

Psychoanalysis in Cleveland

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The Newsletter of the Cleveland Psychoanalytic Center

April 2008

JOY WILLMOTT, CENTER TREASURER, BRINGS EXPERTISE

Thomas F. Peterson, Jr.



Joy Willmott

Joy Willmott is the most recently elected treasurer of the Cleveland Psychoanalytic Center. Acknowledging her need to learn more about the Center's financial methods and accounting requirements, Joy jumped into her new post with enthusiasm by first meeting with our auditors, accountant and executive director. As an existing trustee of the Center's Board, she was familiar with its operation and financial reports. As a community member she had already recognized that our financial reporting was often too detailed and therefore confusing to board members. It did not take long for Joy to suggest a number of user-friendly format improvements.

As with other community trustees who serve on the Center's board, Joy Willmott brings to the table skills and experience that complement her finance duties. This includes an AB in Sociology, and an MSSA degree from the School of Applied Social Sciences of Case Western Reserve University. She is a licensed independent social worker and licensed chemical dependency counselor. Joy has taught at Case and Cleveland State, served as director of the Shaker Heights Youth Center and supervised a staff of 100 professionals at Glenbeigh Hospital. At

JOY TO THE CENTER!

Arthur L. Rosenbaum, M.D.

I met Joy Willmott several years ago when I began to attend the Thursday morning case conference at Case Western Reserve University Counseling Services. She was the substance abuse specialist there. Her unflinching assessments, tact with clients, no-nonsense approach to treatment and her positive and encouraging tone impressed me.

We often chatted before and after conferences. She spoke warmly of her student days and of the analysts who came to teach classes at the university's School of Applied Social Sciences (SASS), then located directly across Abington Road from Hanna Pavilion where most of the analysts worked. She especially recalled, as did I, Charlie de Leon's lively lectures.

SASS has become MSASS and moved north of Euclid; Abington Road is no longer and the then new Hanna Pavilion now awaits demolition. Joy said that discussions in the case conferences had rekindled her old interest in psychoanalysis.

Early in my contact at the counseling center, I saw Joy's presentation of a business plan for the proposed Recovery House, which she, supported by Jes Sellers, director of counseling services, brought to reality. For those who don't know, Recovery House, now in its fourth year, is an alternative to dorm housing for students who have been in alcohol or drug dependency treatment and want to live where there is support for sobriety. CWRU is one of a few universities where such housing is an option. Joy chairs the Recovery House Advisory Committee, now the Prevention and Recovery Services Advisory Committee, and continues her involvement with the

House though she has retired from her position at Counseling Services.

I was amazed as I watched her work in support of the young people struggling to maintain both sobriety and a grade point average. She and Jes work ceaselessly with the residents and staff to make it a safe, attractive, comfortable and supportive place to live. The goal is to promote group cohesion and support for each individual. Joy selects Advisory Committee members from the university, and the mental health and recovery communities. She is an effective fundraiser, promoting an annual event on campus to raise money, for example, to remodel the basement of the house into a community room for AA meetings. She found businesses willing to donate materials for construction and contractors willing to donate their time. The room opened last September as a comfortable and dry place (it had been flooded during rainstorms) where as many as 30 people gather on Friday evenings. Joy and Jes oversee it all. House residents dedicated a plaque honoring Joy's contributions at the opening reception.

Along the way, I invited Joy to join our research group at the Psychoanalytic Center expanding collaboration between the Center and the Counseling Services to study the Recovery House experience. It is a work in progress but, as you know, Joy is now a part of the Psychoanalytic Center community. She has confided that if she could have entered psychoanalytic training in those old student days, she would have. I regret what we missed; I am grateful she has come home.

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CHILDREN TALK — TEACHERS AND PARENTS LISTEN: LETTERS FROM CHILDREN

Ilgá B. Svechs, PH.D.

Psychopharmacological drugs and amphetamines (e.g., Ritalin) are prescribed with alarming frequency to manage the behavioral and learning problems of American children. Our concern about this led Devra Adelstein, LISW and child analyst, and me to have a conversation. We began with the idea that teachers' increased knowledge of the vicissitudes of normal child development might lead to a deeper understanding of and support to their students' developmentally determined struggles in the classroom.

We are hopeful that our written work in progress, entitled "Children Talk – Teachers and Parents Listen. Letters from Children," will ultimately contribute to the teachers' more informed approach in the management of children's behavioral problems at school and to the teacher-parent work relationship on behalf of children's optimal intellectual, emotional and social development.

Our hypothesis is that a teacher's identification and acknowledgement of a child's developmental struggles may be perceived and experienced by the child as supportive and grounding. Such support may decrease the child's anxiety which is precipitating his/her behavioral and/or learning problems at school. In addition, the teacher's response may strengthen the teacher-student relationship thus facilitating the child's greater investment in the learning process as well as in his/her beginning acceptance of his/her normal developmental needs; hence, an important step toward acceptance of the self.

Since most of the professional literature is focused on normal developmental issues during early childhood and adolescence, we elected to focus our work on middle childhood or latency,

approximately 6 to 10 years of age.

The written material is organized in five substantive content areas:

1. Theoretical material on the development of the latency age child's body and mind, and of his/her relationships with others, changes which are predicated on earlier developmental milestones from birth to 6 years of age.
2. Application of theory through the creation of individual children's e-mails to a specific teacher on a subject of the child's concern related to self, school, home or peers.
3. Teacher's reply to the child's e-mail.
4. Developmentally informed rationale for the teacher's reply.
5. Considerations for teachers.

We plan to use our written work in consultations with and education of teachers about the vicissitudes of normal growth and development during middle childhood.

Based on our conviction that the parent(s) is usually the first and hence perhaps the most important teacher in a child's life, it is our hope eventually to apply the material to the education of parents about children's learning and behavioral issues at school. Based on our combined extensive educational and clinical experiences, we believe that strengthening parents' understanding of their children's normal developmental struggles and achievements may, in turn, strengthen the parent-child relationship as well as the parent-teacher relationship. "Children Talk—Parents and Teachers Listen. Letters from Children" is an attempt at integration of library research on development theories with the authors' educational and clinical knowledge bases.

JOY WILLMOTT, CENTER TREASURER, BRINGS EXPERTISE

Continued from Page 1

Stillwater Associates, Inc., she conducted individual, group and family therapy and intensive outpatient treatment for adolescents.

Those Center members and friends who participated in our Appreciative Inquiry weekend had a chance to witness Joy's skills

as a facilitator. She continues to spearhead the completion of the strategic planning project and also serves on the Center's human resources and special events committees. Joy Willmott has become a valuable contributor to the Cleveland psychoanalytic community.

SCIENTIFIC MEETING

Joanne Neagele, M.A.

Judy Yanof, M.D., a Training and Supervising Analyst and Child Supervisor at the Boston Psychoanalytic Society and Institute, will give a paper at Rainbow Babies & Children's Hospital Auditorium on Friday, April 25, 2008, 8:15PM - 10:15PM, titled, "The Shifting Sands of Gender: Thoughts about Gender in Psychoanalysis." Due to viewing gender through the lens of a clinical case, this paper will not be available for distribution. The material is considered confidential. We will have a formal discussant for this paper.

Dr. Yanof is an instructor in psychiatry at the Harvard Medical School. She has served on the editorial board of *JAPA*, currently serves on the editorial board of the *Psychoanalytic Study of the Child* and is a reader for the *Psychoanalytic Quarterly*. She has written articles on several different aspects of child analysis, including gender, development, transference and termination. Her article, "Language, Communication and Transference in Child Analysis: Is Child Analysis Really Analysis?" received the 1996 Journal Essay Award of the *Journal of the American Psychoanalytic Association*.

On Saturday, April 26, 2008, 10:30AM-12:30PM, at the Cleveland Psychoanalytic Center, Dr. Yanof will present a workshop on "Infertility: Alternative Ways to Parenting: Struggles and Delights." We hope this workshop will be an exchange of ideas among professionals in the mental health community, analysts, candidates, family medicine doctors, pediatricians, OB/GYN doctors and other interested participants and students. The topic will be the complexities of conception and how children master growing up. CME & CEU credits will be offered for a nominal fee. This program is otherwise FREE. To register call Mrs. Debbie Morse, 216-229-5959. Reservations are essential.

CONSORTIUM FOR THE NEUROBIOLOGY OF HUMAN RELATIONS

David Pincus, D.M.H.

For several years we have had a monthly interdisciplinary meeting called the Cleveland Mind Brain Group at the Cleveland Psychoanalytic Center.

The most important development has been the evolution of our program at Summa Hospitals in Akron, Ohio. In addition to having a thriving Department of Psychiatry and a truly bio-psycho-social training model for the residents, we have developed several research projects and have made significant strides in our funding, identity, composition, and vision. We've changed our name to the Consortium for the Neurobiology of Human Relations, a more precise reflection of our mission. Our core group is composed of me, Bruce Cushing, Ph.D. (Akron, animal models, especially the prairie vole), Doug Delahanty, Ph.D. (KSU, human research design), Jennifer Eaton, Ph.D. (Akron, genetic analysis of isotocin, the forerunner of oxytocin, in zebra fish), Vanessa Potter, B.A. (Kent, research associate), and Joseph Varley, M.D. (Summa, support, vision, study involvement and Cleveland Psychoanalytic Center trustee). Nancy McWilliams, Ph.D. (Rutgers), Jaak Panksepp, Ph.D. (Washington State) and Ziad Nahas, M.D. (Medical University of South Carolina) are our 'at a distance' contributors to our group.

It's easiest to quote from some of the new literature that we are developing: "Our consortium is interested in the textures, dynamics, and causal mechanisms that are most salient in this emergent

developmental landscape, for it is through a basic bonding/attachment that a Self comes into being, and a mind emerges from a brain. Therefore, our curiosity naturally takes us to the study of human bonding/attachment (at all levels of analysis and understanding), including salient events preceding the process of bonding as well as its lifelong elaboration. Attachment/bonding and early relationships are made of an intricate weaving of behavior interactions, connection through states of feeling, and through systems in the brain and certain neurochemistries which affect and are affected by the bio-psycho-social complex, dynamic system." Needless to say, we are interested in evolving research, theory and writing which attempts to capture, to some degree, this 'self' contextualized in one's relational world, how people carry forward these patterns into the transferences of everyday life as well as those which occur in the consulting room. We intend to have a truly interdisciplinary, translational team, from molecules to mind, from basic research to the broadest clinical and humanistic application.

We are proud to say that we have four funded studies ongoing. Two are nearly finished, one is starting within the next week or so of this writing, and the fourth is being designed. All have to do, in some fashion, with two of the neuropeptide systems most intimately involved in feeling safe, secure, and more capable of knowing what one's feelings are. The naturally

occurring peptides are oxytocin and the various opioids. Both are involved in bonding, feelings of safe exploration, and, because opioid receptors have been found all over the immune system (our other object-relations mind which delineates self from other), auto immune disorders. One study uses fMRI to look at the mind/brain effects of oxytocin upon mildly depressed people, all of whom have had projective and psychodynamic interviews as well as pre and post scans with the same 'therapist/researcher.' Another studies the effects of oxytocin upon pairs of adults who choose several pleasing activities, attempting to measure changes in perception of self, other, self with other, mood, awareness of feeling states, etc. A third study uses a tiny amount of low dose naltrexone, an opiate antagonist which has a paradoxical rebound effect and increases naturally occurring beta endorphins. Naltrexone is given daily to people with multiple sclerosis, our partner being the Summa affiliated Oak Clinic. Our study is one of the first three double blind studies ever conducted based upon the opioid-regulation theory of the immune system.

We are very excited about the course we have undertaken. It is not just exciting to be delving into a new era of 'psychosomatics' and a time which could help to fulfill Freud's lifelong dream of bringing the mind and brain together. It is fun.

NOW ON www.psyoanalysiscleveland.org

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WHAT WORKS FOR WHOM?

Scott Dowling, M.D.

What Works for Whom? was written by a team of British psychologists headed by Anthony Roth, Ph.D., and Peter Fonagy, Ph.D. The book seeks to answer the question, "Which psychotherapeutic interventions are of demonstrated benefit to which patient groups?" (pg 1)

The authors offer thumbnail sketches of six major schools of psychotherapy: Psychodynamic, CBT, Interpersonal, Supportive, Group, and therapies based on Systems Theory. Of the psychodynamic therapies, the book's emphasis is on focused short term therapy.

The authors next provide a terrific 24-page primer and critique of psychotherapy research methodology. For example, they discuss in detail "the tension between naturalistic assessment of outcome and experimental measures of efficacy."

This orienting section of the book concludes with a discussion of the relationship of psychotherapy research, health policy, and service provision with a comparison of American and British health systems. The tendency of "empirically supported" CBT to overwhelm and displace more complex and less well studied psychodynamic therapies is noted. Other complexities are stated with precision,

e.g., the effects of wellness and treatment on physical well being; the limitations placed on case formulation and treatment individuation by manualized therapy; and the distortions of diagnosis commonly solved by the concept of co-morbidity.

The long central portion of the book reviews psychotherapy research in each of eleven groupings including schizophrenia, PTSD, depression, anxiety disorders, eating disorders and personality disorders with separate chapters on children and "older people."

The work concludes with emphasis on the dangers of comparing therapies on the basis of inadequate, incomplete, or absent studies. This caveat affects evaluation of psychodynamic therapy for most diagnoses; they are only demonstrably superior for treatment of personality disorders.

The book concludes with three appendices and 112 pages of references. It is a terrific reference book with outstanding initial chapters on general issues in psychotherapy research and detailed consideration of a vast catalog of research studies.

Roth, A. & Fonagy, P., (2005) *What Works for Whom?* (2nd ed.) New York: Guilford Press.

BOOK SALE— ONE WEEK ONLY

What: Book Sale to benefit the Library

Where: The CPC Library
2460 Fairmount Blvd.,
Suite 312
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When: October 20 through 24,
2008

How you can help:

Please contact Deborah Hefling, Librarian (dheflying@sbcglobal.net), if you have items you wish to contribute to the sale for the benefit of the Library. Please limit donations to materials related to psychology, psychiatry, psychotherapy, and psychoanalysis.

*Thanks
for your support
of the Library.*

COMPUTER SYSTEM WISH LIST — PLEASE HELP BY MATCHING FUNDS

The Center needs a new computer system, as our present one is obsolete, dating back to the 1990s. Thomas F. Peterson, Jr., Center president, has most generously stepped to the plate to offer a one-to-one match for any funds donated for this purpose, up to \$4,000. The Board of Trustees has asked for your help right now.

Our web site, www.psyoanalysiscleveland.org, has the complete wish list. While the emphasis is on present needs, we have a five-year plan that includes maintenance and updates and we welcome your financial commitment at any point. Just contact us to let us know how you can help: Debra Fink, (216) 229-5959, dfinkcpc@sbcglobal.net, or send your check, made payable to the Cleveland Psychoanalytic Center, at 2460 Fairmount Blvd., Suite 312, Cleveland Heights, OH 44106. All financial donations are completely tax deductible and will be acknowledged in writing.

We are most grateful for your support of our operations.

ADDRESSING THE POLITICAL BRAIN

Norman A. Clemens, M.D.

Human beings vote from the gut as well as the head. That is the thesis of Drew Westen, Ph.D., of Emory University, as presented to a standing-room-only crowd at the winter meeting of the American Psychoanalytic Association (APsaA) in New York in January. The idea isn't new, of course. It has been intuitively exploited by political leaders over the millennia, for good or ill. But Dr. Westen, an honorary member of APsaA, has enriched our understanding of it by bringing together the insights of neurobiology, political science, and psychoanalysis to examine how elections are won and lost.

Many phenomena familiar to psychoanalysts have become so much a part of the culture that the public takes them for granted in everyday life without even being aware of the origins of knowledge about them. Few people question that unconscious mental processes influence decisions and behavior, that we struggle with inner conflicts, that we tend to fool ourselves and disguise our wishes and motivations, that experience with parents and other important people in our early lives influences whom we admire, despise, choose or avoid as our leaders, and so on. To these well known psychodynamic processes Dr. Westen's discussion added the dimension of their neurophysiological underpinnings. Much of his work is about the syncretism of mind and brain, of subjective experience and objective biology, and of associative thought processes and neural networks. He gives special attribution to the work

of Darwin, Skinner, and Freud.

The development of the human brain recapitulates its evolutionary history, from the most basic processes of life support to the most rational and logical thought. Anthropological history is also involved, as human civilizations have evolved from hunter-gatherers to denizens of the information age. (Are we any less savage now?) What we are not aware of is that the most primitive, life-saving reflexive reactions deep in our archaic brains play a part in our political reactions and choices—for example, our lightning-fast assessments of other people's faces and behavior, a rapid response mechanism that first saved our ancestors from beasts of prey. In those primitive regions lie fear, hatred, family and group bonding, distrust of people who are different from us, and passionate idealization of leaders.

The mysteries of the cerebellum and basal ganglia – amygdala, hippocampus, and surrounding tracts – are being unraveled. These structures influence us as much as the higher reasoning and moral judgment that take place in the front part of our cerebrum, perhaps more so because we are unaware of them. Our present knowledge of how the mind works goes far beyond Freud's id, ego, and superego, although those clusters of functions and the conflicts between them are still a clinically valid model on a macro level.

Dr. Westen got down to the practical nitty-gritty. Unabashedly liberal in his political views, he showed how in recent

history the Republicans have been so successful and the Democrats so often self-defeating in their political campaigns. There were numerous examples of how candidates were characterized and issues were presented – illustrating tactics that go right to the “gut” level of primitive emotions and information processing (e.g., “Willie Horton” vs. Michael Dukakis, or Reagan's “It's another morning in America” ad) in contrast to those that appeal to reason with dry, abstract, complex and detailed policy statements (e.g., on the environment or health care.) Dr. Westen's experimental work indicates that choices most voters make are up to 85 percent influenced by their emotional concerns and 3-5 percent influenced by reason and logic; rationalization fills the gaps. Only about 20 percent of voters base decisions on more objective grounds (a ray of hope is that 20 percent can swing an election.) Not surprisingly, Dr. Westen has served as a consultant to political campaigns.

The audience became guinea pigs for reactions to various political ads and messages. The contrasts in audience emotional responses – or lack of response – were striking. Even a group of analysts and therapists that prides itself on being thoughtful, rational, empathic, and self-aware was taken with how powerful are those basic, instinctive responses to a political message.

Drew Westen has elaborated his studies in a book, *The Political Brain*. (2007). Cambridge, MA: Public Affairs.

SELECTION OF RESOURCES FOCUSED ON PSYCHOANALYTIC RESEARCH

Deborah Hefling, LISW

ELECTRONIC RESOURCES

Psychoanalytic Resources Online compiled by Stephen Soldz for the Boston Graduate School of Psychoanalysis at <http://www.soldz-research.com/PsychoanalyticResourcesOnline.htm> (see the section on Psychoanalytic Research)

BGSP Research Resources: A collection of resources to aid research in psychoanalysis and allied disciplines at

<http://www.soldz-research.com/BGSPResearchSources.htm>

Psychoanalytic Research Consortium, Inc. at http://ourworld.comuserve.com/homepages/sherwood_waldron/prcdesc.htm

According to the site, “[t]he Psychoanalytic Research Consortium is an independent, Not-for-Profit Corporation with the original purpose of collecting recordings of psychoanalyses and other psychoanalytically informed psychotherapies,

cataloguing and safeguarding the tapes, transcripts and other materials relating to these treatments, and preparing selections of such materials in a suitably confidential form for distribution to qualified psychoanalytic investigators. Its purpose has been recently broadened to include support for research on the efficacy of psychoanalysis and psychoanalytic psychotherapies.”

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THE HANNA PERKINS CHILD CARE CONSULTATION STUDY

Jaime Wetzel, Ph.D.

Research in and of itself can be meaningless if it ends up being numbers on a page, read by no one, and only minimally valued. Rather, the research we are drawn to should be informative, dynamic, and personally and/or professionally relevant. When we are excited about our research the written message becomes more powerful with the potential to reach more readers and have a greater social impact. This is precisely why child care consultation has become a focused area of research at the Hanna Perkins Center for Child Development.

We know through the media and our discussions with parents that frustrations and fears exist around the quality of care being provided to children in the United States. We know that there is new widespread interest in the impact that alternative care might have on children over the course of their lives. The research can be confusing and conflicting. There are matters of socialization, cognitive abilities, aggression, and parental attachment to name a few. The National Institute for Early Education Research and the National Institute of Child Health and Human Development are just two of the many agencies interested in exploring this issue.

The interest of the Hanna Perkins research is not to become involved in an

overall discussion of the pros and cons of child care. The intent is rather to be active and proactive in the face of adversity. Consultants provide support to child care center directors and staff. They educate staff on child development and the inner life of children. They help staff to understand the meanings conveyed in children's behaviors. Sometimes, they do not only observe but also intervene on behalf of a particular child, and empower staff to work together with parents on behalf of the children in their care. Consultants hope to aid parents either indirectly through the child care staff or directly in times of crisis. The project is active in that it first and foremost provides this service to centers in need and then, secondly, attempts to measure the outcome.

The project is being conducted through an exciting new partnership between Hanna Perkins and Fresno County, California. The county has provided financial support allowing for eight intervention sites which receive weekly consultation from one of two Hanna Perkins trained consultants. There are also eight control sites. The Devereaux Early Childhood Assessment for Infants and Toddlers (DECA/IT) is being completed by care providers and parents to observe whether mental health consultation can facilitate more consistent perceptions of

a child between parents and the care provider. It is hoped that relationship building, which is the cornerstone of the Hanna Perkins consultation model, will translate from consultant to care providers and then from care providers to parents. This is presumed to benefit not only the staff, but also the children as they feel continuity and consistency in the care they receive throughout the day. In addition to parent-caregiver relationship building, the DECA/IT will also provide information about an individual child's strengths. Attachment, initiative, self-regulation, and total protective factors will be measured and are expected to improve more within the children who are at centers receiving consultation services. All of these issues will be further explored and supported through qualitative focus groups with directors, care providers, and parents.

Although the Hanna Perkins/Fresno County consultation project is in the pilot phase, it represents a larger trend and plans for the future. Service agencies can conduct this type of research to address public needs and promote social change. If you would like more information about this project or about child care consultations please contact Ms. Barbara Streeter at (216) 929-0194.

THREE GRADUATE FROM HANNA PERKINS COURSE IN CHILD ANALYSIS DURING 50TH ANNIVERSARY YEAR

Thomas F. Barrett, Ph.D.

Since 1958 the Hanna Perkins Center for Child Development has offered training in child psychoanalysis. The course originally began as "an experiment in the training of lay child analysts." Dr. Anny Katan recruited faculty to assist her in training child analysts to join her in working with the parents of children in the Hanna Perkins School. 2008 marks the 50th anniversary of child analytic training and HPC in that context is proud to announce the recent graduates from the program.

During the past year three candidates have completed their training in the Hanna Perkins Course in Child Psychoanalysis. They include Victoria Todd, M.S.W.;

Victoria Schreiber, M.S.W.; and Margaret Zerba, Ph.D.

Ms. Todd has been a Hanna Perkins clinic associate for the past several years, working with children through the Hanna Perkins Hadden Clinic for Children and Families, and with parents of children enrolled in the Hanna Perkins School. She currently works primarily from an office in Westlake, where she also maintains a private practice. Ms. Todd has had a long career of working with children, dating back to her earlier experiences at Cleveland's Children's Aid Society.

Ms. Schreiber completed training by commuting to Cleveland from her home in

the Detroit area, where she maintains a private practice and where she has long been a consultant to preschools and to child care centers.

Dr. Zerba pursued training in adult analysis through the Michigan Psychoanalytic Council before relocating to Cleveland to undertake child training at Hanna Perkins. For the past several years she has worked with children through the Hanna Perkins Clinic and with parents of children in the Hanna Perkins School. She has also served as a consultant to various area child care centers and to Providence House. She, too, maintains a private practice.

Congratulations to all.

BARRIERS TO IDENTIFYING AND DEVELOPING YOUNG PSYCHOANALYTIC CANDIDATES: A PILOT PROJECT

Richard Lightbody, M.D.

In 2005, I asked myself: Why is it that the Center does not get applicants for training who are young, just out of residency or graduate school? My marketing professor at the Weatherhead School of Management put it differently: If psychoanalysis is indeed a terrific science and practice, why is it that young people do not pursue it?

This discussion led to a market research study called "Barriers to Identifying and Developing Young Psychoanalytic Candidates: A Pilot Project" ["Barriers"]. The premise of the study was: If we know what eligible graduates think, we can tailor programs to make analysis an appealing career choice for them.

I assembled a research team composed of members of the Cleveland Psychoanalytic Center: Ms. Jacqueline Goodin, Dr. James Doull, Ms. Catherine Sullivan, plus a graduate student in Community Counseling at John Carroll University, Mr. Joey Klein.

In a series of focus group interviews in 2006, pairs of researchers visited seven sites around the area. These included the graduate social work school at Case Western Reserve University, community counseling programs at John Carroll University and Cleveland State University, and the four psychiatric residencies of University Hospitals of Cleveland, Metro-Health, Cleveland Clinic, and NEOUCOM. We regretted that in our time frame, we were unable to interview clinical

psychology graduate students or the social work program at CSU.

The research team worked with carefully selected 'faculty liaisons' at each site, scheduling meetings with groups of students, numbering between four and forty. Each interviewer wrote detailed summaries of their interviews, with verbatim quotes. Eventually, all summaries were pooled and reviewed by each member of the research team, and impressions integrated into a report across all disciplines.

Several striking and troubling conclusions emerged. Psychiatric trainees seemed keenly aware of large debt loads and felt a need to 'get a job'; most felt pushed/pulled into a medical model of practice ('med checks'), leaving psychotherapies to other professionals. Social work students did not realize that psychoanalytic training was available locally, let alone that they themselves qualified for psychoanalytic training. Counseling students had a good grasp of the theoretic concepts of psychoanalysis (structural theory, for instance, or stages of libidinal development) but seemed to have little awareness of the possibility of independent private practice. A general observation was that positive experiences with analysts correlated with imagining a psychoanalytic career.

The main conclusions were: (1) Young graduates will not pursue a training program for which they think they are

unqualified, or of which they are unaware. (2) The perceived gap between graduate school and psychoanalytic training seemed too wide for almost all students.

After absorbing these impressions, the next step for the Barriers team was to develop a traveling seminar on how to cultivate a private therapy practice. The underlying idea was that practitioners must be comfortable with the clinical practice of psychotherapy before they can begin to *imagine* psychoanalytic training. Assisted by a grant from the American Psychoanalytic Association Foundation Committee, "Getting Started, Staying Successful: Private Practice of Psychotherapy" was first presented at MSASS in November, 2007. It will be presented to University Hospitals' fourth year psychiatric residents in March. The plan is to take the lecture to all the sites at which original data was obtained, perhaps sharing the opportunity of presenting with others from the original research team.

JAPA has rejected my first draft manuscript on this project, but the reviewers were encouraging, having noticed that very little has been written about a subject that seems to trouble all psychoanalytic training institutes. "Barriers: A Pilot Project" offers analysts in any city a simple market-survey methodology to find out what stops their prospective candidates from pursuing training.

WORKSHOP RESCHEDULED WITH DEAN STEIN, APsA EXECUTIVE DIRECTOR

Dean Stein was to visit the Center in March, but his trip was postponed by the snowstorm. He has rescheduled and will share his ideas on how we can enhance our impact on the community through targeted development strategy. Listening to us closely he expects to cover such topics as outreach, and relationships with foundations and other organizations. This is a pivotal time, with psychoanalysis featured on HBO, and psychotherapy impacting the general community more than ever before.

We appreciate your participation:

Sunday, May 11, 2008 • 9:30 AM-12:00 noon
Refreshments provided

You must RSVP, as we were reminded that every Center event needs a contingency plan. Please call or e-mail Debbie Morse: (216) 229-5959; dmorsepc@sbcglobal.net



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**MEMBER
IN THE NEWS**

Vera J. Camden, Ph.D., edited the recently published volume, *Trauma and transformation: The political progress of John Bunyan* (2008), Stanford University Press, which includes her article, "Young Man Bunyan." She has also published "The Language of Tenderness and of Passion or The Place of Sex in Paradise" for *New Literary History*. (Autumn 2007), 38:4 683-702

She has written a review of Michael Davies' *Graceful reading: Theology and narrative in the works of John Bunyan* for *Bunyan Studies*. (2006-2007). 12:128-130.

Professor Camden delivered two keynote panel addresses on "Zeal and Toleration" and "Bunyan and Pedagogy" to the Fifth International John Bunyan Society Triennial Conference held at Dartmouth College August 2007. She also delivered a keynote lecture entitled "My Capital Secret: Literature and the Psychoanalytic Agon" to the conference on Psychoanalysis and the University at the Emory University Psychoanalytic Studies Program, November 2007.

**SELECTION OF RESOURCES FOCUSED ON
PSYCHOANALYTIC RESEARCH**

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Here is an example of a finding aid for the archives of Grete Bibring at Harvard. Archives such as this one are invaluable research resources. <http://oasis.lib.harvard.edu/oasis/deliver/~med00104>

The APsaA website has several places to find resources regarding psychoanalytic research. Start at <http://www.apsa.org>. From the menu on the left, select "Research." Here you will find information on the "Fund for Psychoanalytic Research" and "Empirical Studies in Psychoanalysis." In the Education section you will find "Sample Syllabi for Psychoanalytic Research Courses." This is a rich source of references for anyone interested in the research basis behind psychoanalysis. From the home page, select "Training and Education." On the pull-down menu, select "Education Initiative," then select "Graduate Education." On the right side of the screen select "Resources."

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