

The Michigan Psychoanalytic Council

Board of Directors, 2008-2009

President
Past President
President Elect
Vice President, Certification
Vice President, Education and Training
Vice President Programs
Recording Secretary
Treasurer
Members-At-Large

Brenda Lovegrove Lepisto, Psy.D.
David Klein, Ph.D.
Pending
Ruth Rosenthal, Ph.D.
Robert Hooberman, Ph.D.
Karen Baker, L.M.S.W.
Diane Gartland, Ph.D.
Mary Ann Stirling-Doherty, M.A.
Mary Anderson, Ph.D.
Arthur Brickman, Ph.D.
Bruce Klein, M.A.
Scott Trylch, Ph.D.
Elizabeth Waies, Psy.D.
Jean Wixom, Ph.D.

Membership Chair
Newsletter Editor
Nominations and Elections
Registrar
Administrative Secretary

Elizabeth Waies, Psy.D.
Sheila Wasung, L.M.S.W.
Marybeth Atwell, L.M.S.W.
Diane Burgermeister, Ph.D.
Jennifer Rahn



NEWSLETTER

VOLUME 10 NUMBER 21

WINTER 2009



From Our President Brenda Lovegrove Lepisto, Psy.D

In this my last President's column, before I discuss the future of psychoanalysis and MPC, I would first like to first take the opportunity to inform you of a few of MPC's accomplishments. (For more information of MPC meetings, activities and accomplishments, please look at the website, mcpca.org, speak with a Board or Committee member or attend a Board meeting.) Briefly, MPC has accomplished many milestones that will serve the organization for the next 20 years. In a major addition to our offerings, we have instituted a child psychoanalysis training program. MPC members do not have to become a candidate to take most adult or child psychoanalysis classes at MPC. Come study with us. Also we have revised the Bylaws under which we have operated for the past ten years. I hope these revisions make our organization viable for many years to come. Finally, on Friday, May 22, 2009 we will be having our 20th Anniversary Party. Please join us for a night of celebrating the founding of The Michigan Psychoanalytic Council. Now I would like to look to the future and how MPC is working to preserve psychoanalysis and psychodynamic psychotherapy.

MPC is thriving in a less-than-hospitable environment. In an article in *Psychologist-Psychoanalyst* (Summer, 2008), Nancy McWilliams lamented on the short shrift that psychoanalytic, psychodynamic orientations receive in graduate education. She wrote about her impression of the new generation of psychologists, an impression I share. I would guess that those who supervise or teach in social work and counseling programs might also share this impression. Students enter graduate school with a hunger to understand the self, relationships and dynamics only to be told that such an orientation is detrimental to their careers, financially and academically. At times

there is overt hostility directed toward psychoanalytic thinking, despite research supporting psychoanalytic concepts, techniques, and theory. Students are persuaded to look for evidence-based/research-based techniques (cognitive behavioral) to use to "cure" patients, techniques that do not involve themselves but involves "evidence-based techniques" from manuals and workbooks. Put simply, they are encouraged to stay relatively uninvolved with their patients appealing to their patients' cognition at the expense of the emotional development as they send them home with worksheets, reading assignments and journal writing. I have nothing against these tools and have used them when I thought they were helpful. However, I have always used theory, research, various techniques and myself when treating my fellow human beings. To my mind, there is no more comprehensive way to understand someone other than using a psychoanalytic orientation.

Is there anything we can do to protect psychoanalysis when undergraduate programs and graduate schools refer to psychoanalysis and psychodynamic psychotherapy as luxuries that one cannot afford *during these times*? If not now, when? Of course long-term, multiple-time-per week psychotherapy is expensive—anything worth purchasing usually is. Is there anything we can do to help our students and young professionals feel less discouraged and demoralized about their interest in psychoanalysis? Not only is there discouragement from studying psychoanalysis but also fallacious claims of lack of research support for psychodynamic/psychoanalytic concepts, techniques, and theory. McWilliams (2008) offered hope and a specific plan to protect our future and I have included additional ideas, as well. First, through mentoring and supporting early career

(Continued on page 4)

The Michigan Psychoanalytic Council Newsletter
411 Oak Run Ct. ~ Royal Oak MI 48073

Presorted
Standard Mail
U.S. Postage Paid
Royal Oak, MI
Permit 525

MPC Newsletter Committee

Sheila Wasung, L.M.S.W., B.C.D.
Diane Drayson, A.M., B.C.D.

Contributing Writers

Teresa Bernardez, M.D.
Sander Breiner, M.D.
Brenda Lovegrove Lepisto, Psy.D.
Ellen Toronto, Ph.D.
Peter Wood, M.S.W.

The MPC Newsletter

All material for **The MPC Newsletter** should be submitted as follows: (a) if shorter than one page, submit in typed, double spaced form (b) if longer than one page, submit a 3.5" IBM diskette and a printed copy.

The Editors reserve the right to edit material submitted for purposes of clarity and length.

The Editors and the MPC Board of Directors retain the absolute right to accept or refuse to publish any material submitted to **The MPC Newsletter**. Publication in no way implies MPC's endorsement of or agreement with the published material.

Advertising

Full page \$300
Half page \$225
Quarter page \$95
Per Line \$7.00 per 50 character line (including all characters, spaces, punctuation, etc.), 2 line minimum.

Letters to the Editor : up to 300 words long and may be edited for brevity. Articles in Microsoft Word preferred or a CD-IBM compatible disc is acceptable.

Submit materials, articles, or advertisements to:**Sheila Wasung, LMSW, BCD**

411 Oak Run Ct.
Royal Oak, MI 48073
Phone & Fax: (248) 589.1858 (please call prior to faxing)
E-mail: sheilamsw@sbcglobal.net
Deadline for next edition: June 30, 2009

I welcome your comments and feed back about our newsletter and hope you feel free to do so. Email me or phone me with your suggestions.

About MPC

MPC is an interdisciplinary society for training and accreditation in psychoanalysis. There are two options for formal training for qualified individuals: a program in psychoanalysis and a program in psychoanalytic psychotherapy. The programs are based on the tripartite model of psychoanalytic education and feature (1) personal analysis or therapy, (2) supervision on treatment cases, and (3) coursework in theory and technique. Courses, monthly paper presentations, and special programs are offered in Ann Arbor, East Lansing, Detroit area and elsewhere.

The Objectives of MPC are:

- The study of psychoanalysis;
- The enhancement of public and scientific interest in psychoanalysis;
- The support of education and research programs in psychoanalysis;
- The establishment of standards and the certification of individuals qualified in psychoanalysis and psychoanalytic psychotherapy;
- The establishment of educational programs to train qualified individuals in psychoanalysis and psychoanalytic psychotherapy, and to award them a certificate upon graduation;
- The establishment of collaborative relations with other organizations with similar interests;
- The maintenance of a non-discriminatory policy regarding gender, race, age, religion, sexual orientation and ethnicity in membership and training.
- And additional objectives that the Council may pursue.

In This Issue

From Our President.....	1
Group Process Report.....	3
Training & Certification.....	3
MPC Fall Conference.....	4
What does MPC mean to you?.....	5
Member News & Notes.....	7
Socialization Therapy.....	10
MPC Psychoanalysts.....	11

The Michigan Psychoanalytic Council Psychoanalysts

Karin Ahbel-Rappe, Ph.D.
Ann Arbor

Jean Apperson, Ph.D.
Ann Arbor and Manchester

Karen Baker, M.S.W.
Ann Arbor

Teresa Bernardez, MD
East Lansing

Jerrold Brandell, Ph.D.
Ann Arbor

Sander Breiner, MD
Farmington Hills

Diane Burgermeister, Ph.D.
Farmington Hills

Marilyn Charles, Ph.D.
East Lansing

Julia Davies, Ph.D.
Ann Arbor

Diane Drayson, A.M.

Sonya Freiband, Ph.D.
Ann Arbor

Edward Gibeau, Ed.D.
Arizona

Louis Hoffman, MD
Southfield

Robert Hooberman, Ph.D.
Ann Arbor

Bertram Karon, Ph.D.
East Lansing

David Klein, Ph.D.
Ann Arbor

Kathleen Koepele, M.S.W.
East Lansing

Henry Krystal, MD
Bloomfield Hills

Brenda Lovegrove Lepisto, Psy.D.
East Lansing

Carol Levin, Ph.D.
Ann Arbor

Sophie Lovinger, Ph.D.
Charleston, South Carolina

Duncan Magoon, MD
Ann Arbor

Patricia Marciniak, M.S.W.
East Lansing

Wolfgang May, MD
Ann Arbor

Brenda Meisels, M.S.W.
Ann Arbor

Murray Meisels, Ph.D.
Ann Arbor

Jack Novick, Ph.D.
Ann Arbor

Kerry Kelly Novick, A.B.
Ann Arbor

Pamela Orosan-Weine, Ph.D.
Ann Arbor

Janet Robinson, Ph.D.
Saginaw

Ruth Rosenthal, Ph.D.
East Lansing

Ira Schaer, Ph.D.
Huntington Wood

Merton Shill, Ph.D.
Ann Arbor

Franklin Sollars, Ph.D.
Birmingham

Evangeline Spindler, MD
Ann Arbor

Lynne Tenbusch, Ph.D.
Ann Arbor

Ellen Toronto, Ph.D.
Ann Arbor

Scott Trylch, Ed.D.
Midland

Ellen VanDeMark Mark, M.A.
Alma

Elizabeth Waies, Psy.D.
East Lansing

Jean Wixom, Ph.D.
Ann Arbor

Peter Wood, L.M.S.W.
East Lansing

Suanne Zager, L.M.S.W..
Birmingham

Save the Date May 22nd we will celebrate the twentieth anniversary

of the Michigan Psychoanalytic Council. The gala event will be held at the newly refurbished Ann Arbor City Club. It will begin with a social hour followed by a luscious meal. Entertainment will include Jerry Brandell's band, a tango demonstration, tango lessons and dancing. Will also recognize founding members and have the opportunity to peruse twenty years of memorabilia.

Socialization Therapy

Sander Breiner, M.D.

Most individuals who are on some form of community financial support (Social Security, Welfare etc.) tend to be depressed (to at least a mild degree) and somewhat isolated from the rest of the community. When at or attending some medical or social service activity they tend to relate better than their medical history indicates. There are other indications that increased socialization improves them mentally and even physically. How can this information be utilized to benefit the individual and the community?

Individuals who find themselves alone and/or confined to their home usually benefit from visitors. Their mood usually becomes lighter, and they become more active with their company. Neither they nor the company need to "do" anything. They usually (normally) relate as human social beings to each other.

If an individual who is receiving public financial support (Social Security, Welfare, etc.) is able to transport themselves, or be transported to another similarly physically limited and financially supported individual; the social encounter is likely to be beneficial to both individuals. They would be visitors making a social call for one or more hours. The benefit emotionally in this social contact would likely be a reduction in the necessity (frequency) of

seeing their therapist (counselor or doctor). What other benefits that could result from at least partial mobilization back into the community, and for children living in that household, we can only guess. There should essentially be no additional expense for any agency (Social Security, Welfare etc.) in enabling such a supportive structure.



Saturday, May 2, 2009 ♦ Westin Southfield Hotel

Theodore J. Jacobs, M.D. (New York)

"The Patient's Secrets, the Analyst's Secrets: Some Reflections on Their Role in the Analytic Process"

Elisabeth Young-Bruehl, Ph.D. (New York)

"Characterological Secrecy"

MPC Group Process Report Teresa Bernardez, MD & Peter Wood, LMSW

MPC has been conducting a groundbreaking pilot project in self-study and conflict resolution in a psychoanalytic organization. This pilot project was launched at the MPC Retreat in June, 2007, and has continued through a series of group interactions and a scientific meeting which gave the wider MPC membership a chance to see how analytically-informed group process can work. It culminated in a detailed proposal to the MPC Board in September, 2008.

WHY THE PILOT PROJECT?

It didn't start out as a pilot project. The group process was used at the 2007 Retreat to address schisms that seemed to be developing within MPC. Disaffections and resentments were becoming increasingly obvious, with some analysts reporting concerns about in-groups and out-groups, subtle suppressions of dissenting voices, and about the lack of a forum to air these grievances.

Teresa Bernardez and Peter Wood, both having backgrounds and interest in group process, conceived the idea of using part of the retreat time as a "self-study" group. The MPC retreat, held every three years, offers a unique opportunity: MPC members are gathered for an entire weekend, and thus sufficient time can be set aside for a group meeting to explore and clarify issues of concern. We reported on the outcome of that group in a previous newsletter. Suffice it to say that the event was successful enough that the Board supported a continued series of group meetings. It is these meetings, held in September and December, 2007 and in May of 2008, which have developed into what we are here calling a pilot project.

The MPC self-study project has grown from a single-instance addressing of interpersonal and organizational problems into something broader. Its intent is now to see how group process and self-study can be used to address problems like effective use of conflict, inclusion and exclusion, and hidden agendas. These problems are ours, but of course they are

not unique to us. They beset all organizations, and because of this the work that we are doing may not only benefit us but may be of interest to other psychoanalytic organizations.

As we conducted the group meetings and received feedback, as we thought about the various endeavors in MPC in which group process figures or could play a part, we developed a proposal which we presented to the MPC Board at the September, 2008 meeting. The gist of that proposal is given toward the end of this article.

CRUCIAL QUESTIONS

How is conflict resolved in MPC? How do innovation and change occur in our organization? How are members prepared for teaching, for board membership and public presentations, for leading committee work, for small group interaction such as occurs in classes and continuous case conferences? How do we help people move from candidate status to an analyst identity? How are critical feedback and review given to the various groups in our organization? Because MPC has no mechanism or governing bodies that respond to such needs, they often go unmet. We believe that we see problems occurring at the Board level arising from the Board's mandate to move business forward using exclusively the parliamentary method. When conflictual expectations on the part of members and the Board occur, the Board may want to move on the business at hand, disregarding those who bring up problematic feelings or opinions. In such situations, it would be beneficial for the Board to have some knowledge of the dynamics of groups so as to respond appropriately, assessing and attending to those conflicts.

Similarly, MPC has no venue or identified group to clarify and or resolve difficulties that come up in other spheres of the organization and in all sorts of groups it is composed of. As a consequence, the Board is burdened with a task that is not appropriate to it, but it has no other place where the matter could

(Continued on page 6)

(President, continued)

professionals who are interested in what we have to offer, we can provide them with the information, tools, and psychological support they need to carry forth. MPC Marilyn Charles, Ph.D., MPC member, offered a WONDERFUL panel at APA's Division 39 conference to facilitate early career psychologists interested in psychoanalysis and psychodynamic psychotherapy. She also works with the graduate student committee to support their interests and provide them a venue for paper presentations and meeting colleagues at all stages of their careers.

Second, psychoanalytic organizations, such as MPC, have generous members who donate their time to other professionals' training. Did you know that MPC faculty and members do not receive anything other than a small honorarium for teaching 10-15 week courses? They teach because they believe psychoanalysis and psychoanalytic theory help people. Those who teach through the Professional and Community Development Committee receive ONLY the gratification that comes with teaching what they know and enjoy (unless they want to join MPC, at which time they are given a one-year membership). In addition, several MPC social workers and psychologists supervise graduate students or early career professionals for little, if any cost.

Third, MPC offers reduced rates to students and early career individuals, as well. We all can support our future. APA's Division 39 offers many benefits to graduate students and early career professionals. Other state and national psychoanalytic organizations do the same. When organizations take a proactive stance, students and professionals have a place to discuss their work and interests.

Fourth, research and outcome studies have its place in our field. Let's encourage our students to research psychoanalytic underpinnings of treatment. "We need to keep doing what we believe in while the evidence accumulates, as it has been doing, that psychoanalytic concepts and treatments are valid and effective. We need to become familiar with the already abundant empirical evidence of their worth so that we can respond effectively to critics of psychoanalytic approaches." (McWilliams, 2008) As long as human beings continue to be complex, I believe treatment

techniques and theoretical understanding needs to be similarly complex, reaching across orientations, domains, and theories to be effective.

I leave the MPC presidency filled with hope that each of us will do our best to protect psychoanalytic thinking while accommodating newer theories and techniques.

McWilliams, N. (2008) *Psychologist-Psychoanalyst* (Official Publication of Div. 39), Volume XXVIII, No. 3, Summer.

MPC Fall Conference 2008

Ellen Toronto, Ph.D.

The 2008 Fall Conference of the Michigan Psychoanalytic Council was held on October 17th and 18 at the Sheraton Detroit Novi Hotel in Novi, Michigan with Joseph Lichtenberg, M.D. as the featured speaker.

The Friday evening dinner meeting focused on the topic of guidelines from Lichtenberg's book entitled *Craft and Spirit*. The notion of craft refers to the way in which we do things and spirit, to the spirit of inquiry. The first step is that of setting up an arrangement with the patient, one in which two people feel safe enough to go at the process with one another. The fundamental approach is via empathy, from the patient's point of view. What are the problems that they are telling you about? We don't assume that the message is the "wrong one" but rather, that the message contains the message. We go with the patient's amended message and believe that that is the "truth of the moment" for the patient. Still the explicit message may contain a lot of implicit information in the form of pauses, shifts in tone of voice, the "music" of the words. There is no need to shift the time frame. The patient will do that for us.

Dr. Lichtenberg described the process of filling the "narrative envelope", one that permits us to inquire as to who and what they are talking about. We stage their story in our minds and enter their world

Our proposal ended at this point, but on further reflection, we see that additional outcomes could be expected:

- A greater involvement of students with different degrees of skill and experience.

Integrating better the diversity of psychoanalytic schools and analysts from different training settings

RESPONSES TO THE PROPOSAL

Discussion of these proposals was lively, and some concerns were raised. Board members and other commentators were concerned that if the proposal were passed, people would have to participate in groups whether they wanted to or not. They wondered how it would be handled if some members of a functioning group, the Board for example, didn't want to be "observed" and commented on. Underlying these concerns were perhaps anxieties about intrusion and about exposure and shame.

Others were concerned about objectivity. How could MPC observers, it was asked, claim to be objective? Wouldn't it be better, if objective observation were wanted, to hire an outside consultant? Here we wish to say that objectivity was never part of the proposal. In recent decades, the whole notion of objectivity itself has been disputed, so that we are not sure that there is a stance anyone could take which would ensure objectivity. What we offer is interested and engaged thoughts on what we observe in group process; these observations are subject as well to reflection and discussion. The group itself refines and supports or discards the interventions of the observers, leading to the feedback process that is an essential part of the analytic experience.

We wish to emphasize that use of the group process is not a laid-on requirement, not an opportunity to judge or to carry out a hidden agenda. It is meant to be offered as a support only, a way of opening doors. We would expect that the group self-study process itself would be subject to feedback and refinement. And we think that the expected outcomes of improved morale and participation and clearer organizational direction are well worth the effort.

At the September Board meeting, after an engaged discussion of the proposal and concerns arising from it, we ran out of time. Discussion was tabled and no decision, either to support or to refrain from support, was made by the Board.

The proposal will be brought again to a future Board meeting. Please mail feedback on the proposal or this article to Teresa Bernardez (bernar20@msu.edu) and to Peter Wood (peter.wood@comcast.net).

Welcome New Members

Barbara L. Gamble, MS
Kendra Thelen, MSW
Diane B. Trebilcock, PhD
Laura Pierce, PhD
Sean Michael McLaughlin
Lani Wang, LMSW

(Group, continued)

the benefit of MPC. We are talking about teaching that body of knowledge, a considerable one, of using it to make teaching groups and associations more fruitful, more flexible, more transparent and more effective. We believe that it is contradictory and self-defeating for a psychoanalytic institute to rely on groups for teaching and governing, yet to fear to learn and use what psychoanalysis has contributed to the understanding of small and large group.

THE PROPOSAL

A two-part proposal was presented to the MPC Board meeting on September 21, 2008. We were asking for Board support of incorporation of group process training and practice into MPC's operations. Here is the wording of the proposals:

A. Observation: We offer a year of observation, in which we, as permitted, simply observe the workings of the named groups, particularly the Board. We would offer feedback after each meeting, (probably through the group's list serve) and at the January and May Board meetings through brief reports. We also offer to act as observers at the candidate forum and to give similar feedback. We would make a similar offer to teacher and new analyst groups as they are formed.

B. Retreat: A yearly one-day retreat in those years when a weekend retreat is not scheduled. At this retreat, 5 groups would be encouraged to gather.

1. A candidates group, to investigate themes of mutual concern. An example might be "Development of an analytic self." Guest analysts could be participant observers, both to share their own experience and perspective, but also to facilitate group process among the Candidates. Outcomes would be a greater sense of group support, cohesion, cooperation, energy, and clarity about MPC processes which affect the candidate group.

2. A teaching group, who could investigate and share processes which help them in their teaching work, and issues which are of concern (e.g. conflicts and blocks in classes, differing levels of accomplishment, insight and skill among class participants). Outcomes might include greater teaching effectiveness, greater student satisfaction, and perhaps addition of new teachers to the teaching roster.

3. A new analysts group, in which members could explore challenges in their practices, personal practice, research, or writing goals, and ways in which they feel called to participate in MPC. The outcome would be to expand the number of analysts actively participating in MPC.

4. The board could explore its own functioning as a governing body, evaluating assets and deficits, and brainstorming ways to improve functioning, in part based on the observation and feedback of the preceding year. This could also be a time to induct new Board members into Board functioning, to familiarize Board members with the By-laws and use of parliamentary procedure, and to set out broad agendas for the year ahead.

A group of those interested in exploring the dynamic functioning groups purely as a learning experience. This group would have both didactic and experiential components.

Expected outcomes: Overall, we would expect that these efforts would lead to

- Improved morale, as reported by each of the groups;
- A greater feeling of investment in and thus increased participation in MPC by members of the groups;
- A clearer sense of direction and purpose in the groups.

An interest in psychoanalytic group processing by some MPC members, leading to instructional opportunities.

through affect. We come to understand their narrative as we engage five motivational systems: 1) physiological; 2) exploratory; 3) aversive/antagonistic; 4) attachment/affiliation; 5) sensual/sexual. As we accept their comments as veritable attributions we open up a powerful inquiry. We explore a prototypical scene from the patient's life—not necessarily an oedipal scene—and we expand it into a multi-dimensional narrative. It becomes a joint exploration in which both patient and therapist have contributed and in which each feels the pride of possession.

In the Saturday morning session Dr. Lichtenberg discussed the concepts sexuality and sensuality across the divide of shame. Sensuality is a pleasurable experience that begins with the relationship between mother and child. Sensuality is allowed all along and refers to what you can touch while sexuality refers to what you cannot touch. But the rules are different in every culture and differ with nannies, parents and different genders. When a child touches something that is "wrong" he or she may be punished. Punishment is experienced as shame. Shame may be a stopper but it does not extinguish the desire.

Lichtenberg invites a broader view than the classical oedipal version of triangulation. If six-year-old Liz asks to take a walk with her father and then invites her mother to go along, there are many possible formulations. In the classical version Liz's guilt has overcome her rivalry with her mother. In a modern classical version her rivalry is ambivalent because she has genuine affection for her mother. In an affiliation model Liz desires an intact family and has attachment to both parents.

Adult love is viewed by Dr. Lichtenberg as having several components: 1) attachment love holds adults together and includes safety, mutuality and sensuality; 2) romantic love involves an idealization and an over-looking of the negative, the "bathroom smells" of every day life. It is able to transcend the restrictions on sexuality; 3) lustful love includes orgasmic pleasure and a transgressive ability. If attachment is not present one may detach romantic love from lust. He raises the question of whether transference love is real. It needs a sense of actuality to be meaningful as well as a sense of the recognition of boundaries. When it becomes romantic and lustful it transgresses boundaries or threatens to do so. But even as we respect boundaries we need to be able to respond to the affect that is being expressed.

The Saturday afternoon session included a clinical presentation by Reena Liberman, M.S. and a discussion by Dr. Lichtenberg. The presentation included the discussion of two sessions of the patient's psychotherapy with emphasis on understanding the attachment issues and the way in which the family patterns and the patient's affiliative patterns play out in the present response of the patient and in the transference.

The following were sent to Elizabeth Weiss from MPC members who responded to her question, What Does MPC Mean to You?

From Jackie Kellogg, MA:

"I am forever grateful for the MPC courses and instructors who have provided the most humane, insightful, and intelligent understanding of human behavior and psychological treatment. I have also appreciated the MPC members who put forth their time, energy and talent to come and teach to those of us in the Grand Rapids area."

From Bertram Karon, PhD:
MPC gives my life meaning.

Candidates in Psychoanalysis

Margery Adelson, Ph.D.
Mary Anderson, Ph.D.
Cynthia Hockett, Ph.D.
William Gaines, Ph.D.
Ralph Hutchison, Ph.D.
Sally Keener, M.A.
Reena Liberman, M.A.
Susan Pierson, M.S.W.
Leslie J. Rapp, A.C.S.W.
Michele Rivette, M.S.W.
Kay Sorrel, M.S.W.
Margaret Zerba, Ph.D.

Candidates in Psychoanalytic Psychotherapy

Sheila L. Wasung, L.M.S.W.

(Group, continued)

be referred to for advice, clarification, or resolution.

The importance of attending to distress and conflict in members, particularly those who are active in our organization, may be obvious, but there are no structures in place to do it.

The lack of structures designed to attend to the integration of new members, the preparation of trainees, the teaching of small groups, the resolution of splits and other signs of unresolved conflict within, result in a dysfunctional organization which cannot attend to innovation, excellence in teaching, disruption caused by alienation or other needs of a growing group.

WHY GROUP ANALYSIS?

In the past, the teaching of psychoanalytic dynamic principles intending to increase understanding of small and large groups has been part of organizations, such as Menninger or Austen Riggs, that had clinical facilities as well as research and teaching programs. Group therapy, group dynamics and group analysis were part of the teaching and clinical services. There is no such teaching in most psychoanalytic institutes, primarily because they are associations made of faculty and members who devote themselves to one-to-one psychoanalytic practice only. Such practitioners do not have training in dynamic groups since it is not part of the curricula of institutes.

Yet, teaching seminars, public presentations and committees in institutes take place in groups large and small. The groups may be spontaneous (as candidates' groups often are) or formal, but their leaders and their students lack an understanding of how groups function at the dynamic level. Problems can occur in all such groups that decrease the involvement and productivity of the members as well as the originality of the outcomes. Over time, routinized processes take over. All too often, a progressive deterioration leads to splits, disaffection, or resentments.

THE STRENGTHS OF MPC

MPC is distinctively different from other institutes. We integrate and teach a number of viewpoints and psychoanalytic perspectives; we provide a flexible and practical schedule of classes so trainees' needs can be accommodated; we have abolished of the role of "training analyst." All of these make for MPC's strengths. These characteristics, however, bring with them distinctive problems: group splits can occur based on differing psychoanalytic schools of thought, and classes composed of students at different levels of training and experience may present specific problems with peers and teaching classes that have to be attended to.

THE FEAR OF GROUPS

"Groups, in a psychoanalytic training organization?!" Our particular teaching, based on the understanding of unconscious processes and on the psychodynamics of interpersonal relationships, seems to some to be out of keeping with a study of group process, especially to those who have had little or no experience with it. A mix of ignorance and fear, of distrust and avoidance, makes people discard the usefulness of psychoanalysis of groups. Shame and anxiety related to fears of disclosure and exposure are common emotional responses to the prospect of group participation. We all know from working with individuals and couples how deeply persuasive such fears and anxieties can be. We are not immune to them.

However, it would be a pity to let such fears prevent us from making use of a powerful and useful tool to

(Continued on page 8)

Member News and Notes

Karin Ahbel-Rappe, Ph.D. 2008 American Imago, 65:3 Strange Fruit: A Book Essay on *The Academic Face of Psychoanalysis: Papers in Philosophy, the Humanities, and the British Clinical Tradition*. Edited by Louise Braddocik and Michael Lacewing. London: Karnac. 2008 JAPA 56:3 Freud's Little Oedipus: Little Hans as Exception to the Oedipal Rule 2008 JAPA 56:3 Response to Bell. She has also been appointed as Editorial Associate on the editorial board of the Journal of American Psychoanalytic Association effective June 2008.

Jerrold Brandell, Ph.D., presented a half-day invitational workshop, titled, "Of mice and metaphors: Therapeutic storytelling with children," 5th World Congress of Psychotherapy, Beijing, China, October 14, 2008. He also has the following upcoming book chapters: "Using self psychology in clinical social work." *The Social Worker's Desk Reference* (Revised Edition), Albert R. Roberts, Ed., Oxford University Press, Inc. and with Ted Varkas, "Narrative Case Studies," Book chapter in *Handbook of Social Research*, Revised Edition, B. Thyer, Ed., Newbury Park, CA: Sage Publications, Inc.

Julia Davies, Ph.D., will be presenting the following: *Culture, class, and personal authority*, at the Division 39 meetings of the American Psychological Association in San Antonio, TX, April, 2009. *Cultural dimensions of intersubjectivity*, at the University of Michigan Interdisciplinary Psychoanalytic Studies Colloquium, March, 2009 *The impact of class on the intersubjective field*, was presented at the Association for the Psychoanalysis of Culture and Society, Rutgers University, October, 2008

Kerry Kelly Novick and Jack Novick gave a talk at the San Francisco Psychoanalytic Institute on pre-school consultation in early October. Later that month, Jack presented a seminar on termination to the Training Analysts of the New York Freudian So-

ciety, and both Jack and Kerry led a seminar on conversion of cases for graduate analysts. At the end of October, they presented on parent work to the American Academy of Child and Adolescent Psychiatry in Chicago. In November, they presented at the annual scientific symposium of the Association for Psychoanalytic Thought with an all-day presentation on "Interferences with Performance."

MPC Committee Chairs 2008 – 2009

If you have a question regarding a committee or would like to serve on a committee, please contact the chairperson of that committee.

1. Membership Chair – Elizabeth Waies
2. Registrar – Diane Burgermeister
3. Parliamentarian – Murray Meisels
4. Finance – Mary Ann Stirling-Doherty
5. Child Psychoanalysis – Ira Schaer
6. Program and Course Brochures – Karen Baker
7. Psychoanalytic Psychotherapy Study Program – Peter Wood
8. By-Laws - Art Brickman
9. Cinema Talk – Reena Liberman
10. Ombudsperson – Lynne G. Tenbusch
11. Bulletin – David Klein
12. Continuing Education Credits – Kay Pratt and L. Kay Sorrell
13. Elections – Marybeth Atwell
14. Candidate Organization President – Marybeth Atwell
15. Gender and Diversity – Ellen Toronto
16. Website – Reena Liberman
17. Professional and Community Development – Julia Davies, Sonya Freiband, and Kay Sorrell