French model power and authority seem more diffuse. The Training Committee is within the psychoanalytic society to which it is democratically answerable. There is no independent psychoanalytic institute that is established as a separate entity. Although there is no position of training analyst, one needs to be appointed as a supervising analyst, a position of some prestige. Supervision is often conducted in groups with emphasis on understanding of the countertransference. Much of the training focuses on Freud's writings and current explorations of it.

## THE URUGUAYAN MODEL

This model is, in part, a reaction to what was felt to be a previously existing excessive concentration of power in a group of training analysts. It represents an attempt to ensure that training becomes a more democratic, free, and equitable endeavor. It attempts to do so by allocating training functions to four different groups of analysts, each charged with organizing and conducting one specific aspect of training: admission, supervision, personal analysis, and teaching. A graduate analyst can choose to which group he or she wishes to belong.

A considerable amount of personal analysis is required (usually three years or more) before admission and is expected to continue during training, usually another five years. Personal analysis is conducted at a minimum of three times a week with intensification of frequency during periods of significant regression. The analyst needs to be a member of the IPA.

*Continued on page 19*

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Daniel H. Jacobs, M.D., is a training and supervising analyst at the Boston Psychoanalytic Institute, supervising analyst at the Florida and Cincinnati Psychoanalytic Institutes, and director of the Center for Advanced Psychoanalytic Studies. In June, he will become co-director of APsaA's Committee on Institutes.

# Psychoanalytic Dinner for Eight

## New Venue for Diversity Issues

Monisha C. Nayar



Monisha C. Nayar

David Brandt had a vision. President of George Fox University, a small university in Oregon, Brandt decided to develop a program to recruit and retain minorities in the university. The program, titled "Blueprint for Diversity," developed a series of strategies to examine racial, cultural, and gender diversity with the promise of increased enrollment of minority applicants.

One of the strategies intended for alumni was called "Dinner for Eight." Sponsored by the alumni association of the university, the dinners provided an informal forum for university graduates to network, share ideas, and develop collegial relationships with each other. The philosophy behind Dinner for Eight, which was hosted by faculty members, was simply this: When people can engage in a free-floating exchange of ideas, wonderful things begin to happen. Free of rules and regulations imposed by bylaws, minute taking, and the implicit constraints of a larger organizational structure, people feel free to explore feelings, attitudes, and beliefs.

The university's program, of which Dinner for Eight was a part, proved to be a resounding success. Although traditionally drawing their students from what a university official

has called the "pale-skinned northwest corner of the United States," their minority population has doubled in the last decade! Inspired by their story and encouraged by the fruitful replication of this program in other communities with different venues, the Committee on Racial and Ethnic Diversity (CORED) appointed two members from its group to develop and initiate a similar program for the members of APsA. This is one program in a series of concerted efforts by CORED to increase understanding of racial and cultural issues within the Association. Since its inception in 1996, CORED has offered a variety of seminars, discussion groups, culturally sensitive movies, and workshops as part of outreach programs to inform members and introduce psychoanalytically informed understanding of such issues.

The first Dinner for Eight meeting was held during the January 2007 meeting in New York. The group, comprised of analysts from around the country, met at a local restaurant for an informal dialogue. Free of bureaucratic pressures, the group could indulge in an honest exploration of personal feelings, moving from surface issues to more personal accounts of what it felt like to be with someone who was different. The richly textured dialogue yielded several salient points.

There was wide acknowledgment that the psychoanalytic literature was sadly remiss in the incorporation of cultural and racial issues in its case reports. As someone said, "We notice when someone does not talk about his mother; it is an omission that alerts us and we ask at some point about this omission, but when someone does not bring up his culture, why do we not regard that as an omission as well?" In response, someone added that perhaps our analytical identities have evolved within the context of "cultural neutrality." It is as though writing about culture is "unanalytical."

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## Other Diversity Efforts and Concerns

Efforts in this area by others have included the January 2006 issue of the *Psychoanalytic Quarterly*, which was devoted entirely to such matters, and the panel discussion on racial and cultural issues within the clinical setting held during the Winter 2006 Meeting. But there are certain organizational facts that still warrant further attention. These include the following:

- The number of minority applicants applying for psychoanalytical training continues to decrease.
- Several institutes do not have any minority candidates or graduate analysts.
- Although some institutes offer courses on cultural issues, many do not. The scant academic attention paid to issues of diversity conveys several negative messages for candidates, faculty, and mental health professionals who might seek training.
- Few members attend the programs offered by CORED. When they do, the discussions rarely allow for in-depth sensitive exploration of personal feelings and attitudes. Typically, explication of countertransference reactions within the context of clinical situations and case presentations becomes the only forum for examining cultural and racial issues. The analysts, it appears, remain otherwise blind to their own biases and beliefs.

These critical personal and organizational issues need greater attention from psychoanalysis.

Monisha C. Nayar, Ph.D., trained at the Michigan Psychoanalytic Institute and now practices in suburban Philadelphia. She is interested in issues of cultural diversity, psychic trauma, neuropsychanalysis, and transformations of play during child therapy and analysis.

# Pathways to Teaching Undergraduates

Shoshana Shapiro Adler

The 10,000 Minds Project of the American Psychoanalytic Association, funded in part through a generous grant from the Developing Psychoanalytic Practice and Training Program (DPPT) of the International Psychoanalytical Association, focuses on ways of reaching undergraduate college students and informing them about psychoanalytic ideas (both theory and practice). [See Lisa Damour, "APsaA's Web Resource for College Teachers," TAP 40/4.]

For a number of years, APsaA has been aware of a few analysts who have found their way onto campuses to teach undergraduates. So we set out on a quest to find out just how they got there, in hopes of guiding other analysts with similar interests. I interviewed five psychoanalysts on how they started teaching undergraduates.

My five interviewees included three physicians and two psychologists who entered undergraduate teaching through various methods: Two returned to graduate school to pursue academic interests; one taught as a graduate student; another worked as a professor before she became a psychoanalyst; and a fifth started as a guest lecturer for a psychology professor.

JEROME BLACKMAN, M.D.

Jerome Blackman began his career in undergraduate education at Virginia Wesleyan College

*Shoshana Shapiro Adler, Ph.D., a child and adult analyst and psychologist, is an assistant clinical professor of psychiatry at the University of Colorado Health Sciences Center and a faculty member of the Denver Institute for Psychoanalysis. She practices in Southeast Denver.*

as an unpaid guest lecturer in abnormal psychology when a psychology professor who knew of his teaching at the medical school called him to teach. About 10 years ago, he received an academic appointment in the psychology department at Virginia Wesleyan. He then contacted one of the professors in psychology at Old Dominion University, whom he knew from community relationships, and



asked if he might help her. The result? He has taught abnormal psychology and current psychoanalytic theories at Virginia Wesleyan as well as psychodynamic psychology for first-year Psy.D. students in the Virginia Consortium Program run by Old Dominion University, the College of William and Mary, Eastern Virginia Medical School, and Norfolk State University. Moreover, he has lectured to high school, medical, and graduate school students on topics as varied as Freud and modern European history, supportive therapies, narcissism, and psychoanalytic underpinnings of psychopathology.

In addition to his teaching, Blackman has written two excellent resources for undergraduate educators: *101 Defenses: How the Mind Shields Itself*, New York, Routledge, 2003, and *DCM: Diagnostic and Clinical Manual of Disturbances of Mental Functioning*, 2001, which he distributes.

LYNN FRIEDMAN, PH.D.

Lynn Friedman began teaching undergraduates while a graduate student in clinical psychology at the University of Pittsburgh. She taught numerous courses at Carnegie Mellon University, including abnormal psychology, a seminar in intervention, personality theory, and a clinical research internship. Since 1999, she has given courses on organizational consultation and program evaluation at the Johns Hopkins Business School as well as psychoanalysis in the Johns Hopkins clinical counseling program. (See her informative article, "How the Analyst Can Become a University Lecturer" for suggestions at <http://www.drlynnfriedman.com/psychoanalytadvocacyteach.html>.)

ROSEMARY COGAN, PH.D.

Rosemary Cogan was already teaching full-time in the psychology department at Texas Tech University, which has 27,000 students, in West Texas, when she started commuting to Dallas for training in psychoanalysis. Her

teachings at Texas Tech include human sexuality, psychoanalytic theory and research, history of psychology (a graduate-level course), and psychology laboratory. Responding to the need for students to write intensively and the view that psychoanalysis lacked research, she developed a course on psychoanalytic theory and research, which filled up immediately—a sign that students were eager for such a learning opportunity. Cogan has taught the course five times, each time using one of Freud's major case studies about psychopathology (except for Schreber). Students underline and list Freud's hypotheses, and find 90 to 100 testable hypotheses, one of which is chosen for a study with institutional review board approval. The students then review the literature and either collect or use existing data. Twice, the students' work has resulted in publishable positive findings with the students listed as co-authors.

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# Unique Partnership Helps Korean Analyst Achieve U.S. Graduation

Scott Dowling

Jaehak Yu and the Cleveland Psychoanalytic Center recently celebrated Yu's graduation from the Psychoanalyst Training Program of the center. His odyssey is an unusual one, involving extraordinary sacrifices by him and his family and an unusual partnership of the center with University Hospitals Department of Psychiatry (UH), the American Psychoanalytic Association, and the International Psychoanalytical Association (IPA).

Yu lives in Seoul, South Korea, where he grew up and received medical and psychiatric training. Contacts with the Korean Study Group of the IPA, a group dedicated to developing psychoanalytic training in South Korea, stimulated his interest in training. Robert Tyson of San Diego, one of the IPA group, was especially encouraging and through him Yu inquired about training in Cleveland as well as at other centers. Complicating the proposed training

Department of Psychiatry of Cleveland's University Hospitals. Robert Ronis, then training director, was creatively helpful. He arranged the residency and the funding that enabled Yu and his family to come to Cleveland.

Yu arrived in July 1997, accompanied by his wife Eunmee and their two children, Jeeyoon, then 7 years old, and Jeeho, 4 years old. The family agrees that those early months of cultural and language adjustment were the most difficult part of the experience. Improving their language skills (easier for the children than for the adults), starting his analysis, beginning a repeat psychiatric residency, and starting psychoanalytic classes and seminars required a tremendous amount of work and emotional energy. But, as his American teachers have come to know and respect, Yu not only shoulders burdens without complaint but, struggling against the odds, turns them into notable successes.

Today he is the director of the psychiatry department at Konkuk University Hospital and active in both psychiatric and psychoanalytic development in Korea.

was the requirement that he have simultaneous additional training in psychiatry in the U.S. At that time, Yu was struggling with English and his familiarity with the U.S. and with psychiatric practice here was limited.

The Cleveland Psychoanalytic Center was interested. We saw unusual abilities and strengths suggested by Yu's previous psychiatric experience, the extent and dedication of the work he had already done with the IPA, and the determination we noted in our preliminary interviews. But Yu also needed a strong U.S. program of psychiatric training and a source of income. We sought the help of the

Scott Dowling, M.D., is a training and supervising analyst in Cleveland and chair of the Education Committee. He is also an editor of *Psychoanalytic Study of the Child*.

Yu's psychoanalytic training progressed well. He completed his residency at UH and went on to postdoctoral specialty training in child psychiatry and addiction psychiatry. His course work in psychoanalysis progressed and he took his first training case. In June 2002, with completion of his analytic didactic work and psychiatric training, he and his family returned to Seoul.

A new phase of his training began. He worked in a large psychiatric hospital in Seoul where he was required to see his psychoanalytic patients outside of regular work hours, early in the morning or in the evening. Beginning at 6 a.m., he worked till 10 p.m. through most of the next five years, keeping in touch with Cleveland through two to three times a week telephone supervision, attending conferences in Cleveland through a telephone hookup over the weekend, and coming to

Cleveland for further seminars, supervision, and case presentations each year. He also continued training activities with the IPA group both in Korea and the United States.

His reputation and responsibilities in Korea rapidly increased. Today he is the director of the psychiatry department at Konkuk University Hospital and active in both psychiatric and psychoanalytic development in Korea. There are few fully trained analysts in Korea; presently three are recognized by the IPA, not yet enough to establish a training facility there. Yet the clamor by young psychiatrists for personal analysis and for didactic training in analytic psychotherapy is enormous; 15 are graduated each year from an introductory psychoanalytic psychotherapy course, taught in part by the trained analysts and in part by others with partial training.

In the summer of 2005, Yu's skills as a clinician were examined and recognized by the IPA, according him full status as an active member of the IPA. Although accredited by the IPA, he chose to continue his work with the Cleveland Psychoanalytic Center so that he would graduate from an APsA training program. He fulfilled our requirements and achieved active membership in APsA in January 2007.

An additional benefit of the long and productive association between Yu and his analytic supervisors at the Cleveland Psychoanalytic Center is a profound awareness of the similarity of the human condition in American and Korean analysts, the universality of conflicts of sexuality and aggression, and the psychological toll of anxiety and depression in both cultures that surround experiences of abandonment, loneliness, injury, shame, and guilt. Though the culture and language of the two countries are different, the content of these analyses, the defensive operations, conflicts, and transference-countertransference reactions are very similar, though often more immediately evident in Korea, reflecting a culture less steeped in psychoanalytic clichés. Much of this wisdom has been shared during Yu's once or twice a year visits to Cleveland when he presents his ongoing cases to the faculty and candidates of the center.

This unusual relationship has benefited all involved: Yu, the Cleveland Center, the Korean Psychoanalytic Study Group, APsA, and IPA, and, not least, his patients and students in Seoul.

APsA

## Turning to Our Work

Continued from page 3

shift our energies. No organization currently embraces the role of understanding and interpreting the extraordinary events transpiring in our world. This should become a moral imperative for us.

Recently, we have approved a position paper on torture; we regularly provide amicus assistance on societal issues. Further, a Presidential Symposium on war and trauma is planned for the Denver meetings in June. Psychoanalysts know about traumatic devastation to both victims and perpetrators, families, communities, and unborn generations. But our efforts to date are not enough. New awareness, new focus, and new resources should be invested here.

### CHALLENGE 4. PUBLIC INFORMATION

Psychoanalysis is becoming a tentative new darling in the media and press. Respect seems to be growing in the attitudes of reporters, writers, and especially the man on the street. We are blessed with the talents of Kerry Sulkowicz, Dottie Jeffries, and the entire Public Information Committee and others.

Media stories this year have appeared in *The New York Times*, *Newsweek*, *The New Yorker*, and the *Chicago Sun-Times*, to name a few. This year we will fund a trial campaign of advertisements in *The New Yorker*. Every mention is good for our cause.

### CHALLENGE 5. PSYCHOTHERAPY

The most widely practiced derivative of psychoanalysis is psychoanalytic psychotherapy, and, thanks to the dogged efforts of Dick Fox and the Task Force on Psychotherapy, a new Joint Committee on Psychotherapy was created at the January meetings. The Association is the first real home for those who practice psychoanalytic psychotherapy. Our challenge is to strengthen this part of ourselves, the bread and butter of most practices.

### CHALLENGE 6. OTHER PSYCHOANALYTIC ASSOCIATIONS

The time is ripe for closer alliances with all groups that share our values and beliefs. At this writing, the Association is exploring collaboration with Division 39 on research meetings, our alliance with the William Alanson White Institute is stronger, and, as one of the

four associations of the Psychoanalytic Consortium, we cooperated with the Austrian embassy in celebrating the 150th anniversary of Freud's birth.

### CHALLENGE 7. FEDERAL AND STATE LEGISLATION

I have saved for last the efforts of this strong division. Eighteen months ago, our voice concerning the need for privacy in medical records was ignored in the nation's capital. Despite opposition from most within the legislature and the medical-industrial complex, we pressed the importance of privacy as essential to health care (especially psychoanalysis)—just as a sterile field is essential to surgery. We are now regularly asked to participate and advise on issues of privacy on Capitol Hill, and privacy has become an essential part of every EMR bill. Legislators and the general public are now clearly aware and clearly care.

This initiative succeeded because it retained its focus—a harbinger, perhaps, of what might become for psychoanalysis if we can shift our course. We must be guided by a fierce intention. But a small, persistent voice can change the world.

APSA

## Psychoanalytic Dinner

Continued from page 12

Participants readily acknowledged the deplorable decline in minority applicants as well as the lack of programs centered on awareness of cultural and racial issues. As many noted, in the larger society the number of minority groups continues to increase. They are increasingly seeking mental health treatment. Will analysts be sufficiently trained to address their needs?

An exploration of why analysts feel most comfortable talking about cultural issues within the context of clinical material alone led to the following comment: "Perhaps, we are not ready to talk about ourselves because it forces us to face things about ourselves we may not like to know. I believe that the tripartite model of psychoanalytical training must and should address this as the formation of an analytical identity depends on such explorations and understandings."

When people can engage in a free-floating exchange of ideas, wonderful things begin to happen. Free of rules and regulations imposed by bylaws, minute taking, and the implicit constraints of a larger organizational structure, people feel free to explore feelings, attitudes, and beliefs.



Finally, while the first Dinner for Eight was heralded as a step in the right direction, there was an overwhelming feeling that local institutes must participate in the ongoing training of their members through a series of process workshops, perhaps sponsored by and implemented by CORED members.

The afternoon offered a rich array of ideas, thoughts, and feelings, all of which left me feeling hopeful and confident that the first seeds for change had been planted and would soon bear fruit. From all the way in Oregon, I think David Brandt would be proud!

APSA

# Flourishing Child Analytic Therapy in the South Bronx

Hilli Dagony-Clark

Sitting on the floor surrounded by toys, my young patient and I are both deeply engaged in play therapy. Her intrapsychic life unfolds and takes shape through a family of several small dolls, uniting us in the delicate and complicated task of working through and mastery. She directs my play while I closely observe, attempting to judge the nature and timing of the most useful interventions. Although this scenario seems no different from any other psychotherapy of a young child, it is, in fact, quite unusual. This treatment, like many others, takes place in a South Bronx housing project of New York. Heavy metal bars on the windows and blasting music from next door are constant reminders of the reality of my young foster patients' lives.

Unlike most children who receive psychoanalytically informed psychotherapy in the luxury of private offices to which they are brought by biological parents, many children I have treated receive clinical care in their foster residences. The agency for which I work requires that most therapeutic visits occur in foster homes to increase patient treatment compliance. Amidst the chaos of family life, I have engaged meaningfully with children who were, in many cases, seriously traumatized prior to their foster home placements. Reasons for their placements include parental substance abuse, psychiatric disorders and/or cognitive limitations, which are often exacerbated by economic constraints. The children, placed from birth to age 21, have been selected to receive psychotherapy to help them cope with their psychiatric and behavioral disturbances.

Providing these foster children with psychodynamically informed psychotherapy is a formidable task, as it involves the recognition of both reality-based and intrapsychic factors

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that constantly compete for consideration. While all treatments demand an awareness of both, the foster children with whom I work are constantly imposed upon by dramatic life circumstances at a time when their intrapsychic worlds are molded by external realities. Present day decisions over which they have little control, such as termination of parental rights, multiple placements in different foster homes, and separation from siblings, are given meaning in the context of previous traumas, such as sexual/physical/emotional abuse and/or neglect. Neonatal HIV or drug related conditions further predispose them to a life of unarticulated pain and anguish. Essentially, these children's histories influence their lives in ways that allow tragedies to overlap and intertwine, creating the risk of mental illness, drug abuse, and degeneracy. The calamities with which they struggle are not only fueled by the interworkings of their minds but also by the harsh realities that actualize them.

My role at the intersection of these children's real and intrapsychic lives demands that I juggle equally their ungratifying past, current grief, and fantasies. This work has allowed me to recognize the possibility of stretching analytic bounds to fit the most unlikely recipients. These children often lack a cohesive sense of self that would normally cultivate an ability to tolerate their affects and reflect on their thoughts and feelings. Thus, I have worked to help them appropriately express and label their feelings, delay gratification, and engage in acceptable conflict resolution before exploring their thoughts and fantasies. After some

years of treatment, several foster children with whom I work have been able to express their difficult feelings through writing, playing symbolically with dolls, or engaging in games of hide-and-go-seek that allow them to be found again and again. Regardless of the form in which their affective expression occurs, my effort is aimed at allowing for the emergence of these children's adaptive compromise formations within difficult and often tragic circumstances.

Despite my attempts at carefully constructed statements intended to productively shift the dynamic organization of my young patients' intrapsychic lives, perhaps my most useful intervention has been my physical presence. My zest for the practical application of psychoanalytic principles does not overshadow my clinical and emotional knowledge of these children's level of deprivation and subsequent need for stable adult involvement. Through consistent home visitation, I have attempted to defy their beliefs about disappointing adults. It is my hope that these unruly toddlers, defiant school-aged children, and brooding adolescents know they are tolerable and able to be helped.

It is a rare opportunity to introduce meaning to the lives of children where it has often not existed before. Moreover, it is enormously gratifying to witness how children's play and verbal and written expressions spring to life in response to psychoanalytically based interventions. Working within the foster home setting has allowed me to witness, firsthand, the potentially universal application of psychoanalytic ideals. Thinking and working psychodynamically has allowed me to effectively treat these underprivileged children in a way that both considers their difficult pasts and allows for the unfolding of their potentials in the future.

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# In the Name of the Father and of the Lacanian World

Vaia Tsolas

I am not quite sure what drew me initially to reading Lacan. It could be that my first analyst was Lacanian, or perhaps merely an instance of “why not?” The obscurity of the theory seduced me with its tantalizing effect of something that can never be mastered and owned. Perhaps, because I was a foreigner here myself, I may have been drawn to marginal places and Lacanian theory promises just such a voyage into the marginal. Whatever the reason was, I became ambitious about becoming a Lacanian, at least until I realized the irony inherent in that ambition. Lacan in the “Séminaire de Caracas” clearly mocked the ones who shared my ambition: “You can be Lacanians, if you want. As far as I am concerned, I am Freudian.” And this is probably a good example of Lacan’s version of clarity and direction for his followers.

Well, this is as far as this ambition went and this is as good as this Father was going to get; and still, it was precisely the “as good as it gets” that demarcated a place for me to begin enjoying Lacan. My intention here is to comment (drawing from my own experience in a Lacanian institute) on what it is about Lacanian theory that makes it simultaneously desired and repudiated, some ways that it differs from the mainstream ego psychology, and how this difference plays out in the Lacanian educational standards and selection of candidates.

The Lacanian theory defies quick consumption and easy understanding: “...his [Lacan’s] writing very often falls (on purpose) into a Mallarmean mannerism, the high and obscure style practiced by French doctors around the 1930s,” says Alexandre Leupin in

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his recent book, *Lacan Today*. But, of course, given that this obscurity is also “on purpose,” Lacan is seen as a “bad” boy, perhaps sadistic, or at least arrogant, in the eyes of many readers. It is difficult enough to try to separate the theory from the person creating this theory; and since Lacan was also anti-American and dismissively critical of ego psychology, the ego psychologically oriented American reader may be especially challenged to entertain his ideas. For that matter, why should we entertain those ideas? If he did not like us, why should we even attempt to pretend that we might like him? But, in being blessed by the analytic spirit, we might be better disposed to refrain from talionic countertransference enactments. Additionally, if Lacan remains obscure, he also remains seductive, especially with his claim of a return to Freud and of a further articulation of the Freudian doctrine.

How is Lacanian theory a return to and a further elaboration of Freud? Let’s take, for example, Freud’s attempt to define truth (what had really happened) as he first sought to locate the buried truth through the deciphering of symptoms, dreams, and other formations of the unconscious, later realizing that this truth had less to do with actuality than fantasy, that it was, rather, a subjective truth. Lacan elaborated on that distinction by situating truth as a fiction—a fiction invested with affect. He drew a clear distinction between actuality and subjective truth, and also between subjective truth and knowledge. He thought that it was impossible to think that every truth can be completely articulated and translated into knowledge. Driven by this assumption, he used mathematics and the obscuring of language as an attempt

to help the reader to become cognizant of this impossibility. Lacan aimed to find active readers and warned his followers against becoming idolaters. However,



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he often achieved the opposite result, since some obsessively tried to decipher his oral teachings and writings explicitly, to map out the true Lacanian doctrine.

It is on this point that Lacanian institutes remain faithful to Lacan in their effort to avoid idolatry in the group identifications by shaping accordingly their educational standards and the selection of candidates. Selection of candidates follows a different logic than the one with which we are generally familiar. Having the desire to become an analyst and fulfilling the requirements of suitability (in terms of credentials, clinical experience, and personality characteristics) are not enough.

The obscurity of the theory seduced me with its tantalizing effect of something that can never be mastered and owned.

In fact, this particular desire is none other than a symptom that needs to be analyzed, not the basis for candidacy. Similarly, having standards for selection of candidates being based on credentials, similar clinical background, and personal characteristics is viewed as another symptomatic way of seeking conformity and normativity, concepts antithetical to the Lacanian version of the analytic tradition.

Paola Mieli, a founder of *Après Coup*, a Lacanian psychoanalytic institute in New York City, says:

In opposition to any idea of conformity, psychoanalysis is fundamentally an experience with and towards otherness, a practice of de-identification that enhances the relation to

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## The Lacanian World

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difference. It is the subject's practice of "exile," a leaving behind of mystifying individual and group identifications and of the guarantees provided by the already known. It is a journey towards what is unknown and foreign within the subject, as manifested, for example, in the formations of the unconscious. This practice of exile leads towards the progressive "deconstruction of a person's idolatry (ego narcissism and super-egoic requirements)," towards the "encounter, in the rigour of one's speech, with one's singularity, style, and difference."

As such, the formation of an analyst goes in a manner that many Lacanians consider to be a reversal of more traditional training; instead of aiming towards identification with the group's ideals and assimilation to the communities, the aim is rather from identification to dis-identification.

Hypothetically, we hope that regardless of our theoretical orientations, we can usually arrive at a relatively similar final destination if we were to analyze the same patient. Can we hope the same with our differences in standards (whether implicit or explicit) to the end goal to form an analyst? Or put it differently, does it make for the same trip if you travel in reverse?

I left the Lacanian institute when I realized that I really needed to know Freud in order to be able to claim the return to him.

Now, thinking back, I realize that it bothered me as a child when I had the urge to read a book from the back to the front and sacrifice the suspense of the travel. As the Greek poet Constantine P. Cavafy wrote in his poem, *Ithaka*, "Keep Ithaka always in your mind./ Arriving there is what you destined for./ But do not hurry the journey at all./ Better if it lasts for years,/ so you are old by the time you reach the island,/ wealthy with all you have gained on the way,/ not expecting Ithaka to make you rich."

I had a very brief experience in the Lacanian landscape, far too brief to know the answers to the questions posed above. Lacanian analysts might not think the trip is the same, and perhaps it is worthwhile listening to their experiences and keeping an open mind about their ideals and idols.

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## Teaching Undergraduates

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MARIAM COHEN, M.D., PSY.D.

Seven to eight years ago, Mariam Cohen attended an adult education course at a synagogue given by the chairman of the Department of Religious Studies at Arizona State University, who suggested to her that she take graduate courses in his department as an M.A. candidate. She began her studies and eventually completed the degree requirements so she might teach in that department. Cohen currently teaches a course on religion and psychology, which the Department of Psychology cross-lists. Her course includes discussions of Freudian, Jungian, and object relations theories of religion. Cohen has published on her opposition to the term "spirituality," conversion experiences, and the conflicts between Orthodox Judaism and psychoanalysis. She is currently completing course requirements for a Ph.D. in religious studies and plans to do her dissertation on psychological changes that occur in the course of conversion to Judaism.

ERIC NUETZEL, M.D.

Before Eric Nuetzel became an analyst, he was an actor, producer, and director at the college, community, and professional theater

level. To understand human motivation, he took psychology courses and then became a psychiatrist and a psychoanalyst. He found many parallels between the rehearsal process and the consulting room, especially in dealing with transference-countertransference reactions between the actors and directors.

Years after becoming an analyst, he had occasion to lunch with a newly introduced friend, the chair of the Performing Arts Department at Washington University in St. Louis, who suggested that Nuetzel become a graduate student in his department in order to pursue his longstanding interests in the theater. After seeing the quality of Nuetzel's work, Washington University decided to waive his tuition. Nuetzel managed his graduate studies by pacing his productions—one production a year over the course of five years. It was "good for my soul even though stressful for my family," Nuetzel remarked. Upon receiving his master's degree in drama, Nuetzel was invited to teach. His courses included psychoanalysis and tragic drama as well as film and psychoanalysis.

For more details about teaching analytic concepts to undergraduates, please see the 10,000 Minds Project Web site developed by Lisa Damour and Heather Davidson, <http://www.teachpsychoanalysis.com> and click on Career Opportunities (on the left side).

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## How to Get Started Teaching Undergraduates

Pursue an interest you love.

Capitalize on previous experience and old contacts from graduate school.

Brainstorm with contacts you have in academia and approach them with useful material and proposals.

Offer to give a guest lecture.

Offer to co-teach.

Invite an academic colleague to a society or institute program and/or to lunch.

**For suggestions and resources on teaching undergraduates, see [www.teachpsychoanalysis.com](http://www.teachpsychoanalysis.com).**

## Three Models of Training

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In the course work, there is emphasis placed on a great deal of written work and numerous presentations.

There are other differences in and among these models. In the Eitingon model, for instance, analysis of defenses is often prominent, while such a focus seems within the French model to be a psychotherapeutic undertaking and outside the realm of psychoanalysis. In the Uruguayan model of training, there is a strong epistemological position that psychoanalysis is a conjectural rather than an exact science. The educational emphasis is less on the transmission of intellectual knowledge than on a growing capacity for listening and a developed conviction about the power of the unconscious.

It is interesting to note that two of the three models (Uruguayan and French) require analysis before application for candidacy. The emphasis on understanding the unconscious reasons for choosing to be an analyst is given much more weight in the admissions process than it is in most North American institutes. Two of the three have abolished the position of training analyst. One model (the French) has no requirements in terms of frequency of analytic sessions. In the Uruguayan model teachers must make a choice of where they will focus their efforts, thus diminishing the possibilities of any clique developing. The report did not explore what the minimal educational requirements were for acceptance to training under each model.

The EC and the IPA board recognize the actual construction of training programs based on these basic models vary greatly throughout the world. How the workings of each of these models as described in the EC report can be codified into acceptable minimal standards for analytic education remains to be seen. Determining the extent to which societies will be asked to adhere to the model they profess will be the task of the IPA Board Oversight Working Group. Certainly, comparing and contrasting, discussing and debating these different models of analytic training can only enrich us all.



## From the Unconscious

Sheri Butler Hunt



John Samuel Tieman is an educator associate in APsA. He is also taking courses in child development at the St. Louis Psychoanalytic Institute and teaches in the St. Louis public schools. He has written poetry, editorials, scholarly essays, and an eyewitness account of the 1985 Mexico City earthquake. *The Americas Review*, *The Caribbean Quarterly*, *The Iowa Review*, and the *River Styx* are just a few of the numerous places his work has been published.

There is a sense of feeling at home in Tieman's poetry. This is particularly true of "prodigal." The feeling is of inwardly, nostalgically looking home...yet not quite arriving there. "In this dream," a similar sense is captured, as if one is in familiar and safe territory after a storm, yet there was a storm.

### prodigal

I used to imagine my father standing on the porch looking south and for years I'd look back north hoping to see nothing but distance

now that my father is dead and the sun is low and autumn  
and sometimes when there's neither light nor shadow and I've moved  
home and married and am happy and live  
just a mile from the old place

just then there's an old neighbor that stops by  
his eyes closed recalling then forgetting then trying to recall

### In this dream

There is food and water  
and no barrier reef, only shore

this woman is my wife  
the compass close enough

the uncertain current I understand  
and I feel strangely safe sailing long after dark

still alive days after the disaster  
everything I need within reach

—John Samuel Tieman

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## Complexities of Self Disclosure

Gerald Melchiode

Self disclosure is a controversial topic which may divide analysts along theoretical lines. The "classical analyst" may regard self disclosure as a manifestation of countertransference to be avoided, while the "intersubjective analyst" may regard it as a useful tool. In comprising the COPE Study Group on Self Disclosure, the chairs' first task was to invite members who had no published position on the topic and were willing to consider all of their assumptions.

The group began with the assumption that self disclosures are found in all analyses and could be studied within their own treatments. As group members presented clinical vignettes in which they self disclosed, it became less clear what constituted self disclosure because while some examples seemed obvious, others were not. Self disclosure seemed to be overdetermined, a resultant of forces going on in the mind of the analyst that might or might not be related to what is going on within the patient.

Self disclosure is a controversial topic which may divide analysts along theoretical lines. The "classical analyst" may regard self disclosure as a manifestation of countertransference to be avoided, while the "intersubjective analyst" may regard it as a useful tool.

The group posed a series of questions in their effort to move beyond judgment of self disclosure as either good or bad. Does the patient feel better or worse after a self disclosure and why? Does self disclosure lead to a more egalitarian experience for the patient? Does minimal self disclosure result in a more authoritarian experience for the patient? What motivates the analyst to self disclose? What is going on in the mind of the patient when we self disclose and what is going on in the mind of the analyst? What is happening in the psychoanalytic relationship when we self disclose? What is the effect of self disclosure on both analyst and patient?

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Eslee Samberg, M.D., is editor of the COPE column.

Self disclosure at times seemed to grow out of the analyst's experience of vulnerability. For example, the analyst discloses to the patient that he is ill. This might represent a wish to be taken care of by the patient, a way of warding off the patient's aggression, and/or necessary information that the patient needs in order to make other arrangements for treatment.

We found that self disclosures were sometimes determined by diagnostic considerations. For example, patients with problems in object constancy might be told that the analyst will be at a conference in New York City. This might help the patient to preserve an image of the analyst in time and space, and thereby facilitate rather than impede treatment. In fact, many of our clinical examples involved patients with more primitive character formations, prompting the observation that self disclosure may occur more commonly in this group of patients especially at times of crisis.

Regardless of diagnostic considerations, self disclosure seems to occur at critical junctures in a treatment and may serve to facilitate new ways of seeing and understanding. This may be

so even when it seems to cut off negative transference or bypass analytic exploration.

The distinction between intentional and unintentional self disclosure was explored in its relationship to countertransference issues. We gave examples of both with a variety of outcomes within the treatment. While intentional self disclosures may be rationalized as being "good" for the patient and the process, both intentional and unintentional self disclosures clearly have unconscious determinants.

The group examined the relationship between self disclosure and dreams in which the analyst appears undisguised. Could these dreams be preceded by self disclosures in that day's session? We collected dreams and found some were related to self disclosure, others not; however, all seemed to be related to some disruption in the process.

The focus on self disclosure not only heightened our sensitivity to this specific issue, but more generally to the nature of interventions and their impact on patients. Any intervention reveals the state of mind of the analyst and how he conceptualizes the analytic space. One meaningful way of thinking about self disclosure is around issues of intimacy—how we communicate with patients so they can "hear" us.

The impact of the study group has extended beyond its members. One member is writing a paper on how self disclosure is handled in supervision. Another member conducted a workshop on self disclosure for faculty and candidates at his institute. A third member has a paper in press in which he advocates self disclosure at certain times. We have all incorporated the complexities of self disclosure in our teaching and supervision. We have all been much more open to discussing self disclosure with our supervisees and, in turn, our supervisees are much more comfortable in presenting examples of self disclosure in their supervision.

The group has found that an open and questioning attitude towards self disclosure is most beneficial. We urge all of you to participate in discussions of this issue with your colleagues without prior judgment or closure and to see where it takes you.

Members of the American Psychoanalytic Association interested in participating in COPE activities should contact COPE chair, Robert Michels.



# Councilors Emphasize Shared APsaA Goals

Jane Currin Walvoord

The atmosphere at the January meeting of the Executive Council was one of reconciliation.

## REPORT OF THE COMPLIANCE TASK FORCE

Paul Brinich began his report saying that in our APsaA political scene of the past two years, polarization had too often obscured commonly held ideals and goals. Representing a wide range of opinion regarding governance, the five members of the Compliance Task Force (CTF) had worked well together because they saw value in what they were doing for the Association. In closing his introduction,

spoke expressed appreciation and relief for this welcome change.

Lynne Moritz, president, reported on a very recent consultation she had undertaken, along with the BOPS chair, Eric Nuetzel, with attorney Victoria Bjorklund. The motivation for the consultation had come from a question that had been stirred by the CTF report. Was the organization in fact functioning legally in relation to BOPS? Our previous understanding from consultations with Bjorklund had been that our present structure might be illegal in the sense that it might be out of compliance with New York State not-for-profit law.

A common goal in the Council meeting seemed to be a search for peace and patient collaboration. Almost every councilor who spoke expressed appreciation and relief for this welcome change.

Brinich said, "We hope that, if our work turns out to have been meaningful, those who take our work another step down the road will keep our commonly held ideals and goals front and center." Thus, he set the stage and provided an example for the discussion that followed, much of which was a continuation of the work of the CTF.

## DISCUSSION OF CONSULTATION WITH BJORKLUND AND ITS IMPLICATIONS

A common goal in the Council meeting seemed to be a search for peace and patient collaboration. Almost every councilor who

In fact, the Council has been appropriately discharging its oversight duties by receiving the BOPS report. When the Council receives the BOPS report, it conveys its confidence in BOPS to fulfill its duties. Nuetzel said, "We appreciate that confidence and we would like it to continue."

Some councilors spoke about the need for that confidence to be extended to the Council. In the words of one councilor, Lila Kalinich, "It's very easy to interpret a reception of an action by BOPS or any other committee as passivity. As you know the Council has been criticized for its 'passivity, its 'inaction'...when actually the [Council] has been in a position of relative trust."

Nuetzel expressed agreement with Kalinich and noted that the Council may have felt it

had to passively receive the BOPS report in the past. He emphasized that BOPS welcomes a more vigorous discussion of the issues that arise.

Moritz explained that the board of directors (BoD) has the authority, as a business decision, to delegate all standards setting, accrediting, and certifying functions to BOPS, as set out in our bylaws. These delegated duties and functions must be carried out in a fair and consistent manner and must never discriminate on the basis of race, gender, national origin, creed, age, or sexual orientation.

## METHOD OF ELECTION OF COUNCILORS

Sandra Walker requested that the Council address the method by which councilors are selected by their local societies. She said that, while all APsaA members are direct members, most councilors are not directly elected by the membership. Each society has its own method for selecting their councilor. Many of these methods disenfranchise some members.

## COMMITTEE ON COUNCIL

Ralph Fishkin, chair of the Committee on Council, reported that the committee holds an orientation for new councilors the Wednesday evening prior to the meeting of the Executive Council. At this meeting there were six new councilors and alternates present. He said if there were other councilors or alternates who were not informed about the meeting and would like to attend, to let him know and he would invite them to the next orientation meeting in Denver.

## AFFILIATE COUNCIL

Julio Calderon, the outgoing president of the Affiliate Council, said that candidates are now participating at all levels of the Association and their contributions are highly regarded. He thanked the APsaA leadership, the Council, and all members of the Association for the opportunity they had provided for candidates. Calderon received a round of applause in appreciation for his service.



Jane Currin Walvoord, L.C.S.W., is a graduate of the Dallas Psychoanalytic Institute and TAP's senior correspondent.

# The Future of BOPS

Jane Currin Walvoord

The BOPS meeting in New York opened with a discussion of the future of the board. Eric Nuetzel, BOPS chair, opened the discussion with what was then surprising news. In a consultation with Victoria Bjorklund, APsA's expert attorney on New York not-for-profit corporate law, Nuetzel and Lynne Moritz, president, had learned that, contrary to our previous understanding of Bjorklund's opinion, the Board on Professional Standards was not out of compliance with New York State law. With the sanction of the Executive Council (Council) as board of directors (BoD), the officers of BOPS could continue to do business with the Council as they had for the past 61 years [see *Council Report*, page 21].

Moritz said that if the Council agreed to continue in their customary manner of acting, there *possibly* could be a "period of peace." Initially relieved by the news and this statement of support, the fellows spoke of ways to restore the collaborative spirit embodied in the proposal of the Task Force on Education and Membership. In this regard, they considered a process of reconciliation of "appropriate conflicts" between the BoD (Council) and its BOPS committee. This process might take place within a standing committee composed of representatives of both Council and BOPS.

Some said that, because of the past practice of bicameral governance, there has been a tendency to dichotomize, identifying with either membership or educational issues. This has been the case in spite of the fact that there have always been councilors and educators with a combined interest. Some fellows were hopeful that now, since the Council is recognized as the sovereign BoD, more members with educational interests would seek a seat on Council, more actively introducing educational concerns in their local society meetings.

There were also words of caution. Jonathan House, the APsA secretary, said that, while he hated to "rain on the parade of good sunshine," he believed the task of dealing with

"substantive issues" such as local option would not be accomplished by good will and trust alone. He said, "The source of the conflict will not be, in the first instance, from Council, . . . members, the Wednesday Group, or the Alliance. It will be in the institutes where the conflict will arise directly." He predicted that one of the institutes would soon appoint an uncertified training analyst.

Saying that House had told them "something important," some fellows spoke of a sense of assault in which they felt that "honest debate over educational standards" had been increasingly replaced by "well timed, frequent challenges to our existing bylaws." They expressed concern that the discussion so far might have been "based on a fantasy," recognizing that, while some members may hear the news as an opportunity for peace and collegiality, others may not. Discussion turned to the possible need for two separate corporations, one a membership organization, the other an accrediting and certifying body. Several fellows pointed out that this was the dominant model in professional organizations.

A motion was proposed with two parts. The first dealt with formalizing the relationship between BOPS and Council through the creation of a charter for BOPS as a committee of the corporation. Council, as the BoD, would receive BOPS reports with feedback encouraged. Hopefully, this would allow BOPS to convey to Council the "substance and breadth" of the activities of BOPS, establishing a truly collaborative structure. The second part provided for a task force composed of representatives from both BOPS and Council to explore the possibility of two separate corporations going forward in the future.



Jane Currin Walvoord

Many fellows were concerned that the motion would be taken by Council as a vote of no confidence. Moritz pointed out that Council had not yet been informed about the new understanding of the legal status of BOPS. She strongly encouraged the fellows to give the councilors a chance to digest the news before being presented with a motion.

A motion to postpone the motion until a time certain at the June meeting was proposed and after some debate was easily passed.

## COMMITTEE ON RESEARCH EDUCATION

Stuart Hauser reported that in the Committee on Research Education's project on certification, they now have a high level of inter-rater reliability (between .65 and .75) at the committee level around the hierarchy of competencies as well as the markers of that hierarchy. Agreement has been demonstrated on the components of each of the competencies. Since it could be argued that the Certification Examination Committee (CEC) is a hothouse culture, 12 analysts who had written, and were senior, highly regarded clinicians were screened for being open-minded and non-dogmatic about certification. They were recruited throughout the country. This group reached reliability almost as high as the CEC itself.

In phase 3, this will move beyond the belief system level of what people believe are the high competencies and how they are composed to be applied to a real stream of data, namely the case report. The report was chosen because the interviews are largely constructed on the examiner's reading of the case report. All members of the CEC will rate two randomly selected case reports, a male and a female.

But the case report is only one stream of data. Since the CEC makes major decisions based on the interviews, the researchers know, in the interest of transparency and fairness, they have to find some way to rate the interviews. This includes audio recording since interviews cannot be rated on the basis of notes. This step is difficult because of the issue of confidentiality. However, Hauser believes they will find a way.



## 2006 Record Year for PEP

Nadine Levinson



Nadine Levinson

PEP stands for Psychoanalytic Electronic Publishing. It produces the PEP Archive version 6 (1886-2003), which spans a period of 120 years, on CD and PEP WEB. It con-

tains the full text of the *Standard Edition of the Complete Psychological Works of Sigmund Freud* and the full text of 18 premier journals in psychoanalysis. There are over 50,000 articles, 70 million words, and 4,000 figures and illustrations that originally resided in more than 400 volumes. All content is hyperlinked and integrated with a state of the art search engine.

PEP represents collaboration by the American Psychoanalytic Association and the Institute of Psychoanalysis in London, the parent organizations that in 1996 jump-started PEP with a \$300,000 loan. This loan was paid off by 2000. PEP, a non-profit corporation, began paying grants in 2001 to each of the parent organizations, amounting to \$230,000 plus over \$475,000 paid in royalties to the journals.

The original six directors were Paul Mosher, Judy Schachter, and I from APsA and Peter Fonagy, Martin Miller, and David Tuckett from London. Later, Alice Brand Bartlett replaced Schachter. Early on, each director contributed directly to the daily operations of PEP. Neil Shapiro of SciLab has been our technical consultant and developer from inception. In 2002, PEP changed its structure to having two managing directors, Tuckett and me. Several years ago, two PEP trustees, Jonah Schein and Steve Firestein, were appointed to represent the fiduciary interests of the Executive Council.

Nadine Levinson, D.D.S., is PEP co-managing director and president. She also serves as treasurer of the IPA and assistant director of education at the San Diego Psychoanalytic Society and Institute.

The year 2006 has been a banner year for PEP. In May 2006, in time to celebrate Freud's 150th birthday, PEP launched its second generation Web interface, called PEP Psychoanalytic Literature Search (found at <http://www.pep-web.org/>). PEP Psychoanalytic Literature Search is the full text search successor to JourLit, which was pioneered by Mosher. The free search examines the full text of work in the archive and material in the recent content of psychoanalytic journals not yet in PEP, because the archive must operate with a three-year moving wall. Anyone with access to the Web can now search for free the entire content of the PEP Archive and current content for most of the journals. This innovation is popular with scholars who can now explore a topic with a single search. It also brings knowledge on what psychoanalysts are writing about and trying to understand much more widely into the public sphere.

Moreover, the new PEP-WEB is integrated with Google (specifically Google Scholar) so that the full text of the PEP Archive is now regularly "crawled"—exposing psychoanalysis much more widely to public attention. Access to the full text continues to require PEP authentication and therefore a PEP subscription. Google Scholar has a method of doing citation counts which should ensure that searches on psychoanalytically related words result in links to work by psychoanalysts—another major outreach benefit. Other features of the new interface include open URL linking and systems to integrate PEP archive material into university library catalogues.

### STANDARD EDITION ADDED

We celebrated Freud's 150th birthday through the addition of the *Standard Edition* on PEP A1 v6. Obtaining the rights to the *Standard Edition* required years of discussion. The Association owes a great deal of gratitude to Tuckett and Fonagy who led the copyright negotiations and to the Board of the Institute of Psychoanalysis in London as well as to Sigmund Freud Copyrights and the daughters of Angela Harris. Putting the Freud SE into PEP in

a way that would maximize the value of an electronic addition was a considerable technical challenge, which involved underlying changes to the structure of the entire PEP database. The SE is an edited collection of a translation of mostly published articles. The main gain from electronic publication would be the new capability to perform full-text searches and to hyperlink. To present the results of searches and links in the best possible fashion, each authored item in the *Standard Edition* has been treated as a separate article. We believe the results of this procedure are quite elegant.

In December to celebrate the achievement of the addition of the SE, a most successful Freud Scholars Conference was hosted by the British Society and attended by many, including the PEP Scholar's Committee, an international group, chaired by Robert Michels and originally organized by Fonagy. Three main proposals have now emerged for the PEP board to consider—including a set of requirements for a Mach 3 PEP-WEB interface, which offer ways to enhance the PEP Archive content with superior tools for scholarship and research.

Although the Archive has subscriptions from major universities like Stanford, Yale, and Princeton, PEP will require a different business model fully to exploit the opportunities to market the PEP-WEB Archive to universities worldwide. Discussion is ongoing with several major third party e-publishing commercial providers (aggregators) who are interested in marketing the PEP Archive.

In 2003, at the urging of some institutes, PEP began selected trials of low cost whole-institute subscriptions to the Archive. The experiment has been successful. The number of professional groups participating worldwide has reached over 35 institutes and well over 4,000 subscribers. You can visit the PEP Web site at [http://www.p-e-p.org/pepweb\\_societies.htm](http://www.p-e-p.org/pepweb_societies.htm) for additional information.

Sales in 2006 topped \$1 million, eclipsing 2005, which had been the best year to date. The record seems to mark the success of the historic first electronic and online publication of the *Freud Standard Edition*, as well as the rapid growth of Web sales to universities (up 28 percent) and to professional groups (up 100 percent). Expenditures have been on target.

*Continued on page 25*

# Honorary Member Awards Go to Bose, McWilliams, and Strozier

Maxine Gann

Joerg Bose, Nancy McWilliams, and Charles B. Strozier were inducted as honorary members of APsaA on January 17, 2007, at the Association's Winter Meeting at the Waldorf Astoria Hotel, New York. Lynne Moritz, president, presented the awards that acknowledge each individual's considerable and meaningful contribution to psychoanalysis.

**Joerg Bose** was honored "in recognition of his stellar leadership in psychoanalysis and psychoanalytic service in the country and in the world; and as director of the William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology for his leadership in the development of a model clinic which has served its community for more than 50 years." In 2003, he made a presentation to the United Nations Department of Public Information entitled, "On Human Dignity, Lost and Regained." Under his direction, the White Institute garnered the first APsaA Psychoanalytic Community Service Clinic of the Year Award and received the prestigious Sigourney Award as an exemplary center for psychoanalysis. Bose serves as a clinical associate professor at Columbia University in New York.

Bose said that becoming "an honorary member of the Association is personally gratifying but also has a larger meaning as a sign of an ongoing rapprochement between White and the Association. While we share a history of some strife, more and more this is now giving way to a relationship of mutual recognition, respect, and collaboration. The public may not know it but there is a new spirit that infuses

our field. We have come to appreciate the pluralism in psychoanalysis today not as a sign of its fragmentation and disunity but of its richness and creativity. We need to unite to have more influence on legislation that affects us and to explore together how we can demonstrate to the world that we are alive and well."

Bose took his training and certification in psychoanalysis at the White, was appointed a training analyst there in 1990, and has been director since 2000. Aided by the exceptional skills of Bose in relationship building, the White and APsaA have reached a new frontier with the representation of official but non-voting representatives of the White Institute and Society on the APsaA Board and Council respectively.

**Nancy McWilliams** was recognized for "her many contributions to psychoanalysis and psychoanalytic frameworks through her own writings, and especially as associate editor of the *Psychodynamic Diagnostic Manual*, and [for] the interface she so eloquently has built between psychoanalysis and the broader psychiatric and even broader mental health world." McWilliams has contributed greatly to psychoanalytic treatment through her books, including *Psychoanalytic Diagnosis: Understanding Personality Structure in the Clinical Process* (1994) and *Psychoanalytic Psychotherapy: A Practitioner's Guide* (2004). The *Psychodynamic Diagnostic Manual* (2006), for which she was an associate editor, is an 800-page compendium of psychoanalytic case formulation. McWilliams's book *Psychoanalytic Case Formulation* (1999) received the Gradiva Award for best psychoanalytic clinical book of the year. She is president-elect of the Division of Psychoanalysis (39) of the American Psychological Association and teaches at the Graduate School of Applied and Professional Psychology at Rutgers, the State University of New Jersey.

McWilliams holds a Ph.D. in psychology from Rutgers and serves on the faculty of the

Institute for Psychoanalysis and Psychotherapy of New Jersey. In nominating her, Bob Wallerstein emphasized, "Dr. McWilliams's deep psychoanalytic knowledge, her capacity to expound that knowledge in clear prose without jargon, and her personal qualities make working with her...an unalloyed pleasure." Stanley Greenspan noted that McWilliams's contributions to the *Psychodynamic Diagnostic Manual* have been immeasurable. Recently, McWilliams agreed to serve as an advisor to APsaA's 10,000 Minds Project, the outreach program to undergraduate education and to help forge a relationship between this project and Division 39 of the American Psychological Association.

**Charles B. Strozier** was recognized for "his many scholarly contributions enriched with a psychoanalytic perspective, including his biographies of Abraham Lincoln and Heinz Kohut as well as his 1994 book, *Apocalypse: On the Psychology of Fundamentalism in America*, which was the first psychological study of the phenomenon, and for his impressive creativity." Strozier is director of the Center on Terrorism at John Jay College in New York and is currently writing *The Trestles of Death: The World Trade Center Disaster and the Apocalyptic*.

In accepting the award, Strozier commented, "This is an incredibly meaningful honor. In addition, it allows me to feel part of the larger psychoanalytic community. The study of fundamentalism is an important one and one to which psychoanalysts have a particular contribution to make—understanding the deeper sources of contemporary violence."

Strozier has had a career as a professor of history, a practicing psychotherapist, an author, and a mentor to many researchers and students. Strozier first trained as a research candidate at the Chicago Institute for Psychoanalysis and then did further study at the Training and Research Institute of Self Psychology in New York. Throughout his career, Strozier's work has been distinguished by his creativity and his unflinching commitment to psychoanalytic thought, enriching both history and psychoanalysis. He is the recipient of the 2005 Goethe Award for psychoanalytic scholarship.




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Maxine Gann, Ph.D., sees adolescents and adults in Manhattan. A member of the New York Psychoanalytic Institute, she teaches and supervises in the Psychology Internship and the Psychodynamic Psychotherapy Programs, and is a research therapist in a multisite evaluation of psychodynamic treatment of panic disorder.



# APsaA Award Winners

A. Michele Morgan

Every year, the American Psychoanalytic Association honors those who have written about or taught psychoanalysis in an exceptional way. We extend congratulations to the award winners recognized at the Winter 2007 Meeting.

## JOURNALISTIC EXCELLENCE

The 2006 Award for Excellence in Journalism was given to Jerry Adler, Claudia Kalb, and Anne Underwood for their work on "Freud Is NOT Dead" in the March 27, 2006, issue of *Newsweek*. Underwood did the reporting on the story, which was written by Adler. Kalb wrote a sidebar story about Freud as a pioneering neuroscientist.

Only journalists for non-trade publications are eligible for the Award for Excellence in Journalism. Over the years, however, the Committee on Public Information has worked with exceptional trade journalists, and found two such journalists worthy of special recognition. A Special Recognition Award was presented to Carl Sherman, who writes for *Clinical Psychiatry News*, and Joan Arehart-Treichel, who reports for *Psychiatric News* (a publication of the American Psychiatric Association). Arehart-Treichel's award was for an article she wrote about Freud's contributions, 150 years after his birth, to present-day psychoanalysis and psychiatry.

## PAPER PRIZES

The CORST Essay Prize in Psychoanalysis and Culture was granted to Kevin Groark for his essay "Placing the Self: Dreaming, Dis-course, and Disavowed Volition among the Tzotzil Maya of Highland Chiapas, Mexico."

Andrea Celenza received the Karl A. Menninger Memorial Award for her paper, "The Threat of Male-to-Female Erotic Transference." In this paper, Celenza wrote about her analysis of M and the various dimensions of erotic

transference as they unfolded in his treatment. She emphasized "how traditional socio-cultural gender stereotypes may cause female analysts...to subtly foreclose the impending threat of intense erotic transference due to the fear of outwardly directed male aggression." Celenza's paper was published in the Fall 2006 issue of *JAPA*.

The 2006 Scientific Paper Prize was awarded to Ephi Betan, Amy Kegley Heim, Carolyn Zittel Conklin, and Drew Westen for their paper, "Countertransference Phenomena and Personality Pathology in Clinical Practice: An Empirical Investigation." In this study, they subjected a fundamental psychoanalytic concept to empirical investigation and validated its significance for clinical work. They identified eight distinct dimensions of countertransference, offering a complex, nuanced picture of clinicians' reactions to their patients. They also found significant correlations between these countertransference responses and patients' personality pathology, supporting the idea that the clinician's reactions are useful to the diagnostic understanding of a patient's interpersonal dynamics.


APsaA especially wants to encourage the work of candidates, as they carry the future of analysis with them. Selected for the Affiliate Council Scientific Paper Prize was Catherine Terri Lee for her paper, "Romantic Mirroring and Erotic Transference in the Female Analytic Dyad." Lee presented the point of view that female homoerotic transference may reflect an attempt by the analysand at developmental repair in the original love relation with her mother. She suggested that the female analyst confronts gender-specific challenges to address her counterresistance to the homoerotic transference. Unrecognized counterresistance will hamper analytic understanding and therapeutic response to this potentially healthful initiative by the patient.

## TEACHING EXCELLENCE

While the awards emphasize excellence in psychoanalytic writing, the American Psychoanalytic Association recognizes that excellence

in teaching is equally important. The following analysts were awarded the Edith Sabshin Teaching Award:


Deena Adler,  
 Psychoanalytic Center of Philadelphia  
 Stephen Marmer,  
 California Psychoanalytic Society  
 Aimee Nover,  
 Baltimore Washington Center  
 for Psychoanalysis  
 Regina Pally,  
 New Center for Psychoanalysis  
 Beth Seelig,  
 Atlanta Psychoanalytic Society  
 William Thornton,  
 Dallas Psychoanalytic Society  
 Kathryn Zerbe,  
 Oregon Psychoanalytic Society

The selection of award winners from among so many talented candidates and graduate analysts is a daunting task for those entrusted with this duty. It remains, however, a labor of love and an ongoing indication of APsaA's commitment to excellence now and in the future. 

## PEP

*Continued from page 23*

Our efficient staff, Stephanie Short and Athena Tsiokris, have worked hard to provide excellent global customer service. The PEP board expects to make a significant and record donation to the British Institute and the Association.

PEP spent the last three years preoccupied with developing the new content and new systems. PEP has digitized and is ready to include in later updates *Free Associations, Psychoanalysis and Contemporary Science, the Journal of Analytical Psychology, Psychoanalysis and Contemporary Thought*, and *Psychoanalytic Review*, 20 more books, and several possible new journals. These activities have transformed PEP and its revenues so that the future now needs careful consideration, prior to the construction and endorsement of future business plans. A new strategy and business plan for 2007-2010 will be evolving over the next few months focusing on further expansion in order to obtain our goals of psychoanalytic outreach, research, teaching, and scholarship. 

A. Michele Morgan, M.D., *chairs the Committee on Racial and Ethnic Diversity. She is a graduate of the Michigan Psychoanalytic Institute and has a private practice in Detroit.*

## Canadian Single-Payer System: A Troubled Experiment

Bob Pyles

My first experience in lobbying in Washington was to visit the office of a prominent senator regarding that aspect of the Clinton Health Plan which would have made private practice illegal. I was informed by staff in the senator's office that indeed private practice *should* be illegal, that it was immoral for some people to be able to buy better health care than others. Caught off guard, I replied that I only knew of one group of countries where that was the case, the Communist countries, and the care was indeed equal. It was terrible. When we left the senator's office, my lawyer brother dryly informed me, "Liberal Democratic senators didn't like being called communists."

This was my first experience in understanding the kind of thinking that underlies the Canadian health-care system, which is easily the leading example of a true "single-payer" system.



Bob Pyles

our current system is leading to mounting pressure to adopt a "single-payer" system in the U.S. Canada presents us with a kaleidoscope of effects on psychoanalytic practice,

because each province deals differently with psychoanalysis. In some, Quebec, for example, it is not covered, resulting in a vigorous private practice. In others, it is fully covered, and private practice is not permitted. "Coverage" applies only to physicians, not psychologists or other mental health professionals, apparently a mixed blessing.

Spreading dissatisfaction with the system has led to several serious challenges, including a concern by many of the Canadians that if the U.S. goes to a single-payer system they would have nowhere to go for their own health care.

Since its formation in the 1960s, Canada's publicly financed health insurance system has been at the core of the national identity. In recent years however, with waiting lines growing and costs skyrocketing, the merits of a private alternative to the health-care system has not been the taboo topic it once was.

The Canadian experience is of special relevance to us because growing dissatisfaction with

Bob Pyles, M.D., is chair of the Committee on Government Relations and Insurance and a past president of APsAA.

Although 65 percent of Canadians still say they get good health care, dissatisfaction is growing. According to the *National Post* of Sept. 18, 2006, an estimated 95,000 Canadians sought medical care outside their country in 2005. The cry, "no two-tiered system," could be replaced by "set our patients free," stated the lead editorial in that paper.

It appears that the system stands a fair chance of bankrupting the country. According to a lead editorial in the *Calgary Sun*, the biggest financial drain is the single-payer medical system. "Current model of health-care delivery leading us down the path of financial

ruin," states the editorial. According to a report by the Fraser Institute, 50 percent of Alberta's budget would be consumed by health-care costs by 2016 and health care would devour 100 percent of the provincial budget by 2030, if present trends continue.

### DISSATISFACTION AND DISSENT

Spreading dissatisfaction with the system has led to several serious challenges, including a concern by many of the Canadians that if the U.S. goes to a single-payer system they would have nowhere to go for their own health care.

On June 9, 2006, the Canadian Supreme Court struck down a Quebec law banning private medical insurance, thus dealing what many feel is an acute blow to the publicly financed national health-care system. This was a case brought by a Montreal family doctor, Jacques Chaouilli, somewhat of a character in the sense that he went to law school in order to argue his own case in the Canadian courts, challenging the Canadian system. Chaouilli's argument was that the Canadian system was endangering the health and welfare of its citizens. Chaouilli has long called for Canada to adopt a two-tier, public-private health system similar to those in Europe. Opponents have argued that a two-tier plan would draw physicians away from the public system.

In the Supreme Court ruling, the Court noted, "The evidence in this case shows that delays in the public health-care system are widespread and that in some serious cases, patients die as a result of waiting lists for public health care." The Court stopped short of striking down the constitutionality of the country's nationwide coverage, but experts say such challenges are simply a matter of time.

Canada's Prime Minister Paul Martin responded to the decision by saying, "We're not going to have a two-tier health-care system in this country. Nobody wants that. What we want to do is to strengthen the public health-care system." However, legal scholars and health experts predict a slew of lawsuits. The president of the Canadian Medical Association, Elmer Schumaker, told reporters, "This is indeed an historical ruling that could substantially change the very foundations of medical care as we know it."

*Continued on page 29*

# Update Briefs on RICO

Bob Pyles

## THE SUIT

With more than 900,000 physicians represented by medical groups, including state and county medical societies, the lawsuit filed under the Racketeer Influenced and Corrupt Organizations Act (RICO) against for-profit health plans is the largest class action health-care lawsuit filed in the United States. The lawsuit began in Alabama in 1999, when a physician sued Humana, CIGNA, and several other HMOs. The doctor alleged that health insurers used fraudulent marketing tactics and financial incentives to restrict patient care, thereby breaching their obligations under federal law to provide necessary medical care. Within a year, a score of other suits making similar allegations were filed on behalf of patients and physicians. Ten of the largest managed care companies were named in the suits. The lawsuits were consolidated under a single federal judge in Miami.

## THE SETTLEMENTS

Aetna, CIGNA, HealthNet, Prudential, WellPoint, Anthem, and Humana have settled. Claims against PacifiCare, United Health Group, Inc., and Coventry Health Care, Inc., the final defendants in the RICO lawsuit, were dismissed. (Of note, PacifiCare has merged with United.) The value of the settlements exceeds \$1.5 billion in retrospective and prospective relief. Key strengths of the settlements include a definition of "medical necessity" that is based on the physician's judgment; the acceptance of paper claims (no forced electronic billing); and judicial oversight of any disputes filed by physicians. Visit [www.hmosettlements.com](http://www.hmosettlements.com) to get further information on the settlements or instructions on filing a dispute.

## THE DISMISSAL—UNDER APPEAL

Judge Frederico Moreno, a Miami federal appeals judge, acknowledged the patterns and problems, but ruled that there was insufficient evidence that the insurance companies had conspired with one another. This decision seemed especially puzzling since the

points at issue were almost identical to those against the other companies, where the judge had decided in the opposite way. The dismissal has been appealed to the 11th circuit in Atlanta.

## ROLE OF THE ASSOCIATION

Janis G. Chester, a psychotherapy associate, and I wound up representing all of psychiatry in the RICO negotiations, working closely with the RICO attorneys on those aspects of the case affecting the delivery of psychiatric care. The protection of psychodynamic psychotherapy (and, by implication, psychoanalysis) has always been at the forefront. This has been true especially in the area of privacy of records.

In this part of the negotiation, for strategic reasons, we worked as individuals, not as representatives of any professional organization. Consequently, this was done entirely at our own expense. At no time has there been any cost to the Association.

On the other hand, the Association has been a signatory on all the settlements, again at no expense. What this means is that the Association can represent any individual member in a dispute with any of the signatory HMOs, rather than that member having to go up against the HMO alone. There is court-mandated oversight of the settlement provisions. We also have potential access to funds provided by the settlement upon approval of grant applications.

Each member of the "class" (each physician) is entitled to a cash settlement. Although each share is small (\$40-\$100, generally), the signatory status of the Association allows each member to donate his or her share to the organization, so that collectively it can be significant. Many members have generously contributed in this way.

There have been two settlement awards received. For Aetna, the Association received \$77,000. For WellPoint, about \$15,000. There is one more, HealthNet, in the pipeline. If the appeal succeeds, there may be more.

## FOLLOW THE MONEY

As agreed, these funds are used for special projects to protect our patients and our profession. Each request for funds is made by the chair of the Government Relations Committee to the Executive Committee. A few of the many projects are listed below:

- Oxford Health Plan: protection of members and patients from demands for records by HMO [see "Strategic Planning: Now the Hard Part," TAP 39/3].
- Eist Case: protection of patient records from medical boards [see "Politics and Public Policy," TAP 41/1].
- Hurricane Katrina: emergency licensing of members.
- Ashcroft-Abortion Cases: help to six hospitals to resist subpoenas.
- D.C. Privacy Law: help with negotiations with insurance commissioner [see "APsaA Helps Achieve Consensus on Model D.C. Confidentiality Law," TAP 40/2].
- Capitol Hill Breakfast (June 15, 2006): with National Association of Social Workers (NASW), to observe 10-year anniversary of *Jaffe vs. Redmond* [see "The Association's March on Washington," TAP 40/3].
- Privacy Protection: introduced into electronic medical records legislation [see "Politics and Public Policy," TAP 40/3].

## THE CASE AGAINST BLUE CROSS

The RICO attorneys filed a separate suit against the not-for-profit Blue Cross companies. This case is currently in court ordered mediation.

## WHAT YOU CAN DO

If Aetna, CIGNA, WellPoint, Humana, or HealthNet fail to do business in a reasonable manner, file a dispute. You need not be contracted with the company to file a dispute, which can be based on medical necessity, billing, or compliance. Visit the [hmosettlements.com](http://hmosettlements.com) Web site or call Dean K. Stein, executive director, at the American Psychoanalytic Association (212-752-0450) or me (781-235-6211 or [rpylesmd@comcast.net](mailto:rpylesmd@comcast.net)) for further assistance.



# Psychoanalytic Quarterly Celebrates 75th Anniversary

## Began with Eminent Author: Sigmund Freud

Henry F. Smith

This past January, a dinner was held in New York to celebrate the 75th anniversary of the founding of *The Psychoanalytic Quarterly*. The oldest independent psychoanalytic journal in continuous publication in North America, *The Psychoanalytic Quarterly* was founded in 1932. At that time, a single copy cost 75 cents and an annual subscription cost \$3.00. The *Quarterly* was self-published then as it is now.



Henry F. Smith

Sigmund Freud wrote the lead article in the first issue. Dorian Feigenbaum, a European émigré who had known Freud since 1910, was the moving force behind the launching of the *Quarterly*. Feigenbaum invited Freud to contribute a preface to a special psychoanalytic issue of a medical monthly called the *Medical Review of Reviews*, which Feigenbaum was editing. (This is the special issue to which the editors referred in their preface to the first issue [see reproduction]—that Freud mistakenly thought was a new psychoanalytic journal in America.) But when one reads the preface that Freud came up with, it hardly inspires confidence in his good wishes. Freud writes:

Dr. Feigenbaum has asked me to write a few words for the Review of which he is in charge, and I take the

Henry F. Smith, M.D., is editor-in-chief of *The Psychoanalytic Quarterly*. He is also co-chair of the Program Committee, American Psychoanalytic Association; and is training and supervising analyst and chair of the Education Committee, Psychoanalytic Institute of New England East.

opportunity of wishing the best success to his undertaking.

I often hear that psycho-analysis is very popular in the United States and that it does not come up against the same stubborn resistance there as it does in Europe. My satisfaction over this is, however, clouded by several circumstances. It seems to me that the popularity of the name of psycho-analysis in America signifies neither a friendly attitude to the thing itself nor any specially wide or deep knowledge of it...often we find in American physicians and writers a very insufficient familiarity with psycho-analysis, so that they know only its terms and a few catch-words—though this does not shake them in the certainty of their judgment...

And then Freud tips his cap ever so slightly to the enterprise he has been asked to honor:

It is to be hoped that works of the kind that Dr. Feigenbaum intends to publish in his Review will be a powerful encouragement to the interest in psycho-analysis in America.

Undaunted, Feigenbaum thanked Freud, and in December 1931 wrote to him again:

Most esteemed Herr Professor;

It is a special joy for me to be able to tell you that, at the beginning of October of this year, the undersigned Editors committee [Bertram Lewin, Frankwood Williams, Gregory Zilboorg, and Feigenbaum himself] in New York was organized for the purpose of the publication of a "Psychoanalytic Quarterly" which is



A reproduction of  
*The Psychoanalytic Quarterly's* first cover.

exclusively devoted to Psychoanalysis. As you see, esteemed Herr Professor; it seems that my hope of anno 1929 becomes fulfilled. ... Besides the editorial committee, a circle of the best known European analysts will be working for the journal [including] Brill, Nunberg, Rado, and Roheim....

Freud's response included a comment regarding Feigenbaum's invitation to Anna Freud that she join the editorial board:

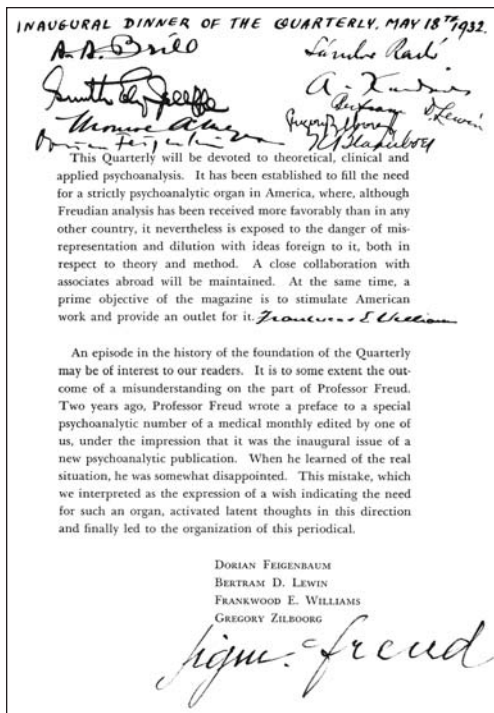
I would like to add that it was my influence which motivated my daughter to accept.

With warm greetings,  
to you and your helpers,  
Yours,  
Freud

On the matter of contributing the lead article, Freud wrote in February 1932:

I have not forgotten my agreement and will keep it; however I beg you

*Continued on page 29*



The introductory page from *The Psychoanalytic Quarterly's* first issue.

not to wait for me with the publication of the first issue, for at present I have nothing to offer you. The only short work which could be considered is a paper on the acquisition of fire (next number of the *Imago*)....


At the next occasion, if it is granted to me, I will not forget your new journal which is assured of my best wishes. With kind regards yours,  
Freud

In April 1932, with Freud's "Libidinal Types" as its lead article, the new journal was born and received Freud's blessing. His reaction to the first issue is described in a subsequent note to Feigenbaum: "The first number makes a very good (respectable) impression. I hope you preserve the level now and in the future." Freud's "The Acquisition of Fire" and "On the Sexuality of Women" appeared in the *Quarterly* later that same year.

\* \* \* \* \*

Since 1932, the *Quarterly* has developed under the guidance of a series of editors-in-chief, including Raymond Gosselin, Gerard Fountain, Jacob Arlow, Dale Boesky, Sander Abend, and Owen Renik. I was appointed editor in 2002.

In commemoration of the *Quarterly's* 75th anniversary and in addition to the original articles and book reviews included in every issue, the four issues of 2007 and the first of 2008 will feature the republication of several classic and controversial articles from earlier decades in the *Quarterly's* history—including contributions by Karen Horney, Helene Deutsch, Robert Waelder, Heinrich Racker, Jacob Arlow, Hans Loewald, Franz Alexander, Ralph Greenson, Ives Hendrick, and Robert Fliess—with commentaries by leading contemporary analysts.

**Note:** The letters quoted are from the collection of the A.A. Brill Library of the New York Psychoanalytic Institute. They were translated by Richard Sterba and made available by Nellie Thompson. 



Two of the *Quarterly's* former editors, Owen Renik and Sander M. Abend, taken at the *Quarterly's* 75th anniversary party in January 2007.


## A Troubled Experiment

*Continued from page 26*

In a parallel development, Brian Day, a doctor who operates Canada's largest private hospital in violation of Canadian law, was elected Tuesday to become the next president of the Canadian Medical Association. This move gives an influential platform to a prominent advocate for privatizing Canada's troubled taxpayer financed medical system.

The new president-elect has openly run his private hospital in Vancouver, accepting money from patients for procedures that are available through the public system, which is illegal. Day's election to head the organization, which represents Canada's 62,000 doctors, now puts the question of the two-tier system squarely at the heart of public consciousness.

What seems clear is that the Canadian system, as it presently operates, has failed. The so-called "two-tiered systems," as described in my earlier article on Germany [see "Politics and Public Policy," *TAP 40/4*], seem to be succeeding in providing a basic level of health care to everyone, while affording the opportunity for self-directed health care for citizens who can purchase private insurance or pay privately. Whether it is more or less ethical to allow some citizens to buy better health care or to deny those citizens the opportunity for better health care is at the heart of this debate.

Clearly the experience of other countries has direct relevance to us here in the United States. Since the failure of the Clinton health plan, most health care in this country has been controlled by managed care, a system fraught with conflict of interest, which in its own way seems as equally flawed as the Canadian system. The danger of a single-payer plan in this country is that it might well create a system of capitated cost administered by managed care companies, giving us the worst of both worlds. It would appear that something akin to the government sponsored systems in Germany, England, and other European countries, establishing a reasonable level of care, and encouraging private insurance and a vigorous private practice, stands the best chance of both providing good care, maximum coverage, and a healthy climate for psychoanalysis. 

# Foundation Helps Bring Unique Psychoanalytic Services to Communities

Selma Duckler

The mission of the American Psychoanalytic Foundation (APF) is to raise funds and sponsor programs promoting a better understanding of psychoanalysis and to encourage effective and innovative dissemination of psychoanalytic ideas and services to the public. The APF distributes funds to proposals that fulfill this mission statement, supporting projects that present a psychoanalytic point of view in unique and original ways and provide services to diverse populations.

Following are some programs that have been helped with APF funds recently. These are large, multi-year projects that require extensive budgets. APF believed in the excellence of these projects, but funded only a part.

## 9/11 MOTHERS AND YOUNG CHILDREN PROJECT

*Project Director, Beatrice Beebe, Columbia University*

Since April 2002, the 9/11 Mothers and Young Children Project has provided a treatment program, with a research component, for women who were pregnant when widowed by the disaster of September 11, 2001, and their children. All services are free.

This project uniquely targets the needs of young children and provides treatment for the dyadic mother-child relationship. The children, now over five, are struggling, as are their siblings. The project offers three components:

- Support groups for mothers and for mothers and children together to address the impact of traumatic loss.
- Mother-child communication and bonding consultations using videotaped face-to-face interactions and video feedback that address paternal loss, mother-child communication, and child development.

Selma Duckler is chair of the American Psychoanalytic Foundation.

The tapes help the mother read the child's nonverbal communication and facilitate the child's ability to think about the lost father.



Selma Duckler

- Children's groups that promote resiliency among children of similar ages who share the experience of parental loss and family crisis post 9/11.

cohesive theoretical model of early cognitive and emotional development that emphasized the centrality of the caregiver-child relationship. A group got together to see if they could figure out a way to apply these new concepts to parenting issues that would lead to the development of an outreach program. They wanted to know if they could teach groups of parents of preschool aged children to be more "reflective." Was it possible to increase parents' capacity to think about their child as having a separate mind with intentions, desires, and motivations, and, as a result, be able to understand and react to their child's behavior in a different way? They piloted this program with several Head Start parent groups and the results were promising. Using the Parent Development Interview to measure reflective functioning, they found that over the 10-week workshop series, reflectiveness did increase and parents reported feeling more confident in their parenting and experienced fewer parent-child conflicts.

The mission of the American Psychoanalytic Foundation (APF) is to raise funds and sponsor programs promoting a better understanding of psychoanalysis and to encourage effective and innovative dissemination of psychoanalytic ideas and services to the public.

A central accomplishment of the project has been keeping these mothers, who have many competing needs and stresses in their lives. Most of these mothers feel that they would have never sought therapy if not for 9/11. For some, this process took two years before they could develop a trusting relationship with the project.

THE REFLECTIVE PARENTING PROGRAM  
*Project Directors, Paulene Popek and John Grienberger, Community Foundation of the New Center for Psychoanalysis, Los Angeles*

Several years ago, advances in attachment research helped spur the creation of a more

Having piloted a new and innovative program, they wanted to demonstrate program effectiveness and replicability for local and state funding. They asked for support from the APF to help develop a research design for an outreach program that would allow them to evaluate the effectiveness of this model. This funding support has enabled them to move forward by hiring a research consultant who can help set up a protocol, and a recent graduate who will work with them in selecting potential parent populations.

Popek said, "We are pleased that the foundation supports programs that focus on the application of psychoanalytic ideas to community projects."

*Continued on page 31*

# NAPsaC Launching North American Study Groups

Abbot A. Bronstein

In January at the Winter 2007 Meeting of APsaA, the group of the International Psychoanalytical Association (IPA) institutes met to discuss the formation of a series of clinical study groups across North America. The North American Psychoanalytic Confederation (NAPsaC), which is the group comprised of the American Psychoanalytic Association, the Canadian Psychoanalytic Society, and the two groups made up of all the independent International Psychoanalytical Association institutes and societies, decided to jointly sponsor a

project along the lines of the European Psychoanalytical Federation (EPF).

To this end, I was asked to chair a committee to develop the "working groups" in North America. The committee is now formed and will be meeting on Sunday morning in Denver. Part of the meeting will be open to provide information to interested analysts.

The projects of the EPF, headed by David Tuckett, Peter Fonagy, Jorge Canestri, and others, involve analysts in all the European psychoanalytic groups of the International, working together on issues such as clinical formulation, the implicit theories of the analyst, supervision, progressions of candidates, and many other topics. These groups, having

existed for almost 10 years, have produced papers, soon to be released books, and numerous reports at the international and regional analytic meetings.

The plan now is to begin the formation of similar groups in North America. We hope to have, as a pilot project, one group in the West, one in the East, and one in the Midwest formed and beginning to meet this fall. If these are successful, we would hope to have groups develop across the regions of North America in a few years. The working groups will meet at first twice yearly in their own locations and also have a meeting before the APsaA meetings in the winter and spring. Analysts from all the North American Psychoanalytic IPA groups are eligible to participate in these working groups.

For further information about the groups and references and to learn more about the working groups projects, please contact me at CLadg@aol.com.



Abbot A. Bronstein, Ph.D., is chair of the NAPsaC Working Groups Committee.

## Foundation

Continued from page 30

### CREATING MENTALIZING SCHOOLS

*A Study Using Mentalization and Altruistic Bystanding to Change the School Climate in a Model Jamaican All-Age School*

Director, Stuart W. Twemlow, President of the International Association for Applied Psychoanalytic Studies

This project in Jamaica seeks to examine the core processes involved in creating change in a school climate which is more violent than most U.S. schools. Solid research to support this effort was demonstrated in a three-year U.S. study sponsored by the Menninger Clinic Child and Family Program, in which a derivative of this approach was studied using randomized controlled trials involving nine schools and approximately 4,000 children.

This research tests two hypotheses: The first is that the "process" of thinking about (mentalizing) power dynamics and values, including respect, friendship, bullying, victimization, and pathological bystanding, along with application of altruism and the selection and

training of natural leaders can reduce victimization for school children in grades three to nine in an evolving nation. The second is that teacher and student "buy-in" or motivation is a major variable in positive school climate change.

The intervention works with a crafts program for seventh to ninth grade boys and girls known to have failed streaming academic tests in Jamaica. These young people, inadvertently humiliated by the academic system, naturally become bullies because all other children and teachers know they are academic failures, and respond to them as dumb. Reactively, they assert their power through domination, the only social skill they have in such an adverse climate.

This program identifies such children as a potential natural helping group whose power will be altered by our intervention, from coercive bullying to adopting a helpful leadership role for younger children.

### OTHER DISTINCTIVE RECENT APF FUNDED PROPOSALS

*Outreach to Colleagues: A Symposium on Mirror Neurons, Empathy, Intuition, and Interpretation*

*for the Coming American Psychiatric Association Meeting*

Director Regina Pally: "This will be of great interest to a large number of psychiatrists from around the country and from other countries. By exposing neuroscientists to our ideas, they will be more able and willing to incorporate these ideas into their research projects."

*Social Issues: A Community Outreach Workshop on Prejudice in Everyday Life, Sponsored by the Houston Galveston Psychoanalytic Society*

Director Sharon Gerber: "We hope to attract... mental health professionals from hospitals, schools, universities, members in our society, attorneys, and others. Prejudice is ubiquitous... other communities could find an attorney or spokesperson from other professions available to them and replicate this program.

APF welcomes your unique proposal. See our section on the APsaA Web site for details: Go to [www.apsa.org](http://www.apsa.org), click on American Psychoanalytic Foundation Committee or contact Selma Duckler at [sduck34470@aol.com](mailto:sduck34470@aol.com) or Dean K. Stein, APsaA executive director, at [DeanKStein@apsa.org](mailto:DeanKStein@apsa.org).



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