



Psychoanalysis in Cleveland

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The Newsletter of the Cleveland Psychoanalytic Center

July 2008

WHO WE WILL BE, WHAT WE WILL DO

Debra C.S. Fink

You may have noticed that each recent newsletter, in part, addresses a theme. This issue: who we are and what we do. It is especially apt as I complete my first year as executive director to relate a bit about what I do, but—more importantly—what we are planning. The strategic planning process provides a template for areas on which we will focus. More will be announced by the committee, but I would like to share my role in achieving objectives.

The Center is a resource gem for those interested in, in need of, or providing psychoanalytic and psychotherapeutic services in Northeast Ohio. It seeks to increase its profile in the academic, mental health, and general communities. With help from several members, I have initiated contacts and visits to universities/colleges to meet with faculty and students interested in these career options. I invite all members involved in academia or wishing to speak with college students to contact me. The visits are fun and have already been productive; we need to repeat them every year. We are also exploring collaborative teaching/training opportunities for CEU credit, university course credit, and community interest.

I am excited by development committee strategies unfolding in the wake of a visit from Dean Stein, APsaA executive director, whose message about relationship development was well received.

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A POSITIVE REPORT

Alan Sugarman, Ph.D., Chair, Cleveland Site Visit Team

From April 9-13, 2008, Drs. Colleen Carney, Richard Honig, Salvatore Lomonaco, Gail Margoshes, Kirby Pope, and Alan Sugarman visited the Cleveland Psychoanalytic Center (CPC) for the regular site visit by the Committee on Institutes (COI) of the American Psychoanalytic Association (APsaA). These site visits occur every seven years and are a crucial part of the accreditation of the psychoanalytic training program by the Board on Professional Standards of APsaA. The goal is to help training programs accomplish their aims while adhering to national standards of education and practice.

The site visit began almost a year ago with a series of meetings of the site visitors with officers of the Education Committee. These meetings highlighted several areas: (1) Recruitment of candidates; (2) Fund raising; (3) Revitalizing the child analytic training program; (4) Revitalizing research activities; and (5) Improving communication, coordination, and integration between the newly constituted board and the analytic community.

The site visitors were struck by the number of changes in the structure and functioning of the CPC since the last site visit, seven years ago. They believed that these changes now need greater integration and communication to prioritize goals and to focus on implementing them. Because CPC is a small institute with limited person

power, its tradition of working independently needs to be carefully examined. The mission of CPC, “to promote the development and use of psychoanalysis for the benefit of the community,” can easily be lost sight of in the myriad of activities that occupy its members. A number of organizational, functional, and educational changes were suggested to improve the integration and coordination of the many facets of the CPC.

Two overarching goals were thought to be of the highest priority in this respect, improving CPC’s financial situation and expanding the number of candidates being trained to practice adult and child analysis. The former goal seemed most easily attained by coordinating the Center’s many outreach activities. These could help with the latter goal also. But the latter would also be helped by greater focus on improving analytic practice among the membership. Whenever possible, the site visit team tried to be specific about ways in which to accomplish these ends.

A preliminary report was sent to Dr. Dowling to be discussed at various levels of the Center. Then Dr. Dowling and Dr. Martin, the incoming chair of the EC, will write a response to COI. This will be discussed at the meeting of the COI in Atlanta in June. Any necessary changes will be made to the report and a final one will be resubmitted to CPC for acceptance.

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WHAT IS THE DIFFERENCE?

A. Scott Dowling, M.D.

Exploring the differences between psychoanalysis and other forms of psychotherapy has been a productive but contentious activity since the beginnings of psychoanalysis. What follows is a summary of my personal views.

To discuss the subject usefully we must first recognize that the primary meaning of the term "psychotherapy" is a general one, encompassing all intentional efforts to provide psychological help to relieve psychological symptoms. We can compare and contrast psychotherapies as a group with medication therapy or physical therapies such as ECT, non psychological methods to relieve psychological symptoms. Psychoanalysis is one of the psychotherapies. Psychodynamic psychotherapy refers to psychotherapy other than psychoanalysis which is based on psychoanalytic principles and often used by analysts and by others (social workers, psychologists, psychiatrists, counselors) familiar with its techniques.

Psychoanalysis and psychodynamic psychotherapy are alike in achieving symptom relief, that is, relief from depression, anxiety, repetitive thoughts, disturbances of sleep and similar symptoms. In what ways are they different? I will emphasize three major differences. All three are quantitative differences that are sufficiently striking to achieve, in most instances, a qualitative dimension of difference. These differences spring from one simple and straightforward fact: In psychoanalysis patient and therapist meet four or five times a week, in psychodynamic psychotherapy they meet less often, usually one or two times a week, sometimes even less.

The first difference is one of goals. In addition to relief of symptoms, psychoanalysis intends to achieve major alterations of self-defeating character structure, that is, of those habitual, ingrained but unrecognized modes of ego functioning and relationship which result in unhappiness and defeat. Psychodynamic psychotherapy, time limited and less intensive, seeks to modify the more egregious of these unrecognized

patterns but has difficulty reaching the more subtle and ingrained patterns of character structure. The second significant difference is the simple fact that five days a week psychoanalysis provides much greater continuity as compared with once a week psychodynamic psychotherapy. The excitement, joy, shame, frustration or fury of one session as well as the subtleties of content are more likely to be accessible when the therapy continues day after day as compared with sessions interrupted by a week's hiatus. The dream described on Monday can be more readily regained and understood on Tuesday as compared with a week later. Psychoanalysis is more unremitting, inevitably more engaging, sometimes more intolerable (and thus providing access to feelings of "intolerability") for both patient and analyst. Finally, and most important, are the differences in transference, the experiencing of emotions and complex reactions in present relationships that repeat elements of past relationships and experiences. Transference reactions occur in all psychotherapies and are the essence of a psychodynamic approach, whether in dynamic psychotherapy or psychoanalysis. However, the transference will become more complex, intense, and "real" in most analyses as compared with the more temporary, less encompassing transference reactions of psychotherapy. This is not always true, some patients in psychotherapy develop therapeutically useful intense transferences and some patients in psychoanalysis cannot openly verbalize the intensity of their reactions. Analytic technique encourages complexity by reducing the reality correction of an "ordinary relationship." As a result, an analysis is in a better position to achieve therapeutic gains through active understanding of the transference. Psychoanalysis is usually more painful, more exhilarating, more exhausting. Paradoxically, the analytic relationship often feels more real than an ordinary relationship because of the focus, intensity and honesty of affect. Significant patterns of relationship

WHAT ANALYSTS DO

Anna Janicki, M.D.



Anna Janicki

How do the active members of the Cleveland Psychoanalytic Center spend their professional time? The recent Site

Visit from the American Psychoanalytic Association prompted me to make an informal survey of our membership to quantify time spent in paid and voluntary work activities. Paid time includes both clinical work and salaried jobs, e.g. full time academic or administrative positions in addition to active psychoanalytic practices. I did not subdivide the voluntary work time but it includes supervision and teaching analytic candidates at the Center and psychiatric residents and medical students elsewhere. It includes all administrative work for the Katan Referral Center and other activities of the Center as well as voluntary work in a variety of social service agencies and mental health facilities in the community. It also includes writing articles and editing this Newsletter!

The number of responses to my survey was not sufficient to provide a statistically valid snapshot of the entire membership. There were 21 responses from 12 men and 9 women. This is about a third of our membership and includes three members with full time employment in the community as well as active psychoanalytic practices. The result is thus skewed toward outside employment. Of this group, 11% of their professional life is spent in volunteer work or about one hour a day (the average workday of the group is in excess of 10 hours).

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PPP to Begin Fall 2008



Carl Rak

The Psychoanalytic Psychotherapy Program (PPP) will begin a new two-year cohort on September 9, 2008. The program is designed for mental health professionals of all disciplines and includes supervision together with didactic instruction. The didactic courses include development across the lifespan from a psychoanalytic

perspective, psychoanalytic theory and technique, in-class case consultation, ethics including the impact of HIPAA, and family interventions. The emphasis of the PPP is to assist clinicians to develop an enriched understanding of psychoanalytic theory and treatment principles to use in treatment planning and treatment technique with clients in psychotherapy.

The PPP covers two academic years from September to May and meets on Thursday evenings from 7:30 to 9:30. Graduates of the PPP recommend the program as a vehicle to provide depth and

skill in the tricky and difficult work of psychotherapy. Students put these principles to work in the weekly psychotherapy supervision with an analyst.

Applications will be accepted until 9-1-2008 and can be found online at www.psychoanalysiscleveland.org. For additional information about the program call:

Colleen Coakley
216-287-7480

or

Dr. Carl F. Rak:
216-408-1180

DID YOU KNOW...?

Deborah Hefling, LISW, Center Librarian



Deborah Hefling

The Cleveland Psychoanalytic Center Library is much more than books! In addition to the nearly 6,000 books making up the Krent (Clinical) and Bley (Applied) Collections, the Library is the repository of journals, archival sound recordings, manuscripts, and the Psychoanalytic Electronic Publishing database (PEP).

Did you know... The collection is cataloged in an online database called PastPerfect. It is a very user-friendly tool to help you find your way around the collection. The easy-to-follow instructions are located to the left of the computer in the Library.

Did you know... The Library has current subscriptions to thirteen psychoanalytic journals and back issues of forty-eight titles.

Did you know... The Archival Sound Recording Collection contains 191 reel-to-reel tapes of lectures delivered to the Center (formerly Institute) during Scientific Lectures and other guest lecture series between 1954 and 1973. Speakers included Anna Freud, Charles Brenner, Jacob Arlow, Benjamin Spock, Selma Fraiberg, Edith Jacobson, Ralph Greenson among other notable lecturers. The tapes are in fragile condition. The plan is to have them remastered onto CD's with (hoped for) grant funding.

Did you know... The Manuscript Collection contains papers (delivered by the authors) presented to the Center (formerly Institute) during Scientific Meetings and other lecture series. To date, the collection is approximately 75% indexed and has been rehoused in preservation quality folders and boxes. When the index is completed, you will be able to search online by author, title, date, or discussant.

Did you know... The Center's Librarian is available to help you with finding library materials and provides professional reference and research assistance. The Librarian is available Tuesday and Thursday from 1:00 to 4:00 p.m. or by appointment.

There's a lot to your library...Check it out!!

BOOK SALE ONE WEEK ONLY

What: Book Sale to benefit the Library

Where: The CPC Library
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44106

When: October 20 through 24,
2008

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Please contact Deborah Hefling, Librarian (dhefling@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.

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FINANCIAL DEVELOPMENT: THE CENTER'S FUTURE

A. Scott Dowling, M.D.

In the wake of the recent Site Visit and the resulting emphasis on finding innovative ways of providing financial security for the activities of the Cleveland Psychoanalytic Center, Richard Lightbody, Development Committee Chairperson, arranged a three day visit with Dean Stein, Executive Director of the American Psychoanalytic Association. As Executive Director of the American Psychoanalytic Association, Mr. Stein seeks funding for its many educational projects. Prior to this experience, Mr. Stein directed the distribution of funds from a large foundation. He enlightened us about financial development from both points of view.

Mr. Stein met with the Development Committee on a Friday evening and with the membership of the Center on Sunday morning. In both meetings he presented a new language of "development." In psychoanalysis "development" is a central concept, referring to the twin processes of

maturation and experience and their interaction in the growing child and maturing adult. In the world of finance "development" refers to the gradual process of establishing relationships with the community in which we live and, through those relationships, establishing a regular and strongly supportive financial base for our community activities. He explained that fund raising, as in an annual campaign for operating funds, is fundamentally different from "development." The former is directed to those who are close to the central educational activities of the Center, its members, graduates, Board members and others who have had an intimate connection with the Center. Development is directed outside this inner group and seeks to provide funding for the activities of the Center that bring it into interaction with the broader community, e.g., educational programs in schools and other outside agencies, service programs in the

community such as the Mother Infant Project at Friendly Inn, joint programs with universities, medical schools and other groups with similar interests. Success in development depends on gradually forming relationships with members of the community who have a potential interest in our many activities and in the contributions of the insights of psychoanalytic psychology to a productive society. Financial development like human development is a long term project, requiring devotion to the task, ingenuity, and an openness to the ideas and wishes of others.

Development in this sense will be a new activity for members of the Center. By its very nature it takes time, lots of time; patience, lots of patience; and determination, lots of determination. As a result of Dean Stein's visit, we approach the process of financial development with greater understanding and anticipation.

WHO WE WILL BE, WHAT WE WILL DO

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Our budget committee and I are working on a differently conceived budget and business plan that will support the Center's focus areas, per the strategic planning committee's plans, and will allocate our financial resources wisely.

I am delving into the intricacies of grant writing and targeting, which

will bring me into closer contact with committee chairs who need additional income source to achieve their program ideas.

New computers will soon enable greater staff productivity thanks to donations, which are still needed to keep them humming. Debbie Morse, Deborah Hefling and I are grateful for your support.

A POSITIVE REPORT

Continued from Page 1

In closing, the site visit team would like to thank the many members of the CPC for their hospitality in meeting our needs and for expediting the site visit. Debra Fink, its Executive Director, and Deborah Morse, its Administrative Coordinator, in particular were essential and represented the CPC's generosity and cooperation well. And Scott Dowling, M.D., as chair of the EC, was most receptive, diligent, and gracious about being the point person for the Center. With such an outstanding team and organization, the site visitors are confident that the Cleveland Psychoanalytic Center will be more than up to the task of facing and mastering the challenges ahead.

A NEW KIND OF FAMILY

Sara S. Tucker, M.D.

Leading the April 26 Cleveland Psychoanalytic Center workshop on alternative ways of parenting, Judith Yanof, M.D., introduced the topic in terms of the child's perspective: What does the child make of being the product of Assisted Reproductive Technology (ART)? She pointed out this is a new field of study—the first child was conceived through egg donation in 1984, and there are no experts on the subject. However, research does show there are no differences in psychological wellbeing among children born of in vitro fertilization (IVF), egg or sperm donation, and those conceived in the traditional way.

Dr. Yanof raised a number of issues for the assembled group of professionals whose interests included adoption, infertility, non-traditional families, and understanding parents and children.

One question that provoked thoughtful discussion had to do with disclosure. Following the trend of increasing openness about adoption, more parents are thinking about whether to tell and how to tell their children about their donor conception. Among single and gay parents, the topic is more readily broached. Dr. Yanof found many parents were conflicted about telling children the truth about their conception.

They struggled with fears that telling their children about ART could introduce notions of connections to others beside their parents that could be confusing. Some worried about the timing: If they waited until middle childhood to tell, would the news come as a shock to a prior sense of identity? Will the child wonder about the parents' truthfulness? Will (s)he find out from others rather than from the parents? Is it likely the secret will never be discovered?

Dr. Yanof said that current research shows that the majority of heterosexual couples who have egg/sperm donations do not tell their children. She added that it is hard to imagine not telling a child over a lifetime. She thought it best to tell the child early on and to talk in a way that is appropriate for the child. Realizing that talking about any kind of reproduction can be a difficult topic for any parent she suggested that when a child asks a question about reproduction, to ask the child what (s)he already knows in order to learn what information the child is seeking. The story can only be told gradually over time as the child's cognitive capacity is able to integrate these complicated ideas. She suggested a book by Anne Bernstein, *The Flight of the Stork*, could be helpful to par-

ents in determining the right time and age to tell certain things. She added each parent has to find the words that feel best to use.

The variety of ways ART affects parents in both traditional and non-traditional families was explored. One piece of advice for those coping with the challenges of raising children in non-traditional families was to try to be with other non-traditional families.

On Friday evening, April 25, Dr. Yanof presented her paper, "The Shifting Sands of Gender: Thoughts about Gender in Psychoanalysis," at a Center scientific meeting. The large audience then engaged her in spirited discussion of her observations and ideas.

Dr. Yanof is a Training and Supervising Analyst and Child Supervisor at the Boston Psychoanalytic Society and Institute. She is also an instructor in Psychiatry at the Harvard Medical School. She is on the editorial boards of the *Journal of the American Psychoanalytic Association* (JAPA) and the *Psychoanalytic Study of the Child*. In 1996 she won the JAPA Essay Award for her article, "Language, Communication and Transference in Child Analysis: Is Child Analysis Really Analysis" (Published in JAPA 1996:44:1: 79-116).

WHAT IS THE DIFFERENCE?

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are recognized in both psychotherapies, attempting new modes of relationship can also occur in both but are more readily supported and understood with more frequent meetings.

One important conclusion is that the optimal therapy for a given patient cannot be known without a thorough assessment, for some patients psychodynamic psychotherapy promises to be more helpful, for others psychoanalysis is the treatment of choice.

The decision about form of therapy is a joint decision between a well informed therapist and a well informed patient.

WHAT ANALYSTS DO

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What is the motivation for this level of volunteer work? Psychoanalytic teaching and supervision has always followed the Hippocratic ideal of one generation's students providing instruction to the following generation without cost. My motivation includes the advancement of my career but also is an expression of gratitude to my teachers for the countless hours they provided gratis to me, supporting me when the challenges seemed insurmountable.

ASSOCIATION FOR CHILD PSYCHOANALYSIS

A. Scott Dowling, M.D.

Meetings of the Association for Child Psychoanalysis are unlike most other analytic meetings in their informality and strong clinical orientation. They are intimate, with a usual attendance of 100 child analysts and candidates, and are focused on diagnosis and psychoanalytic technique in clinical work with children. They attract presenters and participants from the leading child analytic clinics worldwide. For example, at this meeting Adriana Lis presented her work from Padua on Parent-Infant Psychotherapy. The theme of this meeting was *Defenses: Development, Alterations, and Role in Therapeutic Action*.

Hanna Perkins Center is high on the list of premier clinics and was well represented by Tom and Denia Barrett, both of whom have been officers of the Association. Denia was elected President Elect at this meeting, Tom is finishing his term as Secretary. I attended out of interest and as a representative of *Psychoanalytic Study of the Child* which received the Association's Annual Award for Excellence.

The meeting began with an open discussion of clinical and organizational issues in child analysis led by Carla Elliott-Neely, Ph.D., President. This was followed by a lively discussion of supervision of child

candidates led by Anita Schumker, D.O. There was agreement that the reawakening of the therapist's issues with parents is stimulated by analytic work with children and their parents. This often provokes countertransference issues that require supervisory skill in addition to maturity in the analyst. This workshop was followed on Friday afternoon by a presentation by Mary Davis, M.D., of a female adolescent with psychotic symptoms. Tom Barrett, Ph.D., the discussant, provided a succinct elucidation of the diagnostic issues, convincingly concluding that the child was suffering from an hysterical psychosis, not a primary psychosis such as schizophrenia. Later in the afternoon the participants chose one of four workshops, each with a presentation and discussion of a clinical case. The titles of these papers are evocative: "My Mind is Not a Spectator Sport"; "I Won't Grow Up"; "I Don't Think I Should be a General Anymore. Perhaps I Should be Something More Like a God"; "The Fights Will Never End"; and "Concurrent Work with Parents of Adolescents in Analysis: Parallel Shifts in Defenses."

Saturday was devoted to a Members Meeting and a Plenary Session, "Development of Defensive Function in a Young Child Caught in the Throes of Love and

Hate" presented by a former Cleveland Heights native, Lee Ascherman, M.D., now of Birmingham, Alabama. It was a gorgeous description of analytic interactions in working with a physically and emotionally difficult child. Much of the skill lay in Dr. Ascherman's careful restraint, avoidance of obvious but unhelpful comments and interpretations, and careful interpretive work in promoting development. Two hours of group discussion followed the three hour presentation.

Sunday morning is the traditional time for the Marianna Kris Memorial Lecture, given this year by Leon Hoffman, M.D., on "Separation and Castration Reactions: The Impact of Opposite Sex Siblings." Later in the afternoon Adriana Lis, Ph.D., Nathaniel Donson, M.D., and Catherine Henderson, Ph.D., presented "Parent Infant Psychotherapy." To my sorrow, I was unable to attend the Sunday presentations.

The Association for Child Psychoanalysis is a very special organization and their annual meeting is a very special meeting. All therapists working with children and parents can learn, be inspired and be consoled by like-minded colleagues at this yearly meeting.

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, Department of English, and Jeffrey Pence, Ph.D., Director of Cinema Studies at Oberlin College.

Contact Debbie Morse at dmorsepc@sbcglobal.net to be added to the e-mail list and to receive instructions regarding the rear entrance.

MAHLER'S CHILDREN: FOLLOWUP STUDIES

Denia Barrett, M.S.W.

When Margaret Mahler and her co-authors, Anni Bergman and Fred Pine, published *The Psychological Birth of the Human Infant* in 1975, ethnologists, psychoanalysts, developmental psychologists, mental health professionals, and early childhood educators were all interested in learning more about the first three years of life. Mahler focused on the subphases of psychological separation and individuation from four months to 36 months. From 1962 to 1968 she and her colleagues at the Masters Children's Center in New York studied 38 children and their 22 mothers to gather observational data about the normal unfolding of development in this age group. Four decades later, follow-up data is becoming available from interviews with some of those who were among the children in the original study. Anni Bergman and Inga Blow, the research assistant helping her organize the follow-up interviews, were among those who presented at the International Margaret Mahler Symposium held May 20-22 at the University of Padua in Italy. The specific title of the symposium was *New Perspective in Mahler's Separation-Individuation Theory: Neuropsychological Views and Developmental Psychopathology*. Contributors came from diverse backgrounds including psychoanalytic ego psychology, attachment theory, developmental research, and neuroscience. Those in attendance were provided with a rich experience and the intellectual challenge of integrating all these perspectives.

The meeting opened with a paper by Harold Blum on how the loss of a child af-

fects the relationship between parents and their next-born child. His paper, "The Replacement Child: Vincent van Gogh's Fantasies of Replacement and Twinship," traced the influence of a brother, also named Vincent and stillborn a year before van Gogh's own birth, on the artist's life, personality, art, mental illness, and suicide. Referring to the concept of maternal mirroring as an important element in the development of a healthy sense of self and independent identity, Blum discussed van Gogh's self-portraits as "self-mirroring attempts" to deal with impairments in parental empathy, ego deficits, and conflict from his early life, and with his deteriorating mental state as an adult.

The segue from psychobiography to neuropsychology was provided by Italian researcher Vittorio Gallese from the University of Parma. Professor Gallese's presentation, "Mirror Neurons, Embodied Simulation and the Neural Basis of Social Identification," began with a reference to Freud's "Group Psychology and the Analysis of the Ego" (1921) in which he lays out "the path from identification by way of imitation to empathy." According to Gallese, the discovery of "mirror neurons" is beginning to provide answers to how this actually occurs in the brain. Massimo Ammaniti, a psychoanalyst and professor of psychology at the University of Rome, and co-author Cristina Trentini, presented "In the Mind of the Mother: Empathy, Attachment and their Neurobiological Basis," in which they describe the reciprocal correspondence between neurobiological and psychological

aspects of empathy and parental preoccupation with their young child.

In addition to Anni Bergman's research looking at the original Mahler subjects, "The Mother Observed and the Mother Recalled," there were two additional papers, one by Adrianna Lis and another by Claudia Mazzeschi, using different research methodologies to study the adult follow-up interviews. Papers considering separation-individuation over the life-span included my discussion of Erna Furman's observations from the Hanna Perkins mother-toddler program that led to understanding the vital role a mother plays in the separation-individuation process when she can allow her child to own his or her body and the pleasures that come with self-care mastery. Papers by Thomas Barrett (Cleveland), Alessandra De Coro (Rome), Irene Olivotto (Padua) and Maria Rosa De Zordo (Trieste) all considered separation-individuation during adolescence. Chiara Nicolini and Palma Minervini (both from Padua) sensitively described the separation-individuation tasks for adult children caring for a dependent parent when the "child" is expected to differentiate, separate, and be left without leaving or abandoning the now-dependent mother or father.

I regret that space does not allow me to describe more of the fascinating clinical and research-oriented material that was presented at this symposium over three days of intense focus from nine in the morning until after seven in the evening.

GRAND ROUNDS AT RB&C

On April 24th, Richard Grossberg, M.D., gave grand rounds at Rainbow Babies and Children's Hospital titled, *Working with Families of Children with Chronic Illness: Lessons for Psychoanalysis*. Dr. Grossberg is Medical Director at the Hattie Larlham Center for Children with Disabilities, a 130-bed long term care facility for severely disabled children. He discussed his insights into the complexity of the doctor-patient relationship, based on his work at Hattie Larlham and on his psychoanalytic training. He de-

scribed Freud's historical works on cerebral palsy (a term he coined!) and briefly outlined Freud's topographical and structural theories of the mind and the psychosexual stages of development. A central theme was defense mechanisms and how they operate in common clinical scenarios with families and patients. The concepts of transference and counter-transference were introduced with clinical examples of the subtle ways they manifest themselves in the doctor/patient relationship.

The talk was well attended by physicians, nurses and other medical and paramedical personnel. The audience expressed interest in exploring ways in which analytic ideas can be integrated into pediatric training. Dr. Grossberg is boarded in General Pediatrics and Neurodevelopmental Disabilities. He is entering his fourth year of adult psychoanalytic training.

MEMBERS IN THE NEWS

At the Center's annual meeting on June 10, **Patricia Martin, M.D.**, became Chairperson of the Education Committee of CPC. Dr. Martin and the Education Committee are responsible for the educational programs for candidates in psychoanalysis. Its subcommittees include Progression (which oversees the progress of analytic candidates), Child Analysis (which develops programs and curriculum in child analysis), Curriculum (which develops curriculum in adult analysis), and Appointments (which oversees appointments within the Education Committee).

Denia Barrett, M.S.W., was recently elected President Elect of the Association for Child Psychoanalysis.



Vera J. Camden

Vera J. Camden, Ph.D., Training and Supervising Analyst at the CPC and Professor of English at KSU, chaired the April 2008 External Review of Emory University's proposed M.A. in Psychoanalytic Studies, which is directed by Professor Sander Gilman and Steve Levy, M.D. In addition to Dr. Camden, the site visit team included Robert Michels, M.D., Dominique Scarfone, M.D., and Susannah Heschel, Ph.D.

Dr. Camden's paper, "The Past is a Foreign Country: The Uses of Literature in the Psychoanalytic Process," was published in *Psychoanalysis and Narrative Medicine*, 2008, edited by Peter Rudnytsky and Rita Charon, and was recently reviewed in the *New England Journal of Medicine*. This volume is in the Center Library.

Dr. Camden will speak in response to Dr. Christopher Bollas on the panel, "Unconscious Communication and the

Psychoanalytic Sequence," chaired by Peter Rudnytsky at the Modern Language Association meeting in San Francisco, December 2008.

Ed Novak, LPCC, incorporated his experiences as a student in the Psychoanalytic Psychotherapy Program in an article he wrote for the April 2008, *Transactional Analysis Journal*. The article, "Time, Space, Attention and the Awakening of a Fundamentally New Experience: Addressing Unconscious Processes in Transactional Analysis," examines the importance of exploring unconscious processes with clients in psychotherapy.

David Pincus, D.MH., and other members of the Mind-Brain Consortium at Summa Hospitals in Akron recently attended a weeklong workshop at the Yale Child Study Center with Linda Mayes, Peter Fonagy, Mary Target and others, on utilizing psychoanalytic ideas in the research process.

In March, David Pincus, Walter Freeman (Berkeley), and Ed Tronick (Boston) presented papers at a festschrift honoring Arnold Modell, training analyst at Boston Psychoanalytic, professor at Harvard, and author of many books and articles. A significant part of the discussion was focused on how Modell's ideas of the centrality of metaphor guided the model building in Pincus, Freeman and Modell's recent paper on transference.

Scott Dowling, M.D., editor of *Psychoanalytic Study of the Child*, received the Award for Excellence of the Association for Child Psychoanalysis on behalf of the Editorial Board. *Psychoanalytic Study of the Child*, a yearly volume, has published seminal papers in both adult and child analysis for the past 63 years.



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