

# PSYCHOANALYSIS

*in Cleveland*

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The Newsletter of The Cleveland Psychoanalytic Society

April 2002

## THE FRIENDLY INN – THE PSYCHOANALYTIC INSTITUTE A NEW ENDEAVOR

*Scott Dowling, M.D.*

As you drive down Carnegie, past E. 55<sup>th</sup> Street, and the City Mission, take a moment to glance down E. 49<sup>th</sup> past Cedar to Central Avenue. Metropolitan Housing is concentrated in this area, the Central Neighborhood of Cleveland. It has been the home of many African-American families over the years, including its most famous resident, Langston Hughes. Now it is an area of high unemployment and of a variety of other obstacles to social and individual progress and success. Against these obstacles, the residents are struggling to sustain their lives, educate their children, and share in the prosperity of the richest country on earth. In the center of this area, on Unwin Avenue, stands Friendly Inn, a modest brick building surrounded by boarded up housing units awaiting refurbishment or replacement. A constant flow of children and adults pass in and out of its doors. The sense of constant activity and friendly greeting continues as you enter its front hall, a crossroads of children and adolescents heading to the gym, adults going to various offices and meeting rooms, and professional personnel answering phones, directing traffic, talking with each other and greeting newcomers. To the right is the office of the Director, Geraldine Burns, her door open and her desk stacked high with books and reports.

On my first visit to Friendly Inn, seeking assistance in starting a program of education and emotional support for parents and infants, Mrs. Burns waved me

to a chair as she continued a phone conversation, discussing plans for the building of a new Friendly Inn in the vacant lot behind the present building. She then listened patiently to my dream of starting a **Parent Infant Program at Friendly Inn**, a dream that is now nearing fruition. In our subsequent talks, Mrs. Burns described the 127 year heritage of Friendly Inn. Founded in 1875 by WCTU it soon included a Settlement House for immigrants with playgrounds, kindergartens, clubs for mothers, bathing facilities for men and vocational programs for boys. In 1924, it was consolidated into a building on Woodland Avenue and, in 1954, moved to its present home.

Its programs include a wide variety of educational, recreational and opportunity expanding activities for residents of all ages. Friendly Inn serves as a community center for groups from AA and NA to family reunions. Related to the proposed programs with the Institute, Healthy Family/Healthy Start offers prenatal services designed to reduce infant mortality and an Early Start program which focuses on parental needs as mothers and fathers attempt to provide for their infants and toddlers. All programs seek to help residents realize their value as individuals, their potentiality for meaningful work and their capacity to contribute to their families and community. In analytic terms, they (and we) seek to broaden the domain and flexibility of the ego and to promote

realization of individual potential through effective thought and action.

The new Friendly Inn will add significantly to their present programs. It will provide nine large day care classrooms with kitchen, laundry and other facilities serving 120 children from 6:00am to 12:00 midnight; a gymnasium with lockers; a Hunger Center with kitchen; and 3,600 square feet of staff offices.

Mrs. Burns has been a staunch, if understandably skeptical, supporter of the dream that I brought to her, a joint endeavor in parent infant care by a multidisciplinary group from both the Cleveland Psychoanalytic Institute and Friendly Inn. She has had much experience with plans and with programs. She earned her MSSA at CWRU and is a past president of the National Association of Black Social Workers. Every aspect of her demeanor and actions mirrors the mission of Friendly Inn, to improve the quality of life by cultivating and nurturing individuals, families and communities to become functional and productive in the world economy. Her savvy is evident in the hard practical questions she asks and in the care she takes to make sure that those who come to Friendly Inn for services will find respect and friendliness from those who meet with them there.

The program we hope to achieve together is founded in the credo of *Zero to Three*: The essence of infant mental health work lies within the parent-child relation-

*Continued from page 1*

ship. We will use this approach to enhance the development of very young children and to enable their parents to experience purpose and pleasure in parenthood.

The first level of the program will be a weekly group meeting for mothers and their young infants. Three therapists, Debra Chiles, Norma Cofresi, and Scott Dowling will provide educational assistance and facilitate discussion among the mothers about their lives with their infants. We hope to find our way into a sharing of the personal hopes and dreams, concerns and distractions, which are a part of every mother's experience with her infant. We hope to help each mother find and achieve her own potential in providing for and loving her baby. When this initial program is in place, the program will be extended to other mother-infant groups and to a father-infant group. We then plan to expand the program to the perinatal period with prenatal and labor/delivery support and services. Later articles about PIP (Parent Infant Program) will describe these programs more fully.

In association with PIP, the child analysts of the Institute are starting a discussion group concerning infancy. We will discuss both what is now known about infancy from observation and study and the variety of interpretations of the known facts. Interested individuals from all professional groups are welcome to attend and participate. Further information is available at the Institute offices.

## REEL LIVES

### FILM SERIES

#### ADDRESSES SPIRITUALITY

The film *ALL GOD'S CHILDREN* presents a political, social, and religious analysis of sexual orientation within the context of the traditional African-America values of freedom, inclusion, and the Christian love ethic. Through the voices of politicians, religious leaders, academics, family members, and activists, this film vividly illustrates the human toll exacted upon society by the unspoken stigmatization and alienation of lesbians and gay men.

The film will be shown at the Lesbian/Gay Community Services Center,  
6600 Detroit Avenue,  
on April 29, 2002 at 7:00 p.m.  
Call 229-2111 to reserve a seat.

## COURSE OFFERING

Jacqueline Goodin, MSSA

The Cleveland Psychoanalytic Society is offering an extended course in psychoanalytic psychotherapy.

The **Psychoanalytic Psychotherapy Program (PPP)** is open to clinicians who are interested in developing their understanding of the therapeutic process and in enhancing their clinical skills. Students will meet individually with supervisors, all practicing psychoanalysts, for regular discussion of cases.

Where else but at the Society can a small group of students come together in a weekly seminar environment to discuss **human development and behavior across the lifespan; psychoanalytic theory; theory of psychotherapy and techniques guided by psychoanalytical thinking?** Where else but at the Society can students find such a commitment to the integration of theory and practice?

The PPP course begins in September, 2002 and will conclude in May, 2004. Our teachers—all practicing analysts and therapists—bring clinical experience, as well as a strong commitment to teach classic and new ideas about dynamic psychotherapy.

Students will meet for 30 class sessions for each of the two program years. This is an excellent source of CEU credits that more than meets licensing standards of Psychiatrists, Psychologists, Social Workers, and Counselors.

The PPP has incorporated some new topics into its established development and theory course. They include: **Mind-Brain Connections, Gender and Sexuality Issues; Adult Development; Ethical Considerations, and Family Issues as informed by Psychoanalysis.**

Because the learning is intense, class size is limited. Early application is strongly encouraged. For more information regarding the application process, tuition, or curriculum, please contact Jacqueline Goodin, LISW, Program Coordinator, at direct voice mail (216) 251-7062, ext. 321 or at the Society office at (216) 229-2111. The Institute's President-Elect, Richard Lightbody, MD, is faculty liaison to the **PPP** and will also answer your questions.

# ? & A

## GLAD YOU ASKED!

*I read an article in the New York Times that was very disturbing. In it, a patient described a relationship with his therapist. The patient explained that his therapist sat close to him on the couch, touched him, invited him into his home, and in other ways involved the patient in the therapist's personal life. Is it ever proper for a psychotherapist to befriend a patient in such a matter?*

The professional code of ethics that governs psychoanalytic practice stipulates that touching of patients by therapists under the guise of providing reassurance or comfort is a boundary crossing and as such must be questioned. Although physical contact between patient and therapist may be a more well-known problem, other boundary violations such as inviting a patient into one's home, or otherwise involving the patient in one's personal life or exploiting the therapeutic relationship are also to be questioned.

If a patient has any question about the ethical nature of the therapeutic relationship, the matter should be brought into the therapy and adequately addressed. Should the patient feel that it has not been satisfactorily addressed, a consultation with another therapist may be appropriate. Local professional communities have ethics committees that can help to address the complicated questions that may arise.

The psychoanalytic therapeutic relationship is predicated on respecting human dignity. Psychotherapy is a difficult endeavor for any patient, without being made more difficult when burdened by a therapist's own personal difficulties. Any concern by a patient about the professional relationship is important and deserves proper attention.

*Arthur Rosenbaum, M.D.  
Devra Adelstein, LISW, BCD*

*For mental health services call The Katan Treatment Center (216) 721-2777*

## AFFECT & CREATIVITY

Sandra Russ, Ph.D.

Affect and creativity form a very exciting area in the field of creativity today. Although creativity scholars have long recognized the importance of affect in the creative process, only recently has research investigated it. A creative act results in a creative product that is both useful and novel. A number of cognitive, affective, and personality processes are involved in the creative act. Researchers have reached a consensus about which cognitive and personality processes are important in creativity. There is less research and consensus about which affective processes are important

Psychoanalytic theory has long postulated a relationship between affect and creativity. The key concept in the area of psychoanalytic theory and creativity is **primary process thinking**. S. Freud (1915) first conceptualized primary process thought as an early, primitive system of thought that was drive-laden and not subject to rules of logic nor oriented to reality. Holt (1977) categorized the drive-laden content as oral, libidinal and aggressive. Primary process is material around which the child experienced early, intense feeling states. Freud's (1926) formulation that repression of "dangerous" drive-laden primary process content leads to a more general intellectual restriction predicts that individuals with less access to primary process thought would have fewer associations in general. Access to primary process thought has been hypothesized to relate to creative thinking because associations are fluid, and primitive affect-laden images and thoughts can be used in creative works. Martindale (1989) stated "because primary process cognition is associative, it makes the discovery of new combinations of mental elements more likely." Kris's concept of "regression in the service of the ego" stressed the importance of control of primary process thinking. Creative individuals are distinguished from individuals with a thought disorder in that they can logically evaluate the loose, primitive associations and images.

A number of research studies with adults have found a relationship between the amount of controlled access to primary process thinking and creativity (Holt,

1977). In my research with children, primary process on the Rorschach test related to creativity in boys, independent of intelligence, but not in girls (Russ, 1982). These gender differences have occurred throughout the research literature. One possible explanation of gender differences is that females do not have as much access to primary process thinking as do males. Cultural taboos against the expression of primary process content for girls, especially aggressive content, could lead to a restriction of primary process thought; as a result, girls would not learn to use it in creative activities as well as boys.

Psychoanalytic theory stresses the importance of the conflict-laden nature of primary process in creativity. **Other theories of emotion and creativity** predict that the involvement of many types of emotion-laden thoughts and affect processes would broaden the associative process (Russ, 1996). Partly to explore this question and partly to find another test situation in which to study gender differences, my students and I carried out a series of studies investigating affect in pretend play. We used the Affect in Play Scale (APS) to measure affect in play (Russ, 1993). The APS measures the expression of eleven affect categories, six of which are primary process categories. The eleven affect categories are: happiness, anxiety, sadness, frustration, nurturance, aggression, oral, oral aggression, anal, sexual, competition. In four different studies with different child populations, we found that frequency of affect expression in the play and range of affect were positively related to measures of creativity, independent of IQ. The relationships were found for both girls and boys. In one study, the relationship was found only for primary process affect and creativity (Russ & Grossman-McKee, 1990) but in the other studies the relationship was present for both primary process and non-primary process affect. Interestingly, the ability to express primary process on the Rorschach was positively related to the ability to express all types of affect in play. The lack of gender differences in the play studies suggests that a play task may be a better measure of affective expression in girls than the Rorschach test, because it

measures a wider range of affect. Although girls consistently express less aggression in play than boys (as was true on the Rorschach) they express other types of affect that do relate to creativity.

Alice Isen (Isen, Daubman, & Nowicke, 1987) has investigated the effect of experiencing positive affect on creativity. She found that with adults, experiencing positive affect facilitated creativity. Other affective processes found to be important in creativity are openness to affect states, experiencing pleasure in problem solving and in seeing the challenge in a situation (Russ, 1993).

Many scholars and researchers have wrestled with **the issue of mental health and creativity**. Research has found that creativity relates to both adjustment and psychopathology. How can both findings be true? However, if we conceptualize creativity as evolving from a configuration of cognitive, affective and personality processes, then the propensity for adjustment could go either way, depending upon the mix of processes. Dr. Richard Kogan's recent presentation to the Cleveland Psychoanalytic Society on the composer Robert Schumann presented an excellent example of one possible configuration that included manic-depression, which resulted in beautiful creative expression. Ruth Richards (1993) has concluded from her research that mild psychopathology may contribute to creativity and that mild mood swings especially may carry advantages for creativity. She stressed the importance of positive affect in creative accomplishment.

My own conclusion is that there are many routes to creativity. Openness to affect and to primary process thinking and other types of affect-laden fantasy and thoughts are important ingredients. New research paradigms and measures of affect are stimulating research in the affect and creativity area. Results of this work will have implications for child development and for child and adult psychotherapy.

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*Dr. Russ is professor in the Psychology Department of CWRU.*

*Bibliographic references are available on request.*

## PSYCHOTHERAPY AND THE HIPAA PRIVACY RULE

Norman A. Clemens, M.D.

Psychoanalysts and psychotherapists are jubilant about the special protection for psychotherapy notes that will take effect on April 14, 2003. The protections are part of the Privacy Rule promulgated by the Department of Health and Human Services in December 2000, as required by the Health Insurance Portability and Accountability Act (HIPAA) passed by Congress in 1996. The American Psychoanalytic Association gave substantial input as HHS shaped the new rule.

The Privacy Rule applies to any health care entity (physician, hospital, insurance company, etc.) that transmits medical information electronically, for instance, to submit claims data to a third party payer. It applies to all records, paper or electronic. In any case, the parts of the Privacy Rule favorable to psychotherapy are well worth implementing now.

The general provisions of the Privacy Rule are fairly stringent, provoking much complaint from medical and hospital groups about the inconvenience and cost of implementing them. The Bush administration has issued guidance advisories that will make implementation more practical, but clearly the Rule will go into effect substantially as is. Patients will welcome the assurance of privacy, and the unifor-

mity introduced by the rule will permit administrative savings. Health care entities will be required to appoint a privacy officer and train their staff in privacy matters, to give patients privacy notices, and to obtain blanket, written consent to communicate information necessary for treatment, payment, and health care operations. Disclosures of patient information for these purposes must be limited to the minimum necessary to accomplish the task at hand. The patient has the right to read and amend the general record.

The special provisions for psychotherapy notes are based on principles stated by the U.S. Supreme Court in *Jaffee v. Redmond* in 1996, which created an absolute privilege for communications between patient and therapist in the course of psychotherapy. In a memorable statement the Court recognized that effective psychotherapy couldn't take place without strong assurance of confidentiality.

Under the Privacy Rule identifiable psychotherapy notes will be protected from disclosure if maintained as a separate part of the general medical record. Certain basic information about the patient's management, other than psychotherapy content, must be documented in the general record, subject to the usual protections for medical

records. But psychotherapy material (for instance, dreams, fantasies, impulses, intimate disclosures about oneself or others, or the therapist's own thoughts and reactions) are protected from disclosure unless the patient gives specific, written authorization for each disclosure – a much higher level of control. Psychotherapy material may be disclosed without authorization only to prevent harm to the patient or others, for defense if the patient sues the therapist, for health care oversight, or for a coroner's investigation of the death of the patient. It may be used for supervision in training situations within the ambit of confidentiality.

The patient does not have the right to read or amend psychotherapy notes. The patient's authorization for disclosure may not be compelled as a condition for treatment or third party payment. The protection of psychotherapy notes continues after death, except as noted above. Unidentified personal working notes of the therapist are not covered by the rule.

Having achieved this high level of psychotherapy protection, therapists and patients owe it to themselves to understand the new Privacy Rule and act vigorously to prevent any erosion of its safeguards.

## SCHIZOPHRENIA AS A PARADIGM CASE FOR UNDERSTANDING FUNDAMENTAL HUMAN PROCESSES

Rachel M. Baker, M.D.

On January 25, 2002, Dr. Janis Hunter-Jenkins of the CWRU Anthropology Department presented a paper on Schizophrenia to The Cleveland Psychoanalytic Society.

Dr. Hunter-Jenkins started out by reminding us that "anthropology (is) concerned with the nature and meaning of subjective experience...grounded (in) understanding of cultural orientation, self, emotion, and social relations (as) essential to the analysis of a complex pathological phenomenon such as schizophrenia. Recognizing these as critical dimensions of subjective experience is a central endeavor for anthropology and allied fields concerned with the multifaceted question of what it means to be human." Decrying the domination by neurosciences and psychopharmacology in contemporary psychiatry, she feels a need to demonstrate the other dimensions of what it means to be human.

While demonstrating both the normal and the abnormal in schizophrenia, Jenkins warns against underestimating the intensity of suffering this condition entails and the resilience of people grappling with it. She noted that if we focus exclusively on the abnormal we might dehumanize the schizophrenic sufferer, seeing such a person as flawed and empty. An example of this is the description of concrete thought in the schizophrenic, which at times is actually a use of metaphor.

Jenkins states that the experience of schizophrenia demonstrates problems faced by everyone in everyday life, as well as novel solutions to such problems. Reminding us that processes such as self and emotions are mediated by culture and context, she describes some of the everyday dimensions of schizophrenic experience as routines instituted by the individual for self-

stimulation or emotional protection; i.e., the daily walk or cup of coffee. She describes problems concerning love, goals in life, search for relief from pain and suffering and attendant anxiety as being part of the human condition, only more so for the schizophrenic whose symptoms are attempts at self-healing. How the environment reacts to these symptoms is determined by the culture and context in which they occur which, in turn, may affect the course of the schizophrenic condition.

Kay Q. McKenzie, M.D., in her formal discussion of this paper illustrated the concepts in it with a description of her experience in long-term treatment of a schizophrenic patient. The account of her patient showed that medication by itself does not cure schizophrenia; it just diminishes the extreme anxiety and the accompanying delusions and hallucinations. This allows the development of a

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## PSYCHOANALYTIC BOOK REVIEW

Norman A. Clemens, M.D.

*Evidence in the Psychoanalytic Psychotherapies: A Critical Guide for Practitioners*  
edited by Chris Mace, Stirling Moorey  
and Bernard Roberts; Philadelphia,  
Brunner-Routledge, 2001, 218 pages

Psychotherapy does not fare well in the world of evidence-based medicine. It is complex and notoriously difficult to measure meaningfully. Even the goals and endpoints of treatment are hard to pin down. Simplistic, symptom based outcome measures miss the essence of the treatment approach. Applying the rigors of evidence based medicine to an enterprise that is fundamentally humanistic and based on relationships is like mixing oil and water.

This slim volume tackles the challenge head-on by exhaustively addressing the nature of evidence and its application to the world of psychotherapy. The result is a thought provoking text that strips away oversimplifications and misapplications of evidence-based medicine that threatened the field of psychotherapy.

Given the serious philosophical and technical issues covered, this book is not an easy read. However, good writing and a British perspective considerably lighten the burden. The book is a well-integrated collection of essays written from various viewpoints by psychotherapy researchers and practitioners of the United Kingdom. Lucid expositions of a complex issue hold the reader's attention as the story unfolds.

Several aspects of the British point of view will capture the attention of U.S. readers. The politics and bureaucracy of psychotherapy under the National Health Service are glimpsed from time to time. Contributors show a healthy skepticism about DSM-IV's superficial, symptom oriented categorization of mental illness, with its Band-Aid approach to accounting for the complexity of real-life disorders through the concept of comorbidity.

These authors recognize that prevalent categorical, diagnosis-focused, narrow interpretations of evidence leave many

studies of effective psychotherapy, particularly psychodynamic psychotherapy, out of consideration in evidence-based guidelines.

The contributors represent both psychodynamic and cognitive-behavioral fields of practice, but U.S. readers will find it refreshing to see much less of a divide between clinical and theoretical approaches in the United Kingdom than we are accustomed to in the United States. An essay on cognitive analytical psychotherapy bridges the gap nicely. For me, as a psychoanalyst who has found the American Psychiatric Association (APA) practice guidelines disquieting in their rigid application of evidence-based medicine to favor manual-based psychotherapies supported by highly circumscribed short-term studies over valuable, widely practiced psychotherapeutic approaches, this book was a breath of fresh air.

As the title suggests, *Evidence in the Psychological Therapies* is about evidence, not the current findings of research on psychotherapy. Early chapters stretch the reader's thinking about the nature of evidence. A fascinating explication of the historical development of concepts of evidence in jurisprudence is worth reading for its own sake.

The book includes a searching critique of randomized controlled trials-- now viewed as the gold standard-- and an essay on the single-case method in research. A chapter on working hypotheses in psychoanalytic psychotherapy is followed by one hypothesis testing in cognitive-behavioral therapy.

The book ends with a discussion of practice based evidence, which APA members will recognize as the Practice Research Network. The effect is to draw practitioners and researchers closer in an effort to strengthen the true evidence base for psychotherapy.

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therapeutic dialogue about the patient's situation in the context of her family and sense of self. In turn her patient became able to take charge of her life and gradually heal. McKenzie's patient also illustrated the destructive cultural beliefs about schizophrenia, with which she had to struggle. McKenzie noted our limited understanding of affect in schizophrenia, whether it is affected by the older medication, blunting affect or the newer medications, releasing joy.

This presentation and discussion illustrated how a cultural, developmental and psychoanalytic perspective is helpful in even the most disturbed patient.

## SCIENTIFIC MEETING

### of the Cleveland Psychoanalytic Society

Joanne Naegele, M.A.

Rita V. Frankiel, Ph.D., Training and Supervising Analyst, Child and Adult, Faculty Member of the New York Freudian Society will be with us on Friday evening, 8:15 pm, April 12, 2002 in the Rainbow Babies and Childrens Amphitheater, to present a child analytic paper, entitled, *The Biting Boy: Transference and Countertransference in the Treatment of a Young Child*. In this paper it will be shown that the child's use of action rather than language in an analysis has a vivid capacity for pulling the analyst into enacting roles with him. If the analyst can remain aware of this without being drawn in, it can be helpful in understanding the child patient. Dr. Scott Dowling will be the discussant.

Dr. Frankiel is a gifted clinician. She is also a supervisor and Associate Clinical Professor in the New York University Postdoctoral Program in Psychotherapy and Psychoanalysis. After receiving a Ph.D. in Clinical Psychology at Teachers College, Columbia University Dr. Frankiel began her psychoanalytic training through the William Alanson White Institute in New York City, subsequently switching her membership to the New York Freudian Society and becoming a member of the International Psychoanalytic Association. In 1994 she edited a volume entitled, *Essential Papers on Object Loss*, published by New York University Press. The International Journal of Psycho-Analysis (in press) 2002 will include her panel report from the Nice IPA on *Clinical Value of the Ideas of Wilfred Bion*. Along with her husband, Roy Schafer, Ph.D., she has a longstanding interest in Kleinian object relations theory.

On Saturday Dr. Frankiel will be discussing her recent paper on the envious superego with candidates. She is also offering a workshop to interested Society members on clinical issues.

# HANNA PERKINS CENTER

## GLOBAL VILLAGE UPDATE

### Introduction

*Thomas F. Barrett*

Since the mid-1990s child analytic colleagues from throughout the U. S. and Canada have participated, via speaker-phone connection, in teaching seminars at the Hanna Perkins Center. A few years ago, encouraged and financially supported by a grant from the Billie Howland-Steffee Foundation, the technology was expanded to include the use of video as well as audio telecommunications connections. With the support of the grant, the necessary equipment was placed with colleagues in Detroit, St. Louis, Toronto, and Padova, Italy. Mrs. Howland-Steffee recently visited the Center to participate in a demonstration of the functioning system and was very pleased with what has been developed.

Because the system uses secure ISDN telephone lines (there is no use of the internet or computers), it is completely private. The pilot phase of the program has proved sufficiently successful so that requests for participation with colleagues in other areas (Los Angeles, Chicago, Philadelphia) who would like to establish satellite links to the system are being considered.

## LINKING CLEVELAND AND PADOVA, ITALY

*Elisabetta Superchi*

Since coming to Cleveland from Italy for my training in child psychoanalysis, I have always wished that my Italian colleagues could learn about the Hanna Perkins Center and its unique way of working with families and children. In the past year, the "Dipartimento di Psicologia dello Sviluppo e della Socializzazione" (Department of Developmental Psychology and Socialization) and the "Scuola di Specializzazione del Ciclo di vita" (Training course in child clinical psychology) at the University of Padova in Italy

have been linked with the network of locations involved in the distance learning project. The "Scuola di Specializzazione del Ciclo di vita" is one of the University schools which has met the standards to be accepted as a training course for therapists. According to Italian law, a psychologist or a medical doctor becomes a psychotherapist when s/he attends a four-year postdoctoral training course in either a university or private school on an officially recognized list of programs. Professor Adriana Lis is the director of the training course in Padova.

In Italy many child psychotherapists and analysts have a Kleinian background. Although we agree that in psychoanalysis there is room for all, one of the main reasons for a collaboration between HPC and the Padova training course is to share and to extend psychoanalytic knowledge based on the classical Freudian approach. The distance learning project represents a way to disseminate this knowledge base.

The system became operative in November 2001 and now every week 10 to 20 people participate from Italy. Professor Adrian Lis (a child analyst, member of the Association for Child Psychoanalysis, and full professor of clinical psychology) and Dr. Rosetta Bolletti (child psychotherapist, professor of Psychodynamic Psychology at the "Scuola di Specializzazione del Ciclo di vita") lead the Italian group, all of whom are psychologists training in Padova.

Electronic devices arouse many different questions and problems when used in communicating between groups of people. The first common reaction is how free and spontaneous you will be in talking, expressing yourself, and trying to be in touch with someone when an electronic device is involved in the process. This has not been a problem; after the first few minutes people seem to forget about the camera. However, the question of the element of the "human relationship" is always there, especially when participants are not acquainted with one another. Professor Lis had to spend time in making a "distance relationship" between her

students and the colleagues in Cleveland. I also helped in making this relationship through trying to be in touch with the students and understand the special difficulties they encountered. On one occasion while I was in Italy myself, I participated in Padova, talking about my experiences and work at the Hanna Perkins Center. It was very pleasant to see my HPC colleagues on the video screen. All this has helped to forge a bond.

Even though all the participants in Italy are familiar with English and some can understand it quite well, it has been hard to fully convey the meaning of what has been presented. In addition to the cultural differences, specific analytic conceptualizations developed at the HPC posed difficulties for understanding. For this reason a small weekly group meeting, led by Denia Barrett and myself, has been implemented for the students in Padova. My translation for the group has facilitated the process, making it possible for the Italian colleagues to follow the seminars more fully. During these less formal meetings, the students can raise questions focusing primarily on how the center works and its underlying philosophy. The average background of an Italian psychologist is very theoretical and analytically grounded. For these students, it has been very interesting to learn about both theoretical and clinical contributions to the understanding of child development derived from work at the HPC. Topics have included evaluation, assessment, and diagnosis from a metapsychological point of view. The students are discovering the method of treating the under-five child by way of the parent(s) and ideas that extend from this model. Finally, it has been important for many of them to learn about the practical application of Freudian theory in an educational setting such as the Hanna Perkins Therapeutic Preschool and Kindergarten.

In a time during which psychoanalysis faces problems maintaining its identity, it is fundamental to create a common base of knowledge. The experience of the

Distance Learning Project has been valuable and enriching for participants from each site. It has provided a way to share and promote psychoanalytic understanding of children and their families. It has also allowed comparing and discussing clinical and theoretical ideas on the basis of different social and psychological realities. We have found that in order for the program to work, it has been necessary to individualize components and adapt teaching according to the characteristics and needs of those participating. In conclusion, we have found the experience to be mutually rewarding and we look forward to our ongoing shared learning.

**NOW AVAILABLE**

***On Being and  
Having a Mother***  
by Erna Furman

International Universities Press

## **“COLLABORATION: COOPERATE NOT SEPARATE” – HPC TEACHERS PRESENT TO COLLEAGUES**

*Fatemeh Toossi*

The Cleveland Association for the Education of Young Children (CAEYC) held its annual winter conference on February 23, 2002. About 240 early childhood educators and caregivers gave up their Saturday to attend a variety of workshops to enhance their teaching skills and classroom settings. The keynote speaker, Sally Pisarchick, Ph.D., gave an uplifting speech about surviving in the teaching profession despite hardships.

Since the theme of the conference was “Collaboration: Cooperate Not Separate,” the Hanna Perkins preschool teachers’ presentation focused on how parents and teachers/caregivers need to work together in order to help the child have a smooth transition into a new school setting. The audience was helped to recognize the intense feelings experienced by both

## **THE CARROT SEED ~ IN MOTHER’S WORDS**

*Karen Goulandris, Fatemeh Toossi,  
Laura Cyrocki, Laura Deetz*

This past autumn, the Hanna Perkins Preschool teachers invited mothers to be guest story readers in the classroom. The teachers wanted to celebrate the culturally diverse student population with activities that also fit under developmentally appropriate practice. Recognizing that the world of the preschool-aged child is really the family and surrounding environment, we decided to focus on the language that was most often spoken in the home. In the classroom, the children had been enjoying a dramatic play exercise where they were acting out the characters in the story *The Carrot Seed* by Ruth Krauss. When the idea about having mothers come in to read came up, we discussed the fact that reading between mother and child can also be an intimate time. In selecting the story, we were careful to choose one that was not directly related to a bedtime story and to find one that would transcend cultural

differences. *The Carrot Seed* seemed well-suited for our purposes as growing food is essential in all cultures. Mothers of each of the children were given a copy of the story and signed up as a guest reader during our afternoon group time over the course of a few weeks. Families translated the story into their own text and language and left these books for children to explore on our bookshelves. The following languages were represented for this activity: Pushtu, Bengali, Chinese, Indonesian, and English. The children enjoyed having their moms in the room and got a chance to share some of their home culture, first through their mothers, and now we have noticed that some of the children are feeling more comfortable discussing their culture outside the presence of their mothers. This experience seemed a natural way to introduce and celebrate the many cultures within our classroom.

## ***Child Analysis***

Volume 13 will be available in June 2002  
**contents:**

- 1. *Understanding the Misconceptions of Bodily Anatomy: A Presentation to Miss Anna Freud*** - Howard Sudak, Arthur Rosenbaum, Tom Dell (Project Director: George Streeter)
- 2. *Psychoanalysis-One Theory: Some Vicissitudes of Its Evolution*** - Leo Rangell
- 3. *Reclaiming the Land*** - Kerry Kelly Novick & Jack Novick
- 4. *On Basic Tools of Psychoanalysis*** - Pentti Ikonen
- 5. *On the Concepts of Transference and Countertransference and Their Use in Child Analysis*** - Erna Furman
- 6. *A Clinical Contribution*** - Deborah Paris

parent and child going through the separation process. In an effort to actively involve the audience, each person was given a peanut. They were then asked to go through several steps in order to form a pseudo relationship with their peanut before placing it in the hands of another person. Throughout each separation step, the audience was asked to think about their feelings as they gave their cherished “being” to someone else. Understanding the separation feelings from the parent’s point of view stimulated thinking about what the child feels as he/she goes through this process. The teachers then talked about the different ways of helping the child cope with these feelings and provided effective ways for teachers to help children enjoy school while keeping home and parents in mind.

## MEMBERS IN THE NEWS

*Norman A. Clemens, M.D.* discussed HIPPA Privacy Rule (see page 4) at a meeting of APT on January 22, 2002, as well as at the Psychiatric Grand Rounds of the Cleveland Clinic Foundation on January 10, 2002. He will repeat the same at the Psychiatric Grand Rounds of University Hospitals on Friday, May 10, 2002.

*Norman A. Clemens, M.D., Anna Janicki, M.D., Arthur Rosenbaum, M.D., (discussants) and David Falk, Ph.D., (moderator)* were part of a panel discussion entitled "Shattered Invincibility: Understanding Reactions to Terror." This was in preparation to the showing of the film *Charlie Victor Romeo*, at Cuyahoga Community College on April 4th and 5th, 2002.

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**We welcome any matching grant to help us continue this Outreach Program of treatment scholarships, for individuals with limited resources**

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