

**Cleveland Psychoanalytic Center**

**BULLETIN 2005-2007**

**Psychoanalyst Training  
Program**

**and**

**Psychoanalytic Psychotherapy  
Program**

Cleveland Psychoanalytic Center  
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The mission of the Cleveland Psychoanalytic Center is to promote the development and use of psychoanalysis for the benefit of the community.

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## From the President of the Center

We welcome your interest in the Cleveland Psychoanalytic Center. Our mission is "to promote the development and use of psychoanalysis for the benefit of the community." Cleveland's outstanding educational, scientific, and artistic institutions, in close proximity to the Center, provide an excellent intellectual environment for psychoanalysis to flourish. The Center is devoted to maximizing this potential in the 21st Century.

The Psychoanalyst Training Program is the cornerstone of the Center's many activities. It continuously replenishes the community of psychoanalysts who serve northeast Ohio. In addition, the Psychoanalytic Psychotherapy Program enriches the practice of effective psychotherapy by other experienced mental health professionals. Intellectual ferment pervades our numerous educational activities for candidates, graduate analysts, and the larger intellectual community.

A major building and development program in 2004 gave us bright and comfortable new facilities for meetings, office staff, and an extensive library. Electronic cataloguing is underway, for easy access to the entire psychoanalytic literature. The Center encourages easy use of its library holdings by members and colleagues in the community.

The Center also provides significant resources for people in need of psychoanalytic services. The Katan Consultation and Referral Service offers ready access to evaluation and referral for therapy. We attempt to maintain a program of grants to subsidize treatment for individuals who would otherwise be unable to afford it.

Becoming a psychoanalyst requires deep personal commitment and extensive training over and above that of our basic mental health professions. We feel that the rewards are great because we can see the fruits of this powerful treatment method, based on honesty, trust, and understanding and backed by a century of scientific study, in a unique treatment relationship. We encourage your interest and would be delighted to speak with you about it in person.

Sincerely yours,

Norman A. Clemens, M.D.  
President, Cleveland Psychoanalytic Center

## From the Chair of the Education Committee

As Chair of the Education Committee, I welcome those who have an interest in the training programs of the Cleveland Psychoanalytic Center. Psychoanalysis, which is the theoretical and clinical basis of those programs, recognizes and studies psychological, physiological, and cultural factors in the formation and life of the human mind. In our courses in therapeutic psychoanalysis and psychoanalytic psychotherapy we study techniques of resolving conflict and assisting disturbed development as expressed in individual symptoms and interpersonal distress.

The Cleveland Psychoanalytic Center provides integrated training in all aspects of psychoanalytic psychology. Our faculty includes professionals trained at the doctoral level in clinical psychology, medicine, the social sciences and the humanities, as well as psychoanalysis. This blend of expertise guides the student in learning to facilitate healthy development from child-rearing to old age and to address clinical problems from early childhood behavior disturbances to the psychological disorders of adults.

Full psychoanalytic training takes time, energy and financial resources. Those of us who have lived our lives in contact with these ideas and approaches are of one mind that the sacrifices are more than matched by the richness, subtlety, and effectiveness of psychoanalysis in our day to day lives. Those lives include professional work as clinicians, as educational and research academics, and as experts involved in public policy.

We invite you to talk to us about your ambitions in this field and stand ready to help you make your dreams of using psychoanalysis in your personal, professional, and academic life become a reality. We look forward to your joining us as colleagues in the challenging enterprise that is psychoanalysis.

Sincerely,

Scott Dowling, M.D.  
Chair, Education Committee

## The Cleveland Psychoanalytic Center

Psychoanalysis has been an integral part of Cleveland's scientific, medical, and professional life for more than half a century. It remains a fundamental source of information about the human mind, an effective treatment for emotional and mental pain, and a vital force working for the betterment of northeast Ohio.

The Cleveland Psychoanalytic Center, located near the University Circle area of Cleveland, is a psychoanalytic training institute accredited by The American Psychoanalytic Association (APsaA) in 1963. More than forty years later, the Center continues to prepare the psychoanalysts of the future to provide analytic treatment, to contribute to their professional and academic fields, and to advance psychoanalytic knowledge and practice.

For clinicians seeking further development as therapists or preparing to enter the Psychoanalyst Training Program, we offer advanced training in psychoanalytic psychotherapy. Our many seminars for professionals and forums for those from other fields of interest complete a wide array of educational opportunities.

For those who wish to study psychoanalysis and its applications, the Center provides a scholarly and supportive setting, an excellent faculty, extensive library, and challenging curricula of study. We welcome diversity, value individuality, and cherish the community that we share as psychoanalysts and students of psychoanalysis. We are committed to high ethical, as well as intellectual, standards in all we do.

## The Psychoanalyst Training Program

The Cleveland Psychoanalytic Center (CPC) offers training in both adult psychoanalysis and child and adolescent psychoanalysis.

# Adult Psychoanalyst Training

## Components

Psychoanalytic training has three concurrent components: 1) the candidate's personal psychoanalysis; 2) supervised clinical work; and 3) four years of seminars.

### *Personal Analysis*

The personal or training analysis is the foundation for training in psychoanalysis. In addition to providing a firsthand experience of analysis, the training analysis enables the candidate to recognize, understand and deal in a mature way with internal conflicts and problems in order to have the necessary freedom to conduct psychoanalyses with competence. Training analyses are conducted four or five days a week and are expected to be in progress during a significant period of the supervised clinical work of the program. However, the duration of analysis is an individual matter, determined during the course of the analysis. Likewise, the fee is arranged individually and privately.

As soon as possible after admission, the candidate either selects a Training and Supervising Analyst (TSA) from the names provided by the Education Committee Secretary or is assigned a TSA by the Education Committee if the candidate prefers. If an applicant is already working with a TSA, he or she ordinarily continues to do so throughout the training. Although the candidate's analysis is a requirement of training, his or her analyst upholds confidentiality and does not participate in discussions of any aspect of the candidate's progress throughout training.

### *Supervised Clinical Work*

A second essential feature of training is psychoanalytic work under supervision. Shortly after admission the candidate chooses a supervisor with whom to discuss his or her clinical work and conceptualize who may be able to benefit from psychoanalysis. Ordinarily, the initial supervisor continues as the first analytic case supervisor.

Candidates begin their first analytic case as early as possible, usually during the first year of classes, with four or five analytic hours per week. Candidates work under supervision with a minimum of three adults, at least one male and one female, and with a different supervisor for each case. Supervisors are selected from a list of Training and Supervising Analysts provided by the Education Committee. Their fees are arranged between the candidate and individual supervisor and paid privately. The frequency of supervisory sessions is arranged privately as well although weekly meetings with the supervisor of the first case are recommended.

Annually, each candidate presents and discusses his or her analytic work to the other candidates and a discussant from the Education Committee or a visiting analyst.

### *Seminars*

The four-year didactic component of psychoanalytic training consists of a series of seminars that convene at the Cleveland Psychoanalytic Center. The core curriculum is taught by the Center faculty in two ninety-minute seminars per week throughout the academic year.

Courses are designed for in-depth study of three main areas: Psychoanalytic Theory, including its genesis from Freud to present models; Human Development, from infancy through senescence; and Psychoanalytic Technique.

Additional seminars in Writing foster the candidates' ability to integrate and effectively portray the various aspects of their psychoanalytic work. In addition, candidates write about the literature as it pertains to current clinical experience. A required series of seminars on Ethics is based on the *Principles and Standards of Ethics for Psychoanalysts* and the *Ethics Case Book*, both from the American Psychoanalytic Association. A continuous case conference meets weekly during much of the four years.

Candidates, along with the wider intellectual community,

have the opportunity to participate in Scientific Meetings, in which visiting analysts and other experts present their papers, six or seven Friday evenings of the year. Most guest lecturers meet with the candidates the following morning to explore ideas in a more intimate format.

## **Admissions**

The Psychoanalyst Training Program is designed for applicants who meet guidelines for eligibility and suitability established by the American Psychoanalytic Association (APsaA), the accrediting body of the Center's training institute. APsaA continuously studies and revises its guidelines. As of summer 2004, the following policies are in effect:

### *Eligibility*

Doctors of Medicine and Osteopathic Medicine who are in, or have completed psychiatric residency, and Ph.D.

Psychologists or other mental health professionals with doctoral degrees from accredited programs, are eligible. Also eligible are those with a master's level degree in social work, marriage and family therapy, and psychiatric nursing (highest clinical degrees in their fields) if they have completed a two-year organized post-master's training program in individual psychotherapy that included supervised clinical experience. The CPC's Psychoanalytic Psychotherapy Program [PPP; see p. 35] is designed to meet this requirement.

Those social workers, marriage and family therapists, and psychiatric nurses who have not completed such a two-year program will require a waiver for training from The Committee on Preparedness and Progress (COPAP) of APsaA for full clinical training. Under these circumstances, the Education Committee applies to APsaA for the waiver once the applicant has been accepted for training by the Cleveland Psychoanalytic Center. A waiver is also required for those applicants with master's degrees in fields offering Ph.D.s such as Psychology or Counseling. A waiver is required even if the individual has taken a two-year psychotherapy course. A waiver is also required for M.D.s and D.O.s who do not have

psychiatric residency training.

Academic scholars with an interest in psychoanalysis are encouraged to apply. Teachers or scholars must submit a formal application with performance reviews and have work in progress that will further the development or application of psychoanalysis. Professional publications are a plus. In each of these cases, the Center must obtain a waiver from APsaA before clinical training can begin. The Center provides clinical experience to academics through a comprehensive program that includes infant and child observations, and supervised evaluation and treatment of analytic patients. Those who elect not to pursue clinical training will be eligible to receive a Research Associate Diploma upon satisfactory completion of the didactic portion of the curriculum.

### *Suitability*

Because of the intensely personal nature of analytic work, institutes accredited by APsaA weigh not only the applicant's education and professional background, but also certain personality factors. These characteristics include personal integrity and maturity; a demonstrable interest in the vicissitudes of human experience and psychological growth; a capacity for psychological understanding and sensitivity; the ability to listen and communicate empathically; the desire to make observations non-judgmentally in an inherently subjective field; and a tolerance for frustration, complexity and ambiguity. Psychoanalytic training helps the candidate (student) develop and integrate these characteristics within herself or himself.

### *Application*

Applications are processed on a rolling basis throughout the year. An application for admission may be obtained from the Chair of the Admissions Subcommittee or from the Administrative Coordinator of the Center. When the completed form and references have been received, the applicant meets with the Chair of the Admissions Subcommittee, if he or she has not already done so, and individually with three members of the Subcommittee. The

purpose of these interviews is to assess the applicant's level of clinical competence as well as suitability for analytic training. The application is reviewed by the Admissions Subcommittee, and a vote is taken, leading to recommendation for or against admission, or for deferral. The Education Committee (EC) reviews this recommendation and makes the final decision. The EC notifies the applicant of its decision in writing.

## **Tuition and Fees**

All candidates pay an Administrative Fee of \$1,000 annually throughout their candidacy, including years of supervised clinical work that extend beyond the four didactic years. Tuition for adult training is \$6,000, paid in four annual installments of \$1,500 prior to each fall semester or via a payment plan which may be arranged with the Center Executive Director. Candidates who have studied at the Hanna Perkins Center receive a reduction in tuition to \$4,000, but no change in the annual Administrative Fee of \$1,000.

The Center expects candidates to keep their accounts current. In general, no fees will be refunded after a candidate begins classes. If an accepted applicant decides not to enroll two weeks or more prior to starting classes, fees will be refunded less a handling fee of \$300. The Center will assist, to the degree possible, any candidate who may be in need of scholarship or loan support. The Psychiatric Educational Foundation offers loans to assist with the cost of the personal psychoanalysis. The Chairman or Secretary of the Education Committee can provide information about applying for assistance. Any special financial arrangements must be documented in writing and carry the signature of the Center's Executive Director.

## **Cleveland Candidates Association**

The Cleveland Candidates Association (CCA) grew out of the candidates' interest in mutual support and advocacy for their common concerns. The group recently has been active in expanding psychoanalytic educational opportunities by proposing or co-sponsoring events that benefit not only the

candidates but others as well. In 2005, CCA arranged for Cleveland to be one of two psychoanalytic institutes nationwide to host the current National Woman Psychoanalytic Scholar, Dr. Rosemary Balsam, for a weekend of seminars for analysts and candidates and a Scientific Meeting, open to mental health professionals. CCA is a self-governing affiliate organization of the Cleveland Psychoanalytic Center.

## Progression and Graduation

The Progression Committee, composed of all members of the EC, follows the candidate's progress towards graduation using the written reports of the clinical supervisors, case conference discussants, and seminar instructors. Examples of skills and abilities taken into account are: grasp of theory; application of theory to clinical work; skill with establishing, discussing and writing about treatment process; constructive use of clinical supervision, the psychoanalytic literature, and seminar discussions; capacity for self-examination; and progress towards integrating instruction and supervision with his or her analytic identity and approach. Course work is ungraded, but faculty and clinical supervisors expect to discuss the candidate's progress with the candidate whenever it is useful to do so.

Graduation from the program is determined for each candidate individually and is based on the Principles and Standards for Education in Psychoanalysis of the Board on Professional Standards (BOPS) of The American Psychoanalytic Association. Graduation requirements include successful completion of four years of classes and a capacity to establish and maintain independent analytic work. The candidate must also have completed a significant period of supervised work. Additional, unsupervised work may be underway. Before graduating, the candidate must also demonstrate an ability to work towards a satisfactory termination of an analytic treatment, even if an actual termination has not taken place. All tuition and fee obligations must be satisfied prior to graduation.

At its Annual Meeting in 2004, BOPS made it possible for candidates in dual programs, who have completed child training, to graduate in Child & Adolescent Psychoanalysis before completing adult training. The standards and practices of BOPS are expected to further evolve.

## Post-graduate Development and Certification

The Education and Faculty Committees encourage graduates to continue their involvement in the Center by participating in its many internal and community activities, in addition to developing their psychoanalytic practices and identity. The EC supports graduates applying for Certification in Adult Psychoanalysis or in Child & Adolescent Psychoanalysis by the Board on Professional Standards of APsaA. Within institutes accredited by APsaA, certification is a prerequisite for applying for appointment to the position of Training and Supervising Analyst and for becoming a Fellow of The Board on Professional Standards. Information about certification and the application may be obtained from The American Psychoanalytic Association, 309 East 49th Street, New York, NY 10017.

## Curriculum

### *Principles*

The didactic curriculum is the foundation of a way of understanding the mind. It begins by following the evolution of Sigmund Freud's theories, contributions by other observers of human development, and basic concepts of the technique of psychoanalysis. It then covers several contemporary theoretical paradigms and special topics. The contributions of child analysis and adult analysis are integrated in the curriculum.

Those who wish full training in Child & Adolescent Psychoanalysis participate in additional seminars, case conferences and supervised clinical work with children and their families. For those who have completed an extensive child and adolescent psychoanalytic course such as the one offered at Hanna Perkins Center, waiver of duplicated courses is available.

Other special arrangements, such as tutorials, individual projects, or a modified curriculum are possible. Applicants who are admitted considerably before the next class matriculates may begin supervision and attend suitable courses.

### *General Organization*

The formal curriculum is four years in length, with seminars scheduled from September through May or June. Each academic year includes two 90-minute seminars per week for 32 weeks. In addition to the basic curriculum, the Education Committee expects the candidate to participate in clinical conferences, continuous case studies, Friday evening Scientific Meetings, and seminars with visiting analysts.

### *Course Descriptions*

The course listings below represent the current curriculum. The Curriculum Committee continuously evaluates the courses offered and periodically makes revisions that reflect the research interests of the faculty and candidates, needs of candidates, and controversies and advances in psychoanalysis.

<b>FIRST YEAR</b>	<b>FIRST SEMESTER</b> Orientation to Candidacy Introduction to Writing about Process Early Development of Freud’s Thought, I Psychoanalytic Theories of Infant/Child Development: Infancy Continuous Case Conference
	<b>SECOND SEMESTER</b> Early Development of Freud’s Thought, II Introduction and Opening Phase of Analysis Resistance, Transference, and Counter-transference Freud’s Cases Continuous Case Conference

**ORIENTATION** (2 sessions)

In one or two orientation sessions, faculty members present the history of the Center, introduce its mission, structure, resources, and activities, and provide information about candidacy.

**EARLY DEVELOPMENT OF FREUD’S THOUGHT, I** (26 seminars)

The year begins by putting Freud’s life and early writings in an historical context. It follows the evolution from an organic theory of mental activity to an inward, psychological view with increasing elaboration of the unconscious activity of the mind. This course is a study in the development of topographic theory and how that theory led to the “talking cure”. The early case histories illustrate this initial psychoanalytic work. The Interpretation of Dreams concludes this introduction.

**INTRODUCTION TO WRITING ABOUT PROCESS** (4 seminars)

The goal of this brief course is to familiarize candidates with the skills needed to write effectively about clinical experiences. This is accomplished by each candidate writing a description of process. Each member of the class in turn prepares and presents a critique of the written report. Models for conveying process in the psychoanalytic literature are discussed. Candidates write about treatment process across the curriculum.

**PSYCHOANALYTIC THEORIES OF INFANT AND CHILD DEVELOPMENT** (16 seminars)

After two sessions in which the class explores the meaning and implications of the concept of "development," the course elaborates three topics. First, it provides an overview of psychoanalytic theories of infant development. Second, it links those theories with the psychoanalytic theories of their principal protagonists: Sigmund Freud, Anna Freud, Melanie Klein, Donald Winnicott, Jean Piaget, Margaret Mahler, Rene Spitz, and Daniel Stern. The resulting critique provides insight into the methods and assumptions of each of these authors.

Third, the class delves into the central issues of psychoanalytic developmental psychology. These issues include the formation of a sense of self and other; gender awareness and expression; the central role of human relationships and of the drives; the dichotomous tasks of achievement of human closeness vs. achievement of autonomy; and the interaction of cognitive and emotional factors in human development.

In addition to the course work, arrangements may be made for observation of the infant-mother pair in a well-baby clinic, and of pre-school children in a nursery school, in the first or any other year of the training.

**CONTINUOUS CASE CONFERENCE** (Up to 16 seminars)

In this course, an advanced candidate presents his or her analytic work throughout both semesters, permitting

candidates at all levels to follow and discuss an analysis as it develops. A faculty member serves as discussant and facilitator. The Continuous Case Conference is scheduled in addition to the two regular, weekly seminars at a standing time.

### **INTRODUCTION AND OPENING PHASE OF PSYCHOANALYSIS** (7 seminars)

Analyzability and the beginning of an analysis are considered and compared for children and adults, as candidates evaluate individuals they are seeing under supervision. Practical issues discussed include identifying individuals for whom analysis is indicated, presenting the recommendation for analysis, the "analytic contract," use of the couch, missed appointments and fees. We will address the differences between analysis and psychoanalytic psychotherapy, and the transition from psychotherapeutic to psychoanalytic technique.

The mutual and differing tasks and emotional requirements of the analytic dyad are considered. Aspects of the analytic stance are discussed, including the multiple meanings of neutrality, and the use and misuse of anonymity and abstinence. Communication as it occurs in verbal and nonverbal ways, including evocation of feelings and behavior in the analyst-analysand relationship, will be studied.

Candidates preparing to work with children before the third year of the curriculum can arrange a tutorial in the technical features of Child Analysis in the first or second year.

### **RESISTANCE, TRANSFERENCE AND COUNTERTRANSFERENCE** (9 seminars)

This basic Technique course introduces the fundamental concepts of resistance, transference, and countertransference. This brings in the "real" relationship of analyst and analysand using the historical views of Freud and subsequent work of Racker, Greenson, Sandler, Weinschel, Jacobs, Stein, Bird and others. The analyst's use of the countertransference as providing essential analytic information is studied. The concept of projective

identification as advanced by Melanie Klein and elaborated by Ogden, Kernberg and others will be explored.

**FREUD'S CASES** (6 seminars)

This course consists of detailed study of "The Wolf Man" and "Little Hans" to provide clinical examples of Freud's work from the topographic point of view.

<p><b>SECOND YEAR</b></p>	<p><b>FIRST SEMESTER</b></p> <p>Topographical, Structural Points of View, Embellishments and Controversies I</p> <p>Interpretation, Reconstruction, Working Through, Insight, Structural and Other Change</p> <p>Technique in the Middle Phase of Analysis</p> <p>Continuous Case Conference</p>
	<p><b>SECOND SEMESTER</b></p> <p>Topographical, Structural Points of View, Embellishments and Controversies II</p> <p>Phases of Development from Preoedipal through Adolescence</p> <p>Continuous Case Conference</p>

**TOPOGRAPHICAL, STRUCTURAL POINTS OF VIEW, EMBELLISHMENTS AND CONTROVERSIES I** (32 seminars)

The second year of theory studies the elaboration of metapsychological complexity in Freud's drive theory from the topographic point of view into the drive theory from the structural point of view and further into ego psychology. The understanding of metapsychology is then applied to

psychoanalysis as practiced in a form different from drive theory and ego psychology, such as that developed by Bion or Lacan.

**INTERPRETATION, RECONSTRUCTION, WORKING THROUGH, INSIGHT, DURABILITY OF CHANGE** (8 seminars)

This Technique segment carefully isolates and studies fundamental approaches in clinical work. In addition to consideration of interpretation and reconstruction, both essential for insight and ego mastery, the course considers the psychic potential for change. It concludes with consideration of limitations in analysis and the prospect of re-analysis later in life.

**TECHNIQUE IN THE MIDDLE PHASE OF ANALYSIS** (8 seminars)

This course builds on the preceding technique course with a study of the pragmatic or manifest problems of maintaining and fostering the analytic relationship through the often lengthy middle phase of the analysis. These include illness or pregnancy in the analyst, extra-analytic contact, and other challenges of practice.

**PHASES OF DEVELOPMENT FROM PREOEDIPAL THROUGH ADOLESCENCE** (16 seminars)

Building on the previous year's seminars, this course focuses more closely on the descriptive details of psychological development in the Preoedipal, Oedipal, Latency and Adolescent phases. Again the presentation follows the changing emphases of prominent writers including Freud, Anna Freud, John Bowlby and associates, Jean Piaget, Peter Blos, and others. Case reports provide examples for discussion.

**CONTINUOUS CASE CONFERENCE** (Up to 16 seminars)

Discussion of the psychoanalytic work of a single candidate over a period of months affords the class an opportunity to follow the development of the work and examine changes that occur in the analyst and analysand over time. The theoretical frame, analyst's conceptualization of the analysand and the work, uses of transference and

countertransference, interpretation, and other methods are considered. A Training and Supervising Analyst meets with group throughout the course in order to share the group's knowledge of the work and facilitate its discussion

<p><b>THIRD YEAR</b></p>	<p><b>FIRST SEMESTER</b>  Object Relations Theory I  Adulthood  Clinical Issues  Continuous Case Conference</p>
	<p><b>SECOND SEMESTER</b>  Object Relations Theory II  Termination of the Analysis  Child Analysis  Self-psychology, Linguistics, and Other Theories  Continuous Case Conference</p>

**OBJECT RELATIONS THEORY (22 seminars)**

Readings and discussion emphasize the work of Melanie Klein as well as those of the Middle School in Britain including Ella Sharpe and Winnicott. The works of Edith Jacobson, Otto Kernberg and others in the United States are included. This material is linked with courses in technique and special problems in children and adults, such as the atypical child and the borderline adult.

**ADULTHOOD (8 seminars)**

There are two focuses for this course: First, developmental changes that include the passage from adolescence to adulthood along with psychodynamic changes that occur throughout adulthood. Second, the course addresses personality factors that tend to remain relatively unaltered from childhood and adolescence in the personality of the adult.

**CLINICAL ISSUES** (8 seminars)

This segment considers the psychodynamics and treatment approaches to a series of prominent disorders of adults. These include: phobia, obsessional disorders, hysteria, neurotic depression, and both narcissistic and borderline personality disorders. Readings are from psychoanalytic authors as well as English literature. A short documentary film demonstrates the disintegrating impact of early childhood trauma.

**TERMINATION** (6 seminars)

This course explores the analyst and analysand's respective roles in determining readiness for termination of the analysis. Issues of technique that are explored include achieving mutuality between the dyad when planning to terminate and managing an interrupted analysis or a unilaterally determined one. Practical aspects include setting a date and working through the termination phase. Emotional reactions of the analytic pair are studied, including transference and countertransference reactions and mourning the loss of the real relationship.

Studies of follow-up and post-analytic change in both analysand and analyst are discussed. Consideration is given to the fate of the transference, transference neurosis, and countertransference. Development of insight, change in behavior and character, structural change, the capacity for continued growth and the ability to use self-analysis after termination are explored. Clinical material from terminating cases may be presented.

**CHILD ANALYSIS** (8 seminars)

In this course, transference, countertransference and the real relationship in work with the child and parents are explored. Practical considerations and aspects of communication including play techniques and verbalization are highlighted. The course material also addresses the role of development in assessing the need for and possibility of analysis and the effect of development on the process of analysis. The goals of analysis, and aspects of termination, follow-up and post-

analytic development are discussed. The analysis of children is compared with the analysis of adults. It is hoped that this course will encourage candidates to consider analyzing at least one child as part of their overall course of study.

**SELF-PSYCHOLOGY, LINGUISTICS, AND OTHER THEORIES CLINICAL ISSUES** (10 seminars)

This course focuses on theories that depart from the concepts of ego psychology and libido and structural theory, such as self-psychology (Kohut), linguistics (Lacan) and others.

**CONTINUOUS CASE CONFERENCE** (Up to 16 seminars) As in the first year, discussion of the psychoanalytic work of a single candidate over a period of months affords the candidate class an opportunity to follow the development of the work and examine changes that occur in the analyst and analysand over time. The theoretical frame, analyst's conceptualization of the analysand and the work, uses of transference and countertransference, interpretations, and other methods are considered. A Training and Supervising Analyst meets with group throughout the course in order to share the group's knowledge of the work and facilitate its discussion.

<p><b>FOURTH YEAR</b></p>	<p><b>FIRST SEMESTER</b>          Kleinian Theory and Practice          Aging and Senescence          Mind-Brain Concepts          Depression          Schizophrenia          Continuous Case Conference</p>
	<p><b>SECOND SEMESTER</b>          Sexuality and Gender          Applied Psychoanalysis          Ethics          Writing, Research, and Selected Topics</p>

**KLEINIAN THEORY AND PRACTICE** (8 seminars)

Review and elaboration of the historic context and contemporary relevance of Kleinian theories and practice are the aims of this course. The texts are two volumes by Robert Caper: Immaterial Facts, which addresses "Freud's Discovery of Psychic Reality," and "Melanie Klein's Development of Freud's Work," among other topics, and A Mind of One's Own, especially chapters on "Psychic Reality and the Analysis of Transference," "Internal Objects," and "A Mind of One's Own."

**AGING AND SENESCENCE** (4 seminars)

This course addresses psychoanalytic observations of changes that occur as adults meet the challenges of retirement, declining health, and loss of friends and family members. Readings are selected to illustrate the wide range in the ability of the elderly to retain hope and optimism while also facing mortality. We also consider the applicability of psychoanalysis and psychotherapy in the aging and old.

**DEPRESSION** (4 seminars)

These seminars investigate depression from a psychoanalytic frame, including its relation to attachment and loss, mourning, aggression, object relations, and defense. Case examples illustrate psychoanalytic constructs, and the use of medications in conjunction with psychoanalysis will be discussed.

**SCHIZOPHRENIA** (4 seminars)

This course begins with a study of Freud's classic paper on Schreber, followed by a few of M. Katan's numerous papers on this subject. The last two sessions include papers by Hanna Segal, Bion and Herbert Rosenfeld. The course focuses not only on psychoanalytic concepts of schizophrenia, but also applications of the study of schizophrenia to our understanding of narcissistic and psychoneurotic individuals.

**MIND-BRAIN CONCEPTS** (8 seminars)

This course introduces neuroanatomy and neurophysiology for candidates who have not studied these subjects previously. For those who have previously studied these topics, a tutorial in recent papers written on the interface between psychology and neurology is given.

**SEXUALITY AND GENDER** (12 seminars)

The faculty selects readings from the recent psychoanalytic literature that highlight aspects of sexuality and gender of current interest. The topics change; the 2003 seminar included the writings of Bollas, Frommer, Friedman, Balsam, Philips, Stoller, Meyer, Shafer and Chodorow. The subjects included questioning the analytically neutral position when working with a homosexual analysand, integration of male and female elements in gender identity, overstimulation, bisexuality, primary femininity, reassessing female castration anxiety, and the effect of pregnancy on body image in mother and daughter.

**APPLICATIONS OF THEORY** (6 seminars)

Psychoanalysis as a method of study of history, biography, creativity, literature, drama, art, music and allied fields is explored. Freud's papers and the work of Jones, Sachs, Shengold, Spruiell and others are discussed. Film, current

novels, and the writings of such authors as Joyce and Shakespeare may further illustrate the approach. Applications in law and the courts, adoption, work with the family, politics, myths, anthropology, or other fields of interest to the group may be included.

**ETHICS** (8 seminars)

An eight-session Ethics course is given on a regular basis. Candidates are invited to attend as early in their training as possible and encouraged to attend additional courses when offered. Sessions are based on the *Principles and Standards of Ethics of the American Psychoanalytic Association*, with the *Ethics Case Book* as the text. Study includes topics such as discrimination, informed consent, exploitation of the patient, third party payers and confidentiality, reporting of abuse, personal issues in the analyst including illness, impairment, and retirement, sexual and non-sexual boundaries and scientific research and writing.

**WRITING, RESEARCH AND SELECTED TOPICS** (8 seminars)

Participants explore the methods and results of formal research and other studies of such phenomena as the psychoanalytic dynamics, psychic change, infant and child development, characteristics and psychopathology of psychoanalytic patients, psychoanalysis as a treatment of mental illness, outcome and efficacy, and other topics as they arise.

*Required and Co-curricular Seminars*

There are numerous co-curricular opportunities available in which candidates are expected to participate. These include the candidates' regular case conferences; conferences with visiting analysts; the Center's Friday night Scientific Meetings (six to seven per year), the annual June Isquick Visiting Scholar Weekend; and a biennial "All Day Meeting" of analysts and candidates. Candidates are encouraged to arrange infant-mother and nursery school observations through the Chair of the Education Committee or Child Analysis program.

### *Independent Work and Electives*

Independent work including research projects can be undertaken with an advisor, subject to the approval of the Education Committee. Electives will be offered in the third, fourth, and subsequent year and after graduation and can replace certain aspects of the regular curriculum. Teaching opportunities are available through the Center's Psychoanalytic Psychotherapy Program and with the Center's teaching program for psychiatry residents and medical students.

### *Curriculum for Candidates and Graduates of Hanna Perkins Center*

The curriculum outlined below reflects the Education Committee's commitment to tailoring the program to fit the needs of the individual candidate. Applicants who have completed the course work at Hanna Perkins Center are not asked to duplicate work but are urged to participate in all of the courses without additional charge. Optional courses are listed below.

1st year

Introduction, Infancy and Pre-oedipal Phases

2nd year

Topographical, Structural Points of View, Embellishments and Controversies

Oedipal and Latency Phases and Adolescence

3rd year

Child Analysis

# Child & Adolescent Psychoanalyst Training

## Principles

For those interested in full training in child and adolescent analysis, the Center offers three programs. The first is for those who are beginning their analytic training and wish to be trained in child, adolescent and adult psychoanalysis; the second is for those who have completed adult training and wish additional training in child and adolescent analysis; and the third is for those who have had partial or complete child analytic training elsewhere. All three programs prepare the candidate to apply for certification in Child & Adolescent Analysis by the American Psychoanalytic Association.

In addition to analytic work with children and adolescents, competence in child analysis includes a variety of other specialized skills. Candidates in child analysis learn the details of evaluation of preschool, latency and adolescent children; they also learn to evaluate parents, including assessment of their capacity to provide support of ongoing analytic work. Working with parents and others close to the child, without compromising the child's analysis, is another skill unique to child analysis.

## Components

### *Personal Analysis*

The rationale and guidelines for training analysis are described in the section Components of Training for the Adult Psychoanalyst Training Program. (p. 9)

### *Supervised Clinical Work*

Psychoanalysis, under supervision, of three children is required, including one latency and one adolescent case. It is desirable but not required that the candidate work analytically with one pre-oedipal case and with children of both genders. Candidates in the combined Adult and Child &

Adolescent programs will conduct five cases under supervision: two adults and three children. The first child case may be started during adult training, once the candidate has received instruction in the assessment of children and parents and has had some course work in child development and child analytic technique. The second and third cases may be started after the preceding case is established and the supervisor(s) of the other case(s) report satisfactory progress.

### *Seminars*

The Child & Adolescent seminars provide a forum for discussion of clinical work and integration of psychoanalytic developmental theory with methods of working with adolescents, children and their parents. Both the faculty and candidates in the Child & Adolescent Psychoanalyst Training Program participate. There is a twice per month one hour seminar in which work with a child or adolescent is presented. This affords an opportunity for experienced and beginning child analysts to think about clinical material together. In addition, twice yearly a workshop is given on a child analytic topic by the geographic child training analyst.

## **Admissions**

### *Eligibility*

Graduates of an accredited training program in Adult Psychoanalysis or those already enrolled in the Adult Psychoanalyst Training Program at The Cleveland Psychoanalytic Center are eligible to apply for admission to training in Child & Adolescent Analysis. Training may begin upon acceptance. Guidelines for admission to the combined program in Adult and Child & Adolescent Analysis, are described in the Admissions section under Adult Psychoanalyst Training Program. (p. 11)

### *Suitability*

The same character traits and disposition for the work as specified for Adult Psychoanalyst Training are required for admission into the Child & Adolescent Psychoanalyst Training

Program. In addition, the successful applicant will possess a strong capacity for empathy with parents and tolerance for the wide range of behavior and verbal abilities of children and adolescents, including their use of play in the session; nonverbal, bodily, and instinctual actions as communications; impulsivity, and silence.

### *Application*

An application may be obtained from the Chair of the Admissions Subcommittee, the Chair of the Child Analysis Subcommittee, or the Administrative Coordinator of the Center. When the application and letters of reference are complete, an interview with two members of the Child Analysis Subcommittee will be scheduled, followed by a meeting with the Subcommittee Chair. The purpose of these interviews is to discuss professional training as well as suitability for child analytic training. The Education Committee then reviews the recommendation of the Child Analysis Committee and notifies the applicant in writing of its decision.

### **Tuition and Fees**

Tuition, fees, and terms of payment for combined adult and child training are described under the Adult Psychoanalyst Training Program. (p.13) No additional tuition is charged to candidates who are taking both child and adult training. Psychoanalysts who graduated from a program other than the Cleveland Psychoanalytic Center pay the annual administrative fee of \$1,000 and tuition of \$1,000 per year.

### **Progression and Graduation**

Graduation occurs in accordance with the *Standards for Training of the Board on Professional Standards of The American Psychoanalytic Association* and includes successful completion of all didactic courses and demonstration of an ability to work analytically with latency and adolescent children and with their parents. Progression and preparedness to graduate are evaluated by the Progression Subcommittee of the Education Committee, as described under the Adult Psychoanalyst section, but with stress on the

Child & Adolescent Program faculty's evaluations. It is possible to graduate in child and adolescent psychoanalysis before completing the adult program.

## Certification

The Education and Faculty Committees encourage graduates to apply for Certification in Child & Adolescent Analysis by the Board on Professional Standards of The American Psychoanalytic Association. Within institutes accredited by The American Psychoanalytic Association, certification is a pre-requisite for applying for appointment to the position of Training/Supervising Analyst and for becoming a Fellow of The Board on Professional Standards of The American Psychoanalytic Association. Information about certification and the application form may be obtained from The American Psychoanalytic Association, 309 East 49th Street, New York, NY 10017.

## Curriculum

Child psychoanalytic theory, technique, development, and ethics are an integral part of regular adult psychoanalytic training seminars. For Child & Adolescent candidates, additional components include in-depth discussion of development from various perspectives, of child and parent evaluation, and of working psychoanalytically with the child and parent.

### **STUDY OF PSYCHOANALYTIC TECHNIQUE WITH CHILDREN AND ADOLESCENTS**

Special consideration is given to the beginning of analysis, the place of play in child analysis, dream analysis with children, working with parents during analysis, termination of child analysis, and characteristics of transference and countertransference with children and adolescents. This seminar serves as the theoretical background for the case discussions and continuous case conferences.

### **CASE CONFERENCES**

Each candidate in Child & Adolescent Psychoanalysis presents his or her work twice yearly. These conferences, which

currently convene on Saturday mornings, are moderated by a supervising or visiting analyst and attended by other candidates in both Adult and Child & Adolescent analysis.

**CHILD & ADOLESCENT CONTINUOUS CASE  
CONFERENCE**

This seminar meets twice each month and allows in-depth study of an individual analysis over an extended period of time.

# Psychoanalytic Psychotherapy Program

## Educational Objectives

The post-graduate Psychoanalytic Psychotherapy Program [PPP] was founded in 1990 to provide intensive, clinically oriented continuing education to mental health practitioners with a strong interest in working psychodynamically. The goals of the two-year program are to foster the application of psychodynamic, and specifically psychoanalytic, principles to the clinical practice of psychotherapy. The curriculum of the program parallels those of psychoanalyst training: psychoanalytic theory, technique (in this case, psychoanalytic psychotherapy technique), development, and ethics.

## Components

The Psychoanalytic Psychotherapy Program consists of a weekly seminar supplemented by weekly individual clinical supervision with a graduate psychoanalyst. In addition, students may elect to engage in a personal psychoanalytic psychotherapy or psychoanalysis as a means of promoting self-awareness, deepening the educational experience, and addressing personal difficulties that may impinge on their clinical work. Names of psychoanalysts can be provided by the Program Coordinator.

## *Seminars*

The program's two-year, four-semester course of study consists of thirty weekly seminars during the academic year, September through mid-May. Seminars are co-taught by faculty of the Adult and Child & Adolescent Psychoanalyst Training Programs, with the addition of several well-qualified guest faculty. Substantial assigned reading is required. Discussion is informal. Class size is limited to foster frank exchange about clinical material and focused learning. The two-hour classes are currently held on Thursday evenings at the Cleveland Psychoanalytic Center.

### *Supervised Clinical Work*

In addition to the seminars, students in the program also arrange for private, individual clinical supervision with a psychoanalyst in private practice. A minimum of 30 documented hours of supervision per academic year is required for graduation from the Psychoanalytic Psychotherapy course. Most students find this a highly rewarding experience, and many continue in supervision after graduation.

Students and graduates of the PPP are welcome to apply for Affiliate Membership in the Cleveland Psychoanalytic Center. Study groups for continued study have been arranged and are on-going.

### **Admissions**

The Psychoanalytic Psychotherapy Program is designed for experienced therapists with a master's, doctoral, or medical degree and a current clinical practice. Documentation of the applicant's graduate degree(s), state license to practice, and professional liability insurance are required.

Admissions to the program are rolling. Prospective students may contact either the Center Administrative Coordinator or the PPP Coordinator to request an application. The application process includes submission of an essay on the applicant's clinical experience and interest in psychodynamic psychotherapy. Once the application has been received, the program Coordinator will schedule two admissions interviews. All applicants will be notified in writing of the admissions decision.

### **Tuition and Fees**

Tuition is \$1,200 and the materials fee is \$100 for each of two years. Fees for supervision are determined privately between student and supervisor; a minimum fee of \$40 per 50-minute session is required. Total cost for each year will be a minimum of \$2,500. Some flexibility in payment

arrangements is possible and may be arranged with the PPP Coordinator. No student will be permitted to graduate until all financial obligations are satisfied.

## Curriculum

<p><b>FIRST YEAR</b></p>	<p>Psychodynamic Theories          Development: Infancy and Early Childhood          Technique          Gender and Sexuality          Mind-Brain Connections          Case Conferences</p>
<p><b>SECOND YEAR</b></p>	<p>Psychodynamic Theories          Development: Latency, Adolescence, Adulthood, Old Age          Child Assessment          Technique          Psychopharmacology          Treatment Issues and Difficult Cases          Family Issues          Ethics          Termination          Case Conferences</p>

## Additional Educational Programs

In addition to the Psychoanalyst Training Program and Psychoanalytic Psychotherapy Program, the Cleveland Psychoanalytic Center provides a wide variety of educational programs.

### *Scientific Meetings and Lectures*

The Center holds six Scientific Meetings per year at which speakers present a paper and a discussant responds to it. These meetings are held on Friday evenings in the Amphitheater at Rainbow Babies and Children's Hospital and are open to the public.

### *Katan Symposium*

The Katan Consultation and Referral Service organizes a symposium series "Psychic Wounds and the Cycle of Life". Previous topics have included: *Incest and Other Trauma* (1992); *Violence in the Community* (1995); *Neuroscience of Subjectivity* (1997); *Love Relations, featuring Otto Kernberg, M.D.* (1998); *Mortality: Helping our Patients and Ourselves in the Face of Death* (2000); and *Working Towards Peaceful Schools and Communities* (2002).

### *June Isquick Visiting Scholar Program*

Since 1998, the Center has hosted a Visiting Scholar from abroad who spends several days lecturing and discussing cases with members of the Cleveland Psychoanalytic Center and other analytic institutes. The program is generously supported by Scott Isquick in memory of his wife. At least one lecture in the series is open to the public.

### *Study Groups*

Members of the Center and former students gather regularly to continue study and discussion on topics of interest. Current study groups include Object Relations; a group led by Psychoanalyst Gail Reed, Ph.D. of New York; and a group of graduates of the Psychoanalytic Psychotherapy Program.

### *Seminars in Applied Psychoanalysis*

The Center offers courses and mini-courses to community members interested in learning more about the application of psychoanalytic ideas. Topics have included study of the writings of William Blake and William Shakespeare, basic psychoanalytic principles, and the emotional impact of physical illness.

### *Film Discussions*

The Friends of the Cleveland Psychoanalytic Center regularly host discussions of films. Members of the Friends gather once a month on a Sunday evening to discuss a film they have seen from a psychoanalytic perspective.

## **Affiliates within the Cleveland Psychoanalytic Center**

### *Friends of the Cleveland Psychoanalytic Center*

The Friends of the Cleveland Psychoanalytic Center is a group of approximately eighty people who support the Center through financial gifts and volunteer-led special events. Funds raised by the Friends support the Center in many ways including supporting the work of the Katan Consultation and Referral Service which, when funding is available, provides subsidies to people unable to afford psychotherapy. The Friends often provide match- or bridge-funding for these efforts.

### *Association for Psychoanalytic Thought*

The Association for Psychoanalytic Thought (APT) is a group of mental health professionals and other community members interested in promoting insight into the human condition. The group, a part of the Cleveland Psychoanalytic Center, was formed in 1998. It is part of a network of similar groups at other affiliates of the American Psychoanalytic Association.

### *Cleveland Candidates Association (see p. 13)*

## National and International Affiliations

### *American Psychoanalytic Association (APsaA)*

The American Psychoanalytic Association (APsaA), the oldest national psychoanalytic organization, was founded in 1911. APsaA, as a professional organization for psychoanalysts, focuses on education, research and membership development. In addition to the national organization, APsaA's membership includes 29 accredited training institutes and 42 affiliate psychoanalytic societies throughout the United States. Since its founding, APsaA has been a component of the International Psychoanalytical Association, the largest worldwide psychoanalytic organization.

APsaA has developed vibrant and innovative programming for the mental health profession and the general public. The Association and its more than 3,300 highly trained members gather at semi-annual meetings in January and June to exchange ideas, present research papers, and discuss training and membership issues. Many public activities relating to psychoanalysis are presented by the APsaA's affiliated societies and by psychoanalytic institutes, which have the highest level of training available for psychoanalysts.

### *International Psychoanalytical Association (IPA)*

The IPA is the world's primary accrediting and regulatory body for psychoanalysis. Its mission is to assure the continued vigor and development of psychoanalysis as a science, as a treatment, and as a profession. The IPA works in partnership with its 57 constituent organizations in 34 countries to support a total of 11,000 members.

The aims of the IPA include creating new psychoanalytic groups, acting as a focus for information on all aspects of professional psychoanalytic life, conducting research and developing training policies and links with other bodies. The IPA organizes a biennial International Congress and other conferences.

### *International Psychoanalytical Students Organization (IPSO)*

The International Psychoanalytical Students Organization (IPSO) was formed in 1973 to advocate for representation of

candidates (students) in their institutes and societies and provide a forum for discussion of concerns and interests specific to psychoanalysts in training. Membership in IPSO is open to candidates in good standing of all psychoanalytic institutes affiliated with the International Psychoanalytical Association. Low, affordable dues and the opportunity for affiliation with other candidates worldwide make participation in IPSO highly attractive and inclusive for those in training. IPSO schedules its own conferences at the time and place of IPA's International Congress, every other year.

## About Cleveland

The Cleveland Psychoanalytic Center is located a short distance from University Circle, home to a number of prominent educational and cultural attractions. Case Western Reserve University and School of Medicine, University Hospitals of Cleveland, and The Cleveland Clinic are within minutes of the Center. One of the major orchestras of the world, the Cleveland Orchestra, is housed in the newly expanded and acoustically exceptional Severance Hall. The Cleveland Museum of Art, which faces a beautiful lagoon and green space, contains an outstanding collection of art and sponsors classes, gallery lectures, international art exhibits, movies, chamber and organ music and frequent receptions. Admission to the Museum is free. Nearby is the Cleveland Museum of Natural History, The Cleveland Institute of Art, the Cleveland Institute of Music, and The Cleveland Botanical Garden, featuring The Glasshouse, which contains two ecosystems and acres of landscaped gardens. The Rock and Roll Hall of Fame and Museum, located downtown, attracts fans, students, and cultural anthropologists alike.

Numerous other museums, libraries, and literary societies thrive throughout the area. Among the many area colleges and universities are Oberlin, Baldwin-Wallace, Case Western Reserve University, Cleveland State, Cuyahoga Community College, and John Carroll University.

Cleveland also boasts outstanding restaurants. Little Italy (adjacent to University Circle) houses excellent Italian restaurants. There are many Cleveland ethnic restaurants including African, Chinese, Vietnamese, Polish, German, Indian, and French.

Several major pro-sports franchises make Cleveland their home: Cleveland Browns (football), the Cleveland Indians (baseball), and Cleveland Cavaliers (basketball) to name a few. Cleveland's picturesque location on Lake Erie and the Cuyahoga River provides the setting for beaches, marinas, dinner cruises, and nightlife on the waterfront. Greater Cleveland is encircled by magnificent parks and trails. Housing costs are most reasonable in historic and modern homes, urban and suburban. Cleveland is a wonderful place to live, play, work and raise a family. Its psychoanalytic community is pleased both to contribute to and benefit from the many advantages of residing here.

## Members of the Cleveland Psychoanalytic Center

### Active Members

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\*indicates Training and Supervising Analysts

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IN MEMORIAM

**Edward J. Schiff, M.D.**

January 2, 2004