

# PSYCHOANALYSIS

*in Cleveland*

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The Newsletter of The Cleveland Psychoanalytic Center

November 2002

## **MINDSET AND ALTRUISM: THEME OF KATAN SYMPOSIUM 2002**

*Arthur L. Rosenbaum, M.D.*

Stuart W. Twemlow, M.D. identified the characteristics of the natural leader. He counted the mindset and the quality of altruism among the most important considerations in his keynote address at the 2002 Katan Symposium, *Working Toward Peaceful Schools and Communities*. His talk, *Modifying Violent Communities by Enhancing Altruism: A Vision of Possibilities*, was responded to by a panel of community leaders moderated by Lee Fisher, President and CEO of the Center for Families and Children. He guided the panelists into a dialogue with Dr. Twemlow and facilitated the expansion of the discussion to include the audience. Together, they explored how essential to the process of addressing community problems is the mindset and altruism of the leaders.

The panelists, Elise Ellick, Director of the Adolescent Consortium of Northeast Ohio of the Center for Adolescent Health at CWRU School of Medicine, Gregory Brown, Senior Fellow for Policy, Planning and Programs at the Federation for Community Planning and Rosemary Moore, Ph.D., Psychologist, Cleveland Municipal School District, discussed their roles in the community. James Joyner, Manager of Public Information for the County Board of Alcohol and Drug Services planned to participate as a panelist but was unable due to an accident. Fortunately, his injury was not serious and he is recovering well. Representing Mayor Campbell, Craig Tame, Chief, Health and Public Safety, City of Cleveland, spoke

about the incidence of violence in our community and welcomed attendees to the Symposium.

Dr. Twemlow told the audience of 100 mental health professionals, nurses, educators and community leaders about the Healthy Community Initiative, a community response to a problem. The participants in such an initiative represent supporting structures of the community: legal and law enforcement; health and social services; education; and faith.

The panelists agreed that the mindset of the participants, that is, the attitude with which participants come to the deliberations, is crucial. A mindset that values reflection, discussion and consensus before action is most helpful. In contrast, a mindset oriented toward getting things done and action is often destructive to working out difficulties. The nature of the altruism Dr. Twemlow discussed was not the selfless giving of a Mother Theresa but that of individuals who are willing to participate in a dialogue with other community representatives, foregoing monetary reward, publicity and personal gain. It is for this reason that two important segments of the community, business and political interests, are not involved in the Healthy Community Initiative before the final stages when action is to be taken.

Following the morning session and a break for lunch, the audience divided into five breakout sessions simultaneous. Attendees were able to participate in a discussion with *cont. on pg. 2*

## **THE CLEVELAND PSYCHOANALYTIC CENTER RECEIVES SAINT LUKE'S FOUNDATION GRANT**

The Cleveland Psychoanalytic Center is pleased to announce a grant from The Saint Luke's Foundation of Cleveland of \$36,855 for the Parent-Infant Project. The Parent-Infant Project is a collaboration between the Cleveland Psychoanalytic Center and the Friendly Inn Settlement House. This program will take place at the Friendly Inn Settlement in Cleveland's Central neighborhood, and consists of a weekly group meeting for emotional support, practical education and developmental assistance conducted by trained mental health professionals for mothers and their infants under a year of age. This project will couple a psychoanalytic understanding of the mother-child relationship with a community-based and culturally sensitive program. The Parent-Infant Project will help give parents the tools to bring about a positive experience of parenting for themselves and their infants thus laying the developmental groundwork for healthy, successful children. The grant year begins November 1, 2002.

**Mindset and Altruism - continued from page 1**

Dr. Twemlow in *Becoming a Community Psychoanalyst*. Some attended *Cultivating Resiliency in Youth and Creating a Safe Environment for Sexual Minority Youth* conducted by Elise Ellick and Judy Maruszan. Ms. Maruszan is Director of Youth Services and Community Education of the Gay/Lesbian Service Center. *Conflict Resolution and Peer Mediation in Schools* was the topic of a session led by Carole Close, Director of *Winning Against Violent Environments Conflict Resolution Program*. Deborah Paris and Thomas Barrett of the Hanna Perkins Center led a discussion titled *Helping Young Children When Bad Things Happen*. Jes Sellers, Director of the Case Western Reserve University Counseling Center led an interactive discussion on the subject *Empathy and Mediation in Collegiate Life*. This session featured performances of skits conveying situations leading to violent outcomes unique to the campus setting. These sessions represented examples of the various ways violent solutions can be avoided and were well received.

The final session of the day was chaired by Joanne Lewis, Director of the Global Issues Resource Center at Cuyahoga Community College Eastern Campus and Elise Ellick with Dr. Twemlow. The purpose of the session was to find a way to continue the dialogue that had taken place during the day. To that end, a meeting of all interested attendees of the Symposium will take place on Monday, December 9, 2002, 9:30 AM at the Global Issues Resource Center. Symposium registrants will receive e-mail notice of the event.

The Symposium met in the Performing Arts Center at Cuyahoga Community College Eastern Campus. The state of the art facility allowed audience participation in the discussions. Its use was made possible through the Global Issues Resource Center, which, along with the Cleveland Psychoanalytic Foundation and the Adolescent Consortium of Northeast Ohio co-sponsored the Symposium. Following adjournment, continuing education certificates were distributed to those completing the course. The program stimulated thought and appreciation for the approach described by Dr. Twemlow. Many participants exchanged business cards and indicated interest in continuing the discussion about this vital topic. Dr. Twemlow has made his papers available to those requesting them. They can be obtained in electronic form or hard copy. To arrange for these papers, or to obtain more information about the December 9 meeting or about other programs, call the Cleveland Psychoanalytic Center at (216) 229-5959.

**NEURODYNAMICS: A PRACTITIONER'S VIEW<sup>1</sup>**

*Norman A. Clemens, M.D.*

Many thoughtful writers, representing various points of view, have lamented the erosion of psychiatric training and practice that integrate biological and psychotherapeutic treatments. A prescription for reform is set forth by Hobson and Leonard, in *Out of Its Mind: Psychiatry in Crisis: A Call for Reform*.<sup>2</sup> They paint a grim picture indeed of our profession. Drawing on neurobiology and their version of psychoanalytic psychotherapy, they propose an integrative model of reform and a treatment approach for which they coin the term "neurodynamics."

My reading of this book coincides with the appearance in June 2002 of a lead article and commentaries on the place of psychoanalytic treatments in psychiatry in the *Archives of General Psychiatry*. The issues raised in these two discussions merit much attention on the part of anyone concerned with the future of psychiatry.

Hobson and Leonard write from a very personal perspective, one that reminds me

of Boston's old promotional slogan as The Hub of the Universe. Their view of history is somewhat different from mine. While psychoanalysis did dominate academic psychiatry in the 1950s, somatic treatments and locked wards were part of my clerkship experience at the Massachusetts Mental Health Center, a year or two prior to Dr. Hobson's one-sided residency described in the book. As a novice medical student, I recall carrying a ward key that seemed at least half a foot long with very scary patients on the other side of the door. I witnessed the last insulin coma treatments, then being phased out because chlorpromazine trials were demonstrating the efficacy of medication. However, we had inscrutable case conferences with psychoanalytic giant Ives Hendricks, counterbalanced by eminently sensitive and clinically practical psychodynamic discussions with Leston Havens, who more than anyone else influenced my decision to go into psychiatry.

**cont. on pg. 3**

# ? & A

**GLAD YOU ASKED!**

**Q: I have heard that a new director of the Katan Treatment Center has been appointed. Is that correct?**

A: Yes. At its meeting on Wednesday, October 16, 2002, the Board of the Cleveland Psychoanalytic Center approved the appointment of David Falk, Ph.D. to the position of Director of the Katan Center. Dr. Falk, a graduate of the Cleveland Psychoanalytic Institute, has been a member of the Katan Center staff for several years and has recently served as Associate Director. He brings to the Directorship familiarity with all aspects of the operation of the Center, a commitment to community service and a growing knowledge of the health resources of our community.

With the appointment of Dr. Falk, my nearly 4 years as Director ended. I have enjoyed and feel rewarded working with the Katan Center staff and with the partnerships we have formed in the community. The interest and willingness with which the staff responds to the calls we receive inspire me. My plan is to continue as a member of the staff, working with Dr. Falk as his Associate. I will focus my efforts on the PGY 4 Elective in Psychotherapy currently in progress and in planning for the possible creation of a Fellowship in Psychotherapy in cooperation with the Department of Psychiatry at University Hospitals.

**For more information, call (216) 229-5959. To speak to a therapist, call (216) 721-2777 or go to [www.psychoanalysiscleveland.org](http://www.psychoanalysiscleveland.org)**

*Arthur L. Rosenbaum, M.D.*

**Neurodynamics continued from pg. 2**

My choice of psychiatric residency at University Hospitals of Cleveland grew out of the awareness that the psychiatry department there had played a major role in the medical school curriculum reform at Western Reserve School of Medicine (later Case Western Reserve), integrating an organ-systems approach to biological medicine with humanism and practical application of psychoanalytic understanding. Here, too, psychotropic medication trials were beginning. I felt profoundly then, as I have ever since, that psychoanalysis and psychiatry must be intimately associated with biological approaches.

The present bifurcated situation, which Hobson and Leonard so vividly portray, is exquisitely painful to psychiatrists of my ilk. Severe funding cutbacks and relentless de-institutionalization in the public sector, and managed care strictures and strong financial incentives in the private sector, push psychiatrists into seeing severely ill patients for 15 minutes every few months. Primary care physicians dispense the preponderance of psychiatric medications with little training or clinical sophistication. When treatment is divided between psychiatric medication management and non-medical psychotherapy, there is usually very little communication between the clinicians treating the patient. Ancillary support services and programs for the severely ill are frequently minimal or nonexistent. More mentally ill people are housed in jails and prisons than in psychiatric hospitals. Hobson and Leonard document what is clearly a crisis and an atrocity, eloquently decried as a “wholesale collapse of our mental health system” by incoming APA president Paul Appelbaum in his inaugural speech in Philadelphia in May.

In their seminal chapter, *Neurodynamics: Toward a New Psychology* (pp. 223–246), Hobson and Leonard summarize the fundamental principles of an integrative psychology. They elaborate on each topical sentence quoted below, building on material developed earlier in the book.

The mind arises from the brain.

The mind is divided into functional compartments.

Mental acts require coordination.

The mind’s state depends on the brain’s chemistry.

The conscious mind is limited.

The conscious mind acts as a unit.

Most brain activity is unconscious.

The conscious and unconscious minds are friends.

We need to be more critical about childhood memories.

Mental states lack fixed boundaries.

Both genes and experience are important.

Mental disorders involve structural brain problems.

Structural problems give rise to coordination problems [between systems of mental operation].

Brain chemistry mediates disordered states of mind.

Psychiatric drugs are not cure-alls.

Psychotherapy is no cure-all.

Drugs and therapy are mutually reinforcing.

Mental ills should be treated like chronic diseases.

Our ability to treat disorders of the mind is good.

As a practicing and teaching psychoanalyst, I find little to dispute in such theses, even though some of the background material suggests that the authors have little familiarity with the tremendous evolution of psychoanalytic thought since the days of Freud. For example, psychoanalysts are long past the early step of seeing the conscious mind and the unconscious mind as opposing entities, rather than seeing consciousness and unconsciousness as continuously shifting attributes, with repression sometimes intervening as an unconscious defense to prevent awareness. Analysts have moved beyond looking only at the inner workings of the mind while ignoring the interplay of inner conflict and sense of self with the field of relationships with other persons. I see little need to coin a new term, neurodynamics, but that is inconsequential compared to the fundamental principles of an integrative psychology.

In the June Archives, Gabbard, Gunderson, and Fonagy<sup>3</sup> address the research basis for psychoanalytic treatments and outline a proposal for enhanced awareness of and training in psychoanalytic research, and for more robust studies of the efficacy and effectiveness of psychoanalytic treatments. A fundamental predicate is fostering the openness of psychoanalysts to scientific methodology that may challenge or confirm assumptions that have long been developed by case study, theoretical

elaboration, and consensus. A daunting challenge is studying psychoanalysis as a treatment that takes place over 5 years on average, is subtle and far reaching in unforeseen explorations, and is open to many variables. A suitable control group is hard to imagine. Short-term psychodynamic psychotherapy is much easier to research.

In companion commentaries, Kernberg incisively critiques the reasoning and proposals of Gabbard et al. Wallerstein points out the need to go beyond outcome measures of symptoms and behavioral change to the “more thoroughgoing and enduring personality reconstruction, with greater proof against future adverse environmental vicissitude” that is “espoused” as the therapeutic goal of intensive psychoanalytic treatment. He also advocates the use of process research as well as outcome studies.

Auchincloss<sup>4</sup> goes farther yet to state her belief that “outcome research will demonstrate that there are many patients who can be helped only by clinicians with a firm grounding in both brain-centered psychiatry and sophisticated psychoanalytic psychotherapy.” She states that “the most important reason for deepening our understanding of the psychoanalytic psychotherapies through systematic investigation is the opportunity to learn not only that the treatment works, but how the mind works.” Venturing more into the interactive dimensions of mind and brain, she cites studies demonstrating that “(1) the human brain develops in the context of an interpersonal matrix that is crucial for its structure formation, and (2) the brain retains some measure of plasticity so that experience changes brain structure and function in the adult as well as in the developing child.”

How will these thoughtful and incisive writings influence me as a practicing psychiatrist and psychoanalyst, seeing a range of patients in psychoanalysis as well as various, individualized adaptations of psychoanalytic psychotherapy? How will it change what I do each day in my office? Probably not a great deal, because I have long taken an integrated, biopsychosocial approach to the treatment of my patients, and I have refused to compromise with the managed care invasion of the doctor-patient relationship. I work in a private practice setting in a full-service medical building with referral relationships with

**Neurodynamics continued from pg. 3** many other physicians. I encourage young psychiatrists to overcome their fear of independent practice; they are much needed there and can earn a decent living while enjoying their work. On behalf of our colleagues who dedicate their working lives to the severely ill in the public system and those who chafe under managed care or organized system production goals of four "med checks" an hour, I join with other leaders of the American Psychiatric Association in efforts to influence decision-makers in business and government to interrupt the vicious downward spiral of both public and private mental health care systems.

The theoretical models I think about privately as I work with patients continuously evolve. My mind oscillates between thoughts about concepts such as psychic conflict, self and other, transference and counter-transference, the patient's unique history, the evidence of dynamic changes in brain function, and the effect of medication on neurotransmitter systems. I consider whether reducing distressing symptoms with medication is facilitating the psychotherapy, and whether the psychotherapy is enhancing medication compliance (the case for integrated treatment has recently been beautifully addressed by Gabbard and Kay).

These are the working models that provide a rationale for my own interventions, but they do not determine the form in which they are expressed. I would no more say to a patient, "Your amygdala is not working effectively with your prefrontal cortex," than I would say, "Your rageful id is not sufficiently controlled by your ego and is in sadistically self-punitive league with your superego."

Psychoanalysis has long taught us to listen to the patient, to encourage associative connections to unfold freely, to let the associations to dreams lead us into unsuspected corners of the mind, to pay close attention to what patients bring into our working relationships and what this evokes in us, and to share our thoughts with patients as closely as we can manage to their field of understanding, rather than in our own shifting theoretical terms. While genes and the vicissitudes of life have continuously reshaped the brain of each of us, this is

only the beginning. Our intense personal experiences, not to speak of the tremendous scope of evolution of human culture over the past several millennia, profoundly affect our mental function and subjective experiences and understanding. Sometimes only intensive work over years can change the way we think, feel, and behave. Within our heads we have unique information systems, in which the hardware influences the software and the software can modify the hardware. These are two faces of a unity, the self. The marvel of it never ceases. Whatever we call it, an underlying synthesis of science and humanism is the core of effective psychiatric work with patients.<sup>5</sup>

1.) Reprinted by permission from the *Journal of Psychiatric Practice*, Vol. 8, No. 4, July 2002, pp 239–241

2.) Hobson J, Leonard J. *Out of its mind: Psychiatry in crisis: A call for reform*. Cambridge, MA: Perseus Publishing; 2001.

3.) Gabbard G, Kay J. *The fate of integrated treatment: Whatever happened to the biopsychosocial psychiatrist?* *Am J Psychiatry* 2001;158:1956–63.

4.) Auchincloss E. *The place of psychoanalytic treatments within psychiatry*. *Arch Gen Psychiatry* 2002;59:501–3.

5.) Additional references are available upon request.

***A Combined Psychoanalytic, Literary and Political Study of Niccolo Machiavelli***

Rachel M. Baker, M.D. and Santa Casciani, Ph.D., Instructors  
Begins Wednesday, February 19, 2003,  
7:30- 9:30 P.M.

For six sessions. Tuition: \$120.  
CEU/CME: 12 credits

We will study the uses made of Machiavelli in the Elizabethan theater as well as in the Italian Comedy of the 16th Century, as moralized through the 18th Century, and for political thought in the 20th Century. We will read *The Prince* and *La Mandragola*. We recommend using the translation by Angela Codevilla of *The Prince*, which includes related essays, Yale Univ. Press, 1997.

Available in paperback through Appletree Books.  
For more information call (216) 229-5959

## SCIENTIFIC MEETING OF THE CLEVELAND PSYCHOANALYTIC CENTER

Joanne Naegele, MA



James Deutsch, M.D., Ph.D., Diplomate of the American Board of Psychiatry and Neurology in Psychiatry, Diplomate of the American Board of Adolescent Psychiatry, and 2002 graduate of the Toronto Institute of Psychoanalysis will be with us on Friday, November 15, 2002, in Rainbow Babies and Childrens Amphitheater at 8:15 PM. He will present his paper *Trauma and Memory: Problems for the Neurosciences*.

Dr. Deutsch, who has strong clinical and research interests in neuroscience and in psychoanalysis, will assist Drs. Javier Galvez and Anna Janicki in teaching the Mind-Body course to the Cleveland Psychoanalytic Center's candidates. Neuroscience is a field of great interest to psychoanalysis today. In his Friday evening talk, Dr. Deutsch will present basic principles of neuroscience. His presentation will include critical review of misunderstandings, assumptions and simplifications as well as hope from the psychoanalytic quarter. His presentation will include recent research and case examples that illustrate specific areas in which imprecision of thought and scientific method have contributed to false connections and missed opportunities for new understandings.

There will be ample time for dialogue between the audience and Dr. Deutsch. Don't miss it.



## PSYCHOANALYTIC BOOK REVIEW

Rachel M. Baker, M.D.

*Ten thousand Sorrows, the Extraordinary Journey of a Korean War Orphan*, by Elizabeth Kim. Doubleday, New York, 2000. 228 pages. \$22.95

This book should be required reading for all mental health providers trying to help people with severe childhood trauma. It is a moving description of the formation of a masochistic character as a means of survival, as seen from the sufferer's perspective, and the long road to recovery with the help of dynamic psychotherapy. The dreams Elizabeth Kim recalls in this painful journey are moving and enlightening.

This horrendous story starts with a declaration of love for the protagonist's mother, who had taught her the Buddhist saying *Life is made of a thousand sorrows and a thousand joys*. This stoic teaching as well as the warm memory of her relationship to Omma sustained her through the horrors to come. The first of these is the memory of the "honor killing" of her mother, which Elizabeth watched from a bamboo basket in which her mother had hidden her. She witnessed her grandfather and uncle hang her mother from the wooden rafter in the corner of their small Korean hut. It was cold-blooded murder. Her Omma had committed the sin of living with an American soldier, and producing not just a bastard but a *honlivil* – a mixed-race child, considered a non-person. Elizabeth came out of her hiding place in her anguish. She was saved from being killed by her aunt, but was sadistically attacked by her grandfather before her aunt could take her to an orphanage.

Left at a Christian orphanage in postwar Seoul like garbage, nameless (the orphanage supplied her with the name Elizabeth), bleeding and terrified, Kim unwittingly embarked on the next phase of her extraordinary life when she was adopted sight unseen by a childless Fundamentalist pastor and his wife in the United States, probably at the age of 6.

Unfamiliar with Western customs, language and food, but terrified that she would be sent back to the orphanage, or killed, Elizabeth trained herself to be the perfect child. But just as her Western features doomed her in Korea, so her Asian features served as a constant reminder that she wasn't good enough for her new, all white environment. The adoptive parents' unsympathetic treatment, espousing suffering as unity with Christ, and a general joy-killing attitude made her conform as well as she could but didn't still her inner voice, hugging to herself the memory of her loving mother, finding solace in books and poetry.

In an attempt to escape her adoptive parents' home while still yearning for their approval, at age seventeen she married a man they approved of because of his belonging to the same Fundamentalist church. She discovered in short order that she was tied to a sadistic man in an extremely abusive marriage. Elizabeth finally made a break for herself by having a daughter and running away with her to a safer haven – something Omma had not been able to do for her. It is a classical description of "repetition compulsion" an attempt to repair the past by repeating some aspects of it. She then made her daughter responsible for her staying alive by her constant preoccupation with suicide (she herself felt responsible for her mother's death). It was only when, in the natural course of events, she had to separate from her daughter, who went off to college, that she finally had to give up the exclusive mother-daughter relationship, a reliving of the past in the present. This relationship had both sustained her as well as threatened her with annihilation. Facing her depression, her mistrust of men and her masochistic pattern she sought help. This started her on the long road to recovery, with the aid of her caring and insightful psychiatrist in her successful struggle. She reconnected with her Buddhist roots and even succeeded in getting her adoptive parents' approval, complete with the adoptive father's tearful apology for mistakes of the past.

Unflinching in her narration, Kim tells of her sorrows with a steady and riveting voice and ultimately transcends them by laying claim to all the joys to which she is entitled. She is now a journalist in California.

The Cleveland Psychoanalytic Center invites you, in its role as a member of the Host Committee, to join us for a film sponsored by Magnolia Clubhouse of Bridgeway, Inc.

The documentary film *West 47<sup>th</sup> Street* will be shown on Friday, November 22, 2002 at 6:00 pm at the Cleveland Museum of Art's Gartner Auditorium. The event is free.

This film was featured in the 2002 Cleveland International Film Festival, and is scheduled to air nationally next summer as part of the acclaimed PBS documentary series P.O.V., *West 47<sup>th</sup> Street* follows four people with mental illness, off the streets and out of homeless shelters, in and out of the hospital, at home and at work, over three years. The people in the film are members of Fountain House, in New York City's Hell's Kitchen, the prototype for the Clubhouse model.

The Peabody Award-winning filmmakers Bill Lichtenstein and June Peoples of Lichtenstein Creative Media also produce *The Infinite Mind*, a weekly radio series focusing on issues of the mind and mental health and the highly-acclaimed *Voices of an Illness* radio documentary series which has provided millions with an extraordinary window on living with serious mental illness since its premiere in 1992. Both are aired on National Public Radio.

## HANNA PERKINS CENTER

### HANNA PERKINS CENTER MOURNS...

Thomas F. Barrett, Ph. D.

In recent weeks, Hanna Perkins has had to endure the loss of two of our most esteemed colleagues, Erna and Robert Furman. Their deaths came only a few months after we had mourned the death of Marion Barnes. Through these deaths we have lost the combined experience of nearly 150 years of service to our organization. All three had been a part of Hanna Perkins from the first years of its existence. All three participated in all of our research projects, worked annually with parents of children in the school, and taught courses and supervised the candidates in our training program in child analysis.

Erna Furman, known to many as "Poppy," was born on June 14, 1926. She kept private for more than eight years the fact that she was battling cancer. She did not want news of her illness and reactions to it to interfere with her work with either her patients or colleagues. It was in late January when she first publicly told of her illness, doing so only when she anticipated the side effects of a chemotherapy that she hoped would prove helpful. Throughout the late winter and spring, and even well into the summer, unless prevented by a doctor visit or hospital procedure, she attended every meeting and seminar at the Center and kept all of her clinical, consultation, and supervision appointments. She worked tirelessly to complete an article she was co-authoring with the Hanna Perkins Center research team and worked into the last week of July to finish an introduction to a second edition of "The Therapeutic Nursery School," the text that describes the Center's school and work. During the first week of August her strength began to fail rapidly and she died on August 9, 2002.

A graduate of the Child Therapy Training Program offered by Anna Freud in Hampstead following World War II, Erna Furman was a child psychoanalyst, a licensed psychologist, and a teacher. Since 1952 she worked in these capacities primarily at the Hanna Perkins Center where she participated in the training of



child analysts, treated children of all ages and worked with parents, particularly those of preschool age children. She developed and then directed the Mother-Toddler program at Hanna Perkins and until the time of her death taught mental health professionals, child life workers and early childhood educators and caregivers.

She was a world-renowned author of a number of books and nearly 200 articles. Her writings have been translated into German, French, Spanish, Dutch, Finnish, Italian, and Polish. She wrote, edited, and contributed to most of the books that have been published based upon the research conducted at Hanna Perkins, work that always encompassed the clinical, theoretical, and applied aspects of psychoanalysis, focusing on a wide range of interests. Among these publications are the study of parental bereavement ([A Child's Parent Dies](#)); the theory and practice of treatment-via-the-parent ([The Therapeutic Nursery School](#)); normal and pathological child development and parenting ([Helping Young Children Grow](#)); and early personality growth ([Toddlers and Their Mothers](#)). Throughout her career she made more than

450 presentations to scientific and lay audiences.

The Heinz Hartmann, Marianne Kris, and Lily Gondor awards are among those recognizing her work. In 1999, she was made an honorary member of the American Psychoanalytic Association in recognition of her outstanding contributions to the field. Her professional memberships included the Association for Child Psychoanalysis (for which she served on several committees and as Councilor and President), the Cleveland Psychoanalytic Society, the Ohio Psychological Association, the Association for Child Psychotherapists of Great Britain, and the Cleveland Association for the Education of Young Children.

Early on the morning September 21<sup>st</sup>, the date set for the Memorial Service for his wife of 48 years, Dr. Robert Furman died of pneumonia. During the several months preceding his death, Dr. Furman had been increasingly affected by a progressive muscular neuropathy. Until late spring he had remained active attending meetings and working as a Trustee and as the author of the Hanna Perkins

Newsletter.

Dr. Robert Furman was born on June 27, 1924. After attending undergraduate school at Princeton and medical school at Columbia, he began his professional career as a pediatrician at University Hospitals of Cleveland and was chief resident in pediatrics from 1950-51. From July of 1951 until April of 1953 he served as a Lieutenant and then Captain in the United States Air Force, stationed at Eglin Field, in Florida. There he served as Director of the Out-patient Pediatric Service. By the time he had finished his military service he was determined to seek training in psychoanalysis so when he returned to Cleveland in July of 1953, he entered analytic training.

For 40 years Dr. Furman held the position of Assistant Physician at University Hospitals in the Departments of Pediatrics and Psychiatry. For more than 30 years he was an Assistant Clinical Professor in Child Psychiatry at the Case Western Reserve University School of Medicine.

Dr. Furman graduated from the Cleveland Psychoanalytic Training Center in June of 1958. He was certified in Child, Adolescent, and Adult Psychoanalysis by the American Psychoanalytic Association in December of 1960. He was an Instructor at the Cleveland Psychoanalytic Institute from 1961-1963. From 1963 throughout the duration of his career, he was a Training Analyst and a Supervising Analyst for Child, Adolescent, and Adult Analysis. He also served as a member of the Institute's Education Committee from 1963 until the mid-1990s. Long active in the American Psychoanalytic Association, Dr. Furman was a Fellow on the Board of Professional Standards from 1963-1969; a member of the Committee on Child Analysis from 1964-1966; and a member of the Committee on Membership from 1965-1970.

He was similarly active with the Association for Child Psychoanalysis. He served that organization as Councilor, from 1971-1974; as Treasurer, from 1978-1981; and as President, from 1982-1984. He was also active on many committees within the ACP, including the Membership Committee, the Future Planning Committee, and the Committee on Financial Development and Donations. At the 1994 annual meeting of the ACP, he delivered the Marianne Kris Lecture. He published more than 50 professional papers covering topics ranging from compassionate

medical care for children to papers on aspects of child and personality development. He was interested in and wrote about the impact of day care on the young child. His final papers focused on the overuse of Methylphenidate (Ritalin) with children and culminated in his 2000 paper, "Attention Deficit/Hyperactivity Disorder: An alternative viewpoint."

During his training as a child analyst, Dr. Furman became involved with Hanna Perkins, working closely with Dr. Anny Katan, he had demonstrated his abilities as an administrator to such a degree that in 1958 he became Director of the Hanna Perkins Course in Child Psychoanalysis. Until 1967, this training in Child Analysis was made available to non-medical candidates under the auspices of the Department of Psychiatry at Western Reserve. In 1967, when the Department of Psychiatry discontinued its support of the Course, the Cleveland Center for Research in Child Development was established. Dr. Furman served as the Director of CCRC until 1991, simultaneously serving as the Director for Hanna Perkins School. From 1991 until the time of his death, he held the position of Director Emeritus for both organizations and served as a member of the Center's Board of Trustees.

From the mid-1950s on, Dr. Furman was intimately involved with Hanna Perkins. He was co-editor with Dr. Anny Katan of The Therapeutic Nursery School, published in 1969. It was through his leadership that, in 1961, the School became established at its Cornell Road location as a program of the Cleveland Day Nursery Association. Hanna Perkins remained affiliated with the DNA as it became renamed, the Center for Human Services (now known as the Center for Families and Children). A memorial service for Robert Furman has been scheduled for Saturday, November 23<sup>rd</sup> at 4pm at the Amasa Stone Chapel, 10940 Euclid Avenue.

Hanna Perkins is remarkably fortunate to have had the benefit of the contributions of these individuals for such a long period of time. Even as we feel these losses keenly, we do well to recall the tremendous strength of character they possessed, character that led them to determinedly persevere in their work and involvement with the Center to the last days of their lives.

## ...AND CARRIES ON

Lisa Damour, Ph.D.

The Hanna Perkins Center's Fall Workshop, held annually for professionals working with young children and their families, featured a presentation by Deborah Paris titled "*Children and Calamity: How to Help Children When Bad Things Happen.*" Over 125 people were in attendance at each of the workshop sessions on the evening of September 17 and the morning of September 21, 2002.

Mrs. Paris's address, stimulated by the events of September 11, 2001, detailed how a child's age and developmental phase, past and present life experiences, and interactions with adults during and after a catastrophic event shape his or her experience of the calamity. Mrs. Paris articulated how very young children bring unique cognitive and emotional features (e.g., egocentrism, magical thinking) to bear on their understanding of catastrophes. In doing so, children sometimes make unexpected connections between current catastrophes and other life experiences. Ultimately, a child's private understanding of a disaster mixes with the emotional and informational milieu created by surrounding adults.

Based on these observations, Mrs. Paris offered several suggestions about how to help children when bad things happen. First, adults should stabilize the child's environment; explanation and reassurance are lost on children who do not feel safe. Next, given that children often take in far more than adults realize, adults should learn from children what they have already observed and what they think has happened. Adults are best able to help children when they know what misconceptions and concerns children actually have. As a final step, adults can help a child to master a catastrophic experience gradually by re-establishing normal routines and maintaining an ongoing, supportive relationship.

Both presentation sessions were followed by thoughtful discussions about how children react to disasters and how adults can respond.

Copies of the workshop paper are available for \$4.00 at the Hanna Perkins Center. Please call Mrs. Deborah Gray at 216-421-7880.

## MEMBERS IN THE NEWS

**Marvin G. Brook, M.D.** paper, *Linkage of Oedipal Dangers and Mastery to Theodor Herzl's Zionism*, published in the Journal of Applied Psychoanalytic Studies, Vol. 4, No. 2, April 2002.

**Marvin G. Brook, M.D.** was the responder to a presentation by Andrew Klafter, M.D. at the College of Judaic Studies entitled: *Psychoanalysis and Jewish Religious Life*. This event was sponsored by the Cleveland Psychoanalytic Center and took place on October 24, 2002.

**Rachel M. Baker, M.D.** was the film discussant at the Mayfield Heights branch of the County Library on Tuesday, September 17, 2002 and at the Warrensville Heights branch on October 16, 2002. This was part of a monthly discussion of foreign films at the various County Library branches at which

members of the Cleveland Psychoanalytic Center will be the discussants. The first of these films was *Comfort and Joy* – a Scottish comedy with a serious antiwar message, illustrating how conflict resolution benefits all parties involved. The second film, *The Blue Kite* was a courageous Chinese film, banned in China, showing the destructive impact on a family of an irrational dictatorship, as seen through a child's eye.

**Norman A. Clemens, M.D., has been nominated to run for Vice President of the American Psychiatric Association.** The election takes place in January. Dr. Clemens currently is completing his second three-year term as Area 4 Trustee, representing the upper Midwest on the APA Board. Locally, he chairs the Board of Trustees of The Cleveland Psychoanalytic Center.

Plan to attend  
*Daydreams and Fantasies*

January 9, thru  
February 27, 2003  
Thursday evenings

Instructors

Teresa Gutierrez, LISW

Anna Janicki, M.D.

CEU's available



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Please submit articles and

announcements to

Rachel M. Baker, M.D.

or **Amy Crognale**

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