

## Theme: Supervision



### PRESIDENT'S ADDRESS

Phoebe A. Cirio, M.S.W.

Abraham Flexner investigated social work in 1915, five years after he recommended revolutionary changes in medical education. He had advised the medical organizations to close most of the medical schools, because they were mediocre, and increase the prerequisites for admission to medical college. It is Flexner we have to thank for the scientific thrust of American medicine. Following the success of his investigation and report on medical education in America, he was invited to conduct a similar investigation of the then fledgling profession of social work. Flexner decided that there were six criteria that had to be met for a field of work to be considered a profession:

Let me now review briefly the six criteria which we have mentioned; professions involve essentially intellectual operations with large individual responsibility; they derive their raw material from science and learning; this material they work up to a practical and definite end; they possess an educationally communicable technique; they tend to self-organization; they are becoming increasingly altruistic in motivation... (Abraham Flexner, "Is Social Work a Profession" 1915.)

He concluded that social work was much like a profession, but not fully a profession, because social work was much like education; the rewards for both teachers and social workers "are in his own conscience and in heaven." He was referring to the generally low levels of compensation for both professions.

You might wonder why I am citing this rather obscure bit of history for my inaugural column as President of the Candidates' Council. I have several reasons. One is a question I have about how candidates find it within themselves to enter into yet further professional training now, in 2015, 100 years after Flexner's report on social work. Flexner's definition of a profession shaped changes in professional preparation, which enabled an era during which professions flourished. This was one outcome of the early 20th century progressive movement. Professional education became a way to establish oneself as a member of a certain social class, but also it became a very practical way to make a good living. The fact that social workers had yet to find a good way to get paid was a mark against their self-definition as a profession.

All candidates already have a profession. They are social workers, counselors, psychologists, and medical doctors. In addition, they embark on further training to become a psychoanalyst. Why, we have to ask, does anyone do this? I can answer for myself. I wanted to become a psychoanalyst because I regarded it as the pinnacle of mental health practice, and I felt honored to be allowed to enter formation as a psychoanalyst. I also hoped it would help me make a good living. I suspect most of my fellow candidates, then and now, had similar motivation. They felt that the training was worth it to them because it would enhance them personally, and professionally, for the rest of their careers. I hope in future columns to provide more data from our candidates about this issue.

The idea that psychoanalytic formation offers those who undertake it something of tangible value means that we

demand that very thing of the profession. Candidates do not seek their rewards "in their own conscience or in heaven." We are looking for earthly satisfaction. And for this reason, candidates will have to attend to the condition our newly chosen second profession is in. Many of you reading this column will be familiar with the on-going struggles about certification, the appointment of training analysts, the autonomy of the Board on Professional Standards, and finally, who makes decisions within APsA. My interest as President of the Candidates' Council is to represent to the elected officers of our organization the intents and interests of our candidates, and to assist our candidates with becoming well-informed about the business of APsA. We have a lot at stake here and need to have a voice in the decisions that affect our profession and our careers.

Our newsletter editors have selected the topic of *supervision* for our current issue. Supervision is one of the three primary components of our psychoanalytic education, and hence of considerable concern and interest to all candidates. Our editors task themselves with presenting material, from candidates and faculty, about the issues at the core of the experience of candidacy; this issue should be no exception. ❖

Phoebe A. Cirio, M.S.W.  
President, APsA Candidates' Council

### INSIDE THIS ISSUE:

|                                      |    |
|--------------------------------------|----|
| President's Address . . . . .        | 1  |
| Editorial Corner . . . . .           | 2  |
| Articles and Reflections . . . . .   | 3  |
| Committee Updates . . . . .          | 9  |
| Institute News and Updates . . . . . | 11 |



## EDITORIAL CORNER

Holly Crisp-Han, M.D. & Marian Margulies, Ph.D.

Welcome to the Spring/Summer 2015 issue of *The Candidate Connection*. Supervision is a collaborative, dynamic, and integral aspect of our training in psychoanalysis. After attending many sessions on this very theme at APsaA's 2015 National Meeting in January, and realizing the central role it plays in candidate training, we decided to focus this issue on supervision. The supervisory experience is one in which threads of experience from didactics, analytic cases, and personal analyses can meet and intertwine. In supervision, candidates hone their analytic craft with the support of a supervisor and develop an analytic attitude. Candidates can explore their developing analytic identity with good-enough supervisors who foster that spirit of growth and independence through modeling, teaching, listening and challenging. Ideally, one's supervisor imparts wisdom, knowledge, and an analytic attitude that embraces complexity, curiosity, and comfort with uncertainty, all part of the analytic endeavor. Ideally, the supervisor-supervisee relationship is a rich and rewarding learning experience that can profoundly impact one's work as an analyst for the years ahead. As you read the issue, we hope you will reflect on your own experiences in supervision.

We welcome reflections from Phoebe Cirio, President of the Candidates' Council, in her inaugural address in that role. Valerie Golden, Chair of the Master-Teacher Award Committee shares an interview with Robert Michels regarding his presentation in receipt of the first award. Kacie Campbell-Liput and Noemi Molina share their reflections on supervision from their perspectives as candidates. Thomas Christian and Lynne Gillick offer original poems that convey their ideas about supervision. Les Fleisher and Eric Marcus discuss their current project investigating the dreams of psychoanalytic candidates.

Rande Brown of the William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology (**Welcome to APsaA!**), and Alex Barends of the Michigan Psychoanalytic Institute.

This is our last edition as co-editors of *The Candidate Connection*. We are happy to announce we will be passing our editorial role to two outstanding candidates, Danielle Dronet and Valentino Zullo, both candidates from the Cleveland Psychoanalytic Center, who will co-edit *The Candidate Connection* for the next term. We look forward to their future work to build connections among candidates with the newsletter.

***Ideally, the supervisor-supervisee relationship is a rich and rewarding learning experience that can profoundly impact one's work as an analyst for the years ahead.***

In the next section, there are updates from officers and committee chairs of the Candidates' Council. These updates include Jennifer Lane Briggs' report as the Secretary, Alex Barends' Treasurer's report, Phoebe Cirio's report on COPE, Sandra Landen's report as Chair of the Child and Adolescent Psychoanalysis Committee, Sarah Lusk's report as Program Chair, Holly Crisp-Han's report on the Paper Prize, Alexandra Sawicki's report as the Chair of Social Issues, and Valerie Golden's report as Chair of the Master-Teacher Award.

We are also happy to share newsworthy updates from different institutes across the country. In this edition, you will find updates from Kirsten Beuthin of the San Francisco Center for Psychoanalysis, Dhipthi Mulligan of the Psychoanalytic Education Center of the Carolinas, Barbara Mosbacher of the Center for Psychoanalytic Studies,

Sharing editorial responsibility has been an incredible, inspiring and satisfying journey for both of us. During our tenure as co-editors, we have developed our *creativity*, felt enormous *inspiration and growth*, become more comfortable with *risk-taking* as we launched each new edition, and have grown in all kinds of ways as we cycled through *endings and beginnings* of each edition. These different aspects of our personal journey as co-editors mirror the themes of the last four editions of *The Candidate Connection*. We have enjoyed working together as co-editors, developed our friendship, and have also forged new friendships and collegial ties with you, the candidates across the country, who have contributed to making each newsletter a publication we can take pride in. Finally, we are most grateful for having had the privilege and pleasure of serving as your co-editors. ❖

### APsaA Candidates' Council

Phoebe Cirio, *President*  
 Valerie Golden, *President-elect*  
 Jennifer Lane Briggs, *Secretary*  
 Alex Barends, *Treasurer*

### The Candidate Connection Newsletter of the APsaA Candidates' Council

Holly Crisp-Han, *Co-Editor*  
 Marian Margulies, *Co-Editor*

*(A complete list of CC Committees can be found on the Candidate Members Information Page located in the members section of apsa.org)*

**2016 NATIONAL MEETING** | WALDORF ASTORIA HOTEL  
**NEW YORK**  
 January 13-17, 2016

## ARTICLES AND REFLECTIONS

### Candidates' Council Master-Teacher Award: Interview with Robert Michels, M.D., Inaugural Recipient of the Award

Valerie Golden, J.D., Ph.D., President-Elect of the Candidates' Council  
Chair of the Master-Teacher Award Committee

At the January, 2015 National Meeting in New York, Robert Michels, M.D. became the inaugural recipient of the annual Candidates' Council Master-Teacher Award, APsaA's first and only Candidate-driven award for excellence in psychoanalytic teaching. In connection with the award, Dr. Michels gave a presentation titled, "The Care and Feeding of Supervisors: A User's Guide for Supervisees." The presentation was videotaped as part of this award program which will create an archive of Master-Teachers for future generations to enjoy.

Valerie Golden, J.D., Ph.D., President-Elect of the Candidates' Council and Chair of the Master-Teacher Award Committee interviewed Dr. Michels about his presentation.

**VG:** Dr. Michels, we are honored to have you accept this award from the Candidates. Tell me about your decision to talk to the candidates about supervision.

**RM:** Supervision is a unique aspect of psychoanalytic education and, for most of us, a lifelong endeavor. Ours is an extraordinarily lonely profession; one way of dealing with that is through lifelong supervision with peers. It provides an important way of being together, joking, laughing, and relaxing in an

atmosphere unlike and removed from the clinical situation and its constraints.

Most of us are in supervision for our entire careers. I would urge candidates not to think of it as an event in training but rather as a theme throughout our professional development. Supervision is part of a developmental process.

*Ours is an extraordinarily lonely profession; one way of dealing with that is through lifelong supervision with peers.*

**VG:** You have said that supervision, like development, has two goals: mastering something and achieving separation/autonomy? Can you clarify what you mean by that?

**RM:** Supervision has those goals just as human development does. A good supervisee not only acquires the supervisor's skills, but acquires the capacity to maintain and further develop those skills on separating from the supervisor. A good teacher shows pride in a student who ends up surpassing the teacher, ultimately growing and learning and taking it beyond what the teacher taught. I am reminded of a famous interchange involving Freud, in which the punchline was that a short person, standing on the shoulders of a giant, can see further than the giant!

**VG:** You've mentioned that much has been written about how to be a good supervisor, but little about how to be a good supervisee. Can you summarize the take-away on that for us?

**RM:** The supervisor, of course, does certain things to make the supervision good; however, the supervisee can and

indeed should do so as well. My talk was really about how candidates can become the best and thereby the happiest supervisees.

**VG:** For example?

**RM:** A flexible student can learn from and adapt to a range of theoretical orientations of the supervisor, and a range of supervisory styles, for example from the authoritarian to the permissively democratic. In fact, a good supervisee can turn a less than wonderful supervisor into a good one, and vice versa. It's important for the supervisee to recognize the influence he or she has in this regard. It's also important for the supervisee to take some responsibility for the supervision.

*Continued on page 4*

### Stepping Stones

Stepping stones one after the next;  
Provide a place of rest, sometimes a test and sometimes a nest.  
Stepping stones, some rough, some smooth, some warm, some cool, some cryptic, some clear but all are very near and dear.  
Stepping stones, a guiding trail throughout feelings of shame and doubt.  
Another stone to stand upon;  
While contemplating the one I am on.  
Negotiating angles, no two are the same, all have a different name and face to grace this special place.  
Wax and wane like a moon;  
Back and forth, side to side, a stepping stone emerges from water pulling me to glide.  
Challenge my movement, my thoughts, my sight;  
Each of you gave me what I needed to sojourn from stone to light.

*By Lynne Gillick, Ph.D.*

In other words, a good supervisee finds something valuable to be learned even from a bad supervisor.

**VG:** The audience asked you about candidates being taught or attending presentations by one's own analyst and you had some very interesting things to say.

**RM:** For a long time, the common custom was not to allow it, the position being based on the principle of psychoanalytic anonymity. If you saw your analyst outside the office, the purity of transference toward the analyst would be destroyed. I don't agree! Especially in the age of Google, my patients can find out more about me than I even remember about myself. For an analyst to change his or her behavior because the other person is a patient, is a countertransference enactment. So, for example, if I see my patient as I am walking down the street, and I cross over to the other side...it doesn't matter whether I arrange it so we'd be on the same side or opposite

sides, either way a countertransference enactment. We try to understand such impulses, not to enact them.

**VG:** Thank you. Any other suggestions to help candidates improve their experience of supervision?

**RM:** If you are able to choose a supervisor, look for flexibility of mind and an awareness that the place for theory, in supervision as in clinical work, is in the back of one's mind. The best supervisions are experience-near, focused on the clinical experiences of the patient and supervisee. Seek variety among your supervisors, including working with both genders if possible, and an array of styles and viewpoints. You will be better equipped to emerge as your own person independent of them, freed of any single individual's dogma. The slave with two masters is a free man.

Regarding supervisory styles, there are 2 schools. Some supervisors emphasize the "rules" and see themselves as instructing the supervisee in certain

things that must be learned (e.g., how to manage the basic rule, use dreams, discuss fees, establish the frame, etc.). Others prefer to explore the candidate's spontaneous responses to the patient, what led to them, and what alternatives might be considered.

Art is an apt metaphor for supervision in this sense. Some see their role as that of a painter who adds color to the blank canvas via instruction. Others see their task as that of a sculptor, who chips away at the block of stone until the internal, concealed structure emerges from within. Is the candidate a blank canvas on which the supervisor paints? Or a block that conceals what lies within? Psychoanalysis is more like sculpture, while most other therapies are more like painting.

**VG:** Dr. Michels, thank you very much. We have videotaped your presentation for future generations, and it is available at: <https://www.youtube.com/watch?v=2aq8sAcGGV0> ❖

---

## Supervision from a Candidate's Perspective

*Kacie Campbell-Liput, L.C.S.W.*

One of the most puzzling experiences being a candidate for me was learning to maneuver from being on the couch, to sitting behind the couch, to transitioning to being face to face with my supervisors in front of their couches. I have found supervision to be a complicated, emotionally moving experience in my analytic training. I have had supervision I truly enjoyed and found invaluable to me, and at other times I have been so frustrated I would wonder if I was ever going to be capable of becoming an analyst. These experiences of vacillating between joy, tears, laughter, and anger were sometimes with the same supervisor.

Yet, I would hear some candidates discuss how "wonderful" supervision was and how much they "loved" going to see their supervisors. Some candidates seem to only express positive feelings passionately throughout their training. I must admit I am a bit jealous that I have

not had such a graceful journey, as I seem to have stumbled along more clumsily as a supervisee. So, I have been on a quest to understand the supervision process and the experience of other candidates. What are the factors that create a "working dyad"? I am currently writing a dissertation proposal around psychoanalytic candidates' experiences in supervision. I am simultaneously not only a psychoanalytic candidate, but also a PhD candidate entering my final year of course work. Collectively I currently have nine supervisors between the two programs. The supervision I receive in my PhD program seems easy for me. I also see two patients four times a week with supervision from analysts in my PhD program, thus it is not easier because of a less intense transference and countertransference of the process. I can't help but ponder why I struggle so much in my analytic pursuit for certification to be an analyst.

I once attended a discussion on supervision which was intended to be focused on supervision from the perspective of supervisees. I understood what it was like to be in a parallel process, while being regressed in my own treatment, and also in supervision despite the fact I was being evaluated at the same time. It felt rather crazy at times when I was in the midst of it all during my own uncharted journey. So, I wanted to hear the discussion of how other supervisory dyads handled this delicate balance. Ironically, it seemed that the training analysts in the group hijacked the discussion. I remember being very perturbed that no one else in the room seemed to be curious about the candidates' experiences. I wanted to know how other candidates felt and managed their difficulties. What did the candidates feel about their enactments and parallel processes? How were they

*Continued on page 5*



maneuvering their supervisory relationships while being evaluated simultaneously at the same time? I wondered what other candidates needed to help them get through their training. If I knew, maybe I could figure out what I needed too. However, the candidates in the discussion group, including myself, collectively stayed quiet and instead listened to the difficulties these analysts had with their supervisees. I felt so problematic in being in a group that needed to be so managed. I left the meeting feeling angry.

I jumped into my supervision like I jumped into my training. I was enthusiastic, naïve, and inexperienced. What I thought would be easy cases for my training ended up very different than what I anticipated. I took all my known mistakes into the consultation room as if it were a time to enter a sacred confession. I always brought my most challenging struggles to my supervisors with all my anxieties. I was as transparent and honest as I thought possible, believing that was best for my learning and my patients' optimal treatment. And then I hit a tough bump in my training, taking me to what felt like I was in a purgatory of standstill.

I realized I needed to re-evaluate how I was doing supervision and how I was presenting myself. I knew I wasn't taking in all that I knew about the cases or taking in process notes that exemplified my skills. I wasn't showing my competencies as I was more focused on areas where I lacked knowledge. I started to talk to other candidates confidentially. I heard advice from, "tell them what they want to hear" to "I don't tell my supervisors everything" or "I tell my supervisor everything" to "I only tell my supervisor what they can handle." This made me wonder how transparent candidates really were with their supervisors. How honest could I really be? The bump in the road changed the way I engaged in supervision.

My pursuit to understand supervision as an observer had begun, and I slowly transformed how I entered the process through my own research. Was I as transparent to my psychoanalytic supervisors? No. Did I find a way to optimize my learning experience? Yes.

I no longer just brought in my complicated sessions with all my anxieties. I talked more about these anxieties in my own analysis and worked through my issues before I went to supervision. I brought in every Monday's sessions regardless of how complicated the week was. I figured out where my supervisor's anxieties were and then I was more likely to seek guidance where I felt I could progress in my training. I received consultation outside of supervision when I felt specifically more challenged in supervision. It reminded me of my colleague who told me about a discussion they attended and heard about a process of "spoon feeding supervisors."

I have talked with candidates one-on-one, in group discussions, and from various institutions. I talk freely with

my PhD consultants about my psychoanalytic training experience. Why am I so honest with them? I remember when my edgy PhD supervisor said, "You drive me wild with your lack of psychoanalytic language! We need to get you to speak psychoanalysis! That is your first problem!" and I remember laughing, and knowing he was right. There was nothing injuring in the process. Was it me? Him? The dyad? Or all of it? Why have I always been so honest with him? Three years later, over bagels and coffee, we pondered together the idea that maybe it wasn't that some candidates were more honest with their supervisors or less honest. It was that maybe that some candidates were just more insightful than others in managing supervisors either consciously or unconsciously. Maybe it is more than just the conscious or unconscious process of being transparent. Who knew that maybe some conditions required some candidates to be better at managing training-analysts than others? So, I have to rethink how difficult I have been as a supervisee, how honest I am, or if I'm less or more transparent than others. I know I'm different with every supervisor. I know I get different types of assistance from each one.

Freud required his patients to promise to be totally honest for their analysis. There is a part of me that believes that is theoretically the best route. While I'm totally honest and transparent in explaining what happens in the analytic process with my analysands, I have found that level of transparency about my own anxiety can sometimes be complicated in supervision. Over time, I felt I was able to figure out my own analytic style and identity. The more confident I have felt being an analyst, the more transparent I have become with my supervisors. I am less anxious now as my own process has evolved and I have grown. The difficulty of cases impacted the supervision.

*Continued on page 6*

### Good Supervision

Enwrapped amoebic pseudopodia, hydraulics,  
 Defeated defenses, the rapture of steam engines;  
 Seduction, blacking out, drive,  
*Energieas, topographias;*  
 Transference counter-transferred,  
 Displaced, structural misplacements;  
 Lust and rage, love and hate;  
 Fear of death, swollen feet (*Oidipous'* fate!),  
 Commedia, dreamtopia, dream-copia;  
 Associations of hilarity, bipolarity,  
 tri-polarity, wish-fulfilling prophecy;  
 Hyperbole, too much talk,  
 Insight through words, so much talk;  
 And all of these unconscious semblances,  
*Geists* manifested by psychic transitions,  
 Transliterations, translations;  
 The dark bypaths and *tri-vias* illumined  
 By the psychopomp-ic touch  
 And ego induction of trust,  
 The revision-ing of mind—pedagogical peregrinations—  
 The mind led to itself, not by itself,  
 But by the lantern of good and wholesome supervision.

*By Thomas Christian, Ph.D., L.M.S.W.  
 Dallas Psychoanalytic Center*

The more difficult the case, the more difficult the supervision was for me, and the more the patients have sent me into my own analysis working through my own barriers to be fully with them. All the while, I was projecting the very experiences I was trying to correct. I think what makes a working dyad is more complex than what I hear and read about how training analysts attempt to manage us as candidates and engage us.

In my PhD program, I am working on a project to learn more about candidates' experiences of supervision. My initial preliminary mock interviews for a phenomenological study indicated that supervisees faced many similar challenges. Many candidates wondered and worried how much

of their own histories to disclose to their supervisors that might possibly affect their cases due to their own countertransferences. Candidates did tend to withhold more intense anxieties from their supervisors as they wanted to appear to "have it together." Most found the process of supervision difficult, but for many different reasons. Some struggled more in the beginning of their training in acquiring a psychoanalytic language. But, the strongest wish and needs that came through was the wish and the need for encouragement from their supervisors. This matched my experience. The more criticism I felt, the more distant I became, whether due to reality or the version of reality I created. I do completely agree,

upon reflection, that the more positive feedback I received the more likely I was to be self-disclosing. I think that is why I was able to be more honest with some supervisors than others. I seem to have gone full circle now; I do look forward to supervision and value it more now than I ever have in my training. That doesn't mean I don't have days of dread occasionally. I believe that encouragement from my supervisors helped turn my own process around. Becoming an analyst has been a harder path than I imagined, but also a richer one.

If anyone is interested in sharing their own story and being a part of a supervision study, please contact me at [kacieliput@sbcglobal.net](mailto:kacieliput@sbcglobal.net). ❖

---

## Wisdom and Innocence Combined

*Noemi Molina, Ph.D.*

*The harvest is ready  
but the workers are few  
—Matthew 9:37*

Like most aspects of human relationships, the experience of supervisor and supervisee in psychoanalytic training is very complex. Supervision in psychoanalytic training is a dynamic interaction in which elements of confrontation, different views about the nature of the treatment process, dynamics of the institute, personal goals, multiple transferences, individual subjectivities and multiple variables are developing and being internalized in both supervisor and supervisee.

During these three years as candidate, the supervision has taken on a combination of a state of receptivity or flexible openness, the access to the creative unconscious in combination with disciplined, logical thinking. Human existence is part of nature and we depend on nature and on our nature itself to be disclosed. From there, we interpret it in accordance with itself (nature) and ourselves. We live in an interpretive world because we are always interpreting,

Depending on our psychological structure, each individual will experience and will receive data of the world in a unique way. In other words, as inner perception affects the experience, the outer experience affects the subjective object.

My own encounter with my supervisors has enriched my psychoanalytic experience and has expanded even more my appreciation for the diverse ways in which human beings live their lives. Having three supervisors with diverse theoretical approaches can be challenging. How can we maintain a harmony with our true nature instead of following, prescribing or dictating an idea that does not resonate with our true self and the way we work with our patients? How can we maintain harmony with the patient's discourse without prescribing or dictating an idea that does not resonate with the patient's discourse? How to be faithful to ourselves? How to be faithful to the patient's experience? When patients are talking about their history and their subjective reality, their words are being symbolized and transformed into their *native* tongue. Then, the language of psychoanalysis is to work with the multiplicity of the different levels of dialogue, the different languages—supervisor, supervisee and patient.

In one of my cases, the analysis is done in the native language of the patient. When the patient talks about her history and her subjective reality her words are being symbolized and processed in her native language. It was important for me to have a supervisor who was able to receive in the native language of the patient what the patient was transmitting in analysis. My supervisor was born in U.S., but he also speaks the native language of my patient. He is able to grasp the nuances and subtleties of the communication which are difficult to translate into another language. However, during this process of supervision, I realized that to *learn from experience* has been the most fundamental principle in this process. My supervisor's capacity to grasp the clinical material goes beyond speaking the native language of my patient in a literal way. By stating this, I am not denying the important element of speaking the same native language of the patient. What I am trying to convey is that speaking the language of psychoanalysis is what has made my work with my supervisor indispensable. The encounter with the unconscious and the multiple levels of dialogue with

*Continued on page 7*

different languages has been the essential element in this process. There is a constant transformation and birth.

To make it even more exciting, in my country there is a town with the same last name of my supervisor. This particular town is at the seaside with an impressive view of the ocean, and the office of my supervisor has a spectacular view of Lake Michigan. Every time I meet with my supervisor, I look out of the window and greet the *ocean-lake*. There is a huge difference between a city and an island, but in my imagination and fantasy, I feel that I am re-visiting my loving and enchanting island when I enter my supervisor's office to do this wonderful and exciting work. I feel that I am fortunate to have a supervisor in this case that allows for the lively communication on diverse perspectives and on the nature of understanding the unconscious. In this particular case, to speak the native language of the patient has been significant, but to speak and experience the *language of psychoanalysis* has been profoundly indispensable and transforming.

It is reasonable to use the ideas of Winnicott and Bion about the importance of experiencing self and other in the process of the analyst's formation. The supervisor and supervisee can have two different points of view. However, it is not necessarily intolerable if both parties have a binocular mind, allowing the integration of both points of view to help in *thinking* about the clinical material. In other words, when functioning intrapsychically, the binocular vision allows learning from experience and self-observation. A *good enough-environment* in this process is critical. It is always two hands clapping. Using a vision that provides depth and amplitude is imperative, but not sufficient to pass through an old way of thinking.

The integration of a new way of thinking demands considerable effort in both parties. The knowledge that a supervisor or supervisee already has can become an obstruction. This is precisely what we are always encountering in our work with our patients and even within ourselves. To impose *knowledge* itself as the legitimate discourse and to intervene in an interpretative way that privileges a particular theory or the institution is to

escape from the clinical and human domain. My second supervisor does not commit that kind of offense. He has a peculiar way of being firm in his beliefs, with a sufficiently flexible attitude. His ability to sustain uncertainty creates a space for the "*surprise effect*" that has been part of this process. When I consulted on the case with him, I was able to experience an authentically available emotional atmosphere where along with learning I felt supported and confident. The recognition of the possibility of more than one truth about the clinical material allows for multiple meanings.

In supervision, there is room to convey technical knowledge in a reflective space allowing building and rebuilding of the patient's unconscious image based on material developed in the analytic

session. It is as if the clinical material is creating a new perspective each time we think about our thoughts. When there is a resonating combination of intellectual excellence, heart commitment and open-mindedness, the adventure in engaging this work is profound. After those two experiences with my supervisors, when I met the third supervisor, although I already knew her, I felt so much love. I saw her with different eyes. She was the same person; it was I who was transformed with the supervisory experience. In supervision, an important element is the analytic capacity to listen to the clinical material in different ways and the capacity to provide a room for receptivity. As Gibran says, "*I have not found the path of the soul, but the soul walking upon my path.*" ❖



# APSA

**CALL FOR PAPERS**

## **\$500 CANDIDATES' COUNCIL PSYCHOANALYTIC PAPER PRIZE**

The Candidates' Council Psychoanalytic Paper Prize, based on peer review, is awarded annually to the *Candidate Member* who submits the most outstanding paper on a psychoanalytic subject. **A \$250 honorarium will be awarded to the semi-finalist.** The winning author will present his/her paper at APSaA's National Meeting in New York (January). The winner is also required to present his/her paper at a local venue. The winner and semi-finalist may submit their papers for review by JAPA, and if accepted, the paper will be published as the winner or semi-finalist of the Candidates' Council Paper Prize.

**Submission Guidelines:** In order for a manuscript to qualify, it must be submitted by an APSaA Candidate Member and it must be unpublished and not submitted for publication although it can be based on a paper that was presented at professional meetings. Each manuscript must conform to the *Preparation of Manuscripts* guidelines outlined by JAPA, with the exception that the length should not exceed 30 double-spaced, typed pages.

**Deadlines and Instructions:** *Entries must be submitted electronically no later than August 1, 2015.* Email **one Word document** containing the manuscript **with all references to the author deleted** and email **another Word document** containing the author's name, email address, address, phone number, and Institute affiliation to:

Holly Crisp-Han, M.D.  
Chair, Candidates' Council Paper Prize  
(E) [hollycrisphan@crisphan.com](mailto:hollycrisphan@crisphan.com)



## Psychoanalytic Candidate Dreams and Daydreams About Training: The Unconscious Developmental Process of Becoming a Psychoanalyst

*Les Fleischer, Ph.D.*

*Eric Marcus, M.D.*

Psychoanalytic training is a transformative experience in which profound emotional development can take place at a professional and personal level. Yet we know relatively little about the pre-conscious or unconscious developmental trajectory that takes place during training. We want to know more about what candidates experience during training: does the educational experience help or does it hurt, and if so, what aspects of training need to be changed in order to promote an optimal developmental trajectory?

This study will use candidates' countertransference dreams and daydreams to identify the developmental process of becoming a psychoanalyst. Study participants will be asked to share their experienced dreams and daydreams about their patients, supervisors, colleagues, or any aspects of their training. The countertransference dream is a relatively common, powerful phenomenon that can provide a rich source of data about the analyst, patient, supervisor, and all aspects of the analytic process and work/learning environment. The candidates' countertransference dreams and daydreams might provide rapid access to their pre-conscious and unconscious attitudes and themes that could identify the candidates' emotional adaptation and development. If a characteristic learning trajectory could be identified, educators could use this information to improve the candidates' educational experience. This study might increase knowledge on the use of dreams for studying unconscious processes in groups, clinical practice, and in education. This research will provide knowledge on countertransference dreams and daydreams.

Participation in the study will take approximately 10-15 minutes and involves writing down the manifest content of your countertransference dreams or daydreams, and some brief thoughts about the dream or daydreams. Candidates will be asked to provide their gender, and year of analytic training. Candidates will submit this information anonymously on the Internet using SurveyMonkey. Submission of dreams

is entirely voluntary, anonymous, and confidential. As a thank you for participating, candidates can receive a \$10.00 Starbucks gift certificate.

We are inviting all candidates in the American Psychoanalytic Association and Canadian Institute of Psychoanalysis affiliated institutes to participate in this research. Candidates can learn

more about this study by reviewing the study information and consent form on the Candidate's list serve, and/or can contact Dr. Les Fleischer at [lfleisch@lakeheadu.ca](mailto:lfleisch@lakeheadu.ca) for more information. Also, Dr. Fleischer will be presenting the study at the Candidates' Council's meeting in San Francisco on Thurs., June 4 2015 at approximately 2pm. ❖

JOIN US FOR THE CANDIDATES' COUNCIL'S

## Spring Soiree

Hosted at the San Francisco Center for Psychoanalysis

Friday, June 5, 2015

7:30 PM to 10:00 PM

Enjoy an evening of Dinner & Wine.

All candidates and psychotherapy students are invited.

\$45 per person

Eat | Drink | Network

Please RSVP to:

Kirsten Beuthin • [baytherapysf@gmail.com](mailto:baytherapysf@gmail.com) • (415) 401-7180

Checks should be made out and mailed to:

SFCP (please put CA 6/5 in the memo)

San Francisco Center for Psychoanalysis

444 Natoma St, San Francisco, CA 94103



**NOTE:** Space is limited so it is important to RSVP.

Without a reservation, payments of cash or check will be accepted on the day of the party

**ONLY** if space is still available (we cannot accept credit card payments).



## COMMITTEE UPDATES

### Secretary's Report

*Gennifer Lane Briggs, L.C.S.W.  
Secretary, APsaA Candidates' Council*

In my role as secretary, I'm continuing to find delegates to represent each institute at our National Meetings. The William Alanson White Institute has joined APsaA and the Candidates' Council looks forward to welcoming their candidates at the next National Meeting. As chair of the Mentorship Committee, I am continuing to reach out to candidates individually and through their delegates to get feedback about our Candidates' Council meetings and how we can continue to support candidates.

### Treasurer's Report

*Alex Barends, Ph.D.  
Treasurer, APsaA Candidates' Council*

From the Treasurer's office we have good news and difficult news—sort of like analysis!

The good news is that we have had to increase our budget significantly to accommodate the larger than anticipated

numbers of candidates taking advantage of the Travel Grant. APsaA provides for both the grants as well as the expenses attached to the Candidates' Council, reflecting a serious priority in bringing candidates into the APsaA family. The more difficult news involves the overall budget that APsaA Executive Council will be finalizing for the next fiscal year, which begins September 1st. Revenue is likely to be flat, and costs are likely to increase around 6% for the next fiscal year. This has led to a cap being placed on awards and prizes throughout the organization and has reduced our Candidates' Council Psychoanalytic Paper Prize from \$1000 to \$500, and our second prize from \$500 to \$250. However, the overall condition of APsaA's finances remain quite healthy.

### Child and Adolescent Psychoanalysis Committee

*Sandy Landen, Ph.D.  
Child/Adolescent Chair,  
APsaA Candidates' Council*

At APsaA's 2015 National Meeting in January, I co-hosted the first Dine Around specifically for Child and Adolescent candidates with Dr. Charlie Parks, Chair of the Committee on Child and Adolescent Analysis (COCAA), which was well attended and received. We hope to continue this tradition of a Dine Around with a Senior Child analyst and candidates interested in Child and Adolescent work. In addition, I attended the administrative meeting for Child and Adolescent Program Heads and the COCAA meeting to learn more about national trends in Child and Adolescent training to bring current information to the next Candidates Council meeting.

As the CC Child Chair I have also created a liaison between both COCAA and the Committee on Child and Adolescent Psychoanalysis (COCAP) chaired by Dr. Monisha Ahktar with the Candidates' Council.

The purpose of the committee is to promote and disseminate information about child and adolescent training, recommend and co-sponsor programming for APsaA meetings, and provide

opportunities for candidates to develop a sense of national community within the Child and Adolescent Psychoanalytic community. For further information about the committee or ideas for programming please do not hesitate to contact me at [drsandylanden@gmail.com](mailto:drsandylanden@gmail.com). I look forward to hearing from all interested candidates.

### Candidates Program Committee Update

*Sarah L. Lusk, Ph.D.  
Program Chair, APsaA Candidates' Council*

We are looking forward to two dynamic programs in San Francisco this June. The Candidate to Candidate Discussion Group is titled "The Risks of Being Seen: The Importance of Identifying Psychic Retreat as an Avoidance to Growing." Lucinda DiDomenico will present and Steve Purcell, M.D. will be the discussant.

Secondly, the Candidates Forum will be on Supervision. Jim Dimon from San Francisco, a sought-after and thoughtful supervisor, will chair a panel of senior supervisors. They will discuss how they think about supervision, what they find challenging, and ways they respond to difficulties that candidates may have in supervision, such as disagreements or learning challenges. This panel will be dynamic and personal rather than theoretical. We will leave plenty of time for audience participation.

For the 2016 National Meeting next January, we have an exciting panel to look forward to: "That's Not Psychoanalysis" with an incredible line-up of presenters. Phoebe Cirio will chair the meeting, and Abbott Bronstein, Adrienne Harris, and Dominique Scarfone will be discussants. The Candidate-to-Candidate Discussion Group is in progress. We have a candidate who is excited to present and he and I are working on who the discussant will be.

As always, please let me of know any ideas you have about topics you would like to see in upcoming Panels.

Looking forward to seeing all of you in San Francisco in June!

*Continued on page 10*

**APSAA**

### Candidate Subscription to the IJP

We are now offering  
exclusive discounted  
subscription rates to the  
*International Journal of Psychoanalysis*  
for APsaA candidates.



Please visit

[http://www.psychanalysis.org.uk/ijpa/  
subscribe/subscribeAPsaACandidates.htm](http://www.psychanalysis.org.uk/ijpa/subscribe/subscribeAPsaACandidates.htm)  
for details about prices and how to order.

## **Candidates' Council Psychoanalytic Paper Prize**

*Holly Crisp-Han, M.D.  
Chair, Candidates' Council  
Psychoanalytic Paper Prize*

The APsaA Candidates' Council would like to announce the opening of the 2015 Candidates' Council Psychoanalytic Paper Prize. We encourage all APsaA candidates to consider submitting papers. The prize is an exciting opportunity to develop, encourage, and showcase candidates' creativity. It is funded by APsaA and the American Psychoanalytic Foundation.

This year, the title of the prize has changed from the "Candidates' Council Scientific Paper Prize" to the "Candidates' Council Psychoanalytic Paper Prize." Many of the papers that have been received in the past are not narrowly focused on scientific or research measures, but are often "scientific" in the manner that the biannual meetings of APsaA are scientific, addressing issues that are important to the science of psychoanalysis. Our goal in changing the name is to encourage and invite a broader range of psychoanalytic papers, including papers that are clinical, theoretical and research-focused. We do not want writers to be discouraged from submission thinking that their work is not sufficiently scientific or based in research to be considered for the prize.

The deadline for submission is August 1, 2015.

The prize is awarded on the basis of peer review to the APsaA candidate member who submits the most outstanding paper on a psychoanalytic subject. An honorarium will also be awarded to the semifinalist. This year the paper prize will be \$500 and the semifinalist honorarium will be \$250. The prize winner will present his or her paper at the APsaA National Meeting in January.

We are also seeking candidates who have not submitted a paper for consideration for the paper prize to volunteer as readers in the peer review process. Papers will be sent to readers in August. Each reader will have between two and five papers to review and judge.

Candidates who are not submitting a paper are encouraged to volunteer as readers.

Papers must be unpublished and not submitted for publication, but may have been presented at professional meetings. Please see the advertisement in this issue for further details regarding submission guidelines. Please submit your paper, not published or submitted for publication, no longer than 30 double-spaced pages, via email to [hollycrisphan@crisphan.com](mailto:hollycrisphan@crisphan.com) by August 1, 2015. I welcome your questions; please feel free to contact me.

## **COPE Study Group**

*Phoebe A. Cirio, M.S.W.  
Chair, COPE Study Group*

COPE is an acronym for the Committee on Psychoanalytic Education, and it is a part of the Board on Professional Standards. COPE study groups are small intensive study groups on specific topics. The Candidates' Council sponsors one of these study groups entitled "Challenges of Training." We have identified several psychoanalytic articles that we are reading together and discussing at our twice-a-year meetings. Our goals for our study group include surveying candidates about their experiences in training. If you have an interest in studying the experience of training, I would be happy to discuss our study group further. Feel free to contact me at 314-862-0345 or at [Phoebe777@aol.com](mailto:Phoebe777@aol.com).

## **Master-Teacher Award**

*Valerie Golden, J.D., Ph.D.  
Chair, Candidates' Council  
Master-Teacher Award*

We had the inaugural Master Teacher Award Session at the January meeting in NY with Robert Michels, M.D. as our first recipient. In connection with the award, Dr. Michels presented at the Master Teacher Award Session at the January meetings in New York on "The Care and Feeding of Supervisors: A User's Guide for Supervisees." He urged candidates to become the best, and thereby the happiest, supervisees they possibly could be, emphasizing

that candidates can and should do their part to create their best supervisory experiences. Candidates can learn from and adapt to a range of supervisors and supervisory styles and orientations. Even in the case of a "bad" supervisor, a good candidate/supervisee can find something valuable to learn from that supervisor or often turn the experience around. Dr. Michels took questions from the audience.

The session was videotaped and is available to APsaA via the Candidate Members Information page in the members section of [apsa.org](http://apsa.org) and to the public on YouTube. Over time, these videotapes will become an archive of Master-Teachers for future generations of analysts to enjoy.

Here is a link to the video on YouTube:  
<https://www.youtube.com/watch?v=2aq8sAcGGV0>

The Master Teacher Award is the first and only Candidate-driven award for Teaching. It will be awarded annually to one recipient at the National Meeting each January. The next recipient will be determined shortly by the Committee. As Chair, I welcome nominations for future award recipients.

## **Social Issues Committee**

*Alexandra H. Sawicki, M.D.  
Chair, Candidates' Social Issues Committee*

The Social Issues Department has been very active throughout the winter and spring and is always looking to involve candidates. During the 2015 National Meeting in January, the Executive Council approved three position statements. The statements address human trafficking, campus sexual violence and mental health professionals working with members of the armed services and veterans. The position statements continue to be timely and uniquely psychoanalytic contributions to conversations going on in the public sphere. The text of these statements is available on APsaA's website: <http://www.apsa.org/position-statements>.

*Continued on page 11*

In April, the Committee on the Status of Women & Girls and Weill Cornell Medical College co-hosted APsaA's first webinar. This psychoanalytically-informed live conference and simultaneous webinar was offered to train health care professionals to identify, treat and advocate for survivors of the particular trauma of human trafficking.

The Committee on Advocacy Relations and the Committee on Gender and Sexuality continue to bring attention to legislation protecting the health of lesbian, gay, bisexual, and transgender (LGBT) youth from harmful and ineffective

efforts to change sexual orientation (also referred to as conversion or reparative therapy). Ending such therapy is a priority for major healthcare organizations in the UK, including the National Health Service, and the Obama administration also recently supported eliminating such therapy to protect the health and safety of America's youth. APsaA has a position statement on attempts to change sexual orientation, gender identity, or gender expression that has been an important reference point for individuals, media, and other professional organizations. It can be reviewed on [apsa.org](http://apsa.org).

Finally, candidates with an interest in the intersection of psychoanalysis and social issues who are attending the 104th Annual Meeting this June may be particularly interested in the Saturday program "Clinical Studies in Community Psychoanalysis" for people involved in community mental health, and the Committee on Gender and Sexuality's workshop "Treating Trans\* People." Candidates who are interested in learning more about the work of the Candidates' Social Issues Committee should contact me for more information at [alexandra.sawicki@gmail.com](mailto:alexandra.sawicki@gmail.com). ❖

## INSTITUTE NEWS AND UPDATES

### The William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology

*Rande Brown, L.M.S.W.*

The William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology has distinguished itself as a respected psychoanalytic training and treatment center for more than sixty-five years. Our faculty and nearly three hundred active graduates continue to make major contributions to the professional literature and to assume significant leadership roles in academic and clinical training settings.

Our founders, including Harry Stack Sullivan, Erich Fromm, Frieda Fromm-Reichmann, and Clara Thompson, were early pioneers of our "interpersonal" psychoanalytic perspective, underscoring the significance of relationships with other people and the role of social and cultural forces in personality development. We believe in the power of human relationships to harm and to heal, and that psychoanalysis and psychotherapy require the personal participation of the analyst in the treatment process. The significant contributions of Sigmund Freud to the understanding of human behavior and the vital pre- and post-Freudian developments of the study of personality find a place within the framework of our philosophy.

*The William Alanson White Institute of Psychiatry, Psychoanalysis and Psychology has distinguished itself as a respected psychoanalytic training and treatment center for more than sixty-five years.*

The Harry Stack Sullivan Society is the candidates' organization of the adult psychoanalytic training program. The Sullivan Society sponsors conferences, social events, an annual Colloquium speaker, and represents the candidates' interests to the Executive Committee, the Curriculum Committee, the White Society, and the Council of Fellows. There are currently 40 full-time candidates at the White, many of whom participate in ancillary professional activities, such as contributing to the Institute's journal *Contemporary Psychoanalysis* and its popular blog "Contemporary Psychoanalysis in Action" (<https://www.psychologytoday.com/blog/contemporary-psychoanalysis-in-action>).

An upcoming event is a book party and signing in honor of two candidates who have recently published books: Michelle Anne Stephens, Ph.D., author of "Skin Acts: Race, Psychoanalysis, and the Black Male Performer," and Philip Rosenbaum, Ph.D., editor of "Making Our Ideas Clear: Pragmatism in Psychoanalysis," which

includes contributions from current and recent candidates Cory Chen, Ph.D., Rhona Kaplan, L.C.S.W., and Katharina Rothe, Ph.D.

As President of the Sullivan Society, I wish to express how very pleased we are to have recently joined APsaA and look forward to a long and mutually-enriching association.

### San Francisco Center for Psychoanalysis

*Kirsten Beuthin, M.S., L.M.F.T.*

The San Francisco Center for Psychoanalysis continues to offer a thriving Adult and Child/Adolescent Analytic Training Program, in addition to many Community Education and Outreach opportunities. Our successful two-year Psychoanalytic Psychotherapy training program, in two geographic areas, continues to be well-attended. We currently have 44 Candidates in analytic training, with eight set to graduate this spring.

*Continued on page 12*



Recent goals of our Candidates' Association have been to strengthen the general community and to integrate with administration in order to facilitate communication during the training experience. With this in mind, our Candidates' Association has two co-chairs from different training years, and each representative is a voting member who sits either on the Center's Board of Trustees or on the Psychoanalytic Education Division to ensure that Candidates voices are heard and that there is feedback both ways. It has also become a tradition for second-years to throw a party for incoming first-years to welcome them into the training community.

This year we are delighted to have APsaA's 104th Annual Meeting scheduled here in San Francisco and look forward to hosting the Candidate Soiree event for those attending the meeting. We are also scheduled to host a Visiting Candidate from Brazil through the IPSO Visiting Candidate Program in May. The Training Division is in the early stages of exploring and possibly launching pilot programs for two new training components. The Case Study Group component is looking at additional forums for Candidates to gain experience in presenting case material outside of supervision and case conference, in order to aid in preparation for teaching and the pursuit of certification. The Group Process component is looking to include group process dynamics in training to enhance 'working groups' participation.

### **Center for Psychoanalytic Studies**

*Barbara Mosbacher, Ph.D.*

There are several significant developments at the Center for Psychoanalytic Studies (CFPS) in recent months:

CFPS formed a task force to discuss the possibility of developing an expanded Psychoanalytic Center. In February, 2015, CFPS, the Houston Psychoanalytic Society (HPS) and the Alumni organization of CFPS began monthly meetings to explore combining their organizations under one umbrella. The primary mission of CFPS is to provide

training for people who are interested in psychoanalysis and psychodynamic psychotherapy. HPS is an organization whose primary mission is that of community outreach for the purposes of educating and discussing topics relevant to psychoanalysis through monthly lectures. The CFPS Alumni Organization is a group devoted to providing an intellectual and networking "home" for graduates of CFPS training programs. The mission of the Task Force is to consider the possibility of our three groups merging to form a single entity with one governing body and multiple divisions. This could be a very exciting development for psychoanalysis in Houston, Galveston, Austin, and San Antonio. The task force meetings are oriented around exploring and discussing potential positive and negative aspects of becoming a united center. Dr. Harriet Wolfe joined the task force via videoconference to discuss how the San Francisco Center for Psychoanalysis managed their transition to a center model. Dr. Peter Armstrong from the Oregon Psychoanalytic Center also consulted to our task force on issues related to Portland's experience creating a center. The task force will continue information gathering with an upcoming meeting with leaders from the Dallas Center for Psychoanalysis.

CFPS will hold an open house in May to begin recruiting Candidates and Psychotherapy Trainees (Fellows) for classes beginning in the fall of 2016. Dr. Karen Strupp will be presenting a talk entitled "Psychoanalytic Lessons I Learned from My First Eating Disorder Patients."

The first group of Psychotherapy Fellows who did all their training in Austin with Austin-based faculty will graduate next month. Seven Fellows have completed the two-year program. CFPS currently has a class of Houston-based Psychotherapy Fellows who are in their first year of training.

Dr. Donnel B. Stern from the William Alanson White Institute of Psychiatry, Psychoanalysis & Psychology visited CFPS this February, 2015 as our Visiting Teacher. Dr. Stern collaborated with an advanced candidate and commented

on her case material in a thoughtful, instructive and helpful manner. Dr. Stern also generously shared a moving and extremely informative commentary with the trainees from CFPS, elaborating on the historic and conceptual basis of the interpersonal or relational perspective, which is the prevailing theoretical framework of the William Alanson White Institute.

CFPS also invited Dr. Joseph Dodds, a candidate from Prague, to deliver a lecture entitled "Feeling the Heat...What is Ecopsychoanalysis? Psychoanalysis and Climate Change in the Three Ecologies." Dr. Dodds' talk on ecopsychoanalysis was a scholarly and interdisciplinary application of psychoanalysis. In his masterful integration of science, mathematics and psychoanalysis, he focused on climate change, ecology and psychoanalytic ways of understanding human reaction to climate change and other devastating ecological events of global significance, now generally understood as being generated by human behavior. Some CFPS members expressed an interest in developing an ongoing dialogue with Dr. Dodds regarding these highly significant and urgent concerns and the role psychoanalysis can play in understanding and overcoming resistance, denial, guilt, despair and helplessness regarding global environmental change and the potential for worsening environmental disaster or collapse.

### **Michigan Psychoanalytic Institute**

*Alex Barends, Ph.D.*

Three new candidates and four graduating candidates (including two who are graduating from the joint child and adult programs) began and will soon end our educational year. Of our current total of 37 candidates, 23 are actively taking classes as part of the four-year curriculum. Five are advanced candidates, three are early admission, and six are graduate analysts who have returned from or continued into child training. Six of our 37 are academic candidates. Eight of our 23 class-taking candidates are part-time.

*Continued on page 13*

As the reader I am sure will agree, candidate life is busy and challenging. Some of the burden of candidacy is lightened by the great opportunities our candidates have had in presenting or hearing case material as discussed by visitors to our institute. In this past year we have had the good fortune of having Alfred Margulies from Boston, Ken Corbett from New York, and Martin Silverman from New Jersey to discuss candidate presentations.

Collaboration between candidates and MPI's faculty and committees continues to be a critical part of building and continuing the development of our psychoanalytic community, which reaches from the suburbs of Detroit to Ann Arbor (our institute has offices in Farmington Hills, MI, as well as Ann Arbor, MI). This year there has been a focus on curriculum assessment. More intensive face-to-face evaluation of candidates' experience of classes is in the offing. Mutual discussion and polling regarding the structure and scheduling of the curriculum have been initiated. On the technology side, Joon Woo Lee, our second year candidate who is living temporarily in Michigan on visit from South Korea, has helped upgrade our media infrastructure for our long distance learners, who in turn hail from Ottawa, Canada, Milwaukee, Wisconsin, and Islamabad, Pakistan.

Finally, we have the pleasure of sharing the accomplishments of our advanced academic candidate, Jorgelina Corbatta. Jorgelina combines her professorship experiences at Wayne State University with her analytic training at MPI, producing papers and presentations that combine literary, cinematic and psychoanalytic views. This past year she presented a paper on Beckett and Bion in Spain; this spring she has been invited to present on Julio Cortazar and Freud's paper on the 'Uncanny' at the Dallas

Psychoanalytic Center. At the IPA meetings in Boston she will be speaking on gender identity as presented in the film *XXY* by Lucia Puenzo.

### **Psychoanalytic Education Center of the Carolinas**

*Dhipthi Mulligan, M.D.*

The Psychoanalytic Education Center of the Carolinas is unique in being an early adopter of integrated training for Psychoanalytic Psychotherapy and Psychoanalysis. Matriculated students in both training programs share a core curriculum in the first two years. Subsequently, candidates pursuing psychoanalytic training take classes in the advanced curriculum. Advanced students in the Psychotherapy program take many of these courses as well. The shared beginning and opportunities for continued integration throughout training are conducive to collegiality and help promote a deepening of interest in psychoanalytic theory and technique. In addition to the integration between training programs, our institute also facilitates flexibility. Students get credit for classes taken prior to matriculation and can tailor their pace in coursework according to preference and personal needs.

We are in the midst of rejuvenation as an institute following an APsA site visit in the fall of 2013. Seeing our unique institutional strengths reflected through the eyes of the site visitors has energized efforts to increase cohesion and gain momentum at all levels. Candidates have become an integral part of the Society and serve in important roles—currently Dr. Elissa Baldwin is the Membership Chair and Dr. Peter Buonaccorsi is the Scientific Program Chair. Many among us are also participating in efforts to strengthen and extend our psychoanalytic presence by way of creating

a Psychoanalytic Center that subsumes functions of the Psychoanalytic Foundation and the North Carolina Psychoanalytic Society.

There have been many celebrated progressions in the educational realm. The Adult Psychoanalysis Training Program has a cohort of five candidates taking classes in the advanced curriculum and one newly matriculated candidate, Dr. Gregory Helton, taking classes in the core curriculum. Dr. Rex Moody, one of our advanced candidates, recently graduated and has already been serving as the President of the North Carolina Psychoanalytic Society. We have also had a beloved supervisor, Dr. Laurie Pahel, attain the distinction of becoming a Training and Supervising Analyst. The Child Psychoanalysis Program has consolidated around a weekly case conference and seminar that candidates take throughout their training. Local and national faculty lead segments of this conference, providing us with wonderful opportunities to expand the breadth of our training experience. We also have created a Child Focused Program for those who wish to pursue training solely in the psychoanalytic treatment of children.

The renewed camaraderie in our institute can be found within the student group, faculty group, and "inter-generationally." Candidates have started meeting as a group outside of classes to support each other in our training endeavors and advocate for ourselves within the administration. Students in both programs along with faculty have come together to celebrate each other in fun-filled ways such as bowling and barbecue (being that we are in the South). The support, inclusion and transparency that have emerged in our institute recently are truly remarkable and have all the indicators for continued growth. ❖