

PSYCHOANALYSIS

in Cleveland

www.psychoanalysiscleveland.org

Vol. 11 No. 5

The Newsletter of The Cleveland Psychoanalytic Center

June 2003

THE PSYCHOANALYTIC PSYCHOTHERAPY PROGRAM (PPP) CELEBRATES A SUCCESSFUL YEAR

Jacqueline H. Goodin, MSSA, LISW

Nine students registered in September 2002 for the Psychoanalytic Psychotherapy Program (PPP). On May 1, they ended the first year of a two-year curriculum with celebration, camaraderie, and reflection on their personal and professional development. Diane Kleeh, LISW, a commuter from Youngstown, described her experience this year as "invaluable for improving my clinical skills and knowledge base." Terry Blanken, a doctoral student in clinical psychology, enthusiastically comments, "I am gaining an excellent foundation in psychoanalytic thought."

PPP is a popular, two-year continuing education opportunity sponsored by the Cleveland Psychoanalytic Center. It has attracted clinicians from diverse mental health professions and with years of experience. Since its inception ten years ago, numerous psychiatrists, social workers, clinical counselors, psychologists, and graduate students in these fields have enriched their clinical skills through a comprehensive program. Deana Schuplin, LPCC, is quite impressed with the opportunity to learn from gifted analysts who have a passion and commitment to teaching the analytic approach.

Obviously, PPP has developed quite a strong reputation in the region as well as within the Cleveland area. Ms. Blanken reports her round trip from Columbus is well worth the effort. PPP's farthest traveled student, Yong-Chon Park, MD, a



South Korea native, has been commuting this year from Akron, and is very appreciative of his relationship with the Cleveland Psychoanalytic Center. He plans to recommend this program to psychiatric residents he supervises.

At the last class session of this year, Richard Lightbody, MD, Chairperson of the PPP Planning Committee, engaged the students in a review of the eight-month experience thus far. This allowed continued integration of human

development, psychoanalytic theory, and psychotherapeutic technique. "I have been offered ways to think differently," remarked Ms. Schuplin.

This year, there have been several innovations in the PPP. First, each student was carefully matched with a graduate analyst for 30 hours of clinical supervision. Very soon into the program year, students expressed their appreciation for the quality of supervision and the opportunity for individualized skill development. Second, a non-analyst who participated in the 1999-00 class, was named as Program Coordinator to manage the operational details, with significant input from a Planning Committee comprised of graduate analysts and candidates. Third,

two talented guest clinicians were invited to teach in the curriculum; both of these new faculty are members of APT. Fourth, the curriculum was modified somewhat to put more emphasis on clinical issues and technique.

Student Steve Silva, LISW, an experienced clinician in the addictions field, concludes the course so far has been "... very helpful in my work. It's a good educational experience and a good

continued on page 2...

continued from page 1...

investment." The students said they can hardly wait to meet again in September, 2003. They plan to continue working together after their formal graduation from PPP in May, 2004.

The Program Coordinator, Jacqueline Goodin, MSSA, LISW welcomes inquiries for the next class of 2004-06. Application materials will be available this fall. Potential

MEET CHANDLER EVERETT



The Cleveland Psychoanalytic Center's newest community Trustee is Chandler H. Everett. Chan was elected to the Center's Board in October 2002 and serves as the Chair of the Center's Financial Development Committee, member of the Budget & Finance Committee and member of the Ad Hoc Committee on Office Space.

Born in Cleveland, Ohio, Chan received a Bachelor of Arts degree in History from Yale University in 1960 and an MBA in Economics from Case Western Reserve University in 1970. Following a few years with The State Street Bank & Trust Company in Boston and The National City Bank in Cleveland, Chan joined The Republic Steel Corporation in 1968. In 1973, Chan became an Investment Portfolio Manager with the Cleveland office of the investment management firm Scudder Stevens & Clark. In 1976, he became Treasurer of Alaska Airlines in Seattle, Washington. In 1980, he joined Seattle-First National Bank as Vice President of Corporate Trust Marketing.

In 1985, Chan and three partners formed Union Street Capital, a venture capital firm in Seattle. During this time, he

Betsy Kamm

also served as President of Educational Clinics, Inc., a private educational training company, turning it into a profitable enterprise in 13 months. In 1990, he returned to Cleveland to take over the investment management firm started by his father and subsequently affiliated himself with Fiduciary Management Associates of Chicago, Illinois, a firm with approximately \$2 billion under investment advisory. In February 2000, when he in turn affiliated with Greenleaf Capital Management, he had over \$200 million under his own primary advisory.

Chan is married to the former Marsha Brayton of Cleveland, and they have four children and six grandchildren. He serves as the chairman of the Board of the Central School of Practical Nursing and is a member of the Board of Trustees of The John Huntington Fund for Education. He helped found and is Treasurer of the Board of the North Coast Center, a service agency dealing with substance abuse issues for teens and their families. He is also a founding member of The Biloxi Group, a private organization that studies technical aspects of stock price movement. During his years in Seattle, he served on the Board of the Seattle Mental Health Association.

Chan is the author of *The Pocket Consultant for Small Business*; *Money Is Never The Problem*; *Spirituality, Sex & Silliness*; and *The Chicken Came First*. He resides in Cleveland Heights, Ohio.

Chan brings to the Cleveland Psychoanalytic Center long experience in the world of business and money management coupled with extensive knowledge of the local philanthropic landscape.

? & A

GLAD YOU ASKED!

Terror struck recently when a gunman opened fire in the Peter B. Lewis Building. How do psychoanalysts respond to situations like this?

When shootings like these occur, a confluence of psychological, social, and cultural factors is responsible. From individual psychoanalysis, we know that managing intense anger involves calling up feelings of loving and being loved to thwart destructive impulses. This capacity ordinarily develops in early childhood under the loving care of parents or caregivers. Inadequate parental nurture and protection coupled with exposure to violence are major risk factors for future problems managing rage.

Although others may not know the developmental history of an individual at risk, warning signs will be visible to those who have ordinary contact with him. Typically, a workplace shooter has suffered a loss of status or livelihood for which he is openly enraged. A colleague who becomes an extreme loner, lacks empathy, exudes anger or hatred, rejects basic social conventions, and possesses weapons may be well on his way to committing violent acts.

Blinded by an inner demand for revenge such an individual is incapable of seeing the tragedy of his plans or the need to be stopped or helped. It is therefore incumbent upon others to recognize red flags and notify authorities who can facilitate prompt evaluation and treatment. Referral to a psychoanalyst would ensure serious, expert attention to the gathering emotional storm. Naturally the earlier the detection of trouble the better.

Psychoanalysts are committed to in-depth, long-term clinical work that helps individuals develop or regain the psychic equilibrium needed to live peaceably with themselves and with others. In addition, most psychoanalysts today not only conduct psychoanalysis and psychotherapy, but also serve in community endeavors to promote strong families and improve mental health.

Janet L. Sharp, M.A.

SAVE THE DATE

The Friends of the Cleveland Psychoanalytic Center
Welcome Back Richard Kogan, M.D.

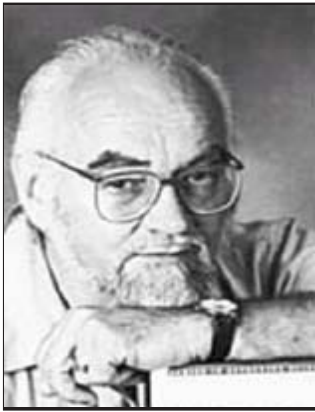
On Saturday, October 25, 2003, Concert and Lecture

Tchaikovsky: Music and Melancholy

2:00 to 4:00p.m., followed by a Reception.

Watch the mail for further details or contact Rachel Baker at 216-464-2393

JAAK PANKSEPP SPEAKS ON AFFECTIVE NEUROSCIENCE



Jaak Panksepp, Ph.D., Emeritus Professor of Psychobiology at Bowling Green and Northwestern Universities and international authority on the neurobiological nature of emotional processes, presented aspects of his work in a talk, *Archeology of the Mind: Ancestral Sources of Human Feelings* on April 21 at CWRU. Dr. Panksepp came to Cleveland at the invitation of The Cleveland Mind-Brain Group, an informal discussion group chaired by David Pincus, DMH. Dr. Pincus is making a concerted effort to 'formalize' the group given the great interest and expertise that is available in the Cleveland community. The event was co-sponsored by a multi-disciplinary academic consortium

including The Cleveland Psychoanalytic Center and the Departments of Psychiatry; Biomedical Engineering and Computer Science; and Bioethics, of CWRU.

Dr. Panksepp provided a glimpse into the complex, astonishing and burgeoning world of affective neuroscience. Much of neuroscience has stayed clear of the vexing issue of affect, or has reduced all mentation to cognition, with affect being something that is 'tacked on' later to the computational engine of the brain. Dr. Panksepp instead views affect at the core of all mentation and consciousness, a position not unfamiliar to analysts, who are impressed with the 'driven' nature of mental life and are keen observers of the developing infant. His work (and comments) touched on the brain organization of emotionality, the basic anticipatory/expectancy mechanisms and the basic social-emotional mechanisms in the brain. In the latter category he described the organization of play/joy processes and separation/distress processes including clinical implications for treatment of early childhood disturbances including autism and ADHD. He provided a summary of some of the emerging neuropeptide chemistries that

mediate specific emotional and motivational processes.

Dr. Panksepp spoke with verve and authority, eliciting both rapt attention and a multitude of questions from an overflow audience of students and teachers from the sponsoring departments and organizations, and from interested students of other disciplines as well.

Dr. Pincus spoke of an emerging picture of our knowledge having reached the threshold of an era in which psychoanalysts, biomedical engineers, and psychobiologists can come together with hopes of forging a common language, doing away with the tattered remnants of neo-Cartesian dualism to reach Freud's dream of a unitary understanding of mind/brain. As is well known, Freud set aside the *Project for a Scientific Psychology*, his effort at a unified view, only because he felt it was premature. Throughout his life he looked forward to the day when neuroscience (his early subject of study) and psychoanalysis (his later subject of study) would become one. Dr. Panksepp showed us (and the audience confirmed) that now is "the rosy fingered dawn" of that era.

Scott Dowling, M.D.

REPORT OF THE MACHIAVELLI LECTURE AT JCU

On April 9 I was, fortunately, able to be the discussant of a paper – *Machiavelli's The Prince and the crisis of Perspective* – presented at John Carroll University. The author, Professor Giuseppe Mazzotta, is Chair of Italian Language and Literature at Yale University and a frequent visiting scholar at JCU. This lecture was co-sponsored by the Bishop Pilla Program in Italian American Studies and the Cleveland Psychoanalytic Center; and Pamela Mason, Professor of Political Science at JCU was another discussant.

Professor Mazzotta proposed in this paper to place Machiavelli's work in historical perspective, that is, to position its place in the creative processes of the Renaissance by expanding on the concept of perspective itself. He began by noting the enormous shift in political thinking which *The Prince* represented, a shift from the idealized writings of the classical and Christian philosophers and theologians to

the pragmatic, humanist, "reality-oriented" views of politics that continue to the present. He elaborated on this change as it was manifested in art and architecture, describing the switch from the idealized, flat pre-Renaissance works (he chose Giotto as his example) to the three dimensional depictions which followed. These obviously demanded elucidation of artistic perspective, and Professor Mazzotta introduced the writings of Alberti, an architect and writer about art who described the use of perspective in detail. Mazzotta is certain that Machiavelli knew Alberti's work (Alberti preceded him by only two decades) and was influenced by it when he identified his awareness of the perspective difference between himself, the lowly, and Lorenzo, the magnificent on the mountain. Alberti described the importance of recognizing that the artist makes his art and, because of his given position, must create from an

irreducibly subjective perspective. Alberti detailed the subjectivity of art and even described the mythical inventor of art as Narcissus, who transformed what he saw into images – Art is created as reality passes through the artist to the work. Mazzotta connected this with Machiavelli's focus on the self, the individual and on the constant existence of at least two perspectives – man's double nature. Machiavelli chose Chiron, the Centaur, as the teacher of the prince, noting that a leader must fight both with laws and with force.

Mazzotta went on to describe the need to be able to dissimulate that Machiavelli prescribed for a prince. This had been described in Roman times by Tacitus, who elaborated on the theatricality of existence. The ability to dissimulate led, Machiavelli noted, to the ability to decipher ambiguous signs as well as to

continued on page 4...

Murray Goldsone, M.D.

PSYCHOANALYTIC BOOK REVIEW



Joanne Naegele, M.A.

From the Mixed-up Files of Mrs. Basil E. Frankweiler by E.L.

Konigsburg, winner of the Newbery Award. Anheuser Books For Young Readers, Simon & Schuster, New York, 2002, 172 p., \$16.95 hardcover.

During the recent Applied Analysis curriculum for the 4th year Cleveland Psychoanalytic Center candidates, we rediscovered the glories of Michelangelo, and Freud's fascination with the statue of Moses. It reminded us of E.L. Konigsburg's marvelous children book, in which two runaway children become fascinated with a statue possibly made by Michelangelo.

This is a tale of the adventures of nearly twelve year old Claudia Kincaid. She has had it with her family, and decides to run away from home, taking her nine year old brother, Jamie with her. He hoards money and his financial contribution is essential to the plan. Besides, she likes him.

We think of running away as an actualization of a fantasy, of putting one's dilemma outside of oneself, and responding to it as if the solution is to get away from the outside menace rather than to face the conflict within the self. We see Claudia, in the course of this novel, doing just that, but, finding this solution unsatisfactory, she works her way through to a better ending. We hear about it through delightful dialogue. You can see the secondary gain Claudia is getting by torturing her mother with worry. She had written and mailed a note to their Mother and Father to tell them that they were leaving home, and not to call the FBI.

Her unconscious ambivalence about her escapade is clear to us in her dialogue with her brother about whether they miss their parents; Claudia rationalizes that they are not homesick because their parents have been successful in raising them right, making them independent.

"It's really their fault if we're not homesick." She also reassures herself that whenever they do go home it won't be much different than coming home from summer camp, "...they're always glad to see us." We, as readers, hear her inner doubting. Meanwhile the frantic parents are searching high and low for the children, putting ads in the New York Times, alerting anyone knowing about their whereabouts to please contact them. The externalization of Claudia's anxiety has been successful.

Claudia planned for the runaway carefully. It couldn't be an ordinary, "old-fashioned" kind of running away in the "heat of anger with a knapsack on her back." It would need to be a "running to somewhere...to a large place, a comfortable place, an indoor place, and preferably a beautiful place. And that's why she decided upon the Metropolitan Museum of Art in New York City." She would be gone just long enough to teach her parents a lesson.

In this way we are thrust into the dilemma of a 12 year old whose running away she knows has something to do with "injustice." As the "oldest child and the only girl" she was "subject to a lot of injustice. Perhaps it was because she had to both empty the dishwasher and set the table on the same night while her brothers got out of everything." But there was something more in the inner motivations of this girl that would prompt her to turn to this solution of her problem. "She was bored with simply being straight-A's Claudia Kincaid... of injustice and of the monotony of everything."

Claudia and Jamie carry off the plot as planned. They take up residence in the museum right on schedule. But once the fun of settling in is over, Claudia discovers that she feels just the same and she wants to feel different. The mystery of a beautiful statue that may have been sculpted by Michelangelo, gives her hope that if she solves the mystery she will feel different. The quest for solving the true identity of the statue can be seen on an unconscious level as parallel to her own dilemma as a preadolescent girl. Who is she? Where did she come from? What are the secrets of her life? Why does she feel so unappreciated by her parents?

While not conscious of missing her mother, we see her identification with her mother – doing laundry, making sure they say their nightly prayers and eat properly.

They even take baths in the fountain of the museum restaurant at night because Claudia cannot stand going one more night without a bath, although Jamie does not mind the deprivation. Claudia has clearly taken in this good mother by whom she also feels disappointed for having too many babies with father and for treating her differently from her brothers.

The story has a happy ending, filled with mystery, suspense, and intrigue. It is the former owner of the statue, Mrs. Basil E. Frankweiler, who can understand Claudia and thus facilitates Claudia's feeling better about herself and returning home, like any good therapist would do. She does this by revealing to Claudia the pleasure of having a unique secret. We may understand this secret on one level in terms of a dawning awareness and promise of the internal female genitals and the pleasure of sexuality and femininity. This is a good tale for adults, children, and grandchildren alike, a true gem.

Machiavelli Lecture

continued from pg. 3

engage in them. As Mazzotta pointed out, this also led to uncertainty about the prince's counselor – Machiavelli himself. The doubleness was also reflected, noted Mazzotta, in the peculiar beginning and end of *The Prince* which were written totally differently from the rest of the treatise.

In my discussion I connected Mazzotta's paper easily with current psychoanalytic thought. Of course, the step that Machiavelli took from idealism to an accent on the individual presaged the entire work of analysis in attempting to comprehend mental process more fully. And Mazzotta's search for historical antecedents of his subject's thinking is quite in line with our search for the origin of our patient's current psychological functioning. Machiavelli's view of humans as motivated by power, self-survival and ambition-to-own connects easily with analytic views of those humans. Moreover, Mazzotta studied Machiavelli's metaphors for clues to his perspective; we analysts place the same emphasis on our analysts' metaphors.

The connections of Alberti's ideas to analysis also came easily. Alberti accented the importance of recognizing that the artist actively makes the work; analysts *continued on page 5...*

Machiavelli Lecture continued...

need to keep the fact of their analysis's activity constantly in mind. Similarly, Alberti was aware of the fact that the creative work which we meet has passed through the mind of the artist and is influenced by both the artist and the viewer. Analysts are writing more and more lately of the importance of realizing that the analytic work is a construct of both analyst and patient and that the manner of communicating is as important as the content.

Concerning Machiavelli's work, I noted the recent interest in power as a possible additional fundamental drive – proposed in a recent paper by Dr. Ethel Person. Then I added the analytic problem which parallels that of the prince – how to know when the leader and the counselor are being straightforward or dissimulating.

Finally I added some observations from my rereading of *The Prince*. I was struck, as Professor Mazzotta had been, by the peculiar differences of the introductory and concluding chapters. Mazzotta dismissed the first as being written as was common at that time, and the latter as evidence of Machiavelli's duplicity. I suggested that the content bespoke more of a child searching for a helpful parent to help him and his mother (Italy). The imagery spoke powerfully to me of the feelings of a little person with strong yearnings. I suggested that these chapters modulated the entire work, making its strong harsh pragmatism more acceptable to readers then and now.

Professor Mason added some fascinating ideas from a political theorist's perspective. Of particular interest was her introduction of writings of Christine de Pizan, a remarkable woman of the 14th Century (c.1365-1430), who introduced many of the same ideas as Machiavelli but with a more religious overtone. Dr. Mason then showed the continued development of the accent on the self and power in the work of Thomas Hobbes who wrote a full century after Machiavelli and who extended the accent on the individual's search for power and peace.

The discussion which followed was vigorous and far-reaching with many of the large audience contributing questions and views. All in all it was a successful evening.

ARTHUR ROSENBAUM GIVES KRIS LECTURE

Denia Barrett

Since 1982 it has been customary for the President of the Association for Child Psychoanalysis (ACP) to invite a distinguished child analytic colleague to address the membership on a topic of his or her own choosing. Dr. Arthur Rosenbaum was selected to receive this honor in Santa Fe and on Sunday, April 13, at the close of the 2003 annual meeting, he delivered the 22nd Annual Marianne Kris Memorial Lecture entitled ***Writing About the Treatment Process: The Writer and the Psychoanalyst.***

In his remarks Dr. Rosenbaum emphasized the need for analysts to write about their clinical experiences. Replying to the question raised recently by ACP President Paul Brinich about how to raise the public profile of child analysis, Dr. Rosenbaum indicated that an important way to do so is to "clearly articulate what it is that we do and how we do it." The ACP meeting is one forum for colleagues to share clinical experiences and offers the opportunity to "learn how others think about and do the work we do." However, he pointed out that while there are many clinical vignettes in the child analytic literature that illustrate aspects of theory or technique, there are few published cases that convey the poignancy of the mutual work of a child, his or her parents, and the analyst that would help students of psychoanalysis, parents seeking information about treatment, or researchers to really understand the treatment process. Dr. Rosenbaum's appreciation for the value of reading treatment reports, and the need for a standardized notational system for writing them, resulted in part from the years he served on the Committee on Certification of the American Psychoanalytic Association, first as a member and then as Chair.

Dr. Rosenbaum's lecture was structured around the two distinct elements that are suggested by his title: Writing about the treatment process was considered separately from the analyst who does such writing. Introducing his remarks about the task of writing, Dr. Rosenbaum pointed out that one has no way of knowing how an analyst conducts a treatment unless given a detailed enough description of the process of the

work, i.e. "the steps or tasks that follow one after another in a particular sequence in order to reach an intended goal." He advocated for and described a standardized notational system that would ensure that published reports would provide data about such aspects as procedures, technique, and outcomes that would be adequately uniform and comparable to permit their use for research purposes. An archive of such reports from analysts worldwide, regularly updated, might contribute significantly to the cause of helping child analysis gain wider recognition, credibility, and acceptance. Such an archive could contribute to making the unique work of child analysts more accessible while demonstrating the "respectful, human, and humane" aspects of the psychoanalytic treatment of children.

Dr. Rosenbaum's experience on the Committee on Certification had convinced him that the skills needed to write about treatment process can be taught and learned. He described a method of writing, suggested by Stephen Bernstein, that can usefully convey the interaction between analyst and patient. The method consists of repeating series of descriptions, each containing three sections - an Experiencing Section, a Reflection Section, and a one paragraph Transitional Narrative Section. The first of these is designed to present what the patient said or did, along with what the analyst thought, remembered, said, and how the patient responded in turn. In the second, the analyst formulates his understanding of the process based on his experience in the interaction. This allows the reader to become aware of how the analyst thinks and intervenes. In the last section symptomatic and structural changes are noted and serve as a bridge to the next series. Dr. Rosenbaum indicated that a complete analysis can be reported using this device in a manner that effectively communicates the process of the work in approximately 20 double-spaced pages. And, he joked, this can actually be done using a readable font.

Mindful of confidentiality as an obstacle to writing about our psychoanalytic work, Dr. Rosenbaum *continued on page 7...*

HANNA PERKINS CENTER

NEW BEGINNINGS – THE HANNA PERKINS SYMPOSIUM-FORUM 2003

Jeff Longhofer

On April 25, 2003, The Hanna Perkins Center for Child Development (HPC) convened the fifteenth Child Analysis Forum. This year's Symposium-Forum was dedicated to the memory Robert and Erna Furman, and Marion Barnes. The Symposium-Forum, a three-day spring event, attracted 160 analysts, clinicians, teachers, and invited guests from throughout the United States and Canada. Dr. Cyril Levitt, an anthropologist from McMaster University and a candidate in the adult training program in Toronto, has attended these meetings and other Hanna Perkins seminars. He said that though he is not interested in child analytic training, he "attends these annual events and related Hanna-Perkins sponsored activities to learn about child development from the most talented practitioners of the craft." According to Levitt, "adult analysis is best practiced with the kind of knowledge produced here." He continued, "There is nothing like it in the world: The unique combination of the classroom, parent, and clinical work, offers an extraordinary opportunity to learn."

On Friday night, Dr. Leo Rangell returned to deliver the 9th Annual John A. Hadden, Jr. M.D. Memorial Lecture. Dr. Rangell, two-term past President of the International Psychoanalytical Association and author of many important books and scores of influential articles, was introduced by Dr. Thomas Barrett. In his introduction, Barrett noted the coincidence of Dr. Rangell's 1950 paper, *A Treatment of Nightmares in a Seven-Year-Old-Body*, with Dr. Anny Katan's beginning work in Cleveland and developing reputation for the treatment of pre-latency children via their parents. Dr. Rangell's early paper presents his correspondence with parents, done in the manner of Freud's work on behalf of Little Hans, to help them address their young child's emergent symptom. After a buffet dinner on Friday evening, sponsored by

the Hanna Perkins Trustees, Dr. Rangell elaborated on themes developed in his 2002 talk titled *Psychoanalysis, One Theory – Some Vicissitudes of its Evolution*. Again, he spoke of the difficulties that result from theoretical and clinical pluralism, the many advocated changes of definitions and abandonment of analytic concepts. Rangell noted that psychoanalytic thought can be seen as unified, cumulative, and total. He said that "it is total because it contains all nonexpendable elements, composite because it is a blend of the old and all valid new concepts and discoveries, and psychoanalytic as fulfilling the criteria for what is psychoanalysis."

Denia Barrett, in her introduction to the Saturday Clinical Program, noted it was "the first time in many years that Marion Barnes was not with us when Mrs. Furman and I met in the early summer to plan for the next Symposium-Forum, and we both knew that it was unlikely that she herself would live to be part of this weekend." Denia Barrett continued, "We did not speak of it again and, as with so many things left in our hands, she simply trusted and expected that we would go on." Later, it was decided that the Saturday session would focus on *New Beginnings* in order to communicate how the legacy left by the Furmans and Miss Barnes goes on as children continue to enter analysis through the Hanna Perkins School and Clinic.

The Symposium functions as a vehicle for the dissemination of knowledge related to several modalities of treatment. On Saturday, attention turned to three case presentations related to beginning analytic work. Denia Barrett, quoting Jack Novick, set the tone for the focus on beginnings: "The first task is to help the child or adolescent to *be with* and begin to *value* the experience of being attended to, understood, and appreciated. The therapist's interventions during the first phase allow for the emergence of trust and

strengthening of those ego functions (the capacity to verbalize, differentiate, delay, remember) necessary for the 'work together' component of the therapeutic alliance." Barbara Streeter, Virginia Kerr, and Denia Barrett each presented clinical illustrations from the first six to eight months of treatment.

First-time visitors observed in the preschool and kindergarten and discussed with staff how educational programs relate to psychoanalysis; this prepared them for the Friday afternoon presentations. After a break for lunch and a chance to ask questions, visitors joined Hanna Perkins faculty, candidates, and teachers for the regular Friday afternoon seminar. During this session, as is the common practice at Hanna Perkins, visitors listened to a teacher and analyst discuss their interventions on behalf of children in the therapeutic preschool and kindergarten. This year, Ms. Joanne Jezierski presented her work in the toddler program, followed by Mrs. Lori Weisman, a center analyst, who described her related work. Afterwards visitors joined in a lively discussion.

At the Annual Banquet on Saturday, it was the occasion to celebrate the work of the Center, the upcoming move to the new school and to recognize, with the Eleanor M. Hosley Memorial Award, a community member dedicated to "kind, effective consideration of the needs, feelings, and rights of children." This year's recipient was Joanne Federman, director of the Shaker Family Center. Mrs. Karen Goulandriss, head teacher in the Hanna Perkins preschool, received the 2003 Inside Helper Award in honor of her outstanding contributions during the twenty years she has been teaching at HPC.

Finally, on Sunday morning attention turned to applied psychoanalysis. This year, in keeping with the theme of *New Beginnings*, representatives from the Alliance for Psychoanalytic Schools,

New Beginnings*continued from page 6.*

shared with attendees the rationale for forming this new alliance and ideas for expanding its membership. Donald Rosenblitt from the Lucy Daniels Center for Early Childhood in Cary, North Carolina, Jack and Kerry Kelly Novick from the Allen Creek Preschool in Ann Arbor, Michigan (via videoconferencing), and Art Farley and Diane Manning from the Harris School in Houston, Texas, joined in the discussion. Robert H. Berry, also present in the audience, provided initial funding for the Alliance for Psychoanalytic Schools. Dr. Barrett, in his introductory remarks, noted that "It was not our expectation that Hanna Perkins would, or even could be replicated. In his Anna Freud Memorial Lecture at the Freudian Society of New York in October of 1989, Dr. Furman stressed that we remain a work in progress. This was as true then, after nearly 40 years, as it is now, after more than 50. He further stressed that each community is unique. As a result, each psychoanalytic school evolves tailored to the needs and preferences of the various communities and the child analysts who pool their talents, resources, and endless hours of hard work to create those schools." In many ways the Alliance fulfills the hopes Dr. Furman held when he first conceived of the Hanna Perkins Symposium. It was his aim to invite child analysts from across the country and around the world to see what the Center is doing in order to inspire them to consider ways they themselves might create programs based on sound psychoanalytic values and principles and to ensure that child analysis will continue to be available to new generations of children and their families.

Writing about the Treatment Process -- continued from page 5...

proposed a variety of safeguards, including careful editing to eliminate identifying information and/or submitting reports anonymously. He did not address the complicated issue of obtaining the patient's or the family's consent.

In the closing section of his lecture, Dr. Rosenbaum considered the functioning of the writer separately from that of the analyst, though the same person participates in each role and is subject to conflicting forces when attempting to convey the process of the work. Concerns about privacy were again discussed with the observation that the analyst may err on the side of wanting to include more than is necessary in a report in order to be complete. This might involve gratuitous information about either the patient or the analyst and it may or may not be conscious. Functioning as an analyst/ writer, this may go unnoticed. Dr. Rosenbaum suggested that a small group of colleagues might meet to read and critique one another's work as one way to protect privacy and create an atmosphere conducive to more and better writing. He ended his remarks with a commentary about the changing role of certification within the American Psychoanalytic Association stating "I see the potential loss of the certification process as a loss to psychoanalysis as I fear the focus on writing about process will disappear with it."

ANNUAL MEETING OF THE ASSOCIATION FOR CHILD PSYCHOANALYSIS 2003 - "THE PSYCHOANALYTIC PROCESS IN ADOLESCENCE"

Denia Barrett

The Association for Child Psychoanalysis (ACP) held its annual meeting in Santa Fe, New Mexico April 11 - 13, 2003. The topic for this year's scientific program was *The Psychoanalytic Process in Adolescence*. The beauty of Santa Fe and the surrounding countryside proved to be a big draw for this conference and the richness of the clinical presentations made for a highly successful meeting. Several child analysts from Cleveland contributed to this success.

Virginia Kerr and her co-chair Catherine Henderson, from Seattle, organized a workshop on *Developing a Child and Adolescent Analytic Practice*. Ruth Hall and Arthur Rosenbaum participated on a panel for this workshop, sharing their experiences with a group made up of candidates and established practitioners. Miss Kerr and Dr. Henderson have recently completed a survey of ACP members aimed at gathering information about the current status of the clinical practice of child analysis.

Thomas Barrett was one of three plenary speakers who presented material designed to illustrate psychoanalytic process in the treatment of adolescents. For the second year in a row, the program committee decided to offer three clinical presentations to be followed by small group discussions of issues stimulated by the plenary presentations. The presenters visited each small group to discuss specifics of their material. Dr. Rosenbaum served as one of the group facilitators. ACP members have

been enthusiastic about this format as it offers one of the few opportunities to hear and discuss analytic work with children in depth. The three presentations provided examples of work that lent themselves to considering common defenses in adolescence, the developmental task of object removal, and technical questions.

Dr. Rosenbaum delivered the 22nd Annual Marianne Kris Memorial Lecture on Sunday, at the close of the meeting. His topic was *Writing About Treatment Process: The Writer and the Psychoanalyst*. [See related article page 5]

This year's Extension Division Program for allied professionals was titled *Serving the Underserved: Child Analysts and Child Therapists Consulting to Community Children's Services*. Barbara Streeter joined four other panelists from New Mexico, California, and New Jersey to present and discuss consultation work with a range of community programs.

Child analysis in Cleveland has grown and flourished in ways that are unique. The 2003 ACP meeting provided the opportunity to share with our colleagues from across the country some of the knowledge gained here through direct observation of children, as well as through psychoanalytic treatment and other services to children and their families. We were well represented by each of the child analysts who shared their work.

The 2004 ACP Annual Meeting will be in Cleveland, April 2-4.

MEMBERS IN THE NEWS

As of June 1, 2003, **Monique V. King, M.D.**, will be retired. She is a member of the Cleveland Psychoanalytic Center. She was a member of the Education Committee of the Institute from 1984 to 1994 and a Training and Supervising analyst. She moved to Tucson, AZ in June 1994 and had the same function in the Southwest Center for Psychoanalytic Studies. She has been instrumental in helping to establish the Southwest Psychoanalytic Society and Foundation. From 1978 to 1996 she was a member of the Center for Advanced Psychoanalytic Studies in Princeton, NJ.

She and her husband will continue to

enjoy family, friends, books, music, and the lovely climate and scenery of Arizona. Dr. King wishes to thank all the people who, over the years, worked with her, and contributed to her rewarding career.

As part of the collaboration of the Cleveland Psychoanalytic Center and the County library branches, **David Falk, Ph.D.** discussed the Spanish movie *Butterfly* at the Chagrin Falls Branch Library on May 14, 2003. **Elisabetta Superchi**, will discuss the Italian movie *Bread and Tulips* at the Beachwood Branch Library on June 10, 2003, and **Rachel Baker, M.D.** will discuss *Life of Ohanu*, August 6, 2003, at 6:30 pm at the South Euclid Library.

Arthur L. Rosenbaum, M.D. was the 22nd Annual Marianne Kris Lecturer at the Annual meeting of the Association for Child Analysis, April 13, 2003 in Santa Fe, New Mexico. The title of his talk was *Writing About the Treatment Process: The Writer and the Psychoanalyst*.

Kay Levine, Ph.D. and Jose Camerino, M.S.W., were part of the CWRU Crisis Counseling team, which helped waiting family, co-workers and friends affected by the violent tragedy that developed on May 9, 2003, at the Peter Lewis Building, supplying an analytic perspective to the situation.

The Cleveland Psychoanalytic Center is in the process of relocating its offices. It has secured future space in the Heights Medical Building at Cedar-Fairmount. Due to rehabilitation at our current building, the Center will be locating in temporary quarters in the May-Lee building at 2490 Lee Boulevard Suite 320 from June 13 until completion of renovations of its new space late this fall. The Center will retain its current phone numbers through the move. The libraries will be coming with us to our interim space so we expect to be fully functional if somewhat cramped during the interim period. We hope this transition will not cause too much inconvenience. Watch for an announcement of our Grand Opening this winter.



**CLEVELAND
PSYCHOANALYTIC CENTER**

11328 Euclid Avenue, Suite 205
Cleveland, Ohio 44106-3959

Non-Profit
Organization
U.S. Postage Paid
Permit No. 2844
Cleveland, OH

EDITORIAL BOARD

Rachel M. Baker, M.D.

Denia Barrett, M.S.W.

Norman A. Clemens, M.D.

Scott Dowling, M.D.

Betsy Kamm

Elisabetta Superchi

Sara S. Tucker, M.D.

Please submit articles and
announcements to

Rachel M. Baker, M.D.

or **Amy Crognale**

Production Editor

The Cleveland Psychoanalytic Center

11328 Euclid Avenue, #205

Cleveland, Ohio 44106-3959

Ph: (216)229-5959 Fax: (216)229-7321

E-mail: cpresourcecenter@aol.com