



Psychoanalysis in Cleveland

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LETTER FROM THE EDITOR

Elisabetta Superchi

The psychoanalytic theory formulated by Freud at the beginning of the last century is a body of ideas that explains human psychological functioning and behaviour. It is also a method for investigating the mind and a method of treatment for human suffering.

Psychoanalytic theories are concerned with the nature of the unconscious mind which assumes that human behaviors, in their adaptive and pathological manifestation, are caused by motivation for the most part unknown (unconscious) to the person.

Others before Freud had suggested that the supposedly “sane” mind was conscious and rational only at times. The originality of Freud’s thinking resides in his designing a clinical therapeutic method (free associations) to access those irrational powerful unconscious thoughts that normally motivate men.

Since its beginnings psychoanalysis has influenced all areas of human knowledge and in many ways the premises of Freud’s thought have changed the way Western culture thinks about itself. Additionally, because psychoanalysis examines the dynamic interplay between thought and feeling, perception and response, interpretation and meaning, it has offered special insight into works of literature, art, and music.

This Newsletter issue is an attempt to illustrate the different applications of the psychoanalytic approach.

WHAT IS PSYCHOANALYSIS?

Arthur L. Rosenbaum, M.D.

Developed by Sigmund Freud in the late 19th century, psychoanalysis is a form of treatment for those who suffer a variety of distressing feelings and symptoms. And it is a theory describing how the mind functions and how the individual mind developed. All modern mental health fields acknowledge in some manner the influence of the work of Freud and those who followed him as they updated theory and its applications and modified treatment technique.

The psychoanalytic theory of the mind formulated by Freud has since expanded in scope and continues to be refined. Mind is the name given to denote the multitude of functions of the brain. These functions include memory, thought, governance of motility, and perception of the inner as well as the external worlds each individual inhabits; a great part of the mind functions beyond awareness. The misery that humans experience as we strive to feel good while maintaining a balance of pleasure and responsibility in relationships, the gratification of wishes, realization of ambitions, control of impulses and the forces of nature while competing and accommodating to the needs of others is what brings us to seek help. Often, that misery can be mitigated by relatively brief interventions, which may include the use of medication, advice, education, and environmental manipulation, in some combination. Often however, something beyond the relief of a symptom or worry that will address the problem causing the symptom is needed. Although some regard psychoanalysis a

treatment of last resort, in many situations where there are complex and longstanding symptoms it is the treatment of choice.

Just as problems do not come on in a short span of time, they cannot be addressed briefly or intermittently with an expectation of success. Once the appropriateness of psychoanalysis as therapy has been determined and all reach understanding of what can be expected, usually in a number of sessions devoted to evaluation, a recommendation is forthcoming. Psychoanalysis is labor intensive work and consequently expensive in terms of time and money. A person entering psychoanalysis or the parent of a dependent child or adolescent will have to plan carefully so that at least four sessions each week and their cost can be managed. Psychoanalysts are usually accommodating with regard to fees and appointments but sacrifices and compromises are necessary; these negotiations can be difficult.

What goes on once all arrangements are made and the work begins? There are only two witnesses to the proceedings. And one of them, the analyst, is bound to keep in confidence all that passes between them. The other participant, the analysand, is obligated only to attend sessions and once there, probably supine on a couch with the analyst sitting behind, to use words to convey the content of his or her thoughts. A child engages the task usually in some kind of play as well as the use of words. A dialogue begins between the two and as

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WHAT IS PSYCHOANALYSIS? *Continued from Page 1*

it does, the analyst is prepared to listen carefully not only to all that passes between the two, but also to his or her own responses, in thoughts and feelings. Out of this in time emerges a story of the life of the patient as well as a story of the disturbance that brought them together. Misunderstandings, changes of subject, lapses of attention are not only inevitable but useful in learning about the patterns of behavior that have been developed to find solutions to vexing problems. Through understanding of the back story, the analyst gains self-knowledge of not only how the problem developed but information useful in dealing with the vicissitudes of life.

For example, a young man who questioned his masculinity, felt generally less than competent and bluffed his way in an effort to hide self-doubt, learned through the new relationship with his analyst about his earlier relationships and the sources of his distorted self-perceptions. Though successful in many ways, intelligent and resourceful, he could never feel good

because of his sidestepping. Learning about himself enabled him to begin to use his resources in ways that allowed him to feel worthwhile.

In another instance, a child was reluctant to go to school and felt forced to do so. Her parents were concerned about teachers' reports about her reticence and shyness. In an evaluation session, she played with puppets. Her play depicted a farm scene where a cow being milked kicked over the milk drenching the farmer. As his wife and son came to help, they in turn were covered with muck as the play ended in a mess. In the treatment that ensued following the completion of the evaluation, themes of an angry and competitive nature emerged. Sessions became noisy and disrupting and the child's behavior was often challenging to the analyst. In time, the distressing and conflicted feelings driving the behavior could be articulated and she was able to participate with greater ease in the classroom though she became much more demanding at home. With that change, she

began to plan for ending the daily meetings with her analyst.

At what point does the work end? The formal meetings between the pair end when they agree together that goals have been reached. A date far enough in advance is agreed upon that will permit the pair time to anticipate the feelings that will accompany its end. There may be adjustments but the plan to end is carried out. After a period of many weeks when the analyst can expect to feel the loss of the close relationship, developed during the term of therapy which may have encompassed years, life goes on, often with an internal dialogue that continues, perhaps indefinitely. When further troubles are encountered, and with life comes the potential for troubles, they may be dealt with using freed up personality resources. If a meeting with the analyst is desired, it may be arranged. With maturity comes the ability to recognize when and what help will be useful.

2009 PUBLIC LECTURE: DOMINIQUE SCARFONE M.D.

SARA S. TUCKER M.D.

"What Is Psychoanalytic Listening?" is the title of the Public Lecture delivered by Dominique Scarfone, M.D., on March 28 as part of the eleventh annual June Isquick Visiting Scholar Program.

Dr. Scarfone used a dynamic computer program as an aide in his talk in which he introduced the term "Ethepestemics." This word, he said, contains Ethics and has to do with values that belong to the facts one is examining.

While he mentioned Emmanuel LeVitas and Hilary Putnam, Scarfone focused on the teachings of French psychoanalyst Jean Laplanche, a translator and critic of the writings of Sigmund Freud. He began by discussing the analytic setting, which involves free association from the patient and free-floating attention from the analyst. This method is used in the service of trying to circumvent the ego's resistance to accessing unconscious material. The ego has a built-in resistance to allowing contact with internal reality, which can confuse and distort our experiences of the

external world. So we try to give the patient the opportunity to be in touch with things we normally avoid being in touch with. Both perfect free associations and perfect free-floating attention are impossible to achieve so we are interested in the "knots" in the thread of free associations. Psychoanalysis looks to open up and dismantle previously existing forms in order to allow freer and more subtle contact with the inner and outer worlds. The analytic situation favors dream-like processes and prompts Transference, which acts as a way of pulling in what was resisted with full force by the ego.

Scarfone next examined the ego, highlighting the complexity of the concept as developed by Freud. He believes Freud's major revolution with hysterics was to stop looking at the clinical phenomena (Charcot) and to start listening to these patients. In contrast to looking, which implies distance and separateness, listening evokes closeness where words enter our ears and our mind. Listening has to do with the voice and touches us in a very concrete way—midway

between an intellectual dimension and a bodily dimension. It is an experience that is about words but concerned with a dimension of speech that is unspeakable. It has to do with the unconscious, which is that part of the psyche that has not reached words and cannot use words to reach the other person or describe the world. Therefore, we must avoid totalizing or assuming we know the entire picture. It is our ethical responsibility to try to help the patient to formulate in his own singular original way his experience in his life. We are not the experts of existence but we are helpers in the patients' own "becoming."

In the creation of this "entanglement" between patient and analyst, we must of necessity deal with enigma. It is difficult at times to distinguish "what is mine" from "what is the other's." By nature we look for meaning—this is a question of biological survival—we need the brain and mind to predict in order to survive. But if the analyst wants to have some access to the patient's

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GLAD YOU ASKED

Ms. Joanne Naegele, M.A.

All of us who watch the news and have some concern about retirement accounts or housing values have had reason to worry these past few months. There is a sense among all of us that we are powerless to change things and that we just have to wait and hope for change. This passive position is understandable since no one seems to know how to fix the economy quickly. To a psychoanalyst, this stance reminds us of other times when we felt powerless to control or change things around us. This is often the position of children and adolescents in facing parental or school authorities. Sometimes people are passive in the face of things they cannot control and others become angry or impulsive in these same situations. Friends and family can buffer these stresses but when anxiety, sleeplessness, or use of alcohol or drugs increase, it is useful to consult with a psychoanalyst. A psychoanalyst can be objective and helpful in assisting you find what you can do in the face of powerful internal or external forces. We at the Katan Consultation and Referral Service are standing by to help. Call us for assistance and know that many of our members accept insurance or can adjust fees to enable you to get the care you want. Call us at 216-721-2777.

ANNOUNCEMENT: FIRST CLEVELAND PSYCHOANALYTIC CENTER ESSAY PRIZE

Scott Dowling MD

The Cleveland Psychoanalytic Center recently announced an Essay Prize of \$1500 for the best submitted psychoanalytically informed essay in the bio-behavioral sciences, social sciences, arts or humanities. Tom Peterson, President of the Cleveland Psychoanalytic Center, suggested the prize and has provided basic support. His contribution has been supplemented by an additional gift from Anna Janicki, M.D.

The purpose of the Cleveland Psychoanalytic Center Essay Prize is to foster psychoanalytically informed research in the humanities as well as in biological and social science topics and to increase awareness of the Cleveland Psychoanalytic Center. It is part of a planned expansion of efforts to engage young professionals in the practice and application of psychoanalysis, especially through the educational activities of the Center. With these goals in mind, announcement of the Prize has been sent to faculty and students of bio-behavioral science, social science, arts and humanities departments, both undergraduate and graduate, of colleges and universities of northern Ohio. The wide variety of the recipients of our announcement reflects the commitment to psychoanalysis as a scientific endeavor that draws inspiration and has application in a range of human educational endeavors. The potential authors will include psychoanalysts but we are particularly hopeful of interesting scholars in other fields who find

psychoanalytic thinking a uniquely powerful approach to an interpretation in a broad range of topics.

The ideas that animate the offering of the Center prize are not original but have been adapted from the successful CORST

authors of CORST Prize winners illustrates the wide variety of topics and primary professions of the authors:

Exploring the Frontier from the Inside Out: The Art of John Sloan by Janice Coco, Ph.D. (Art)

Diagnosing The English Patient: Contributions to Understanding Schizoid Fantasies by Norman Doidge, M.D. (Psychoanalysis)

Melancholia's Cure or Resurrection by Poetry by Laura Mandel, Ph.D. (English)

Mourning Beyond Melancholia: Freud and Loss by Tammy Clewell, Ph.D. (English)

Negotiations of Surface: Archeology within the Early Strata of Psychoanalysis by Diane O'Donoghue, Ph.D. (Archeology)

Toward a General Theory of Unconscious Processes in Psychoanalysis and Anesthesiology by George Masour, M.D. (Anesthesiology)

Narrating Trauma: Autobiography and Healing by Elise Miller, Ph.D. (American Culture)

If you have questions or want more information, we encourage anyone with an interest in the practice and/or application of psychoanalysis (this includes everyone reading this Newsletter!) to contact the organizing committee for further information at asdowling@gmail.com. The Prize Committee includes Scott Dowling, M.D. (Chair), Murray Goldstone, M.D. and Jeff Longhofer, Ph.D.

CLEVELAND PSYCHOANALYTIC CENTER ESSAY PRIZE

The essay should not be more than 30 double spaced pages in length and should not have been published or submitted for publication.

The Cleveland Psychoanalytic Center (CPC) Essay Prize is open to anyone regardless of institutional status or affiliation.

Applicants are requested to include their name on the cover letter only. Judges will be blinded to authors' names. The winning essay will be presented at a meeting of the Cleveland Psychoanalytic Center and the CPC will support the publication in a psychoanalytic journal such as *Imago* or *Psychoanalytic Study of the Child*.

Entries are due June 30, 2009.

Essays should be electronically submitted to:
dmorsepc@sbcglobal.net

Essay Prize of the American Psychoanalytic Association. That prize was the brain child and carefully nurtured endeavor of Vera Camden, Ph.D. and Peter Lowenberg, Ph.D. The CORST prize has continued for more than a decade, providing unusual contributions to the psychoanalytic literature. We are hopeful that the Center Prize will do likewise. A listing of some of the titles and

TALKING WITH KAY Q. MCKENZIE

SARA S. TUCKER M.D.

Kay Q. McKenzie was interviewed for this article after she was appointed Training and Supervising Analyst at the Cleveland Psychoanalytic Center by the Board on Professional Standards of The American Psychoanalytic Association.

Dr. T: When did you decide to become a psychoanalyst?

Dr. M.: When I was in junior high school I read Freud's book about dreams and I was fascinated by what he presented, especially about understanding dreams. For a while I kept my own dream book. In college my interests turned to science but I always had an abiding interest in English literature. I found my interest moving increasingly toward understanding human relations although at somewhat of a distance, through literature. Going into medical school was the perfect synthesis of art and science. When I began to see patients in medical school I found I enjoyed listening to their stories more than I enjoyed performing procedures. My decision to go into psychiatry was made two days before we matched. Like most impulsive decisions, this one was perfect for me. When I began to do psychiatry the old affection for psychoanalysis and the narrative reemerged and I had no question about my choice after that. I wanted to become a psychoanalyst.

Dr. T: What happened next?

Dr. M.: From the beginning of my practice I found myself interested in working with adolescents. I have worked with adolescents in hospital for most of my career. Psychoanalytic training gave me an important developmental perspective on this transitional period



Kay Q. McKenzie

between childhood and adulthood. When I was at the Brecksville VA Hospital, Dr. Rachel Baker was making psychodynamic rounds which I attended on a regular basis. Seeing how Dr. Baker applied psychodynamic principles to hospitalized patients helped me to formulate and understand my patients as complex people rather than as a diagnosis. A psychoanalytic understanding of the patients

allowed me to more fully engage hospital personnel with the dynamics of the adolescents and their families. In recent years I have an office-based practice enriched by agency consultations, as well as teaching residents, social workers, candidates, and students at the Psychoanalytic Psychotherapy Program.

Dr. T: Before you became a T/A you were active at the Cleveland Psychoanalytic Center in a number of capacities. Would you describe a few of the positions you held?

Dr. M.: In the days before we were a Center, I taught the theory course to candidates with Dr. Schiff at the Institute. I also helped to organize the initial Psychoanalytic Psychotherapy Program. I served as President of the Society in addition to serving on the Brian and Dora Bird and the Cleveland Psychoanalytic Society Foundations. More recently, I chair the Curriculum Subcommittee of the Education Committee of the Center and am the Secretary of the Education Committee.

I have enjoyed being a member of the American's CAPS at Aspen summer program. In addition, I greatly value my membership in the Group for the Study of Psychoanalytic Process.

Dr. T: Thank you, Dr. McKenzie.

2009 PUBLIC LECTURE: DOMINIQUE SCARFONE M.D. *Continued from Page 2*

core-Ego we should be able to tolerate ignorance and not knowing. In other words, we should stay and listen; let ourselves get involved and be touched by what the patient is saying while bracketing our egos to allow the unspeakable to come out. In sessions we may have moments that are magical when something is reaching us.

Scarfone next introduced the concept of Translation as developed by Laplanche. He said the infant is born into a world replete with messages. What is often overlooked is the fact that the adult world is different from the infant's world in that the adult has a repressed sexual unconscious. Therefore, messages from the adult are enigmatic to the baby because of the discrepancy in the two unconscious. The baby translates as much of the message from the adult as he can. It

was Freud's idea that what we call "repression" is a failure of translation. The baby cannot make sense of these enigmatic messages and this not-understood matter remains as an irritation on the baby. As development progresses, there occurs new translation (achieving meaning). Psychoanalytic listening involves entanglement of the untranslated aspects of the patient and of the analyst. To put it differently, the other "otherness" in the patient resonates with the other "otherness" in the analyst, which can be expressed metaphorically as the creation of a Chimera.

Over time, translation opens up new meanings in a retrospective way. Freud called this *Nachträglichkeit* and Laplanche calls it *après-coup*. In other words, something that was dormant can be activated by a new meaning. This is what allows change

to take place; being able to make a new meaning posthumously is a way of making a past. The brain is always reconfiguring so memory is never static.

Following the formal presentation, the audience had a lively and appreciative exchange with Dr. Scarfone.

Dr. Scarfone lives in Montreal, where he took his medical, psychiatric, and psychoanalytic training. He is a Full Professor in the Department of Psychology at the University of Montreal. A Training and Supervising analyst at the French branch of the Canadian Psychoanalytic Institute, he is in private practice of psychoanalysis. He is an internationally respected author of psychoanalytic articles, books, and book chapters, as well as a sought-after guest lecturer.

10,000 MINDS PROJECT: OUTREACH TO UNDERGRADUATE EDUCATION

Lisa Damour, Ph.D.

Much ink has been spilled over two situations that do not bode well for the future of psychoanalysis: the lay public's failure to value psychoanalytic ideas, and the poverty of interest among young professionals in pursuing psychoanalytic careers. To address both of these problems, the American Psychoanalytic Association (APsaA) initiated the 10,000 Minds Project, a major outreach effort that aimed to increase the positive exposure that college students have to psychoanalytic ideas. A significant portion of the funding for the 10,000 Minds Project came from the IPA's DPPT project which supports programs designed to increase the numbers of psychoanalytic patients and/or candidates.

One 10,000 Minds initiative already showing promising results is the creation of a website for college instructors who are teaching psychoanalytic content. The website is accessible through the Training and Education menu of the APsaA main page and also through www.teachpsychoanalysis.com. On the website, college teachers from all disciplines can find specific information, ideas, and resources to help them engage undergraduates in psychoanalytic ideas.

The impetus to develop the website came from an experience I had several years ago in the undergraduate Child Development class I taught at John Carroll University in University Heights, Ohio. After spending the better part of a lecture describing Freud's psychosexual stages, I noticed one of my students looking particularly pensive. I asked what was on her mind and she said "This is the third time I've heard Freud's developmental theory, and the first time it's made sense to me."

Needless to say, she got me thinking. First, it was apparent that she had actually *been taught* psychoanalytic ideas in at least two other courses. In general, that's good news as it counters the sad reality that many college teachers present psychoanalysis as bizarre or out-of-date; that is, if they don't skip psychoanalytic theory altogether. Second, she confirmed what I have long suspected: teaching psychoanalytic ideas to undergraduates is very hard to do.

Indeed, it took me a long time to hammer out my own technique for introducing the psychosexual stages to Child Development students. Ultimately, I began by asking my students to share their observations of the

infants and toddlers in their families. I came to invite them to tell the stories their families tell about their own early experiences around toileting, feeling competitive, or feeling small and left out. It turns out that it's surprisingly easy to hit a home run: one semester a student volunteered that he *still* teases his now college-aged brother for declaring, at four, that he was "going to marry mom." Together, we would build Freud's theory.

Before I came upon this way of teaching the psychosexual stages, I spent a lot of time doing what college teachers hate most: having my students look at me like I was crazy. It should come as no surprise that, at first blush, much of psychoanalytic theory is quite off-putting to the average eighteen to twenty-two year-old. It became clear to me that good teaching, like good psychodynamic practice, starts where the student/client is, employs inductive methods, and makes abstract concepts accessible through the use of plain language. Going forward, I hope that the www.teachpsychoanalysis.com website will serve as a lively forum for supporting the challenging, rewarding enterprise of bringing psychoanalytic ideas to life in the college classroom.

ANNOUNCEMENT: RICHARD KOGAN RETURNS TO CLEVELAND



Richard Kogan

The meaning of music in the life of man has been discussed by the philosophers as well as the romantic writers. Psychoanalysts are rather newcomers to this scene, however on Saturday, June 6, 2009, in Mixon Hall of the Cleveland Institute of Music the well known psychiatrist and concert pianist Dr. Richard Kogan will return to perform a fascinating concert/lecture on composer George Gershwin. The evening is presented by the Cleveland Psychoanalytic Center, with proceeds supporting the Center's programs.

A graduate of the Julliard School of

Music Pre-College, Harvard College and Harvard Medical School, Richard Kogan has gained worldwide recognition for his concert/lectures delving into the psychological factors influencing composers. His performance and presentation skills have been lauded by critics around the world.

The June 6 program, titled "The Mind and Music of George Gershwin," will explore both Gershwin's music and the psychological forces that influenced the composer's human and artistic development. Gershwin's childhood was hardly idyllic – his parents were gamblers who moved the family nearly 30 times during his youth. Gershwin's was "a childhood that could have gone off the rails without the influence of music," Kogan explains, yet the "transformative healing effects of

music" enabled him to reach his creative potential.

Dr. Kogan will perform "Swanee," "Rhapsody in Blue," and selections from the acclaimed folk opera "Porgy and Bess," including "Summertime," "It Ain't Necessarily So," and "I Got Plenty o' Nuttin'."

Tickets for the performance are \$75; "Patrons" who pay \$125 will be specially listed in the program.

For tickets and additional information regarding the June 6 event, including underwriting and advertising opportunities, please contact Debbie Morse at (216) 229-5959, Ext. 103, dmorsepc@sbcglobal.net. For more information about the Cleveland Psychoanalytic Center, please visit www.pschoanalysiscleveland.org.

CARING SCHOOLS

Kristin Beasley, Candi Houghton

PART I

What if schools taught love instead of the alphabet? What if they supported the development of empathy in young children? What if they actually listened to what children have to say? What if they allowed children to miss their mothers and even to cry about it without trying to distract them? Would anyone ever learn their ABCs if we spent time learning about loving feelings throughout the year as part of the curriculum instead of just in February?

There is a small group of preschools across the country that provides a unique type of care for young children that focuses on the inner emotional life of the child. The four are: Allen Creek in Ann Arbor MI, Hanna Perkins School in Cleveland OH, Lucy Daniels in Cary N.C. and The New School in the Heights in Houston TX. Everything the teachers do stems from the perspective that children's behavior is a direct result and reflection of what's going on emotionally inside the child. The curriculum is designed to support children in learning to self-regulate and manage their "big feelings." We had the opportunity to visit four of these "Caring Schools" over the past year and we have been amazed at the difference in the quality of care provided for children and families.

The overriding philosophy of these four psychoanalytic schools comes from a psychoanalytic approach that emphasizes the inner life of the child. There are many unique qualities shared among these schools, but each school also has its own unique identity and population served. Some of the schools are therapeutic, some are integrated, some are purely early intervention programs, and some are typical preschool programs with a psychoanalytic philosophy as the foundation.

There were a number of unique characteristics that are not typical of preschool programs, but the following are the primary focus in all of the schools in the Alliance for Psychoanalytic Schools.

Highly Qualified Staff and Ongoing Training

All of the schools we visited are completely staffed with highly trained teachers. Each has at least a Bachelor's Degree. Additionally, teachers in all the schools receive ongoing training and support for the work they do. They are provided ample prep time and they have weekly meetings with a therapist in the program to support them in meeting the needs of the children in their care.

Focus on Emotional Development and Self-mastery

We witnessed many examples of the support for emotional development and mastery of self-care tasks in our observations of the schools. This is a theme that we observed over and over again in the "Caring Schools" we visited. Teachers not only allow children to have their feelings, but they label them and they support children in managing them.

The Significance of Mother

One of the most difficult feelings that young children in group care must deal with is the missing feelings that they have when they are separated from their mothers. Often as teachers we avoid even using the word "mommy" because we know what will happen. If we acknowledge that a child is missing her mommy, she'll cry. If she starts crying then everyone will start crying, so we make a very concerted effort to avoid any mention of mommy. In doing this, we deny children's true feelings. These feelings do not go away, but rather than learning to express them appropriately, ultimately children express their feelings inappropriately and are then disciplined for their "challenging behavior." The teachers in these schools talk about mommy throughout the day. Children are not only allowed but encouraged to call their mommy from school when they need support from her at school. Teachers also remind children that their mommy thinks

about them even when they are not together. All of this strengthens the relationship between child and parent, child and teacher, and teacher and parent. This circle is the key to building a caring school.

Timeline

The most poignant difference observed in the Caring Schools was the way the concept of *time* was viewed. For example, in typical schools, transitions are often rushed through because they are seen as wasted time that is taking away from opportunities for real learning to occur. However, in the Caring Schools transitions are viewed as an integral part of daily life and the ability to negotiate transitions is an important skill to develop. Therefore, large amounts of time are planned for transitions during the day. One school spent thirty minutes allowing children to put on their snow clothes to go outside. Two values are evident in this example: 1)The importance of self-mastery and the impact on the child's self-esteem in being able to dress himself; and 2)The importance of respecting children's timelines. Children are still learning how to accomplish self-care tasks and it takes them much longer than an adult. The respect that teachers show to children by allowing them to take the time they need to be successful sends a powerful message to the children in these programs.

In the Caring Schools children are not rushed, teachers are patient, and the pace of the classroom is slow. This slow pace creates several opportunities. First, it allows children to complete tasks without pressure. They can relax and therefore be more successful. It also frees the teachers up to be able to observe the children and to be more tuned into the children's needs.

The Alliance for Psychoanalytic Schools has captured the essence of quality care. Operating from the belief that children's behavior has meaning and is an expression of their feelings, these schools provide support for social and emotional development which is the heart of education.

PSYCHOANALYTIC BASED CONSULTATION

Carl Tuss L.I.S.W.

In the fall of 2008 Hanna Perkins was invited to develop a consultation program for City Year Cleveland, which is an AmeriCorps program. About sixty diverse 18-24 year olds were organized in seven teams nested in differing programs in six Cleveland public schools. Four middle schools (Clark, Louis Marin Munoz, Miles Park, Mound) and two high schools (Lincoln West and South) were venues where children have been identified to be at significant risk for personality and behavioral difficulties that have led to poor school performance, delinquency, social maladjustment, and school truancy. Corps members served as mentors and tutors to children and ran after-school programs, as well as Saturday community service programs (like painting murals, planting gardens, etc.)

At each school, a senior consultant was paired with an associate who met with a City Year team for one hour every other week. Thus in 2008 Ms. Vicki Todd and Dr. Kimberly Bell have been at the west side elementary schools, Ms. Taryn Ponsky and Mr. Alex Maryles have been at the east side elementary schools, and Mr. Tuss and Ms. Colleen Napleton have worked at the high schools.

Consultation has been organized on three differing levels: 1. consultee-centered (a corps member), 2. client-centered (a child), and 3. system-centered (a team as an entity or an entire program entity).

Consultee-centered consultation has helped these young adults understand the differences between a personal and a professional relationship that is based on respect,

warmth, and individualization where the clients' needs are paramount.

Client-centered consultation has unfolded in biweekly discussion and examination of their "on the job" experiences, usually fraught with many challenging and problematic behaviors. Corps members have learned how to think about children's behavior in that it has meaning and that it often is an expression of painful or difficult emotions. They have learned how to effectively and sensitively respond in ways that prevent such behaviors from escalating. As a result Corps members have become able to help children be more in touch with their feelings, more verbal, and more capable in functioning as appropriate students.

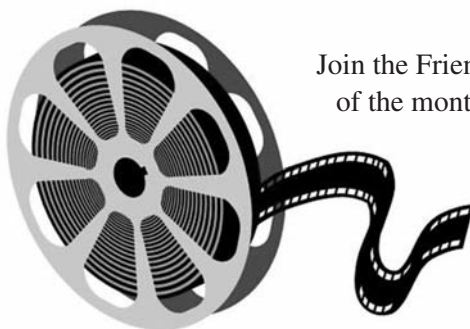
System-centered consultation has focused on problems in team functioning or program functioning (a team is usually nested in a wider program).

Problematic issues such as mistrust, fear of conflict, lack of commitment, avoidance of accountability, and inattention to results are aspects of various teams' dysfunctions which have been grappled with. In many instances, most team dysfunctions have been either contained, improved, or resolved with the result of greater team satisfaction. System-centered consultation also has focused on helping program managers (who supervise team leaders and corps members) develop in-depth understanding about how a "coaching" relationship can ameliorate attitudinal problems Corps members may display in the work setting. Unlike a therapy relationship, a coaching relationship limits

itself to the conscious and/or preconscious parts of the mind to heighten curiosity about one's work efforts and how one may be getting in one's own way. After some awareness is achieved, the "coach" encourages the "coachee" to form several action plans (an increase in optionality) with concrete deadlines and feedback mechanisms put in place.

While City Year has learned much, Hanna Perkins child psychoanalysts have deepened their understanding of consultation through every-other-week meetings to discuss mutual observation and problems under the guidance of Dr. Thomas Barrett. Written feedback from Corps members at the end of their year revealed that they have prized their consultation experiences and have looked forward to them. Of some interest and surprise is the finding that City Year coupled with consultation has a profound, transformational effect upon some Corps members. To give one example: One 18-year-old male often voiced strong feelings of criticism, discontent, or cynicism in an uncontained way that often was "off-putting" to his team members as well as consultant. His bumptious, obtrusive attitude was not responded to in confrontative or provocative ways, but in a measured, respectful way. Asked at the end of the year what he learned from the Hanna Perkins consultation, he responded that he learned to develop a "filter." He explained that he developed the ability to think about his mental states and the ability to keep them to himself without blurting them out willy-nilly. He agreed that he learned how to have a private life for the first time in his life.

ANALYTIC FLICK!



Join the Friends of the CPC in a film forum (of a current film) on the first Sunday of the month at 7:30 p.m. at the CPC. Discussants are members of the CPC.

Contact Debbie Morse at dmorsepc@sbcglobal.net to be added to the e-mail list and to receive instructions regarding the rear entrance.

NEW TITLES FOR THE CPC LIBRARY

Mary Ellen Collar

Selective new titles for this issue:

Bollas, Christopher. *The evocative object world.* New York: Routledge, 2009.

Christopher Bollas conveys as good an impression as we are likely to get of the psychoanalytical process in action... Bollas has given us a sparkling collection of essays which combine perceptive precision with playful, almost black humour.

Bollas, Christopher. *The infinite question.* New York: Routledge, 2009. Christopher Bollas uses detailed studies of real clinical practice to illuminate a theory of psychoanalysis which privileges the human impulse to question. "The Infinite Question" illustrates how Freud's free associative method provides both patient and analyst with answers and, in turn, with an ongoing interplay of further questions.

Morrison, James R. *Interviewing children and adolescents: skills and strategies for effective DSM-IV diagnosis.* New York: Guilford Press, 1999.

This manual is a well-written refresher and update for seasoned clinicians and an excellent guide for all mental health professionals. Worthy of particular mention is the reworking of DSM-IV diagnostic nomenclature into a child and adolescent format.

Chodrow, Nancy. *Power of feelings.* New Haven: Yale University Press, 1999.

A leading contemporary thinker brings together psychoanalysis, anthropology, and gender analysis to create an original theory about the ways in which we look at ourselves.

Davies, J. Keith Davies. *Freud's library: a comprehensive catalogue.* London: The Freud Museum, 2006. (Includes 1 disk)

Libraries are visiting cards. Or more pointedly, they are portraits of their owners. They allow us to see both who the owner of the library is and what kind of person. Freud's library is a rich and indispensable source for the understanding of his thought. On his emigration it was torn into several parts. The present CD catalogue reunites these parts with an exact description of the book titles, ownership signatures, dedications and marginalia. The introductory text gives an appreciation of the significance of the library for Freud's life and work and provides instructions for use of the CD.

Other new titles of interest:

Bender, Susan. *Becoming a therapist: what do I say, and why?* New York: The Guilford Press, 2003.

Benjamin, Lorna Smith. *Interpersonal reconstructive therapy: promoting change in nonresponders.* Guilford Press, 2003.

Binder, Jeffrey L. *Key competencies in brief dynamic psychotherapy: clinical practice beyond the manual.* New York: Guilford Press, 2004.

Dimen, Muriel. *Sexuality, intimacy, and power: from dualism to multiplicity.* Hillsdale, NJ: Analytic Press, 2003.

Eigen, Michael. *The psychoanalytic mystic.* New York: Free Association Books, 1998.

Fonagy, Peter. *An open door review of outcome studies in psychoanalysis.* London: University College, 1999. A second edition was published in 2002.

Frosch, John. *The psychotic process.* New York: International Universities Press, 1983.

Goldberg, Arnold. *Being of two minds: the vertical split in psychoanalysis and psychotherapy.* Analytic Press, 1999.

Greenspan, Stanley I. *The course of life, vol. 1 & 3.* Madison, CN: International University Press 1989-1998.

Jung, C. G. *Answer to Job.* New York: Meridian Books, 1960.

Jung, C. G. *Basic writings.* New York, Modern Library, 1959.

Jung, C. G. *Memories, dreams, reflections.* New York: Pantheon Books, 1963.

Jung, C. G. *Modern man in search of a soul.* New York: Harcourt, 1950.

Jung, C. G. *Psychological reflections: an anthology of the writings of C. G. Jung.* New York: Harper, 1961.

Jung, C. G. *Psychology and education.* Princeton, NJ: Princeton University Press, 1969.

Jung, C. G. *Symbols of transformation: an analysis of the prelude to a case of schizophrenia.* New York: Harper, 1962.

Jung, C. G. *Two essays on analytical psychology.* New York: Meridian Books, 1956.

Noshpitz, Joseph D. *Basic handbook of child psychiatry.* New York: Basic Books, 1979.

Roche, Philip Q. *Criminal Mind.* New York: Farrar, Strauss & Cudahy, 1958.

Sederer, Lloyd I. *Outcomes assessment in clinical practice.* Baltimore: Williams & Wilkins, 1996.

Stevens, Gwendolyn. *Separation anxiety and the dread of abandonment in adult males.* Praeger, 1994.

Walfish, Steven. *Financial success in mental health practice: essential tools and strategies for practitioners.* Washington, DC: American Psychological Association, 2009.

Wolf, Ernest S. *Treating the self: elements of clinical self psychology.* Guilford Press, 1988.

DVD and VHS

The Legacy of Sigmund Freud, Charlie Rose, May 23, 2007. DVD, 57 min. 2007

The Question of God: Sigmund Freud & C. S. Lewis with Dr. Armand Nicholi. PBS Home Video, DVD, 225 min. 2005

Short-term Dynamic Therapy, by Donald K. Freedman, PhD. This is a VHS tape, 40 min. long. 1994

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