

Psychoanalysis in Cleveland

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The Newsletter of the Cleveland Psychoanalytic Center

January 2008

RICHARD KOGAN BENEFITS US AGAIN

Richard Lightbody, M.D.



Richard Kogan

Richard Kogan, M.D., returned to Cleveland on November 3, 2007, for a triumphant lecture/concert in the exquisite Reinberger Chamber Hall of Severance Hall. Dr. Kogan performed works of Leonard Bernstein in a benefit

concert to support the training and outreach programs of the Cleveland Psychoanalytic Center. His rendition of "Symphonic Dances" from *West Side Story* was particularly exhilarating, made more so in its remarkable contrast with the calm narrative discussion of Bernstein's unhappy early life and struggles to create a persona. The crowd of over 350 was delighted with Dr. Kogan's performance, and gave him a standing ovation before adjourning for an elegant dessert reception in the Smith Lobby.

The Special Events Committee is grateful to all who attended the Kogan event this year. We would like to extend a special thank you to those who served as Honorary Hosts and to those who purchased Patron Tickets.* We would also like

Continued on Page 2

* We regret that the names of Sue and Andrew Berman were inadvertently left off the listing of Patron Ticket holders in the evening program and we would like to thank them for their support.

APPLIED PSYCHOANALYSIS IN CLEVELAND

Kay Levine, Ph.D., & Jose Camerino, LISW, IMFT

The recent school shootings here in Cleveland at once bring to mind the Case Western Reserve campus shooting in May 2003. The suddenness, the shock, the chaos, the fear, the helplessness, the vulnerability, the overwhelmingness of both, join together these two separate events in their effects on those directly and indirectly involved. Many of us, in our normal every day lives and routines, feel some measure of competence, confidence, and can, in measured doses, do pretty well taking in, even integrating, the twists and turns that may pop up daily. Upsets may come our way, surprises, even good ones, may momentarily throw us off somewhat, but for the most part we can go back to baseline, and keep moving.

In a disaster/crisis, mental health professionals are asked to provide "psychological first aid" to a community. We believe that we are the only analysts on the Disaster Mental Health Team of the Greater Cleveland chapter of the American Red Cross. We both were contacted immediately following the recent Cleveland school shooting, with the hope that we could provide a helpful mental health service. As in other crises, the window of opportunity to respond effectively is both

fleeting and dynamic. Educated guesses as to how and where to position mental health personnel, and the types of interventions needed are made quickly, assessing availability of resources and community need. As with individual work, determining effective interventions can be difficult to predict, sometimes making helpers available with no one to help. This is what basically occurred with the recent shooting crisis. It was followed by a predictably very small response to our mental health efforts, which were made available at various recreation centers. We say predictable because in this type of situation psychotherapeutically treatable reactions do not necessarily manifest right away and, when they do, often feelings get acted out in all sorts of ways that seem unrelated to the disaster. The analyst wonders where and how the delayed or displaced response to the shooting will later appear. This leaves professionals with the question of how people and communities respond, defend, and cope with unpredictable life events. In addition, a very practical consideration in this type of work often is the "last minuteness" of it. This presents a problem

Continued on Page 2

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RICHARD KOGAN BENEFITS US AGAIN

Continued from Page 1

to recognize and thank those individuals and businesses who supported this year's event through their sponsorship or through the purchasing of advertising space in the evening program. A full listing of the event sponsors and advertisers is included here. Help us show our appreciation of our advertisers by patronizing these businesses whenever possible.

Preliminary figures for "Kogan 2007" show a profit of nearly \$20,000! This is far more than any previous fundraiser put on by the Center, and



Scott and Pam Isquick, JD Sullivan, Arthur Lavin, Kay Ariel

we are grateful to all who helped make the event a success.

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APPLIED PSYCHOANALYSIS IN CLEVELAND

Continued from Page 1

when those asked to help may already have their own patients scheduled. And in situations in which the helpers are asked to commit days or weeks to an out of town disaster, the problem of managing one's own patients often prevents the analyst from being available.

Crisis work is not glamorous or necessarily exciting, and more often is case management or psychological triage, and accessing basic needs. Red Cross services usually arrive as early responders, with services, immediately after a disaster. When physical safety has been established, a next phase of intervention occurs – the mental health part. Mental health people are not first line responders, and are often helpful at a post crisis phase, using critical incident debriefing with public safety personnel. The protocol for debriefing discussions, however, proves not to be helpful to victims of a crisis or disaster especially at later phases of recovery.

Analysts are competent at a type of intervention that no one else can provide. There are those victims who will respond to an unexpected and external event which crystallizes into a reawakened neurotic presentation, complete with repression, displacement, and acute symptoms and defenses that crisis intervention and the ubiquitous CBT simply cannot address. On a continuum of intervention services, there are specific roles for the Red Cross, psychoanalysts, CBT and PTSD workers. As analysts, we should acknowledge our expertise, and secure our position along that continuum of care for those who can use our skills, for those who present with a more intense or prolonged, often chronic, and complicated clinical picture, which became either more acute or entrenched after the crisis.

The attempts to assimilate a sudden unexpected crisis/disaster are the problems best matched to our skills. But at the same time, there can be situations in which more

NEW CPC MEMBERS



Kay Levine, Ph.D., is an Assistant Professor in the Case School of Medicine. She has worked as a psychologist in the Department of Psychiatry at

University Hospitals Case Medical Center since 1999. Currently she teaches and supervises child psychiatry residents and fellows as well as teaching Couples Therapy to adult psychiatry residents. She has a private practice, and her special interests are couples and family therapy.

Jose

Camerino, LISW, IMFT, is an Adjunct Assistant Professor in the Case School of Medicine. He continues to teach



Family Therapy to adult psychiatry residents at University Hospitals Case Medical Center. He serves on the State of Ohio Counselor, Social Worker, Marriage and Family Therapist Board. He has a private practice, and his special interest is in family therapy.

Kay and Jose are members of the Disaster Mental Health Team of the Greater Cleveland chapter of the American Red Cross.

concrete "evidence-based" and behavioral and medical interventions may have a good chance of preventing a later PTSD clinical presentation.

There is an under-served role for analysts to fill in responding to disaster/crisis impact on the helpers themselves. Analysts also can offer expertise to governmental agencies and communities regarding the long term effects on society, especially when there is a delayed, displaced societal response to an unexpected event. Analysts can play a role in consulting with larger scale disaster planning, and in the delayed, displaced individual and group symptoms. The recent Cleveland student shooting of others and himself already is evidence of internal conflicts being acted out onto others. The aftermath of the shooting, and the various ways it impacts on others, includes dysfunctional sequelae that continues its negative ripple effect.

Continued on Page 5

THOMAS F. PETERSON, JR., CENTER PRESIDENT

In a quiet way, Tom Peterson lives life largely. He is a businessman, entrepreneur, philanthropist, inventor, history buff, research risk-taker and a family man. His life has not been without adversity, but for each gift he has received he gives back to the world tenfold. He is not an analyst, but is supportive of the Center's goals and analysis in general. As an outsider he brings a different perspective to the work of the Center.

As the new president of the Cleveland Psychoanalytic Center, he hopes to build dialog with the larger mental health community. He states that the Appreciative Inquiry process showed him that we want to know our fellow mental health providers – what they think and what they do. How do we broaden **our** horizons? He notices that there is no strong national lobbying for mental health care of the intensity and quality of analysis. Is that intentional or an oversight? Does the national organization want to put effort into lobbying Congress for better mental health coverage for services?

At the end of World War I and through the early '60's, psychoanalysis was "the only game in town." Efforts to address brain dysfunction were left to the use of prefrontal lobotomy and insulin convulsive therapy. With wry humor Tom states that "the research on these techniques showed success, because the patients never returned for further therapy!" The brain research of the '60's, however, opened up new fields of inquiry, and the development of new therapies.

Today, Tom worries that there is not enough research for the sake of research. He is always interested in unanswered questions and will take risks to "connect the scientific dots." One such project he is supporting is the current research by Christopher Moore at MIT, on using functional magnetic resonance imaging to determine the nature of the hemoneural synergism in the brain. The hypothesis is that "blood plays a key role in the brain's information processing." This is tested by using a two-photon laser microscope to observe the activity of up to 100 neurons

Joy G. Willmott, M.S.S.A., LISW



Tom Peterson, Jr., Richard Kogan, Richard Lightbody

simultaneously. Chris Moore's project involves collaboration between MIT's McGovern Institute and the Cleveland Clinic.

Behind the quiet is an agent of change! There is great intelligence, spirituality, warmth, a man who understands history, and one who is committed to understanding the mind.

ANALYTIC FLICK!

Join the Friends in a film forum (of a current film) every first Sunday of the month at 7:30 p.m. Discussants are Ingrid Geerken, Ph.D., Visiting Assistant Professor, Oberlin College, Dept. of English and Jeffrey Pence, Director of Cinema Studies at Oberlin College.

Contact Debbie Morse at dmorsepc@sbcglobal.net to be added to the mailing list.

CPC LIBRARY NEW ACQUISITIONS

Alizade, Alcira Mariam (ed.). (2002). *The Embodied Female*. London: H. Karnac Books Ltd.

Binswanger, Ludwig. (1957). *Sigmund Freud: Reminiscences of a Friendship*. New York: Grune & Stratton.

Brenner, Charles. (2006). *Psychoanalysis or Mind and Meaning*. New York: The Psychoanalytic Quarterly, Inc.

Golan, Ruth. (2006). *Loving Psychoanalysis: Looking at Culture with Freud and Lacan*. London: H. Karnac Books Ltd.

Golomb, Elan. (1992). *Trapped in the Mirror: Adult Children of Narcissists in Their Struggle for Self*. New York: Quill, William Morrow.

Kirshner, Lewis A. (2004). *Having a Life: Self Pathology after Lacan*. Hillsdale, NJ: The Analytic Press.

Meltzer, Donald. (1988). *The Apprehension of Beauty: The Role of Aesthetic Conflict in Development, Art and Violence*. Worcester: Clunie Press.

Meltzer, Donald. (1992). *Dream-Life: A Re-examination of the Psycho-analytical Theory and Technique*. Worcester: Clunie Press.

PDM Task Force. (2006). *Psychodynamic Diagnostic Manual*. Silver Spring, MD: Alliance of Psychoanalytic Organizations.

Sedgwick, Eve Kosofsky, et. al. (ed). (1995). *Shame and its Sisters*. Durham: Duke University Press.

SAVE THE DATE: SCIENTIFIC MEETING

We are delighted to announce that **Judy Yanof, M.D.**, a child/adolescent/adult training and supervising analyst of the Boston Psychoanalytic Institute, will give a paper at Rainbow Babies & Children's Hospital Auditorium on Friday, April 25, 2007, 8:15 PM – 10:15 PM, titled, "The Shifting Sands of Gender: Thoughts about Gender in Psychoanalysis." (This paper will not be available for distribution.)

On Saturday, April 26, 2007, 10:30 AM – 12:30 PM, at the Center, Dr. Yanof will present a workshop on infertility: "Alternative Ways to Parenting: Struggles & Delights," which we hope will be an exchange of ideas among professionals in the mental health community, analysts & family medicine doctors, pediatricians, OB/GYN doctors and other interested participants about the complexities of conception and how children master growing up. CME and CEU credits will be offered for a nominal fee. This program is FREE.

Ms. Joanne Naegele, Program Chair, 216-791-2711.

REFLECTIONS ON THE SUCCESS TECH ACADEMY EVENT

Arthur Rosenbaum, M.D.

Asked to comment on the recent shooting at Success Tech Academy, I wish to reflect on two aspects of the sad situation that came to mind. The first concerns a concept useful in thinking about school shootings. The other is the response of the community to school shootings.

The conceptual aspect calls to mind the work of Stuart W. Twemlow, M.D. Readers may recall that Dr. Twemlow, now at Baylor University College of Medicine, was the guest speaker at the 2002 Katan Symposium, the last of the "Psychic Wounds and the Cycle of Life" symposium series. Titled "Working Toward Peaceful Schools and Communities," his topic, and subject of his many publications, arose from his work as consultant to troubled schools. He identifies the factors contributing to school violence, among which is the phenomenon of bullying. He asserts it can exist only where tolerated.

The public examination of the factors leading to school shootings often implicates a bully-victim-bystander interplay among the many influencing the life of the shooter. The investigation into the Cleveland shooting revealed many prior social services, police, student and administration reports foreshadowing the incident. We, as shocked and curious bystanders, infer, from the available facts, the factors that led to attempted murder and suicide as the resolution of long standing misery. As we do so, we place ourselves in the shoes of the victims and realize that the shooter was a victim before becoming the bully.

The shootings unfold as we, bystanders, watch the spread of the noxious influences that scarred the inner life of the shooter. We experience the impact of his suffering. In horror, we realize there were bystanders and bullies all along who victimized the child before he became the bully. Twemlow emphasized that the bystander is as necessary as the bully and victim to produce the outcome. The bully needs an audience as well as a victim and the bystander's role is to watch it happen and, in watching, experience the horror of a ruined life that demands satisfaction through the killing of self and others. The bystander is both to do nothing to stop the violence and finally, at times, to intervene in a manner that forces the suicide,

repeating the neglect and the aggressive influences in the earlier life of the child who became the shooter. All are involved in the complex and too common situation. We reflexively question why the boy was admitted to Success Tech, knowing that although bright, he was troubled, provocative, lived all his years in a family where drugs, neglect, guns and abuse were present. We are left with the unanswerable question, why were the problems not addressed effectively.

The community responded by calling for guards and metal detectors in schools at a cost of millions of dollars, the degradation of the school experience and loss of human dignity. Perhaps such measures are necessary. A sign of the times appeared concurrent with one report in the *Plain Dealer* of the recommendations of the investigating body. An article described a demonstration on the Ohio State University campus protesting the prohibition of handgun carrying rights on university campuses, a right guaranteed to Ohio citizens by law except in colleges and schools. Students from colleges across the country came to the OSU campus and wore empty holsters on their hips in protest. Imagine the carnage possible without such prohibition.

At the same time, I read nothing about the use made of the information gathered in school records from students, police and social service workers' reports of domestic violence and neglect. This body of information seemed to little influence outcome. A metal detector is useless if the guard monitoring it fails to remove the weapons detected or if our laws allow guns in schools. The alarm sounded by the many human trouble detectors seemed to matter little in helping this unfortunate child.

I noted an encouraging note in the many letters that followed the report of the commission. Letter writers decried spending millions for metal detectors and guards instead of on a multidisciplinary approach by mental health professionals charged with the task of identifying and providing care for children at risk.

How will we help bystanders become active participants who heed warnings and take appropriate protective action? I noted that bystanders to the murder of a 15 year-old

girl on a Cleveland street openly decided that they would identify the killers. These were bystanders willing to act helpfully, if after the fact. Must we remain bystanders, doing little when we know what is coming? Children who behave, talk and are hurt, as we know the shooter was, are at great risk. We now know we too are at risk. Our inquiries keep us bystanders if we choose methods that require more hardware instead of informed human contact between mental health professionals, educators and the troubled child and his family.

School security is necessary. Bystanders willing to recognize a bully and victim interaction and to act to protect victims, to help the victim who is the bully, to rally others to appropriate and timely action on behalf of both victim and bully, promise the most security. How to make this our response is a useful inquiry.

PSYCHOANALYTIC TRAINING PROGRAM GRADUATE, DEBORAH BONEM, M.S.S.A.

Deborah Bonem holds an M.S.S.A. from Case Western Reserve University's Mandel School of Applied Social Sciences and an undergraduate degree from Macalester College in St. Paul, Minnesota, and received additional training in Family Therapy and Group Therapy (Bion Model) from Michigan State University. She worked for several agencies and has been in private practice since 1983. She has been associated with Psychological and Behavioral Consultants since 1990. She has co-taught a Family Therapy and Family Issue course in working with families in a medical setting for University Hospitals Rainbow Babies and Children, Department of Academic Pediatrics, Behavioral Pediatrics, since 1983.

Debbie lives with her husband, Howard, who is a clinical psychologist, and their dog, Woodruff, who is a certified therapy dog.

PSYCHOANALYTIC TRAINING PROGRAM GRADUATE, JEFFREY LONGHOFER, Ph.D.

Jeffrey Longhofer, Ph.D., LISW, Associate Professor of Social Work and Chair, Mental Health Specialization, at the Mandel School of Applied Social Sciences at Case Western Reserve University, holds advanced degrees in anthropology and social work.

He has faculty appointments in the Departments of Anthropology and Psychiatry and is a regular lecturer in the Executive Doctoral Management Program at the Weatherhead School of Management. His research and publications focus on cross cultural dimensions of physical and mental health and illness. He has a book under contract with Columbia University Press, *Relational Case Management*, and is working on a second book for Oxford University Press, *The Pocket Guide to Qualitative Research*. His most recent work, "Cultural Competence Reexamined," appears in the October 2007 issue of *Psychiatric Services*.

APPLIED PSYCHOANALYSIS IN CLEVELAND

Continued from Page 2

Analysts have a role in reminding others of the true definition of a psychological trauma that it is an individualized response reflecting an internal overwhelming of the defenses. Our work as analysts is geared toward helping others identify the inside reaction to an external event, and to revive effective defenses, which again will enable integration to occur.

In our role as analysts serving as disaster mental health responders, we have found satisfaction in initially helping helpless victims in concrete ways, and then being able to witness a higher level of anxiety replace primitive annihilation anxiety. The movement from being helpers providing a protective function to helping victims rediscover their internal protective barrier is witnessing recovery in action. The crisis worker task, no matter how trained, is to match the right population with the correct type of intervention at the right time.

CPC LIBRARY: SELECTED BOOKS & ARTICLES ON VIOLENCE

BOOKS

Correspondence between Albert Einstein and Sigmund Freud. (1932). *Why War?* Chicago Institute for Psychoanalysis.

McDonald, Marjorie. (1970). *Not by the Color of their Skin: the Impact of Racial Differences on the Child's Development*. New York: International Universities Press.

Volavka, Jan. (1995). *Neurobiology of Violence*. Washington, DC: American Psychiatric Association.

Volkan, Vamik D. (1988). *The Need to Have Enemies and Allies*. New York: J. Aronson.

ARTICLES

Butler, J. (2003). Violence, Mourning, Politics. *Studies in Gender and Sexuality*.

Kernberg, O. F. (2003). Sanctioned Social Violence: A Psychoanalytic View Parts I and II. *International Journal of Psychoanalysis*.

Krent, J. (1978). Some Thoughts on Aggression. *JAPA*

(2007). *The International Journal of Applied Psychoanalytic Studies*, Volume 4, Number 3 is a Special Issue on Violence.

2008 VISITING SCHOLAR

Sue Tucker, M.D.

Robin Anderson, psychiatrist and Kleinian psychoanalyst from London, will return as the 2008 June Isquick Visiting Scholar. One of the highlights of this annual program will be the Public Lecture, which will be held on Saturday, February 9, at 2:00 PM. in the Rainbow Babies and Children's Amphitheater, University Hospitals, Abington Road entrance.

Dr. Anderson will speak on "A Psychoanalytic Approach to Adolescent Suicide." In his presentation he will consider "the issue of adolescent suicide and attempted suicide from the point of view of what is going on in the minds of these young people. Adolescence is a time of great turbulence and, apart from possibly infancy, is the time of the greatest biological, psychological, and social change that occurs at any time during life." He will illustrate his findings with detailed clinical examples and case studies.

A consultant psychiatrist with a mixed

psychoanalytic practice of adults, adolescents and children, Robin Anderson has been a member of the Child and Adolescent Psychoanalysis Committee of the International Psychoanalysis Association since 2000, and is chairman of the Admission Committee of the Institute of Psychoanalysis in London. His publications include "Clinical Lectures on Klein and Bion" and "Facing It Out: Clinical Perspectives on Adolescent Disturbance."

The Visiting Scholar Program attracts psychoanalysts from Boston, Pittsburgh, Cincinnati, New York and Chicago. Scholars in addition to Dr. Anderson have included Elizabeth Spillius and Betty Joseph. The program is generously supported by B. Scott and Pamela Isquick in memory of Mr. Isquick's first wife, June.

For information about the Public Lecture, call Debbie Morse at (216) 229-5959.

MORE NEWS TO GO ONLINE

Please be sure to check our web site, www.psyoanalysisleveland.org, also listed at the top of every page of this newsletter, for updates and more info. You will find updates of events and programs mentioned in our newsletters. Current and past newsletters can also be found there and in the future we plan to publish newsletters there exclusively.

Have any suggestions for our web site? Please direct them to Debra Fink, executive director, at dfinkcpc@sbcglobal.net or call her directly at (216) 229-5959, ext. 105.

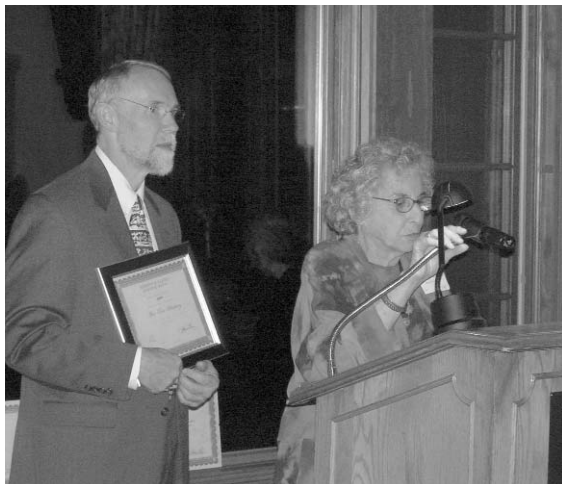
HANNA PERKINS CENTER 2007 HONOREES

Denia Barrett, M.S.W., and Barbara Streeter, M.S.

In 1990 the Board of Trustees of the Hanna Perkins Center inaugurated an award to be given to an individual in the community who has in one way or another demonstrated

“kind, effective consideration of the needs, feelings, and rights of children.” The aim of this Eleanor M. Hosley award has been to recognize some of the unsung heroes who make a difference in

the lives of children and parents without ever being adequately acknowledged or appreciated. The honoree is to be someone outside our immediate area of work and specifically may not be a child analyst nor have a direct affiliation with Hanna Perkins. The recipient of this year’s award, Bea Silverberg, was announced at the Center’s annual banquet on October 20, 2007. Miss Hosley and Mrs. Silverberg were guided in their lives’ work by strong social consciences that led them to advocate effectively for the betterment of women, children, and families. Mrs. Silverberg worked for the United Nations Relief and Rehabilitation Administration in Yugoslavia following World War II. When she returned to the United States in 1947, she worked for a time for the Progressive Party, organizing miners in West Virginia. After raising a family of five, she returned to work in the 1960s, first as a social science researcher studying programs of the War on Poverty and later as a family coordinator for Head Start on the near west side of Cleveland. Her experiences made her realize the widespread impact of



Thomas Barrett and Bea Silverberg

domestic abuse on women and children and she became involved in providing services for battered women in Ashtabula County and Cleveland. In recent years Mrs. Silver-

berg has written historical books for children, including a biography of Jane Addams, a pioneer of settlement work on behalf of immigrant families and the first American woman to win the Nobel Peace Prize.

Mrs. Silverberg herself remains an activist for

world peace and women’s rights today and her Hosley Award is well-deserved.

The Inside Helper Award takes its name from the Hanna Perkins informational brochure that includes a story of a boy who is learning about how his conscience, his inside helper, can be an ally in getting the good feelings that come from doing the right thing. This award is meant to recognize members within the Hanna Perkins community whose contributions are especially noteworthy.

The 2007 Inside Helpers are a group of seasoned early childhood educators whose shared interest in providing parents of

young children with the kind of support, understanding, and insight they wished they had had themselves led them to write a series of pamphlets reflecting their collective wisdom on child development. Maria Kaiser, Virginia Steininger (former educational director of the Hanna Perkins School), Kathleen Smith, and Georgianna Roberts are fondly known as “The Grandmothers” and their talk, “Reflections on Parenting: What the Grandmothers Learned While Parenting 14 Children, 21 Grandchildren, and 5,256 Preschoolers,” was the 2007 John A. Hadden Memorial Lecture. This annual address is a traditional part of the Hanna Perkins Symposium/Forum when colleagues from all over the United States and abroad have the opportunity to visit and learn about the programs of the Hanna Perkins School and Center. The Grandmothers have produced thirteen pamphlets and five more will soon be completed. These cover such topics as “Whining and Complaining,” “Painful Feelings,” “Starting School Away from Home,” and “Toilet Mastery.” According to Mrs. Roberts, “. . . what we try to do in our Grandmother pamphlets is to affirm parents’ basic

competence and just offer a few hints from these old grey heads to help them get past some of the inevitable conflicts and stumbling blocks of parenthood. We want to

communicate to parents our respect for the difficult job they do, the intensity and range of their feelings, and their overriding desire to be good parents.”



Maria Kaiser, Kathleen Smith, Barbara Streeter, Thomas Barrett, Virginia Steininger, Georgianna Roberts

VIOLENCE: A SCOURGE ON OUR TIMES

Carl J. Tuss LISW, LPCC, LICDC

The recent tragedy at SuccessTech Academy where a student shot four people and then killed himself worried, saddened, and alarmed the community. Too often, written and visual media reports about tragic, violent incidents are oversimplified or described in a rigid black or white mold without a real understanding of what causes violence.

Unfortunately, violence in the form of shootings in schools, post offices, courthouses, factories, road rage incidents, "carjackings," and home invasions has riveted the public consciousness, reminding us that societal risks have increased. Fears of terrorist attack also have added to our concern. Additionally, our wider culture stimulates violent impulses as seen in National Football League games (also hockey games and Ultimate Fighting events), dog and cock fighting, boxing matches, R-rated movies, "gangsta" rap songs, video games, hazing rituals etc. Yet, many individuals can cope with violent feelings or fantasies without losing control and causing tragedy. So one may ask what are the factors that create a breeding ground for violence? What may trigger a violent outburst? John Bowlby, a British psychoanalyst, has pinpointed four casual factors: (1) predisposing, (2) provoking, (3) contributing and (4) symptom-specifying. This model can be applied to violent individuals. The interaction of various factors may be much more powerful than the sum of their respective influences when acting alone. Bowlby has reminded us that this model has long been used in physiological medicine and is now being established in psychological medicine.

Predisposing factors influence the structure of a personality, usually during its development, thereby determining in large part the degree to which it is

vulnerable in the long run to a provoking factor. To produce a violent outburst, factors of both types are usually necessary: neither is sufficient on its own.

Contributing factors are of several kinds. For example, ease in getting a gun or becoming intoxicated may make a violence-prone person lose inner controls. Another contributing factor may be the influence of a particular milieu, like a gang's deviant values. A symptom-specifying factor accounts for the particular form a violent action may take, e.g., a chemist may use poison or a university professor (the Unabomber) may use letter bombs.

What are some serious predisposing factors that foster a propensity to use violence? First, an experience that subjects a baby or young child to direct physical abuse can cause overwhelming anxieties about bodily damage, intense agonies about dying, and murderous rage. But since the young child's personality is so undeveloped, immature, and weak, such difficult anxieties and feelings are unconsciously projected onto the environment, laying the groundwork for a possible future paranoid personality structure, paranoid illness, and a paranoid attack. Another experience damaging in its effects is an exposure to parental fighting, marital sadism, or abuse from a family member.

Second, an unstable, weak, or deeply ambivalent mothering relationship does not foster love and the wish to identify with parental standards is short-circuited. Such a child becomes interested in his or her own needs and the child's aggression and hostility cannot be softened, tamed, and brought under personal control through loving feelings for the parent.

Third, an inability to use words for the expression of angry or violent feelings is a

predisposing factor since discharge cannot be achieved on a verbal level, leaving the individual to use action-oriented, behavioral solutions.

Provoking factors may include a recent loss, a separation, a divorce, loss of job, loss of status ("being dissed"), a criminal conviction, or a move away from home to college or the armed forces. In the Success Tech incident, a newspaper account detailed the provoking factor, a suspension due to fighting. Apparently, the shooter had argued with peers that there was no God. One wonders whether the shooter on a deeper level was alluding to the fact that he had no benevolent, protective authority in his life, including God or a parental figure (a predisposing factor).

Easy answers do not exist that provide a quick fix for the menace of growing violence. Prevention is an obvious long term solution and means that a child needs consistent protection from experiences, and durable, consistent mothering and fathering relationships that engender love, warmth, and affection. In the short run, many violent incidents can be headed off since many violence prone individuals issue "cries for help." The student at Success Tech, as reported in a newspaper account, had written on his wall "I'll kill you all!" A plea for help, because it was not listened to, morphed into a costly, deadly tragedy. Numerous other examples support the idea that often a healthy part of the sick, violent individual wants and needs others' help to control him or herself. The healthy part sends forth "cries for help" either through school essays (as in the Columbine shooting), chats with peers, or being discovered with a lethal weapon. Such "cries for help" need to be heard and listened to and treated with respect and seriousness.



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RICHARD KOGAN BENEFITS US AGAIN

Continued from Page 2



Ryan Mosier, Katie Rotolo, Colleen Coakley, Bill Babowicz, Kuldeep Vaghela
enjoying Kogan event.



Joe Juster, Linda Rohler, Jonida and Matt Norelli



Amy Sue Zakaib, Bill Adams, Tom Peterson,
Joanne Naegele, Catherine Sullivan, Don Baker



Debra Fink, Richard Kogan



David Lavelle, Owen Colligan, Ann Lavelle, David and Lisa
Bates, Sam & Lou Ahuja

**MEMBERS
IN THE NEWS**

Ilga B. Svechs, Ph.D., Board of Trustee member of the Cleveland Psychoanalytic Foundation and Associate Professor Emerita of the Mandel School of Applied Social Sciences at Case Western Reserve University, spoke in September at the Cuyahoga County Community Mental Health Board Conference, "Roads to Recovery '07: Accelerating Toward Mental Health Recovery & Resiliency." Her topic was: "Healing: Grieving and Integrating Trauma."

Patricia Martin, M.D., has been elected chair of the Education Committee of the Cleveland Psychoanalytic Center, as of July 2008. The Education Committee oversees the training of psychoanalysts and is the cornerstone of the Center's many activities. Dr. Martin is currently chair of the Ethics Committee and of the Admissions Sub-committee of the E.C. She is a training and supervising analyst of the CPC and a member of the Committee on Institutes of the American Psychoanalytic Association. Dr. Martin is also a Clinical Associate Professor in the Department of Psychiatry at Case Western Reserve University School of Medicine.

The Center extends its condolences to **Monique King, M.D.**, formerly of Cleveland and now an Honorary Member, on the recent death of her husband, Richard King.