



BPSI

BULLETIN

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Letter from the Editor

As this edition of the Bulletin goes to print, the weekend with Giuseppe Civitarese has concluded. Having immersed myself in his writing over the past few weeks, I have noticed how his perspective contributes to our daily psychoanalytic work and, also, to the meaning of life. Every individual can be seen as part of a complex and interrelated community, connected by internal and external, fantasy and reality, “a field of relationships” upon which we mark our impact, define our selves, and locate our existence. From the work of the field theorists, I understand that we occupy many worlds, waking, sleeping, dreaming, and living. Civitarese has most notably written that “the ability to dream, which we all have to a greater or lesser degree, makes us all poets” (2015). I will remember this lovely assertion, and consider its value to communicate romantic as well as practical meaning. As analysts, we privilege that a mind can engage affect and memory, narrative and disruption, conflict and resonance, with poetic license. Our patients are drawn into the task of reflection and construction, of remembering and creating, of losing and discovery. That they might one day consider the life process as a kind of poem is a revelation. That they might become part of another’s lyric poem is a great human wonder.

We are, all of us, poets. While the task of authoring our life stories can seem formidable, I consider also the more mundane, though vital, writing assignments that are sometimes thrust upon us: requirements for progressions and graduations, transitional tomes that describe our work; notes that synopsise therapeutic efforts, profound or routine, with the aim of revealing our acts of curiosity and our capacity to hold despair. Calendars mark the writing of time and the frequency of contact. For some, writing is a ponderous effort, fraught with worries about exposure and failure. For others, writing is emancipation, the opportunity to explore the range of possibilities, a reaching out for contact.

At the Bulletin, I have solicited the help of many from our community to document our activities and our musings. There is poetry in every contribution, each a reflection of personal perspective in the service of sharing our space in this psychoanalytic hub, and I am grateful for each idea and effort. It is, perhaps, less of a challenge to consider the way a psychoanalytic process is akin to writing a poem. We value the capacity to refine our reflective skills shaping and changing our poems, repetitively reciting the familiar stanzas, sometimes as tedium, sometimes as pleasure. Returning again to Psyche, I hear a story that describes aloneness and despair, but also a repetitive act of transformation. For it is only when Psyche is able to use her voice, to assert her life story, to face the uncertainty, or her feared expectations, that she discovers the help that she needs. Psyche tells us that her efforts to prove her fortitude and love are possible because when she finally sings, of her grief and her love, she is heard. The burdens that could not be lifted are lighter now to carry. The puzzles of her life are detangled with the help of others. She is no longer alone with her poem, and with her voice she has opened herself to the profound and transformative power that results, not just from singing, but from being heard.

I have wondered how long I will keep the picture of Psyche on our masthead. But for the time being, she will remain. Psyche occupies our space, and has much to say about dreaming, about surprise, and about the impact of each unique and priceless poem.

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Front cover painting: *Psyche Opening the Golden Box* by John William Waterhouse (1903)

Page 4 photo credit: Allen Palmer



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BPSI Works: Dreams and Objectives



Letter from the President

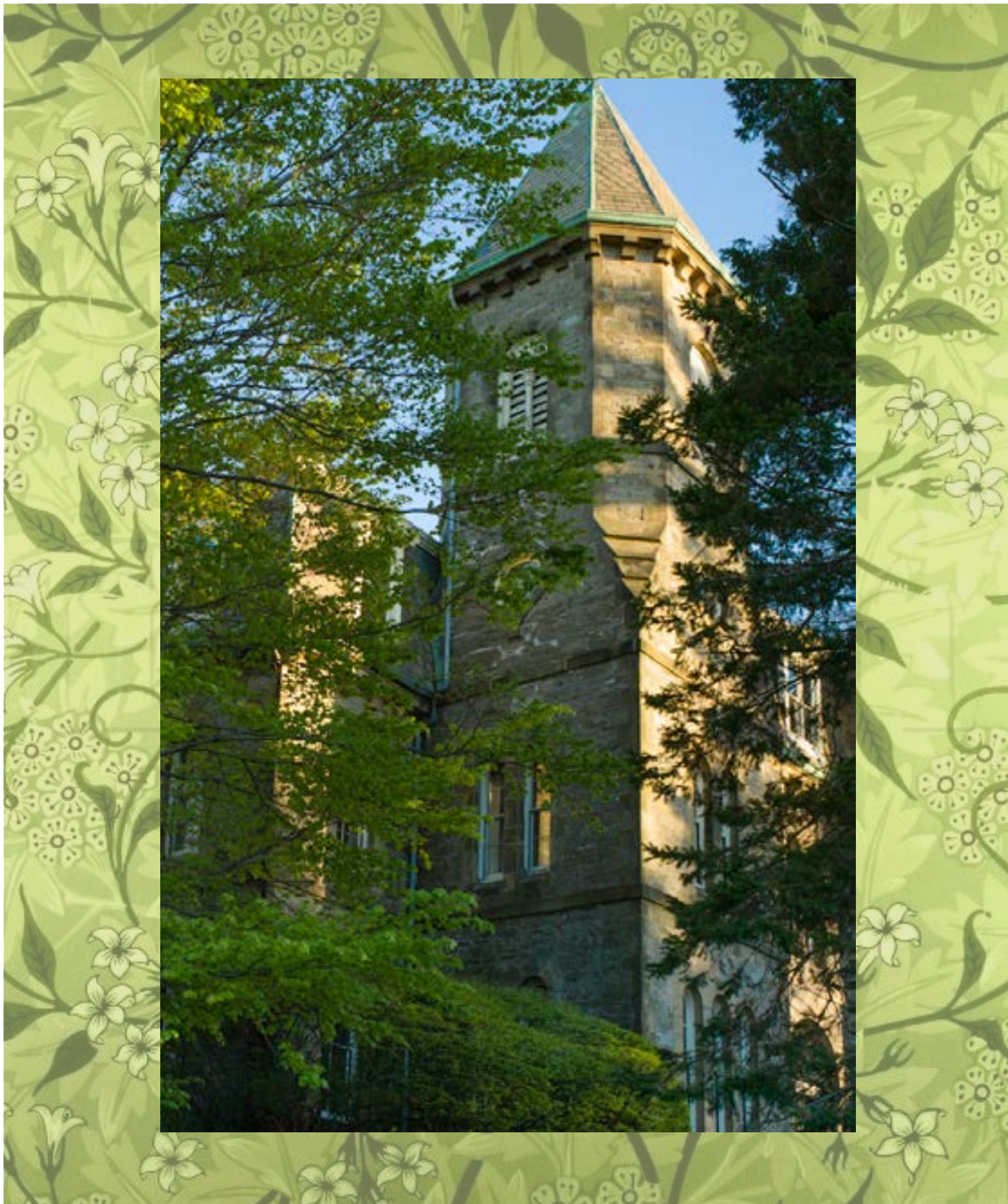
As I noted at our annual Members Meeting, we have been through a remarkable period of change at BPSI. We are a more open, welcoming, and inclusive organization, and our Members' creative involvement has fostered a new spirit. This fall, 156 Members met in 19 small groups in Members' homes to take stock of our progress at BPSI and consider what we want for our future. The groups considered a number of questions. How do we feel about our organization and the BPSI community, given the changes that have occurred? What should our priorities be at BPSI and in the greater community? What will foster and sustain our engagement in BPSI? The fact that so many volunteered to be hosts and cohosts and took the time to attend these gatherings is a testament to the value our Members place on our organization and to their concern for its well-being. Then, with another terrific showing of attendance, 125 Members gathered for the Members Meeting to learn about our initiatives and funding for our mission and to discuss many of the themes and topics that emerged from our small-group meetings.

At the Members Meeting, I spoke about preparing for a recent discussion on ethics by rereading an article by Jonathan Lear titled "Confidentiality as a Virtue." Lear proposes that rather than just viewing ethics from a Judeo-Christian point of view of "thou shalt and thou shalt not," psychoanalysts and psychodynamic therapists could consider the rich ethical tradition of Socrates, Plato, and Aristotle, who were all concerned with virtues. Lear asks what kind of training will produce analytic phronimos, or "good judgment," but he concentrates on what it would be like to instill confidentiality as a virtue. Reading this alongside the thoughtful comments of our Members from our small groups, I thought of how often our trainees and younger graduates have spoken of their desire to develop an analytic identity and practice, something that is an ongoing concern for all of us. We do need to consider how we nurture the development and the analytic virtues and ideals of all our trainees and Members at each stage of their career.

Reading Lear, I also began thinking that in our small groups and in our Members Meeting we are considering what kind of culture we want at BPSI. We are asking, what are the virtues or values that we want to foster as an organization? And when we are confronted with questions of conflicting values, how do we address and resolve the dilemmas? We have changed and thrived as an organization over the last eight years because we have embraced a welcoming, open,

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inclusive attitude. We have been enriched by the presence of more than 30 new Members from PINE. We have developed creative outreach programs, an innovative Program in Psychodynamics, our adult and child PiP programs, a new program in Psychoanalysis and Social Awareness, and outstanding adult and child training programs and trainees, including 46 Fellows in this year's Fellowship Program. We have created a vibrant analytic community. But the increasing size and diversity of our membership and the complexity of our organization pose new challenges and questions for us about change and our ideals. How do we develop a culture at BPSI that encourages a lively interchange of ideas and thinking marked by a willingness to disagree; that respects individual differences; that supports a feeling of connection and appreciation of one another; and that fosters generosity toward one another and our organization? With our size and complexity, how do we address the needs of all Members in a way that feels inclusive and personal and allows Members to feel that they are valued and have a place at BPSI, a professional home?

Lear suggests that “we develop good judgment about confidentiality both as individuals and as a profession by having continual discussion about how to resolve difficult cases. Not that there is necessarily one right answer about each case but that we cultivate a sensitivity and sensibility by trying out our judgments, by giving reasons to ourselves and our colleagues, and by listening to how others go through the process.” Likewise in our small groups in Members' homes and in our breakout groups at the Members Meeting, we considered important questions and dilemmas in our organization together, and in speaking and genuinely listening to one another, I believe, we are cultivating something valuable. In fact, many felt that the Member small groups were a model of the kind of conversations and meetings that foster the involvement and connection that Members seek in our large organization.

As an outgrowth of our discussions, we are considering our priorities and several important questions. How do we continue to foster excellence in training and lively intellectual dialogues? How do we expand BPSI's outreach in the larger community? How do we balance the value of new initiatives and spontaneity with the limitations of our program schedule, staff time, and our own time? How do we continue to strengthen our sound financial position; support ongoing, creative programs and initiatives; and increase scholarship funding? One major challenge and priority for all of us is meeting the goal of our capital campaign, Building BPSI's Future (BBF). As we begin the public phase of BBF this year, I ask you to consider that we will be raising funds so that BPSI can continue its excellence in psychoanalytic education, its innovative programs for Members and the community, and its scholarships to assist trainees with the high cost of training. In considering our values and what kind of culture we want at BPSI, I believe we do want to invest in our organization, because it is one of the few places in town that offers outstanding education in psychoanalysis and psychotherapy for us and for the next generation of clinicians. In thinking of what virtues we should nurture at BPSI, I believe it is essential that we value one another and the work we do and act generously toward one another and our organization, now and for future generations.

-James D. Walton, BPSI President

BPSI Works: Dreams and Objectives

Psychoanalytic Education at BPSI Introduction and Status Report

Some of you may not yet know me, as I came over from PINE last year. It might be helpful to share a bit about myself, my new role as the Chair of the Education Committee, and some new developments in psychoanalytic education at BPSI. I trained in adult psychoanalysis at PINE, where I taught for 20 years and became a training and supervising analyst. In the spring of 2014, I joined BPSI as a full Member. Although somewhat familiar with BPSI, having graduated from the combined BPSI-PINE Child Analytic Program, I left PINE with mixed feelings and anticipated an uncertain transition. I was heartened by the warm welcome that many of you extended to me personally and to my PINE colleagues who joined BPSI along with me. In my first year, I served on the Coordinating Committee and on two subcommittees of the Education Committee: the Students Committee and the Ethics Education Committee. Through my participation in those committees, I witnessed firsthand the talent and dedication of our Faculty and also gained an appreciation for the intelligence and passion of our Candidates.

When I was nominated for the position of Chair of the Education Committee last spring, I questioned how I could possibly lead this committee without the history and perspective of having “grown up” at BPSI. It was pointed out by a number of BPSI leaders that if I took the job, I would have lots of help. They also suggested that I could bring a fresh viewpoint to psychoanalytic education at BPSI, assuring me that my perspective would be welcome, and that my chairing the EC might further the integration of former PINE members into our community.

Over the past few months, I have worked closely with many BPSI Faculty and staff to revise the Candidates Manual. We sought to clarify the Faculty guidelines for constructive evaluation of our Candidates. We emphasized an approach that balances the need for praise and encouragement with the need for constructive criticism that avoids shaming. We have tried to meet the challenge that Tony Kris put forward last spring in a meeting to discuss our training program. He asked, “How do we offer rigor without rigidity?”

The revised Candidates Manual is more than a policy handbook for Candidates and Faculty. It strives to balance academic rigor with openness and flexibility. We provide a rationale for our policies and guidelines as well as educational resources for Candidates that may also be of interest to all our Members. I strongly encourage you to read the manual.

The 2015–2016 academic year is off to a great start. This fall, the Adult Psychoanalytic Training Program welcomed three new Candidates, and their teachers report that they are highly motivated learners. BPSI is fortunate to have a creative and committed group of Candidates and recent graduates who enrich our community. An increasing number of our Candidates are developing analytic cases and making progress toward the completion of training and the beginning of an analytic career. Last spring, we celebrated the graduation of four adult analytic Candidates and three child analytic Candidates. We continue to offer a full range of resources and support for all Advanced Candidates and Academic Graduates (see page 7) who wish to complete clinical training.



Candidates who have chosen a non-clinical career track but have completed all academic requirements within the training program may now receive a certificate as an Academic Graduate in Psychoanalysis. We will be pleased to announce our first Academic Graduate in Psychoanalysis this spring, and we hope that this new category will provide justified recognition for those who choose this path.

Our Training Outreach Committee, led by Janet Noonan, continues to offer creative activities to engage mental health trainees from within and outside of our community, welcoming local trainees and individuals from other fields of study. Our Adult and Child Program in Psychodynamics (PiP) programs have been enthusiastically attended, and our travel grant initiatives, sponsored by the Academic Affiliation and Research Division, have generated considerable interest. All six APsaA Fellows have elected to join BPSI this year as Guest Associate Members. In addition, the psychotherapy training programs, including the one-year Fellowship and the ATP, under the leadership of Richard Gomberg, are thriving. Forty-four Fellows have enrolled this year.

The Child and Adolescent Psychoanalysis Training Program has also been innovating. In coordination with the Adult Psychoanalysis Training Program, it has begun to review curriculum and has created an integrated adult-and-child analytic sequence. An integrated curriculum allows Candidates to train simultaneously in both modalities. It also promotes the practice and relevance of child and adolescent psychoanalysis by exposing adult Candidates to child work. Our first Candidate in the joint Adult and Child Analytic Program was admitted this year.

Another change being considered is the proposed introduction of an alternative pathway for Candidates working to complete their child analytic training. It would entail having one case at four to five times per week and two cases at three or more times per week, with a clear demonstration of analytic process. Finally, the new Child Clinical Track in the Fellowship program is off to a robust start with eight Fellows.

To maintain the high educational standards for which BPSI has become known takes dedication. Our Faculty work hard, volunteering long hours to educate our Candidates and to promulgate the powerful, life-altering insights of psychoanalytic theory and practice. Both Faculty and Candidates must constantly reevaluate what we teach, how we teach it, and what we can do better. I welcome feedback from all our Members about our psychoanalytic training programs and look forward to getting to know those of you whom I do not already know.

-Stephen Kerzner

BPSI Works: Dreams and Objectives

Vibrant Numbers: Psychotherapy Division

This has been an exciting year of growth in the Psychotherapy Division. Most striking is our class of 44 Fellows. They are an unusually diverse group. We have consistently drawn large numbers of Fellows from all the psychiatry residency programs in the area, but this year we also have a large number of psychologists, social workers, nurses, and licensed mental health workers. Some of our Fellows are just finishing their training in their core profession, but others are well-established therapists in the community. As usual, we have Fellows from around the globe.

Before accepting the students, we wanted to make sure we could give them the highest-quality experience. We felt that teaching most of our classes in small groups of 7 to 12 students was ideal. In order to accommodate the large group, we needed to double the size of our program, creating four theory sections for two of the trimesters, and six clinical sections each trimester. That meant recruiting a large number of new Faculty: We now have 55 BPSI Members teaching in the psychotherapy programs! Faculty at all levels, from recent graduates to Senior Training Analysts, stepped up to teach our Fellows this year. We were also thrilled to welcome into the psychotherapy teaching faculty 10 new Members of BPSI who had been Members of PINE.

Besides the large number of Fellows and new Faculty, we have two new initiatives in the Fellowship. The first is the creation of a Child Clinical Track. The Child Analytic Division was eager to share the richness of analytic thinking and of BPSI's child analytic community with child therapists who may not be ready to commit to child analytic training. The Child Clinical Track serves this goal by combining an introduction to basic psychoanalytic theory with a yearlong clinical seminar focused on child therapy. Students in this track take the same psychoanalytic theory/technique courses as the adult Fellows from 5:30 to 7 p.m. on Thursday nights, but from 8 to 9:30 p.m. they have separate clinical seminars taught by child Analysts. We have nine wonderful Child Clinical Track Fellows this year.

Our second initiative came about when a non-clinician scholar asked to be admitted to the Fellowship this year. After consultation with the Affiliates Scholar Program, we decided to introduce a pilot program of including a non-clinician in our theory/technique courses.

Along with these new initiatives and our large Fellowship class, we also have a robust group of eight students who decided to continue from the Fellowship to the ATP2 year. These students (and our four ATP3 students) are a lively, engaged, thoughtful group, and we are excited to have them deepen their involvement in the BPSI community. This year the ATP2 and ATP3 students are joining together for combined ATP theory courses.

It is an exciting time in the Psychotherapy Division. Our students bring an enthusiasm and energy to BPSI that enlivens the mood and enriches the experience for everyone who is lucky enough to be at our new home on Thursday nights.

-Richard Gomberg

Please welcome our new students!

Rania Mohammed Albeshar, MD
Indrany Datta-Barua, MD
Osarumen Nicole Doghor, MD
Kevin Matthew Donnelly-Boyles, MD
Lana Ghandi Elhalabi, MD
Emily Efron Flier, MD
John Loren Grillo, LICSW
Erin Elizabeth Barber Hayes, LICSW
Christine Hoepfner, MA
Tracey Levin Hurd, PhD
Philip Morgan Jackson, LICSW
Natalie Louise Jacobowski, MD
Erica Elaine Jensen, LICSW
Natasha Johnson, LCSW
Zlatina Kostova, PhD
Matthew Peter Lahaie, MD, JD
Anna Terajciewicz LaRose, MD
Timothy Charles LaRose, MSW
Julide Lauck, LMHC
Sasikala M. Manavalan, MD
Leah Kim Morey, MD
Andrew Patrick Murray, DO
Michael David Nevarez, MD
Marina Peters, DO, PharmD
Ryan Thomas Peterson, MD
Jennifer M. Pugh, MSW
Naema Qureshi, MD
Katherine Molver Ray-Mendoza, LMHC
Ann Blythe Rose, MD, MPH *
Parnika Prashasti Saxena, MD

Timothy Michael Scarella, MD
Einat Shoham-Groszlik, MA
Simon Alexander Sidelnik, MD
Shahrazad Annahita Sims, DO
Ellen Jean Sophis, MSW
Michael Carlton Soule, MD
Danielle Rose Speakman, PhD
Jenevieve Duron Treiser, MD
Veronica Turner, LMHC
David William van Norstrand, MD,
PhD
Geovanni Vazquez, LMHC
Dana Wang, MD
Elif Yilmaz, MD
Brigitte Zakari, PsyD, LMHC *

ATP 2 and 3

Argo Caminis, MD
Tanisha Choice, MD
Kristina Gaud, MD
Sarah Herold, MD
Anthony Marfeo, MD
Elizabeth Murphy, MD
Saiya Remmler, MD
Vithya Rodriguez, MD
Herbert Rothfarb, PhD
Brad Shattuck, DO
Sirel Tanner-Caballero, LMHC
John Teal Jr., MD

* denotes ATP I student, currently in Fellowship Seminar



BPSI Works: Dreams and Objectives



Explorations in Mind, BPSI's Community Education Program, is offering a wide-ranging selection of 15 courses in the 2015-2016 academic year. We are delighted that so many of our Faculty, new and old, have created courses on topics about which they are enthusiastic and that have proved to be of interest to an increasing number of enrollees. Our five mini-courses this fall had a robust turnout. For example, Jim Barron's eight-session ***Internal Objects and Waking Dreams: Klein, Bion, and Therapeutic Action*** was attended by 17 people. Some course participants were BPSI Members; however, many others were engaging with BPSI for the first time. We want to reach people in the community who are not necessarily interested in extensive clinical training but are curious about psychoanalytic approaches to a variety of topics. The aim of Explorations in Mind courses are to enhance participants' understanding of psychoanalysis and to link psychoanalysis to the intellectual, artistic, and social issues that are of interest to the wider community.

Starting in December and continuing through May, there will be an additional 10 wonderfully diverse courses that reflect the breadth and depth of the program. Elsa Ronningstam develops a link between neuroscience and psychoanalysis in her eight-session course, ***Empathy and Empathizing—a Link Between Neuroscience and Psychoanalysis***. Among her objectives for the course are the integration and application of "theoretical, scientific and clinical understanding of empathic processing into informed and balanced treatment interventions that can improve patients' empathic ability." In Dan Jacobs's six-session course, *Perchance to Dream*, Freud's approach to dreams will be discussed, as will current theories and techniques of dream interpretation. For child clinicians, Jane Hanenberg and David Levoy have developed a three-session course, ***Playing with Play: Exploring Mentalization and Creativity in Child Psychoanalytically Oriented Treatment***, at the end of which "participants will be able to describe how promotion of mentalization in play therapy may contribute to creativity and the capacity for cognitive flexibility and affect regulation."

Turning to psychoanalysis and literature, Susan Rosbrow-Reich and Ira Lable will be teaching a four-session course, ***On Reading Roth: Passion, Desire, and Mortality***, with an "emphasis on how Roth gives his reader access to his conscious awareness and to his unconscious as well."

In the spring, the program will turn its attention to technology, as well as social and family-life concerns. Morris Stambler and Robert Nardone will be teaching a three-session course, ***Impact of the Internet on Brain Development and Family Life***, in which they will "explain the effects of Internet exposure on the developing brain and look at some of the dilemmas faced by clinicians, educators, and parents."

In addition to these new and exciting courses, we are fortunate to have several returning instructors teaching classes that have been extremely well received in the past: Jack Foehl and Christopher Lovett's ***Field Theory***, Paul David's *Supervision*, Robin Gomolin and Rodrigo Barahona's ***The Clinical***

Application of Four Basic Concepts in Psychoanalysis: The Unconscious, Transference, Fantasy, and Repetition, and Stephen Schlein’s two courses, ***Countertransference Phenomena & the Use of Self: A Clinical Case Seminar on the Treatment of Severe Psychopathology*** and ***Play and Cure: The Therapeutic Use of Children’s Play—an Interpersonal Perspective on Clinical Technique***.

Both Olga Umansky, BPSI Librarian and Drew Brydon, Library and Education Program Coordinator will be available to all students to assist with any library needs including use of the PEP Web, journals, and copies of the curriculum.

In years past, the community learned about our course offerings through word of mouth and brochures. BPSI’s new presence on the Internet, however, has made it easier for people to discover our educational opportunities. This year, a group effort by administrators and office staff—special thanks to Drew Brydon—produced a beautiful 2015–2016 course catalog. You can find it on the BPSI website or pick up a paper copy on the first floor by the front desk.

Exploration in Mind instructors have invested much of their time and creative thought in developing these courses. As Co-Directors of the “Explo” program, Holly Friedman Housman and Chris Morse would like to take this opportunity to express our gratitude to the instructors, who have enriched our community in so many ways.

-Holly Friedman Housman and Chris Morse – Co-Chairs



BPSI Works: Dreams and Objectives

BPSI's Development Efforts *What they are, what they support, and why it matters*

We are pleased to have this opportunity to describe our development efforts—the **Annual Appeal (AA)** and our capital campaign, **Building BPSI's Future (BBF)**. These two campaigns, one occurring yearly (AA) and the other a finite endeavor (BBF), complement each other to support so many of the exciting and innovative programs and activities that provide a cornerstone for BPSI's programmatic growth. Funds from both of these campaigns allow us to maintain the integrity of our \$9 million endowment so that we can continue to provide the highest-quality psychoanalytic and psychotherapy training and to develop the programs that have become so valuable and enriching to our membership as well as to the broader community.

Programs supported by our development efforts include:

- academic lectures with honoraria to attract speakers of note and interest;
- evening library staff and extended library hours;
- training outreach and in-reach programs, including travel grants, informational sessions, and our Program in Psychodynamics (PiP);
- scholarships to support early-career trainees and scholarships to lower the cost of supervision for Candidates treating patients in low-fee analysis;
- and social work outreach programs, including travel grants to attend the American Psychoanalytic Association Annual Meeting, to receive a one-year BPSI guest membership, and to meet regularly with a BPSI mentor. This support has strengthened interest in BPSI training and this year has resulted in the matriculation of two new trainees into our Fellowship program.

It is encouraging to note that over the past several years the number of Members making gifts to support the AA has increased, as has the total amount of funds received. This year's AA goal is \$70,000, and with everyone's help, it is attainable. If you have not yet made a gift to support this year's AA, we hope you will do so. If you have already given a gift, we thank you.

Our goal for the capital campaign is to raise \$1.6 million. During the initial quiet phase, a number of our Members and friends have made very generous gifts and pledges that total more than \$500,000. The public phase of BBF will be launched this spring. Our goal is to raise the remaining \$1.1 million in additional gifts. We're in the process of hiring a development professional to guide us through the process, from crafting our mission statement and developing written materials to planning and implementing our direct appeals to Members. We're organizing a committee of our Members—from all walks of BPSI life—to join us in this exciting campaign. We'd love to hear from any of you who would like to become part of this endeavor.

We have such an abundance of resources with which to support and nourish our shared commitment to psychoanalysis and psychoanalytic psychotherapy. Please participate—through your gifts to the AA and through your active involvement in our capital campaign—so that BPSI and psychoanalysis in Boston can continue to thrive and grow for generations to come!

Gifts to the AA may be made in a number of ways, including online or via mail, by check, credit card, or electronic transfer of stock. Gifts to the AA may be given in a single lump sum or may be spread out through the year on a monthly or quarterly basis.

Every gift, large or small, matters.



If you have questions or to learn more:

Annual Appeal

**Please contact
Carole Nathan, Managing Director
Development Committee Co-Chair
cnathan@bpsi.org**

BBF Capital Campaign Committee

**Please contact
Jan Seriff, Chair
Building BPSI's Future
Capital Campaign
janseriff@verizon.net**

Free Association

“I have wondered how psychoanalysts who, in general, are endowed with far above average ability to be empathic, could ever commit the error, as I think they sometimes do, of equating neutrality with minimal response.”

—Kohut, *The Restoration of the Self* (1977)

This may be a coincidence, or it may be the product of exceptional planning by the Editor: The above quote by Heinz Kohut concerns itself with the same fundamental issue in psychoanalysis as did Axel Hoffer’s brilliant discussion of the quote by A. Kris in the previous issue of the *Bulletin*. Both quotes concern themselves with the *method* in the psychoanalytic situation.

Kohut’s paper “Introspection, Empathy and Psychoanalysis” (1959) became the methodological foundation on which his later contributions to clinical psychoanalysis would rest. The idea it advanced, that the investigation of the inner world through the methods of introspection and empathy parallels the investigation of the external world with our sense organs, was considered sufficiently revolutionary for the *Journal of the American Psychoanalytic Association* to refuse to publish the paper at first. The simple statement that only a phenomenon that can be observed through introspection or empathy can be called “psychological” represented a crucial shift in redefining the psychoanalytic method: Kohut considered free association and resistance analysis only as auxiliary instruments, to be employed in the service of the introspective and empathic mode of observation.

The reintroduction of empathy into psychoanalysis produced a large body of literature, all of it attempting to clarify this “mysterious” process. Empathic immersion as a mode of observation is still being confused with sympathy, or with being kind. What Kohut described was a *listening* perspective, an effort to immerse oneself in the inner life of the patient in order to know what it’s like to be the “other.” Only in his later papers did he refer to empathy as a “powerful human bond” based on our “essential human likeness.” Maybe this is the reason for the *mistaken* notion that the empathic listening perspective is supposed to replace the interpretive process and that it fails to encompass the unconscious aspects of the patient’s associations.

Making observations, whether via evenly hovering (swaying?) attention or listening from the patient’s perspective, is still only half of what goes on in psychoanalysis: The other half consists of the analyst’s responses. As the intersubjective, relational, and self psychological aspects of psychoanalysis progressively influenced the positivistic, “one-person psychology” of traditional psychoanalysis, the exclusive focus on the patient’s psychopathology shifted to a greater appreciation of the analyst’s participation in the treatment process.

The empathic mode of listening and *responding* radically changed our view of the manner in which interpretive comments participate in psychoanalysis. Since the aim is to encompass the patients’ experience so that they can feel understood in depth, we no longer think of interpretations as statements that analysts “give” to their patients; statements that punctuate the patients’ narrative from time to time after long silences and are articulated with certainty. Rather, interpretive comments are offered *tentatively*, inviting patients to correct or elaborate on our understanding of them: Patient and analyst are *jointly* engaged in the exploration and ever-better understanding of the patient’s

emotional life in the here and now and when viewed longitudinally. Experiencing the analyst as making a genuine effort to understand creates a feeling of being understood, an essential aspect of the healing process.

The challenge for psychoanalysts has been to include in their interpretive comments the *defensive psychological structures* without losing their empathic perspective. Defensive psychological structures create patterns of behavior and/or manifest symptoms that interfere with satisfying relationships and optimal mental functioning. Once we recognize that most symptomatic behaviors represent the best solution (the final common pathway) for protecting the self from fragmentation, we are faced with a challenge: How do we include in our interpretive comments the defensive structures that are protecting a vulnerable self from fragmentation but—at the same time—are the greatest obstacle to change? The answer cannot be simple, since this dilemma constitutes the whole of a working through process. Since the empathic listening perspective remains our guide throughout the process, our task is to convey our *understanding* of the patient's *original* (genetic) *reasons* for having established these particular modes of self-protection, which assured connection to the caretaker(s) in childhood but proved maladaptive in adult life. Genetic explanations represent a deeper, more profound understanding: They facilitate the integration of what had to be repressed and disavowed and became symptomatic in the patient's life.

I believe that this brief summary confirms my earlier contention that the empathic listening perspective and empathic interpretive responses have become central to present-day psychoanalytic practice.

-Anna Ornstein

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Self Disclosure and Unknown Passions

“Mounting up the hill” at BPSI



Turning 75 this year and thinking about the relentless passing of time, I turn to poetry, since poetry, like psychoanalysis, is close to dream thinking, and dreaming has been of keen interest to me since I was very young and first learning about love. My thoughts move to this final verse from William Wordsworth’s famous poem “The Solitary Reaper” (1805):

Whate’er the theme, the maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o’er the sickle bending;—
I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.

Wordsworth wrote about hearing the solitary voice of a young woman reaping by herself in a country field while he was climbing a hill in Scotland with a friend. This scene occurred several years after a period of enormous uncertainty and heartache in Wordsworth’s life as a young adult. By contrast with those earlier years, Wordsworth wrote the lines during a time when he was held deeply in the fond emotional, intellectual, and imaginative company of two unique friends (his younger sister, Dorothy, and Samuel Coleridge). You could say that during the time he wrote these lines, Wordsworth had the nourishing opportunity for conversations at the frontier of dreaming (Ogden, 2001).

The poem reflects not only Wordsworth’s acknowledgment of the inevitable reaping of the scythe of time but also his heightened hope, while in the midst of these intimate connections with these two friends, that he might continue to find access to music in his inner world—namely, access to creative dream thinking in response to the inevitable challenges of lived mortal experience and the future that lay ahead for him. In some way, perhaps, in thinking of this poem, I was finding my own personal links to Wordsworth’s theme.

Now when I drive up (mount up) the hill to BPSI in its new home, I think about my time at BPSI in years past and the many nourishing relationships that have come my way during those years—during my own analysis, supervision, clinical work, courses taken during training, and most of all in shared experiences with friends in many contexts. Of particular importance to me at BPSI and in my work with patients has been the opportunity “to learn more about love,” or, as a senior member of the BPSI faculty once wrote, “object relations taken in their broadest sense. . .the realm of experience that is closest to the psychoanalyst’s daily work” (Modell, 1968).

First, I found myself studying, in my own clinical hours, the contributions of Winnicott, Kohut, Bion, Fairbairn, and Ogden, and then teaching courses about themes prominent in their work.

But then, somewhat surprisingly, as I reflected on the unique transformative power of dream thinking as an unconscious cognitive metaphoric process in response to emotions in relationships, I turned to explore the nature of the affect-laden language of the dream, the figurative language of imagery, paradox, and metaphor. I turned to lyric poetry and Shakespeare.

Through the Program for Psychoanalytic Studies, BPSI gave me the opportunity to explore the richness of Shakespeare with clinicians in the larger community—in other words, not only with those already in the BPSI community but with clinicians at all levels of training and experience with an interest in psychoanalysis. In these Shakespeare courses, enthusiastic participants began our meetings by taking up parts and reading scenes from Shakespeare’s plays. Then, having been brought to life in our midst, like an evocative dream, Shakespeare’s art invited us to associate together and to discuss the overt and covert universal themes in his dramas: themes of friendship, rivalry, honor, melancholy, betrayal, death, love, and even the uncanny transformative power of the dream world itself.

BPSI has changed greatly since my first encounter with it in 1970. In place of the aloof exclusivity and elitism of the institution of the past, there is a new atmosphere. Perhaps the new atmosphere is related to the fact that BPSI now offers programs not only for formal intensive training in psychoanalysis but to convey what psychoanalysis has to offer to clinicians at all levels of training and experience in the community at large. But I think there is something deeper present than mere changes in the formal structure of BPSI programming. There is the possibility of finding something like friendship and membership in a community in which the learning adventure is a shared, open, collegial adventure for all.

The great Bard ended his well-known sonnet “When I do count the clock that tells the time” (Sonnet XII) with the following couplet: “And nothing ’gainst time’s scythe can make defense / Save breed to brave him when he takes thee hence.” As time passes for me, I am glad to be a part of BPSI’s continuing adventure: to explore, to dream, and to create together in response to what the passing of time places in our path as a psychoanalytic community.

-Walker Shields

Modell, A. H. (1968). *Object Love and Reality*. New York: International University Press.

Ogden, T. H. (2001). *Conversations at the Frontier of Dreaming*. Northvale, NJ: Aronson.



Couples Therapy Illuminates

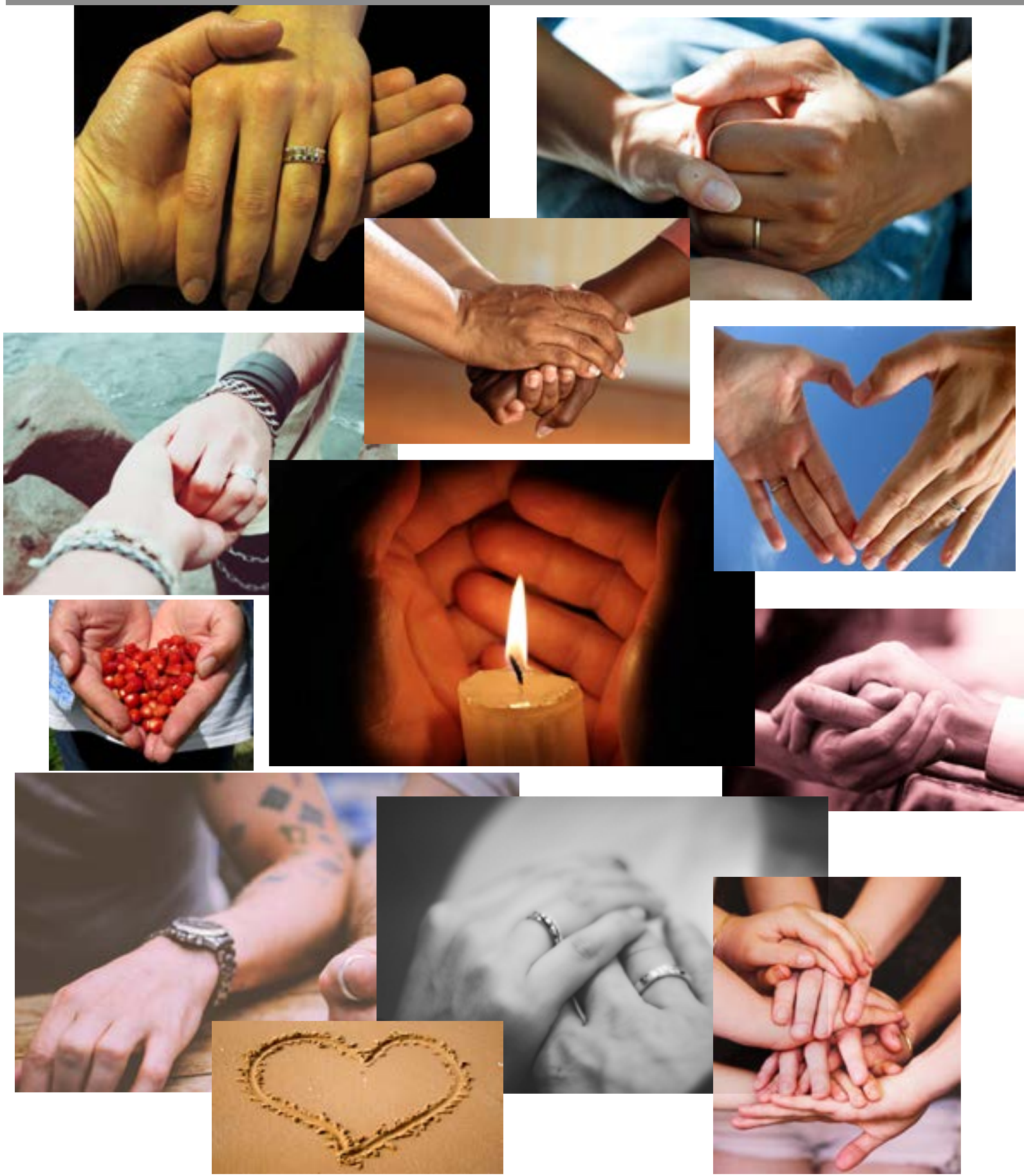
The May 2015 Member's Seminar, ***Widening the Lens: Adventures in Psychoanalytically Informed Couples Therapy***, included a panel composed of Steven Cooper, Justin Newmark (Psychodynamic Couple and Family Institute of New England—PCFINE), and myself, with Sally Bowie (PCFINE) as the moderator. A discussion of our clinical and personal experiences as couples therapists addressed several themes: treating couples through an object relations lens, enactments, projective identifications, and transferences and countertransferences. While the seminar focused on the conscious and rational aspects of each individual, we also explored the interaction between partners that operates unconsciously.

As a psychoanalyst, I enjoy working with an array of transference and countertransference dimensions in my role as a couples therapist: individual patterns that are directed toward me, those that go back and forth between two partners, as well as the transference a couple develops toward me. All of these complexities in couples treatment, especially the value and efficacy of recognizing the existence and importance of unconscious motives, in both analyst and patient, and between partners, will illuminate therapy with individuals. The panelists agreed that an intervention directed toward a couple's interpersonal dynamics can shift the internal resistances of the individuals, and that this in turn can facilitate the deepening of each partner's individual therapy process.

In *Requiem for a Nun*, Faulkner wrote, "The past is never dead. It's not even past." We all know that partners choose each other for both conscious and unconscious reasons: physical attraction, socioeconomic status, intelligence, religion, and so forth. As an analyst involved in supervising couples and family work with the child psychiatry fellows at Cambridge Hospital, I aim to increase an appreciation for the way many individuals unconsciously choose a partner whose personality style replicates old conflictual problems of relating. This repetition of old attachments is often a search for a different, more hopeful and healing outcome. Attempts to seek repair can often dissolve into disappointment and anger, when the wished-for empathic response is not forthcoming. An unfortunate result is that children can become symptomatic. Parents arrive at treatment with the wish that the couples therapist can fix the child, as well as the spouse. The not-so-hidden agenda is a hope, in the face of painful early attachments, that the sense of self will finally be accepted and affirmed, that the spouse and child will relate differently, that the wounds will be healed.

As a result of the therapist's attunement, containment, and interpretations, the couple usually become less defensive and develop greater sustained attuned responsiveness and affect regulation. They increasingly become more introspective in each other's presence. This allows the therapist to link together how "the ghosts" or transferences of each partner's earlier attachment style are operating in and undermining their current relationship. Each partner can become better able to "own" his or her individual role in the conflicts and experience less personal vulnerability and more resiliency. As Faulkner the psychoanalyst might say, our task is to understand the living past well enough to keep the relationship affirmed and vital in the here and now.

-Holly Friedman Housman



BPSI Explores: Dialogue and Discovery

Outreach

The Training Outreach Committee invites local clinicians to learn more about psychodynamic practice and psychoanalysis and to explore what is available to them in the BPSI training programs and community. Below are some exciting announcements and information about upcoming events.

In response to requests from students in the Fellowship and ATP training programs and Candidates in psychoanalytic training who are interested in getting to know one another, our committee took photographs and created a **Photo-book of BPSI trainees**, to be distributed to all. If you haven't seen it, please pick up your copy in the BPSI lobby.

BPSI is delighted to welcome the **American Psychoanalytic Association Fellowship award winners** to join us as Guest Members this fall. The APsaA Fellowship covers travel expenses for the two national meetings and assigns a local psychoanalyst mentor to each Fellow. The BPSI two-year guest membership offers the Fellows access to our psychoanalytic community, courses, and library, as well as Psychoanalytic Electronic Publishing (the PEP Web). This year, 6 of the 15 Fellows selected by APsaA are young clinicians, researchers, and academics from the Boston area. The Fellows and their mentors were honored at a reception prior to the first BPSI academic lecture in September. We welcome:

Asli Baykal, PhD, LCSW
Christine Maksimowicz, PhD
Sana Sheikh, PhD
Laura Werner Larsen, PhD, LCSW
Yi Yang, PhD
David Yuppa, MD

BPSI Fellows and ATP Students can look forward to the **Practice Building Workshop** to be held on **January 21, January 28, and March 3**. A cross-disciplinary panel of Candidates will talk about the challenges and strategies around developing a thriving, robust, psychodynamically oriented psychotherapy practice in the current climate of mental health care. **Part One** of this program will take place on January 21 and 28 and focus on strategies and techniques. **Part Two** will take place on March 3 and will focus on the clinical aspects of practice building: including how to think about and talk with patients about deepening treatment.

On **February 27**, local clinicians and mental health trainees are invited to participate in a **Training Outread Information Session**, a presentation of psychoanalytic process material. Two BPSI Candidates will focus on the deepening of psychotherapy and the movement toward a psychoanalytic process. Using clinical vignettes, they will show the transition in the work and in their growth as clinicians. There will be ample time for clinical discussion and for questions with the Candidates and moderator. Over lunch, we'll hear from additional Candidates about what led them to analytic training and about their experience learning psychoanalysis at BPSI. This is a unique opportunity for clinicians and trainees in the community to hear psychoanalytic material in a small group.

On **March 1**, we will open our doors to host the annual **BPSI Open House**, with Faculty, Students, and Candidates from the psychotherapy and psychoanalytic training programs. Students, Candidates, and Faculty from the Fellowship, the ATP, and the Adult and Child Psychoanalytic training programs will be available to talk about curriculum, clinical training, and their own experiences within the training and to answer questions. We hope to provide a broad view of the different possibilities for training and participation at BPSI.

On **April 13**, we will host a reception prior to BPSI's annual **Adam Corneel Lecture**, this year featuring **Nancy McWilliams, PhD**. We will bring together all of this year's BPSI Guest Members, including winners of BPSI travel grants, Program in Psychodynamics Residents, APsA Fellows and applicants, and post-Fellowship BPSI Members.

The application deadline for all training programs is now the same: APRIL 11, 2015
Applications for all BPSI programs are at www.bpsi.org.

Please invite your supervisees, colleagues, and students to join us at these events and learn more about what training at BPSI and being part of the BPSI community offer to clinicians eager to develop their psychodynamic approach in their clinical work. We welcome any questions about training at BPSI and have a wealth of materials to share. Students and Candidates are also available to speak with potential trainees. We can offer help in the decision-making process, including advice about which training program is the best individual match and information on opportunities for financial assistance.

For more information about programs, applications, or activities, please contact:
Janet Noonan at janetnoonan@verizon.net

BPSI Training Outreach Committee
Kimberly Boyd, MD, Anthony Bram, PhD, Lisa Citrin, LICSW,
M. Carole Drago, LICSW, Donna Fromberg, PsyD,
Holly Housman, LICSW, Alistair McKnight, LMHC, Catherine Mitkus, LICSW,
Daniel Mollod, MD, Janet Noonan, LICSW, Randall Paulsen, MD, Alison Phillips, MD,
Stephanie Schechter, PsyD, Jacquelyn Turpin, LICSW





Am I Just Playing Baseball? Reflections from The Child PiP Program

“Am I just playing baseball?”

Natalie Jacobowski, a second-year child psychiatry Fellow from MGH/McLean’s Child and Adolescent Residency Training Program, began the Child PiP’s Fellow-led discussion with this question. Last year, she found herself asking the question often, as she rounded the baseball diamond in her clinic office during weekly sessions with 10-year-old Bahir. Theirs was a polite, controlled ball game: After each hit, the other took a turn. There were no bases stolen and no home runs for the boy. Bahir made certain that Natalie won every game. She had many questions for herself and her supervisor, Bayard Clarkson: “Should I try to lose? What is the story he is telling me? And what do I tell his mother about what we are doing?”

The Child PiP (Program in Psychodynamics) was developed to provide child psychiatry Fellows, and those in the early years of their career, with a forum to ask the questions that arise during these seminal years. Having completed an adult psychiatry residency, child Fellows are faced with formidable challenges, treating medically and mentally ill children and adolescents, often facing devastating life circumstances in their young patients, while serving as the clinical expert for them. Yet as Fellows, they have only just stepped into their child psychiatry role. Daunted, trainees often ask, “How can I be helpful to this child?” Play therapy, the mode of treatment for younger children, is itself perplexing: How can playing an office version of baseball, week after week, make a difference in a child’s life? Under pressure for high productivity at their hospital-based clinics, Fellows have described a need for more time to reflect on their cases and, more broadly, to appreciate their work from a psychodynamic perspective.

In response to these needs, the Child PiP was developed. Bringing together child psychiatry Fellows from Harvard’s three child psychiatry training programs (Cambridge Health Alliance, Boston Children’s Hospital, and MGH/McLean) and those two years post-graduation, the Child PiP offers elective training with Faculty from these training programs and BPSI. Fellows are paired with mentors. And, among numerous other membership benefits, Child PiP Fellows are eligible for travel awards for the APsA meetings in New York.

The real magic is in our monthly dinner gatherings, hosted by Faculty members who generously open their homes. Month after month, 30 Fellows and Faculty arrive to nourish themselves on a delicious meal while mingling and making connections across professional and developmental lines. Then we sit down for a case presentation by a Fellow, followed

by a lively group discussion facilitated by one of our Faculty. So why do Fellows show up for these evenings? And, knowing how busy we all are, why do Faculty show up? We all thrive on relationships. Freud described our basic needs: work, love, and play. At our gatherings, we allow ourselves time to reflect on our work, to play a bit, and to strengthen our ties to one another.

As Natalie continued her case presentation for our post-dinner discussion, we learned much more about her work with Bahir. His complex family life included his stern uncle, who bullied his older sister, and his mother, whose mental illness led her to disappear periodically despite her caring relationship with her son. His disruptive school behavior contrasted with his too-perfect stance in therapy. With the guidance of her supervisor, Natalie introduced an announcer into the baseball game, allowing her to ask Bahir questions: “How does the team feel when they win?” Bahir cheerily replied that he liked to win, but he felt badly for the losing team; at last, he began to share more deeply held wishes and fears. One day, Bahir accidentally learned that it was Natalie’s birthday: In their baseball game, he beat her resoundingly, by 500 points. He gleefully explained that the team had to win for the coach. Unspoken but apparent, his gift to Natalie was allowing himself a victory. Over the course of subsequent months, shifts continued in their sessions, with less turn taking and more wins for Bahir, even while he continued to struggle with behavioral dyscontrol at school.

Sarah Birss served as the facilitator for our discussion and noted parallels between Natalie’s attunement to her patient and a parent’s attunement to an infant. She spoke of Daniel Stern’s vitality affects, Beatrice Beebe’s disruption and repair, and Jaak Panksepp’s brain-based play systems. Fellows and Faculty themselves took turns, reflecting on Natalie’s questions for us, as we wondered together about the unfolding treatment. Natalie herself is on a journey: Now also enrolled in the BPSI Fellowship’s Child Clinical Track, she is applying to palliative care fellowships around the country. With great confidence, we wish her well, and we look forward to learning more about Bahir and about Natalie’s next step on her journey.

-Lisa Price



IPA Congress: Student Groups

Report from Chris Lovett



During the International Psychoanalytic Congress held here in Boston this past July, a new feature was added to the program that was specifically designed to provide an enhanced experience at the meetings for students and potential candidates for analytic training. The IPA's Student Groups provided an opportunity for people at an early stage in their psychoanalytic education to meet together on three consecutive days, along with local senior analysts and candidates, and discuss their experiences at the Congress, their reactions to certain presentations, and any other matters that seemed connected to their interest in psychoanalysis. The program was coordinated at the local level by Al Margulies, Jane Kite, Alan Pollack, and Janet Noonan, and students from all over the world were offered the chance to participate. Students who expressed interest were organized into eight groups, and each group was provided with a pair of leader-teachers from BPSI —Members and Candidates who had volunteered to participate.

At the conclusion of the Congress, both the students and the group leaders were invited to write something about the experience, in the hopes that this would help to inform future efforts to provide a welcoming and encouraging experience for those people who might consider undertaking training in psychoanalysis in the future. The following is a brief summary of the various impressions shared by those who were involved, many of which include a sense that something surprising, often quite moving, and fun occurred in the groups and for the individuals involved.

Based on the descriptions provided by both the leaders and the students, it is difficult not to conclude that, whatever the origin and purpose of the Student Groups, they gave rise to a particular analytic field that facilitated a process with its own special features of intimacy and learning from experience. Individual groups often began their meeting with some discussion of the various keynote addresses that had taken place that day, and it became clear very quickly that the students felt that these discussions allowed them to derive a much deeper understanding from the presentations. Students strongly expressed the sense that the conversations aided them by dispelling confusion and clarifying certain theoretical terms, thus allowing them to more fully explore the ideas discussed during the Congress. Many students described their own experiences working as therapists, or as researchers, as well as their involvement in the field as patients.

While group attendance varied, ranging from 4 to 14, numbers did dwindle as the days of the conference passed. This seemed due, for the most part, to the fact that some



people left the conference to return home after the first or second day. Even so, a sense of momentum and intimacy developed in the groups over the course of the three meetings. This was true for both the students and the group leaders. One of the leaders wrote in her summary, “By Saturday I was in some deep and tearfully moved place. Having this group was THE highlight of the whole event for me. I was not prepared for how I would be so moved by the process of sharing what I love with others in this way.” In parallel fashion, one of the students offered this observation: “I felt I gained a connection to the psychoanalytic community in a way that I would not have been able to achieve if I had only remained a face in a keynote crowd.... Thank you for your leadership, your ideas, and your receptive unconscious minds.”

As mentioned earlier, some of the early discussion was based on the anchoring provided by the keynote papers, but that seemed to diminish as an organizing factor in the groups over the course of the three meetings, as discussions grew deeper, broader, and more personal. One way to characterize this process was an increasing focus on questions like “What do we struggle with...as analysts, as would-be analysts, as people?” and “What moves us to become psychoanalysts or continues to prompt us to seek some deeper or more resonant emotional truth?” One student, a young woman originally from Mexico, included in her comments the following thoughts: “Thinking with someone really helps integrate the knowledge. This is something we do in our analysis. Our class reminded me of an analytic session, but in a group where you never know where your mind is going to take you and which direction we may be going. It reminded me how much I appreciate being in a psychoanalytic world.”

Several of the groups enjoyed the experience of more senior analysts entering into the group on the second or third day. While this could have given rise to a situation in which those groups seemed less oriented toward the students’ experience, it would seem that what occurred was quite opposite in its effect. The discussion in many of the groups was very candid, often including stories of what had drawn the people present to the subject of psychoanalysis in the first place. Both students and group leaders reported moments of great poignancy and deep feeling. In my own group, with Jane Kite, at least four of the experienced analysts present became tearful or close to tears at one time or another over the three days. This seemed to provide something profoundly important to the students present, something involving the personal stake and benefits that one can derive from the experience of analysis, not only one’s personal analysis but also an immersion in a world in which such great value is placed on emotional honesty and the struggle to remain open to oneself and the other. At the conclusion of our time together, one of the students described

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BPSI Explores: Dialogue and Discovery

the experience as a “great gift,” and I think the sense that this had been something more than informative, that it had also been emotionally meaningful, was shared by everyone.

Several of the group leaders suggested that such a program would be a welcome addition to the APsaA meetings—a sentiment that could be understood as an expression of the leaders’ collective sense that the programming’s benefits would be enjoyed by students and teachers alike.

The leader-teachers who participated in the program were Fran Arnold, Michelle Baker, Jack Beinashowitz, Stephanie Brody, Andrea Celenza, Lisa Citrin, Lucinda DiDomenico, Carole Drago, Benjamin Herbstman, Neal Kass, Susan Kattlove, Jane Kite, Trude Kleinschmidt, José Saporta, and Joe Schwartz.

-Chris Lovett



Report from Neal S. Kass

In what could feel like a sea of ideas, arguments, languages, excitement, despair, fascination, and pageantry at the IPA Congress this past July, a remarkable small-group experience emerged. The small student groups were designed as a way for international trainees to gather and grapple more personally with the large plenary presentations, but they were also intended to provide a kind of mentoring or guidance in negotiating the massive meeting. Ours (I had the pleasure of working with Lucinda DiDomenico) was a group of six who attended consistently and developed into a forum for sharing profound personal stories of what was moving and meaningful about psychoanalysis.

We quickly became immersed in the story of a young woman who was so transformed by her experience in analytically oriented therapy, so unusual in her native China, that she was traveling this great distance to learn more about this compelling field. In China, she told us, there has been a historical attitude that understanding emotional experience is a very low priority: There is little time, and daily living exerts too many pressures. For her, just

beginning to speak about family, relationships, and her own self-experience was life changing. This was contrasted by the reflection of a young Japanese psychiatrist, whose training had emphasized paying close attention to the symptoms she could pick up on during a patient's narration, so she could best choose a medication. She was aware, could hear, that there was more. After she sought analytic supervision, her clinical work opened dramatically. Another participant was a chief resident of Asian American descent who engaged with the others about the Asian experience and the contrasting elements of the Japanese and Chinese mental health systems. These, along with the perspective of a history of science student, were only a few of the headlines in what became a mutually supportive, engaged, thoughtful, and feelingful experience. In fact, trying to capture that quality here is difficult; the content certainly doesn't reveal the openness of the group.

While the details of presentations, plenaries, and chance conversations came up in discussion, more frequently the group would become involved with essential questions about psychoanalysis—what makes it what it is, what a place (even country) or clinical encounter is like where psychoanalysis is new, or unknown to the community. I found myself looking forward to this part of the day and to the chance to reflect on all manners of human experience: analytic, IPA meeting, or other. The “naive” questions reminded me of how dearly they are needed, from all corners of the world, to begin to heal and the tendency in all fields to talk “at” rather than “to” one another.

By coincidence, most of our group also ended up going to an unstructured encounter group at the Congress that ran over several days. Besides the predictable dilemmas arising from a group's attempts to be open and vulnerable with one another, a pessimistic tone of international strife in the field of psychoanalysis surfaced. Clinicians bemoaned the gap in ages, the dominance of older white males (“white beards”), and the relevance of psychoanalysis in countries that were, for example, at war. In our small-group discussion, this raised fear, confusion, and some anger. Processing these issues proved very interesting as, again, core questions about psychoanalysis and further personal stories of being patient and/or therapist emerged. Ultimately, one of our group members took the risk of telling the large encounter group that she was optimistic and excited about psychoanalysis, particularly coming from China, where it was so new and vulnerable. She went on to warn them that she was a “seed” and that being mindful of not crushing that spirit and energy may be essential for psychoanalysis. It was quite moving.

Lucinda and I were impressed by how this small-group model of conversation facilitated a wonderful opportunity for people to not only process the monstrous amount of evocative content presented at the Congress, but also bring personal stories to bear. These stories were relevant to the overall spirit of the meeting, yet took it beyond into areas concerning how we talk together, meaningfully, as analysts. The whole experience was a major highlight of the week.

-Neal S. Kass



Save the Date

Jerome Kagan

BPSI Annual Child Care Conference

Saturday, May 7, 2016

9 A.M.–1 P.M.

Wilson Hall

Jerome Kagan, a pioneer in the field of developmental psychology and Harvard University Emeritus Professor of Psychology, will be the featured speaker at this year's **BPSI Annual Child Care Conference**. He will talk about three important but relatively independent influences on the behavior and the biology of children from infancy to adolescence: cognitive and emotional maturational processes that accompany brain growth; biases of temperament; and influences of parents, social class, and culture and history. **Alexandra Harrison** will then discuss Kagan's work, focusing on classroom applications of his theories and helping teachers operationalize current developmental research findings.

The **Child Care Conference** is one of BPSI's most successful outreach programs, and one of its oldest, sponsored by BPSI for over 20 years. The conference primarily targets an audience of early-childhood educators, nursery school teachers, and day care workers. By bringing prominent leaders in the field of development and education to present to participants at a very reasonable fee, the BPSI Child Care Conference provides an unusual opportunity for early-childhood educators. Eminent speakers at past conferences have included T. Berry Brazelton, Howard Gardner, Ed Tronick, Vivian Paley, and Joan Almon. Because of its dedication to its mission over many years, the conference has achieved a position of prominence in the community. However, it is clearly been of particular value to the BPSI membership.

The conference is organized by a standing committee that consists of dedicated educators who volunteer their time to plan the program, with the assistance of the chair, Judith Yanof. The current members are: Sarah Bennett-Astesano, Darragh Callahan, Jane Lannak, Ellen Moore, Kathy Simons, Ann Stambler, Susan Twombly.

