

Psychoanalysis in Cleveland

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The Newsletter of the Cleveland Psychoanalytic Center

February 2005

DR. LINDA MAYES LAUNCHES CLEVELAND PSYCHOANALYTIC CENTER'S PSYCHOANALYTIC RESEARCH DIALOGUES SERIES

The Cleveland Psychoanalytic Center, long known for its excellence in clinical training and dissemination of psychoanalytic perspectives, has begun to form a research component. Nationally, every year more empirical psychoanalytic research by trained psychoanalytic researchers is undertaken. The CPC research component is part of this national movement.

One stimulus to this development is the wide spread criticism of psychoanalysis for its lack of so-called "scientific" validation. In sharp contrast to "empirically validated" treatment modalities, psychoanalysis and psychoanalytic psychotherapy treatment methods suffer from a paucity of corroboration by quantifiable research. The problem is compounded by the insistence of managed care third-party payers for experimental validation to justify the expense of treatment.

In April of 2004, I participated in the First Spring Psychoanalytic Research Training Seminar sponsored by the Anna Freud Center Program at the Yale Child Study Center and the Western New England Institute for Psychoanalysis in New Haven, Connecticut. The program is modeled on the successful summer Research Training Programme at the University College London sponsored by the International Psychoanalytic Association. The Programme includes lectures and seminars in empirical approaches to psychoanalytic research. The training is a rare opportunity for the participants to receive feedback about their research projects and suggestions on how to achieve their research goals. The Seminar's faculty members, including Peter Fonagy, Ph.D., Mary

Norma I. Cofresi, Ph.D.

Target, Ph.D., John Clarkin, Ph.D., Stuart Hauser, M.D., PhD, Sidney Blatt, Ph.D., and, especially, Linda Mayes, M.D., have provided helpful input and enthusiastic encouragement for Cleveland's fledgling psychoanalytic research training program.

In October of 2004, the first step in this endeavor was taken with the formation of a Psychoanalytic Research Study Group. The group continues to meet on the first and third Wednesday of the month from 2 to 3 pm. The purpose of the group is to learn, understand, critically evaluate, and conduct psychoanalytically informed empirical research. Regularly attending members of the group include: Devra Adelstein, L.C.S.W., Norman A. Clemens, M.D. Norma Cofresi, Ph.D., Scott Dowling, M.D., David Falk, Ph.D., Carl Rak, Ph.D., Arthur Rosenbaum, M.D., Janet Sharp, M.A., and Elisabetta Superchi, M.A. Members of the group have extensive and wide-ranging clinical experience. The group members bring with them various levels of previous research expertise. The mix of professional background and level previous research experience contributes to the groups' success in its current focus on learning research basics while concurrently designing a research project.

Questions raised by members of the Katan Referral Service Intake Committee as a result of referrals of women suffering with Chronic Pelvic Pain

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ELIZABETH BOTT SPILLIUS RETURNS

Sara S. Tucker, M.D.



Elizabeth Bott Spillius, M.D.

The annual Visiting Scholar Program, inaugurated by B. Scott Isquick in memory of his wife June Isquick, will feature Elizabeth Bott Spillius on February 12, 13 and 14, 2005. In 1998, Dr. Spillius was the first of the series of visiting scholars, all Contemporary Kleinians of London.

On Saturday afternoon, February 12, Dr. Spillius will deliver her paper *Melanie Klein Revisited: Her Unpublished Thoughts on Technique*. Here she will share what she has gleaned from her extensive work in the Klein Archives. Spillius says, "Part of my interest in working so much in the Archive has been curiosity about this strange woman—a great clinician who had great trouble in writing for publication, and yet a great theorist in spite of her literary limitations."

The Public Lecture on Sunday, February 13 is entitled *Projective Identification: Back to the Future*. Here she traces contributions of post Kleinian psychoanalysts to the various ways the term Projective Identification is used. She also draws on material from the Klein Archives to illustrate Melanie Klein's use of the term. **Both**

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stimulated the idea for the initial research project. Thomas Janicki, M.D., a specialist in the gynecological treatment of these patients has agreed to consult and participate in the project. Other local and national experts will be consulted.

In June of 2005, Linda C. Mayes, M.D. will kick off the *Psychoanalytic Research Dialogues Series sponsored by the Research Study Group, the Cleveland Psychoanalytic Center's Program Committee and the Katan Intake Service.* Dr. Mayes, a developmental pediatrician and psychoanalyst, is the Arnold Gesell Associate Professor of Child Psychiatry, Pediatrics, and Psychology in the Yale Child Study Center, where she directs the early-childhood programs. Dr. Mayes has been a leader in bringing together psychoanalytic researchers for the New Haven and London based Psychoanalytic Research Training Programs. She also initiated the yearly Psychoanalytic Research Poster Sessions at the American Psychoanalytic Association's Winter Meeting. Her research examines information processing and attentional processes in infants at 3 months of age and older employing visual habituation procedures. She studies the effects of prenatal cocaine exposure on the development of attentional regulatory capacities. In addition, she studies the effects of maternal cocaine abuse on an adult's capacity to parent a child and the contribution of maternal interactions to the child's attentional capacities. Dr. Mayes coauthored *The Yale Child Study Center Guide to Understanding Your Child* (Little, Brown and Company, 2002) which is a book for parents that focuses on children's growth in four key areas: physical, cognitive, emotional and social, and includes a guide for parents to learn about themselves.

On Friday, June 3, 2004, the Katan Consultation and Referral Service Intake Committee will inaugurate the research series at the Cleveland Psychoanalytic Center with an opening reception featuring Dr. Mayes. The reception will be open to all members of the Cleveland Psychoanalytic Community and clinical researchers and clinicians from Greater Cleveland. That same evening, the Cleveland Psychoanalytic Center's Program Committee will sponsor a public lecture by Dr. Mayes at the Rainbow Babies and Children's Hospital Amphitheater. Two activities are planned for the following day. In the morning Dr. Mayes will lead a discussion of the essentials of psychoanalytic research. In the afternoon, the Research

Study Group will present its research project proposal to Dr. Mayes for consultation.

As outlined above, the Cleveland psychoanalytic research initiative is well underway. Its progress will help Cleveland area psychoanalysts remain up to date in the field, continue to make contributions to psychoanalytic knowledge, and attract research-oriented candidates. A focus on psychoanalytic research training may help foster additional connections to other clinical researchers, locally and nationally.

All members of the community are invited to welcome Dr. Linda Mayes to Cleveland and to contribute to making the psychoanalytic research initiative a greater success! ■

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lectures are from 2:00pm to 4:00pm in the Rainbow Babies and Children's Hospital Amphitheater. They will be of interest to history buffs as well as mental health professionals, social scientists, students of the humanities, educators, psychologists and physicians.

Dr. Spillius will be meeting with psychoanalysts and psychoanalysts in training for a series of clinical workshops, including one devoted to the role of infant observation in psychoanalytic education.

A longtime Training and Supervising Analyst at the London Psychoanalytic Institute, Spillius came to psychoanalysis through anthropology. Currently she is working intensively in the Klein Archive and teaching a course on Technique, starting with Freud. With Edna O'Shaughnessy, she is writing a book, *Projective Identification: The Fate of a Concept*.

Spillius is the sole editor of the two-volume work, *Melanie Klein Today* and the coeditor with Michael Feldman of the collected papers of Betty Joseph, *Psychic Equilibrium and Psychic Change*. In the past, she edited *Routledge New Library of Psychoanalysis*, published in association with the London Institute of Psychoanalysis. She was a supervisor of the infant observation course more than 25 years ago and was instrumental in having infant observation made a requirement for all candidates of the British Psychoanalytical Society. She is the author of many papers and she teaches extensively.

Other Visiting Scholars in the series were Betty Joseph and Robin Anderson. ■

? & A GLAD YOU ASKED!

Rachel M. Baker, M.D.

There has been a great deal in the news recently about the risk of SSRI (selective serotonin reuptake inhibitor) medication for adolescents, that it might increase the suicidal risk. What can you tell us about this?

Adolescence is a time of great turmoil for many individuals and there is a high incidence of suicide at that time. SSRI's have been lifesavers for many severely depressed kids.

But, there is a general fallacy in total reliance on medication alone, especially at this age when kids feel powerless and not heard or understood. Several studies have shown that medication works best when accompanied by psychotherapy.

The New York Times magazine of November 21, 2004, published the case of a boy who was put on an SSRI and shortly thereafter committed suicide. What is striking to us in this story is the fact that judging by the amount of time the psychiatrist spent with the boy it is clear that there was no thorough evaluation, which would entail several sessions of getting to know the lad and what is going on with him. Instead he was immediately put on medication and sent on his way, with an appointment given a couple of weeks down the line. One can only imagine the kind of disappointment and despair that this child might have felt and not given a chance to express what was on his mind. Did he have suicidal thoughts? What was he so unhappy about? Was he able to talk to anyone? Was there anyone to listen?

Another, unfortunately, common element in this story was that the insurance company wouldn't reimburse the parents for "talking therapy" with a social worker. A medical doctor with a prescription pad seemed more "cost-effective" to them, a quick solution.

That's another fallacy: expensive medications that one can grow emotionally dependent on, and thus given for years in some cases, aren't cheaper in the long run, than getting to the root of the problem and working it out within a trusting, confidential relationship.

The Katan Referral Service offers evaluations and referral to the most appropriate treatment needed, for children, adolescents and adults. Call us at (216) 721-2777 ■

CASE PHYSICIAN WELLNESS PROGRAM

The following statement of the mission of the Physician Wellness Program at Case School of Medicine was included in her New Year's greeting to students by Dr. Christine Delos-Reyes, Chair, Physician Wellness Program Steering Committee.

"The mission of the Physician Wellness Program is to organize and integrate issues of physician wellness throughout the medical school curriculum. A focus on wellness seeks to balance several spheres of functioning, including physical, intellectual, occupational, emotional, spiritual and social functioning. As medical students now and physicians in the near future, taking care of yourself is vitally important in the ongoing process of taking care of others."

The Physician Wellness program at the Case School of Medicine continues to evolve. In addition to courses in each year of the curriculum, retreats and a website link in the online curriculum, it also includes a series of noon discussions of the variety of issues challenging students: Stress Management; Doctor as Parent; Physician Impairment; Sexual Misconduct; Managing Relationships During Medical School; Depression, Grief and Sadness; Healing, Eating and Nutrition; Physical Fitness; Doctor as Patient. The local wellness program is part of a profession wide effort through the American Medical Association Student Association and the Federation of State Physician Health Programs

Psychoanalysts have been a part of the school's wellness activity since inception a number of years ago. Daniel Jacobs, M.D., a graduate of the Case Medical School class of '65, a psychoanalyst in Boston and member of the American Psychoanalytic Association, is the administrator of a foundation that has endowed the Case Program. He has frequent contact with Dr. Delos-Reyes and other members of her committee in planning and implementation of the program. I became involved more recently when Dr. Jacobs enlisted Members of the Psychoanalytic Center in an effort to facilitate medical student's access to mental health evaluation and treatment. The facilities often utilized by those seeking assistance include the Case University Counseling Service, The Case Department of Psychiatry and the Katan Consultation and Referral Service of the

Arthur Rosenbaum, M.D.

Cleveland Psychoanalytic Center. A recent focus of the steering committee is the further integration of the program through the cooperation of the Deans Office of the Medical School

The thrust of the program parallels activities in other organizations, such as, for example, The Cleveland Psychoanalytic Center's newly established Patient and Colleague Assistance Committee. (see p. 5) Providing medical students, and all health care workers, with information about issues that profoundly effect well being and competence is an approach we can all enthusiastically support. ■

EXTENSION PROGRAM FIRST ANNUAL ETHICS SERIES

Overview

Tuesday, February 15, 2005

Patricia Martin, M.D

Clinical Underpinnings of Ethical Issues

Tuesday, February 22, 2005

Deborah Bonem, MSSA &
Jane Belkin, MSSA

Documentation and Confidentiality

Tuesday, March 1, 2005

Norman A. Clemens, M.D.

4.5 Credits for the Series

Cost: \$100

7:30-9:00 pm

All sessions will take place
at the Cleveland Psychoanalytic Center

Please visit the Center's website to download the
registration form for this event.

Please visit our website for information on **Consultation Groups** now forming on **Child Psychotherapy, Couples and Family Therapy, Fee Issues and Supervision.**

A NEW CANDIDATE FOR PSYCHOANALYTIC TRAINING



Deana Schuplin

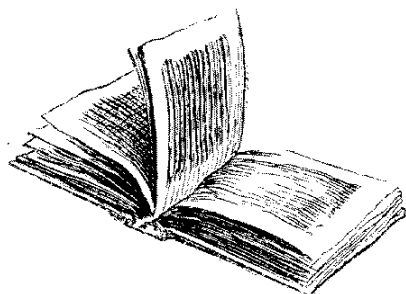
Ms. Deana Schuplin, has been accepted for psychoanalytic training at our Center.

She has an M.S. in Sociology from Utah State University and an M.A. in counseling from Cleveland State University.

Ms. Schuplin reports that she first discovered the depth of analytic thought in an encounter with D.W. Winnicott's concept of "the false self." She says she had glimpses of what more there is to discover through her studies in our Psychoanalytic Psychotherapy Program and supervision with Dr. Carl Rak and Dr. Patricia Martin. She appreciated the thoughtfulness and generosity that she encountered at the Center, and was grateful for the welcoming atmosphere there.

Ms. Schuplin is completing the Center's Psychoanalytic Psychotherapy Program. She developed her clinical skills through work with addicted adolescents and adults. She had worked at Glenbeigh Hospital and for 15 years at Lakeland Institute in Lorain County till the program closed. In 1998 she came to St. John West Shore Hospital where she is active in an intensive outpatient program for alcoholics and addicts, as well as individual psychotherapy with adults and adolescents at the Behavioral Health Center there. She is now in private practice with Steve Silva, LISW in Lakewood. ■

BOOK REVIEW: THOMAS WOODROW WILSON A PSYCHOLOGICAL STUDY



Thomas Woodrow Wilson
A Psychological Study
By Sigmund Freud and
William C. Bullitt.
Houghton Mifflin Co: 1967. 307pp

This is a fascinating book to read because on the one hand high school history books have typically portrayed Woodrow Wilson as a great visionary and idealist whose noble dreams for world peace and justice were frustrated by venal politicians; history scholars on the other hand have not been so sure. They note that Wilson led the country into World War I even though he campaigned on a promise to keep it out. He had promulgated Fourteen Points for a just and lasting peace, which he abandoned at the Versailles Peace Conference.

The Austrian-Hungarian Empire fell apart when the Armistice was signed in November 1918. Austria was left with a tiny population of six million (one-third of them in Vienna) and little in the way of an agricultural or industrial base. Austria opted for "Anschluss," the union of the German-speaking peoples of Austria and Germany. But France objected and Wilson sided with the French despite his promises about self-determination for all nations. The post war years were harsh for the Austrians with little food, little fuel and high unemployment. They directed much of their anger against Wilson.

William Bullitt was a Yale educated journalist from Philadelphia who became an Assistant Secretary of State during World War I. He accompanied Wilson to Versailles for the peace conference but resigned in protest halfway through it because of the concessions Wilson was making. During the 1920's Bullitt had sought treatment from Dr. Freud. Bullitt went on to become Ambassador to Russia and then to France during the Franklin Roosevelt administration. In this later capacity Bullitt assisted Freud in escaping from Nazi

Richard Cusick

controlled Austria.

In 1929 Freud and Bullitt decided to collaborate on a psychological biography of Wilson. The two authors spent ten years preparing the manuscript, which was finally completed in London in 1939, shortly before Freud's death. Both had agreed that the book would not be published while Mrs. Wilson was alive. It finally appeared in print in 1967.

In his Introduction, Freud admits that he (an Austrian) was unsympathetic to Wilson at the start. He also admitted that it would be improper to make a study of the deep psychic mechanisms of a living person and expose them to public curiosity; (furthermore, someone he had neither met nor analyzed.) But that restriction would not apply, Freud maintained, when a deceased individual's life and work are of significance to present and future generations.

Even aside from its psychological aspects the book is an exceptional biography. Bullitt knew Wilson well and knew the others who were close to him all his life. Bullitt had worked with Wilson and was able to evaluate his methods, accomplishments and failures. In addition, he had access to the President's files and records. It is not often that a biographer has such first hand knowledge of his subject.

Bullitt was always forthright about his disappointment in Wilson. In his biographical sketch of Wilson he revealed the idealism-spouting president's double standard in the facts of his belonging to the Klu Klux Klan and that he even argued that slavery had been beneficial for many blacks. Years later, as President, he ordered the racial segregation of the federal government work force. One could say he was captive of his background: born in 1856 (the same year as Freud) into a deeply religious family in Virginia, son of a Presbyterian minister who later became a theology professor in Augusta, Georgia, Wilson witnessed the devastation of the Civil War, which made him a life-long sympathizer with the Confederate cause.

After graduating from Princeton, Wilson received a law degree from the University of Virginia and a PhD in history from John Hopkins. He then be-

came a professor first at Bryn Mawr and later at Princeton. Wilson was an excellent public speaker and a prolific writer of popular books and articles about politics and American history. He was one of the best-known academics of his time.

Wilson entered politics as a Democrat and was elected governor of New Jersey in 1910. He immediately set his sights on the U. S. presidency. Wilson, a Democrat, won the national election of 1912 (because the Republican Party was split by Theodore Roosevelt) with 41% of the popular vote.

The main concern of the country was the war in Europe. Initially, Wilson and most of the nation favored neutrality. He campaigned for re-election in 1916 on the claim that he "kept us out of war." Once re-elected Wilson changed course and seemed determined to have America enter the war on the Allied side. The war had ground down to a stalemate, the Germans had put out peace feelers and the Pope was actively seeking an armistice. Many thought both sides would simply put down their arms and go home. But the Allied Powers wanted Germany punished before the fighting stopped. Wilson accepted their position and created a vast anti-German propaganda organization that argued America should enter the war so that it could participate in the subsequent peace conference, and in that position could convince the nations to follow his Fourteen Points, which he believed would lead to lasting peace. The U. S. declared war on Germany in April 1917. After many costly battles the Armistice was signed in November 1918.

The peace negotiations began in January 1919 and Wilson decided to handle the main issues himself with inadequate staff and not seeking advice from any of the statesmen in Congress, especially not from the Republicans even though they had won control of the Congress in the 1918 elections.

The negotiation sessions were long and arduous. Wilson was hardly up to the strain. In April 1919 he suffered an episode, which many think was a slight stroke. Later that year while campaigning for popular support of the peace treaty he suffered another stroke and went into seclusion in the White House for the rest of his term.

There were many objections raised in Congress to the peace treaty largely because the Fourteen Points had been abandoned. Congress suggested many revisions and amendments but Wilson refused

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to consider them. He was under the delusion that the peace treaty was a work of diplomatic genius and that war would become a thing of the past. Ultimately Congress rejected the peace treaty and joining the League of Nations.

Freud thought that Wilson's fantasies about the Versailles treaty were related to his close and worshipful relationship with his minister father, which, in turn, led to unconscious relations with the deity.

Freud focused on the impact that Wilson's religious life had on his perception of reality:

Wilson's identification of his father and himself with the major figures of the Trinity played [a] great part in his life He seems to have identified his father with God at a very early age and to have established this Father-God as his Super-Ego and thus condemned himself to expect of himself the impossible. Then, when his father was dead, . . . he assumed his father's throne, became God in his unconscious and began to act with a sense of his own inevitable righteousness.

Interesting in this historical-psychodynamic portrayal of Wilson is its highlighting the usage of Christian morality and the idea of a god given mission of America to the nations, in political discourse. According to Wilson America would bring about world peace by joining the League of Nations and contributing its powerful moral leadership. A generation later America has joined the UN but its leadership hasn't stopped wars yet. ■

The impetus for this article is the ongoing interest in the Versailles Treaty as evidenced in recent publications.

Richard Cusick is a Trustee of the Cleveland Psychoanalytic Foundation.

SELF CARE FOR THE ANALYST

Murray Goldstone, M.D.

Dr. Rita Clark, a faculty member of the NYU Psychoanalytic Institute and co-author of the *Ethics Workbook* of the American Psychoanalytic Association, presented her thoughts on the topic of the analyst's self-care at a meeting of the Center on November 19, 2004. She introduced her topic as one given short shrift in analytic writing, a fact she ascribed to the narcissism of analysts and the isolation of their work. Analysts generally positioned themselves in a position of authority such that their own functioning was not to be questioned. With irony and humor she described the many positive attributes which analysts are supposed to and presumed to possess, while noting that no one suggests an obligation to maintain oneself in a good equilibrium. She went on to note that Greenson suggested that the analyst's spouse should have the job of compensating for the rigors of practice.

Dr. Clark went on to say that this lack of attending to self care tends to create a masochistic workaholic who isolates him/herself from the usual social, community and political functions, getting joy only from analytic work. *The American Psychoanalytic Association*, she noted, has been very late in developing an ethical code for analysts. She described the isolation and authoritarian attributes of analytic training and work as fertile ground for poor self-appraisal leading, in some instances, to generations of ethical misadventures. "We need a change in the climate, so that self care is seen as a necessary and legitimate part of the ethics of psychoanalytic practice", she said. Before giving two vignettes to support her ideas, she described a feminist perspective which assumes that therapist well-being is positively related to the ability to perform in an ethical manner and which expects an analyst to be good enough, not a paragon.

Dr. Murray Goldstone as discussant of Dr. Clark's paper divided his remarks into two categories: those pertaining to the paper and those reintroducing the audience to the Center's Patient and Colleague Assistance Committee (PCAC). He began with the paper, which he welcomed as a long-needed topic. He thought that the addition of the feminist perspective and the increas-

ing strength of women in our organization had a powerful effect upon our willingness to tackle the matter of self-care. He opined that women have a keener sense of the two-person process and of basic bodily functions and limits with less need for omnipotence. He underscored Greenson's typically male view of spousal functions and offered a more useful function of shining light on the analyst's narcissism. He discussed the constant search for a "Golden Mean" between using the transference to further the analytic work and becoming self-indulgent. He added that, in many instances, what is moral or correct is indeed self evident, and that our ignoring of the problems of workaholism, of the anti-spouse and anti-family nature of analytic training, of the impossibility of being an anonymous neutral blank slate, of the old-boy network, and of maintaining the guild sense of American analysis have all been sensed as wrong, but not openly confronted until now. He added that the value of a psychoanalytic center for study groups and open exchange helped confront the isolation we all face; and that our local smallness was, perhaps, an advantage in this regard in that it's difficult to stay unknown.

Dr. Goldstone then reviewed the function of the PCAC as a consultative, studying and mediating committee that attends to concerns regarding the functioning of any member of the Cleveland Psychoanalytic Center. Made up of five members, the committee responds to concerns coming from within and without the analytic community in a confidential fashion. A concern brought to a member of the PCAC is presented to the entire committee which then designates two members to investigate and report back. The matter may be handled by the investigating two or by committee oversight. If the PCAC is unable to manage a satisfactory resolution of the matter it brings the problem to the Center's Board of Directors. The formation of the PCAC is one action of our Center to try to attend to Dr. Clark's concern for self care, since the committee operates with a sense of being helpful to both analyst and the individual lodging a complaint be it patient, student or colleague. ■

SAVE THE DATE

For the March 2005

Scientific Meeting

**David Pincus, D.M.H. will speak on
*Perception in the Clinical Hour: A Proposed Neurobiology of Transference***

Friday, March 11, 2005

8:15 to 10:15pm

**Amphitheater, Rainbow Babies
& Children's Hospital**

HANNA PERKINS HOSTS THE ANNUAL CAEYC MEETING

The Hanna Perkins Center hosted the annual meeting of the Cleveland Association for the Education of Young Children on Saturday morning, October 16th. The topic of the meeting was *Special Children Have Needs, All Children Are Special*. Over 100 members and early childhood educators in training attended the meeting. Karen Goulandris, Director of the Hanna Perkins Parent/Child Resource Center, was on the program committee and served as one of the key facilitators of the meeting.

The meeting began with the keynote speaker, Barbara Streeter, Associate Director of the Hanna Perkins Center. Ms. Streeter's message was that early childhood educators can help many special needs children, while attending to the special needs of all children, considerably more effectively than they sometimes think they can. She explained that the perspective they need in order to do this is to 1) trust their own knowing; 2) allow themselves to be observers and thinkers as well as "doers," and 3) consider their cooperative work with parents and professional colleagues as an integral part of their ongoing work with children. Ms. Streeter gave a case example of a child with behavioral difficulties and how a day care staff worked to address the needs of the child. Her realistic description included attention to the various feelings of the people involved – the day care staff, their director, the parent, and the child. It also included an illustration of how the staff were able to utilize a consultant's help in the process of trying to understand the feelings underlying the child's behavior. They used this understanding to come up with ways to help the child. Ms. Streeter then spoke to issues around the labeling of special needs and some of the challenges entailed in trying to provide special services for young children. One of Ms. Streeter's points was that educators and caregivers are often in the best position to make a difference for young children because they are the ones that spend the most time and form the most continuous relationships with the children and their parents. Her intention was to help the conference participants feel empowered to make a difference and to approach cooperative work with specialists without being intimidated by the many concepts and therapies provided for various categories of special needs.

Following the opening talk, conference participants broke into three groups and attended three breakout sessions in succession. One session included a panel of four agencies that provide special services to children. **The panel included "Help Me Grow," The Achievement Center, the Positive Education Program, and the**

Barbara Streeter

Hanna Perkins Center. Each agency provides an array of services. Each presenter focused on specific services they provide related to the conference topic and conference participants. **"Help Me Grow"** provides home visits to new mothers and is available to provide ongoing intervention services where needed. **The Achievement Center** provides technical assistance to child care staff when they are trying to integrate a special needs child into one of their classrooms. **The Positive Education Program** provides "Day Care Plus Services" which makes intervention specialists available to work in an ongoing way with day care staff around identified children with difficulties in their settings. **Hanna Perkins Center** provides on-site courses and consultations to day care centers and preschools that can be focused according to the individual needs of each center.

Another session was held in the Hanna Perkins Preschool and facilitated by Hanna Perkins Preschool teachers, Ms. Fatemeh Toossi and Ms. Laura Cyrocki. They talked about Physical, Temporal and Interpersonal Environments and how these fit into meeting the needs of children. They gave concrete examples of how to set up a classroom and maintain a daily program that help children feel safe, comfortable, and supported in developing their capacities to function independently. They included reasons for and ways to maintain relationships with the children's parents. They also included suggestions related to the use of teacher made books.

The third session was facilitated by Elizabeth Watters, specialist from Tri-C East, and titled: *I think there is a problem with Johnny, now what do I do?* Mrs. Watters outlined very specifically how a teacher who is concerned about a child can begin with careful observations and then approach the parents in a helpful way. She spoke to the feelings a parent has when they are trying to come to terms with the fact their child has a disability. She also explained the implications of the Americans with Disabilities Act and gave out a helpful list of "Developmental Alerts."

Hanna Perkins therapists have been invited speakers at CAEYC meetings since the 1960's. They have also given workshops and written numerous articles about their joint work with early childhood educators, work designed to address the developmental and special needs of young children. It was gratifying that this tradition was continued in the Hanna Perkins Center's new home in Shaker Heights. ■

ANNA FREUD CENTRE COLLOQUIUM - FOCUS ON EVOLVING TECHNIQUE

Denia G. Barrett

The Anna Freud Centre's 26th International Scientific Colloquium was held November 5 and 6, 2004 in the Centre's library at 21 Maresfield Gardens. The topic *Analytic Technique - Is it the same as it has always been?* was addressed by four speakers in a plenary session chaired by Anton Kris. In her paper *Play and Technique in Child Analysis*, Judith Yanof asserted that both analysts of adults and analysts of children seek to establish a relationship in which the analyst and patient make meaning of what happens between them under conditions that provide safety and freedom to elaborate and explore internal thoughts and external behavior. In her view, it is the "making of meaning" that makes psychoanalysis "analytic." She provided clinical material from a child analysis that illustrated how a child was able to use play to help him organize and integrate his affective experience in the process of communicating it to the analyst. She felt the process itself allowed the child to create new ways of seeing and categorizing his experience that were more growth promoting. Ekaterini Strati, a recent graduate of the Anna Freud Centre's child therapy training, presented moving work with a child whose fragile ego required departures from traditional technique, especially interpretation, in order for the child to feel safe enough to engage in the therapeutic process. Peter Fonagy, Chief Executive of the Anna Freud Centre, read his paper, *Initiating Change Through Change in Psychoanalytic Technique*, in which he questioned the long-held belief that there is a direct connection between psychoanalytic theory and technique. He pointed out that technique originally developed on a trial and error basis and that many technical developments have occurred without simultaneous changes in prevailing theory. In addition, he noted that a correct theory does not necessarily point to a uniquely effective technique; the same theory can generate different techniques and similar technique may be justified by differing theories. In his view, the value of theory for the practitioner lies in elaborating the meaning of behavior in mental state terms which can be communicated to the patient - something that is not readily deducible from theory. In this paper he argues for "liberating practice from theory" so that technique might progress on purely pragmatic grounds on the basis of what appears to work. This, he believes, would lead to new theory, as innovative methods of clinical work lead to new discoveries about mental functioning. Dr. Fonagy

described clinical work that led him to discover his own style of therapy when the technique prescribed by his "internal supervisor" failed to help him engage a resistant and anxious adolescent. He concluded by saying, "We should approach creative modifications of technique not from the point of view of an imagined Freudian superegoish father deploring the breaking of imagined barriers and taboos, but from the perspective of a benevolent (perhaps maternal) parental figure encouraging playful engagement with ideas both in the context of individual analysis and more open writing about psychoanalytic technique as it is actually practised." Wayne Downey spoke last on *Interactions of Child and Adult Analysis*. He spoke of analysts' special challenge to be on guard against "the forces in ourselves that work to dehumanize or overly codify the rich, complex, intricate and contradictory experience of working to understand the mind of another." Those who work with children are particularly called upon to be "psychologically supple" and open to therapeutic interactions that will be experienced as humane and reasonable to their patients. In his closing comment he refers to the analytic task of aiding "children of all ages."

The participants met in small discussion groups on Friday afternoon and again on Saturday morning. A reporter from each group summarized the reactions and comments from these discussions when the larger group reconvened on Saturday afternoon. Many felt that good technique has always been flexible enough to adapt to the needs of individual patients and that tact, timing, and empathy are elements that ideally guide technique, regardless of theory. The meeting was thought provoking and the papers provided ample clinical examples around which to explore attitudes, beliefs, and what really happens behind the closed doors of analysts' consulting rooms.

A cocktail reception was held at the Freud Museum following the close of the meeting on Friday. The museum is located down the street from the Anna Freud Centre in the house where the Freud family came to live when they left Vienna. Anna Freud continued to live there until her death. Colloquium participants were invited to view a film about the Hampstead Clinic made by Joan Tewkesbury and Sidney Pollack in 1976 at the museum and The Hampstead War Nursery Archives Exhibition (1941-1946) was on display at the Anna Freud Centre. This Exhibition, carefully organized by AFC trainee Inge Pretorius, includes monthly reports written from 1941 - 1946, follow-up studies to 1977, index cards recording observations of children's behavior, along with photos and correspondence from the chil-

dren and families who were served by the war nursery. These opportunities provided a reminder of the debt we owe to those founders of psychoanalysis upon whose shoulders we stand as we contemplate which theories and techniques serve us best in our own work.

On Thursday, November 4, 2004 the Anna Freud Centre hosted the 3rd International Toddler Symposium. This meeting brought together individuals from many countries to share their experiences in providing psychoanalytically-informed programs for toddlers. Inge Pretorius and Julie Wallace described their work as toddler group leaders at the Anna Freud Centre. I brought examples to illustrate how the Hanna Perkins Center Mother-Toddler Group offers both a classroom experience and a treatment component with a psychoanalyst working via the parent on behalf of children in this developmental phase. The formal presentations were followed by open discussion from the floor. There was a respectful, collegial atmosphere that fostered exploration of differences in philosophy and approach and a spirit of mutual learning among those who have in common the great pleasure of working with toddlers. ■

AT THE REINBERGER PARENT-CHILD RESOURCE CENTER: DROP IN AND PLAY!

Housed within the Hanna Perkins Center for Child Development (19910 Malvern Rd. Shaker Heights, OH), the Reinberger Parent-Child Resource Center offers drop-in times as well as a variety of classes. While the drop-in hours are free, there is a fee associated with the classes that will include developmentally appropriate tasks and activities for the specific age range. For information and registration, call 216-929-0201.

DROP-IN HOURS:

January 10 - May 20 2005
Monday: 1:00 P.M. - 3:00 P.M.
Tuesday: 9:00 A.M. - 11:30 A.M.
Wednesday: 1:00 P.M. - 3:00 P.M.
Thursday: 9:00 A.M. - 11:30 A.M.
Friday: No Open Hours

MAKING MUSICAL INSTRUMENTS:

Spring Session: March 28-May 16
With help from their parents, children ages 4 and up will make their own musical instruments. The workbench will be utilized to make wood blocks, tambourines and rhythm sticks. Children will also make shakers and "bolts." The instruments will be used in class and taken home at the end of the session.
Class meets on Mondays

Time: 4:00 P.M. - 5:00 P.M.
Fee: \$56 per child/8 week class
Instructor: Mrs. Karen Goulandris

BOOKS BY ME: Spring Session: March 30 - May 18

This is a course where parents help their 4-7 year old children compose a new book each week. The books will focus on feelings and issues children may experience as part of growing up. Each week children will listen to a story, write their own and sing a song about the week's theme.
Class meets on Wednesdays
Time: 4:00 P.M. - 5:00 P.M.
Fee: \$56 per child/8 week class
Instructor: Mrs. Rique Sollish

THE 8 WEEK WORLD TOUR: Spring Session: March 28-May 16

Children ages 5-8 and their parents can take a journey around the world without leaving Shaker Heights! Each week, families will explore a different culture and learn how to say "Hello" and "Good-bye" in a different language! Learn about the culture's music, art, dance, landmarks and sample a traditional food! Make it a family night out!
Class meets on Mondays
Time: 6:00 P.M. - 7:00 P.M.
Fee: \$56 per child/8 week class
Instructor: Ms. Lisa Cyrocki

MUSIC CLASSES

These music classes are for children, infants to age 4, and their parents. In an informal setting, children and their parents experience the joy of music through group singing, finger-plays, experimentation with instruments and dance.

Music in the Morning:

Spring Session:
March 28-May 16 and March 30 - May 18
Class meets on Mondays or Class meets on Wednesdays
Time: 10:00 am-10:45 A.M.
Fee: \$40 per child/ 8 week class
Instructor: Kimberly Bell

Music and Fun:

Spring Session: March 31 - May 19
Class meets on Thursdays
Time: 3:30 P.M. - 4:15 P.M.
Fee: \$40 per child/8 week class
Instructor: Ms. Joanne Jezierski

GARDENING INDOORS AND OUT: Spring/Summer Session: May 14 - August 20

Class meets on 2nd and 3rd Saturday of the month, May-August. (Dates: 5/14, 5/21, 6/11, 6/18, 7/9, 7/16, 8/13, 8/20.)
Families will work and learn together how to plant, tend and harvest crops in the Hanna Perkins Garden. Observe the progress of the garden over the summer and take home fresh vegetables! This class is for parents and their children ages 2-8.
Time: 10:30 A.M. - 11:30 A.M.
Fee: \$56 per child/8 classes
Instructor: Mrs. Karen Goulandris ■

MEMBERS IN THE NEWS

Vera Camden, Ph.D., gave a plenary lecture entitled *Young Man Bunyan* to the Fourth Triennial International John Bunyan Society Conference in Bedford, England, on September 5, 2004. On October 28, 2004, she gave a lecture to the New York Psychoanalytic Institute and the New York University Psychoanalytic Institute Group for Psychoanalysis and Culture on *The Case of Sarah Wight: Asceticism or Anorexia?*

Richard Lightbody, M.D., was promoted to Clinical Associate Professor of Psychiatry at Case Western Reserve University, School of Medicine. Dr. Lightbody also wrote an article for the winter TAP newsletter (of the American Psychoanalytic Association) describing a site visit to the New Orleans Psychoanalytic Institute in his capacity of chair of the

Committee on Societies and Centers. The purpose of the visit was to help the New Orleans Institute in their plan to reorganize as a psychoanalytic center as we did so successfully in Cleveland.

Joanne Naegele, M.A., LPCC, has been appointed as a member to the Task Force on Expanded Membership Criteria of the American Psychoanalytic Association. This Task Force has an advisory function to define membership requirements.

Carl Rak, Ph.D., was presented by the Ohio Counseling Association with the Charles Weaver Award for *Long Distinguished Service to the Counseling Profession in Ohio*, on November 4, 2004 at a luncheon in Columbus, Ohio.

Please join us for these
FRIENDS MINI-LECTURES

Jane Kessler, Ph.D.
will lead a discussion of the book
The Sea House by Esther Freud.

Wednesday, February 2, 2005
7:30-9:00 pm

James A. Doull, Jr., M.D.
will speak on
The Spectrum of Loss, Mourning
and Recovery

Wednesday, March 2, 2005
7:30-9:00 pm

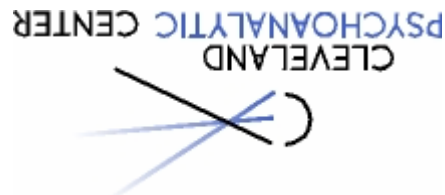
Mini-Lectures are held at the
Center—
Heights Medical Building-
2460 Fairmount Boulevard
Suite 312

This free, non-credit lecture is
open to the public. Please call
(216) 229-5959 to reserve.

Please submit articles and announcements to
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