

# THE AFFILIATE COUNCIL

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## NEWSLETTER



### PRESIDENT'S LETTER

—By *Laura Jensen*

#### Dear Affiliate Members,

It is my pleasure to welcome you to Denver. I am grateful for the opportunity to hold my first meeting in my own community! And I believe that you will enjoy the programs we have planned for you. Jonathan Shedler will present a workshop on psychoanalytic case formulation at our Affiliate Council meeting, and one of my classmates will present case material on to Jack and Kerry Kelly Novick at the Affiliates' Forum. These are just a few of the highlights at the June meetings.

June will also be an important meeting from the standpoint of The American Psychoanalytic Association because some organizational issues will be discussed that will affect candidates.

First, a short review. The Board of Directors of our Association is the Executive Council (BOD), which is comprised of representatives of our societies. All committees of the corporation report to this body. The Board on Professional Standards (BOPS) is the committee comprised of representatives of our institutes. This group also reports to the BOD.

In the past, the BOPS has operated almost autonomously. The BOD has left psychoanalytic education for the institutes to BOPS. This includes making site visits to institutes and administering the certification examination, among other tasks. Currently BOPS endorses Training Analyst (TA) status in order to analyze candidates. Certification is necessary to participate on BOPS committees and to become a TA.

There has been a growing disagreement about this system and factions of the BOD believe that the BOPS should be monitored more closely and that the BOD should take a hand in how the BOPS operates, especially in the areas

of certification and TA/SA status. Some people believe that any graduate of an institute should be able to analyze candidates or that TA/SA status should be decided solely by local institutes. Others believe that certification and the national ratification of those chosen by institutes to be TAs is important for candidates.

The leadership of the BOPS feels strongly that the BOD should continue to "accept" BOPS reports and to respect that the BOPS is executing its duties in a responsible manner. Some disagree and feel that the BOD should step in. To this end, the leaders of the institutes will meet in Denver this June to discuss their stance on this matter. One of the options is that the BOPS will withdraw from the membership organization and form a separate corporation to carry out their current duties in regard to APsA institutes.

Some people say this would be a split in our organization. Others say that this is not so – that all of us would continue to be members of APsA and that such a move would really free the membership organization to admit whomever the BOD wishes to admit as a "psychoanalyst." This would include graduates of other institutes outside of APsA and the IPA. These people believe that there is no reason why the membership organization should be shackled by the "standards" of the APsA institutes in regard to membership.

This is a simplistic rendering of such important areas of disagreement. Carmela and I will attend this meeting of the institute leaders. But what do you think about such issues? I have decided not to interrupt our Affiliate Council meeting with a prolonged discussion

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of this matter. Our concerns about getting patients, progressing through training, and graduating must remain primary for us. However, this decision

will affect us. Therefore, I have decided to devote the Candidate to Candidate Discussion Group on Thursday afternoon to this important matter. It will allow us all time to share views and to learn more about this issue.

So please plan to join us in Denver. I look forward to seeing you here!

Warmest regards,

Laura Jensen

## ON PSYCHOANALYSIS

### IS A CAREER IN CHILD ANALYSIS FOR YOU?

—Ken King, M.D.

Many of us who are child and adolescent psychoanalysts consider such training to have been the highlight of our psychoanalytic educational experience. Similarly we often enjoy our child analytic clinical work immensely. If you enjoy children and being creative, here are some reasons why you might want to consider becoming a child and adolescent analyst.

#### Child analysis is fun!

For decades now at my institute the candidates in the child and adolescent analytic program have quite openly talked about how their experience in the program is so enjoyable, interesting and stimulating. It is common for child analysts hearing a case to start laughing together. Child analysts as a group tend to be friendly, welcoming, and open-minded, as anyone knows who has attended annual meetings of the Association for Child Psychoanalysis or the Western Regional Child Psychoanalytic Meeting. Young children's unconscious processes are closer to the surface than usually is the case with adults, and their modes of expression are often creative and fresh. Child analysts often in turn need to be creative in order to interpret the child's transference and conflicts at a level appropriate to the child's developmental level and in a manner to which the child's ego may be receptive. This is part of what many of us find so challenging and stimulating. Child analysts

may deliver their interpretations through the play metaphor, often involving role-reversal, drawing or even singing, in addition to traditional direct talking.

#### Child analysis is rewarding

All of us have had the experience of helping a patient change in fundamental and far-reaching ways. There is something even more meaningful and moving about doing this with a child or adolescent, considering the increased potential this gives to the rest of his or her life. It's also special to witness a family restored to enjoying one another again. So many of our adult patients, once they realize how much they're profiting from their analyses, wish they had had the chance to have had that kind of help during their early years; as a child/adolescent psychoanalyst you have the opportunity to grant that wish to a younger generation. The significance and sheer amount of change that is possible to accomplish in child analysis is remarkable.

#### "Listening to development"

Because children come to us still very much in the middle of development, we grow accustomed to thinking about development. Our work necessitates our picking up on subtle shifts, the ebb and flow of developmental currents, in order to be in tune with our patients. Over time we develop an ear for the developmental contexts in which our patient's conflicts and traumata may be embedded. This listening perspective enriches our work with adults as well as their therapeutic regression fluctuates and deepens.

#### Full and stimulating practice

There are not nearly enough well trained child and adolescent therapists and analysts in most communities. So being a clinician who works with a variety of ages of patients tends to lead to a fuller practice than if one sees adults only. In addition it makes for a more stimulating practice. It is a real change of pace, for example, to follow a very obsessional adult patient with a lively preschool child. I have to bring up one caveat, however. It is difficult to have a large number of child and adolescent patients in analysis. The main problem is that many parents, even including psychoanalytically sophisticated parents, are resistant to allowing their children to have analyses. An important part of child and adolescent psychoanalytic training is to develop skills in working with parents in order to address this resistance and to forge alliances with them.

#### Child analysis is not for everyone

Even more so than with adult clinical work, analyzing children requires good right and left brain communication. Linear thinking is inadequate for understanding the myriad levels and types of symbolic communication, not just speech, so common in work with young children. The child analyst really "regresses in the service of the ego" in order to have the free-floating mental responsiveness and empathy necessary for the multiple levels of meaning-making so prevalent in child

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work. Some people are too uncomfortable with such regression or may find it too stimulating. Others may be prone to want to “parent” their young patients rather than analyze them. Certainly working with children puts greater pressure on the analyst’s countertransference than adult work does. A thorough and deep training analysis is an absolute must.

**Why aren’t more candidates entering child and adolescent psychoanalytic training?**

There are still a few analysts who claim “child analysis is not real analysis.” This allegation was laid to rest a long time ago, but it was based on certain differences from adult analysis, e.g.

young children communicate through play, action and drawing as well as speech and do not free associate in the adult sense. Many years ago transference neuroses were thought not to develop in child analysis, but we now know this is false as well. In keeping with common societal ideas that children or teenagers “will grow out of it” and denial that young children can have serious emotional disturbance, some analysts don’t think analytic work with children is deep or meaningful enough to be satisfying or that analysis is necessary for children. It is true that many child analysts find it difficult to develop many four-times-per-week child or adolescent psychoanalytic cases. However, all one needs is a couple of child/adolescent cases in addition to an average number of adult cases to have a very full analytic case load.

In summary, child and adolescent analysis is stimulating, challenging, fun, creative and rewarding. I highly recommend it .

Ken King, M.D. is a Training Analyst and Child and Adolescent Supervising Analyst at the Seattle Psychoanalytic Society and Institute, where he was the former Director as well as Chair of the Division of Child and Adolescent Psychoanalysis. He is also a Geographic Rule Child and Adolescent Supervising Analyst with the Oregon Psychoanalytic Institute. Within the American Psychoanalytic Association he is member of the Committee on Child and Adolescent Analysis (COCAA) and Committee on Child and Adolescent Psychoanalysis (COCAP). He is a Councilor of the Association for Child Psychoanalysis.

## INSTITUTE NEWS

**BALTIMORE WASHINGTON INSTITUTE**

—By Beverly H. Betz, MSW, MEd

Because of the wide and diverse geographic regions represented by the Baltimore Washington Institute (BWI), a dual-city, three state institute, the culture of practice building and referrals is varied. Although many candidates enter training with established practices, those who do not consult informally with colleagues and formally with supervisors about a range of practice issues. This year a new BWI policy requires that candidates enter supervision at the beginning of their first year of training, rather than waiting until they begin a control case. This provides new candidates with the opportunity to discuss clinical issues related to therapy cases, the analyzability of potential control cases and to discuss more pragmatic issues concerning setting up a practice. One first year candidate, for example, a psychologist who works fulltime at the National Institutes of Health, consulted with her colleagues while setting up her practice in Annapolis about everything from

buying furniture to fees and cancellation policies.

Practice building and referrals is handled on a regional basis. As part of its formal structure, BWI has a Consultation and Referral Service (CARS) with Directors in both Baltimore and Washington. Referrals come from a wide range of sources, but often from local universities and graduate schools or other venues where graduate analysts and candidates are active. Recently, for instance, after a monthly Case Conference in Baltimore for mental health professionals, created by Noreen Honeycutt, PhD, from BWI, and Peter Smith, PhD, of the Pastoral Counseling Center of Maryland, a young adult attendee contacted CARS to inquire about a reduced fee analysis. Additionally, informal regionally-anchored referral networks foster candidates’ growth through the analytic community’s awareness of and attempts to provide potential control cases. Significantly, referrals are made by CARS to candidates of other institutes as well if no one is available at

BWI to accept the referral. Recent cross-institute referrals were made to the Washington Institute and the New York Freudian Institute in Washington. Finally, practice building motivates a wide range of outreach activities. These include monthly Case Conferences in Baltimore and Washington, a fall interdisciplinary symposium (“Mind, Matter and Imagination: Transformation in the Creative Arts” followed by an art show and sale), a spring film series, and analyst discussions of plays during the summer at the Contemporary American Theatre Festival, in Shepherdstown, West Virginia, and many others.

Finally, Baltimore Washington does have a training program in child analysis and it is possible to use one child case to fulfill requirements for adult training if a candidate begins child training while completing the adult program. Referrals are made within the geographic communities described above.

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## **CINCINNATI PSYCHOANALYTIC INSTITUTE**

—By *Stan Osmunson, Ed.D.*

“The Child” has always been a high priority for The Cincinnati Psychoanalytic Institute (CPI) starting with the pioneering work of Othilda Krug, MD (1913-2003). “Tillie,” as many of her friends called her, was a founding member of the American Academy of Child and Adolescent Psychiatry. Dr. Krug authored the first textbook to train child psychiatrists and helped start the Child Boards. She trained 144 child psychiatrists, funded the first endowed professorship in child psychiatry at Cincinnati Children’s Hospital, and donated a majority of the startup costs and endowment for the Tillie Krug Child Psychoanalytic training program at the Cincinnati Psychoanalytic Institute.

The Cincinnati Psychoanalytic Institute has actively pursued a “Child Initiative” since 2003 when it received a substantial grant from Mr. Niehoff. Subsequently, CPI made great strides in developing the Tillie Krug Child Psychoanalytic program. In 2003 the program was recognized by the Committee on Child and Adolescent Psychoanalysis (CCAP) of the American Psychoanalytic Association. The Tillie Krug Child Psychoanalytic program was commended by CCAP for its rapid development, number of child candidates, and the number of child analytic cases. The Health Foundation Grant was also critical in launching the Tillie Krug Child Psychoanalytic program and allowed CPI to bring well known child analysts to teach and supervise faculty and candidates. CPI was able to open up some of these very special conferences, led by visiting scholars, to the professional community at large. Community psychiatrists, psychologists, social workers, University of Cincinnati psychiatric residents, and Children’s Hospital child fellows participated in these conferences and their feedback about the conferences and the case presentations was excellent. Following this innovative community endeavor CPI

soon recognized that professionals in the Cincinnati community were hungry to learn more about child analysis and child psychodynamic psychotherapy.

The Tillie Krug Child Analytic Training Program was thus initiated in 2003 and the class consisted of a child psychiatrist, a psychologist, and a social worker. Two of the child candidates received combined treatment grants from the Association for Child Psychoanalysis, the Health Foundation Grant, and CPI. These grants made it possible for candidates to treat children at a negotiated rate and to develop psychoanalytic cases. The candidacy class has completed their third year of training.

Various grants have also been helpful in making it possible for the Cincinnati Psychoanalytic Institute to start an innovative Child Psychotherapy Program (CPP) for the clinicians of the Cincinnati and Tri-State area (Indiana, Ohio, and Kentucky). The program began in the fall of 2003 and was tremendously successful in recruiting 13 clinicians of various disciplines: child psychiatrists, child psychologists, social workers, nurse practitioners, school psychologists, and child fellows. It was predicted that this program would provide a learning environment for dynamic child psychotherapy and could have a ripple effect in stimulating interest in psychodynamic and psychoanalytic training with children. The next Child Psychotherapy Program will begin in January 2008.

## **DENVER INSTITUTE**

—By *John Skulstad, M.D.*

The Denver Institute has a long tradition of interest in child psychoanalysis. The institute currently has both a child analytic training program and a child psychotherapy training program. The child analytic program has a rolling admissions program, whereby incoming candidates join the rotation of didactic classes already in progress with candidates who may have matriculated one to three years earlier.

Candidates have frequently had difficulty getting child analytic patients.

There is a structure whereby children referred to the institute for low fee analyses are referred to candidates. Candidates are required to treat at least one patient from this “clinic”. Although this system feeds some patients to candidates, most candidates need to find patients from their practice or referral sources outside the institute. I am not aware of any consistent pattern to these “other” referrals. Although I do not have any firm data, my impression is that candidates whose “pre-analytic” practices have a high percentage of child patients seem to have been more successful accumulating child analytic patients.

## **FLORIDA PSYCHOANALYTIC INSTITUTE**

—By *Gail Eisenberg, M.D.*

It has been an active and interesting year at our institute. We continue to have some excellent scientific programs which are well attended by the local analytic community. Axel Hoffer, M.D. spoke on free association and, of course, had the audience free associate. Stanley Coen, M.D. gave a stimulating talk on affect tolerance by the therapist and how it may impact the treatment in a beneficial way.

Our institute has had two significant events from a developmental perspective. In November of 2006, our institute had a Site Visit by the APsA Committee of Institutes. This was quite a unique experience that in many ways added additional material to our analytic training and analyses. Part of the site visit included having each candidate’s supervision observed by two of the site visitors. So the candidate, supervisor and, most of all, the supervisions were being evaluated. All of the candidates found this experience to be extremely helpful. The site visitors’ comments were thoughtful and clinically useful. From the candidates’ perspectives, it was enlightening to have the site visitors sit in on meetings, supervisions and classes. As candidates, we felt that our comments were

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listened to and taken seriously by the site visitors. It was particularly interesting to attend the wrap-up breakfast with the site visitors and all members of the institute.

In the spring of 2007, the Florida Psychoanalytic Institute hired a strategic planner who ran a weekend retreat. This was well attended by candidates, graduate analysts and adjunct members (analytically informed psychotherapists in the community). It is a difficult experience to describe because it is hard to capture the emotional intensity and enthusiasm engendered by this intense experience. We were divided into small (6-8 people) groups which met throughout the weekend and then presented our "strategic plans" to the entire group. As the weekend proceeded our goals and strategies became more consolidated. Our hope is to continue with the strategic 3-5 year plan for the institute in an ongoing basis. This weekend was inspiring to all who attended. One of the continuing problems of our institute is candidate recruitment probably due to many factors.

We, the candidates, are hopeful that the site visit and the strategic planning retreat will stimulate progressive improvements at our institute and promote collegiality and professional growth and expansion.

Our institute does not offer child analytic training locally. We have one person doing child analytic training at the Baltimore Washington Institute. This involves commuting on a frequent basis which certainly becomes a difficult sacrifice. It also seems difficult to obtain control cases for child analysis because parents do not want to bring children to the analyst four days a week.

### **MICHIGAN PSYCHOANALYTIC INSTITUTE**

—By Susan Flinders, Ph.D.

I am sitting here on a rock by the shore musing as the smell of fresh mown spring grass fills the Michigan air. My mind cannot help but contem-

plate how a downturned economy reflects nothing of the true resources we have in this State. We have more fresh water than any other State, the vigorous rush of the change of seasons as Spring bursts forth and the industry of people, especially at our Institute, where the events, educational and life enhancing, are far too numerous to mention in this short article. Over the past year our Co-Presidents Bernadette Kovach and Lynn Kuttnauer have worked hard to bring Candidate Progression concerns to the attention of the Institute. Last Fall, Lynn Kuttnauer presented a case to Alan Skolnikoff, M.D. from San Francisco and Deborah Harms presented another enriching case to Mark Solms, Ph.D., visiting professor, from Cape Town South Africa. Of possible interest to all Affiliates is the launching of a new Multiple Perspectives course taught by Harvey Falit, M.D. (current President of the Institute here) which included the candidates from all four years. This class entailed classes by phone in which half of the class sessions were taught by Eileen Keller, Ph.D. of San Francisco, a neo-Kleinian and the other half by Paul Ornstein, M.D. of Brookline, MA, a self-psychologist, Bernadette Kovach, Ph.D. presented case material, which had been distributed ahead of time, and candidates were able to participate in a lively discussion in which these two distinct points-of-view could be shared by experts and considered as an enrichment for all of our understanding of the case presented. The goal was to gain further understanding of how the experts of distinct theoretical persuasions might understand clinical material and how they use their understanding to make useful analytic interventions.

In consideration of the suggested theme of whether Institutes have child/adolescent programs, I am proud to say that Michigan has an integrated child/adolescent program. That is, the child/adolescent education is part of the entire, curriculum, Candidates get referrals from their practices, from colleagues and the Institute's Treatment Clinic which provides low-fee treatment in Ann Arbor and Farmington Hills, MI.

### **THE NEW YORK PSYCHOANALYTIC INSTITUTE (NYPI)**

—By: Hilli Dagony-Clark, Psy.D.

Our institute's Child and Adolescent Analytic Training program, chaired by Ruth Karush, MD, is successful and thriving. This year for the first time candidates from NYU Psychoanalytic, Columbia, and the NYPI are in a combined class taught by faculty from these three institutes. Classes are conducted at NYPI (with the exception of a course offered at an instructor's residence). 19 candidates are currently enrolled in the class. Two candidates are concentrating in adolescent analysis while the remaining are involved in both the child and adolescent training. Of the supervised analyses, four are adolescents and ten are children. One candidate is expected to graduate this Spring. Candidates are taught how they might develop child analytic cases from appropriate child psychotherapy patients in their practice. They also can receive some grant money for low-fee child/adolescent analytic cases. It takes approximately three years to complete classes. Some candidates in the program are concurrently completing adult analytic trainings in their respective institutes.

### **NYU PSYCHOANALYTIC INSTITUTE**

—By Abby Herzig, Psy.D

At NYU Psychoanalytic Institute (NYUPI), candidates in the adult analytic program are encouraged to consider child and adolescent training through a multitude of courses on child development and technique. In an effort to improve and expand child analytic training, NYUPI has joined with the other two institutes of the American in New York City to create an inter-institute child analytic program. Once a week on Thursday evenings child candidates from Columbia, New York Psychoanalytic Institute, and NYUPI come together to study child and adolescent psychoanalysis. One great advantage of this combined program has been that classes are taught by

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instructors from all three institutes exposing candidates to faculty they may otherwise have never met and giving candidates an opportunity to learn different approaches to technique and to conceptualizing cases.

Obtaining referrals for child and adolescent analytic cases is often difficult and perhaps the biggest hurdle in a candidate's training today. While this remains an obstacle, faculty from the three institutes have been actively trying to assist candidates find ways of building their child analytic practices. For example, Charles Goodstein from NYUPI recently created a directory of all child candidates and faculty, listing their office information and special interests. The directory has been disseminated to all candidates and faculty, both child and adult from all three institutes and will eventually be sent to agencies, schools, and child clinics. The goal of the directory is to help promote child and adolescent psychoanalysis and expand candidates' child analytic practices. Finally, throughout the year several faculty members generously host dinners at their homes inviting child candidates to discuss cases, and brainstorm ways of expanding their child analytic practices. This year was the first of many anticipated successful years of an inter-institute child and adolescent analytic training program.

**OREGON PSYCHOANALYTIC INSTITUTE**

—By Nancy Winters, M.D.

At present, Oregon does not have a child psychoanalytic training program. Although the Oregon Psychoanalytic Institute is attempting to recruit a child

analyst to help develop a program in Portland, those interested in pursuing child psychoanalytic training must look outside the state, at least for now. Fortunately, Oregonians have several viable options for child analytic training: the Hannah Perkins Center for Child Development in Cleveland, and the Seattle Psychoanalytic Society and Institute Program for Child Psychoanalytic Training. The Hannah Perkins program offers a distance learning option, and the Seattle program (about four hours from Portland) offers a combination of on-site and distance learning.

There are two child psychoanalytic candidates in Portland, one in each of these programs. Betsy Iannucillo, LCSW, faculty member at the Oregon Psychoanalytic Institute, is a candidate at the Hannah Perkins program. She liked the appeal of its comprehensive, contained child analytic community organized around a psychoanalytically oriented therapeutic school for children 18 months to 18 years. Founded by Anny Katan in 1950, the Hannah Perkins Center was modeled on Anna Freud's Hampstead Child Therapy Course. Candidates attend a yearly meeting in Cleveland and the remainder of the learning is by videoconference or phone.

Carol Arland, Psy.D., is an advanced candidate in both the Oregon Psychoanalytic Institute and Seattle child psychoanalytic programs. She joined the Seattle child program in the second year of her adult psychoanalytic training. She preferred the primarily on-site learning and the diversity of the Seattle program. Because of its proximity to Portland, the Seattle analytic faculty is invited frequently to give lectures and case conferences in child analysis, enriching the educational

climate of Oregon's psychoanalytic community.

Added to these resources is the recent beginning in Portland of an Infant Observation program modeled on Northwestern Psychoanalytic Society's program in Seattle. We hope these efforts will coalesce and that a child psychoanalytic training program will be on the horizon in Oregon in the near future.

**WASHINGTON CENTER FOR PSYCHOANALYSIS**

—By Cheryl Collins, M.D.

In February 2007, The Washington Center for Psychoanalysis and the Baltimore-Washington Institute jointly began a psychopathology of childhood course for candidates interested in child analytic training. A total of 15 lectures extending over the 2007-2008 academic year will cover a range of topics such as attachment disorders, psychosomatic disorders and regulatory disorders. The courses are taught by child analysts from both institutes. To graduate, in addition to the required psychopathology course, candidates must analyze three children of different genders, ages 3-17, representing the spectrum of preoedipal to adolescent development. Low fee supervision is available, and determined by the fee paid to the candidate. Admission criteria are straightforward, as all candidates have already been accepted into their respective adult psychoanalytic programs. Both institutes are excited about the joint effort, and look forward to evolving the child analytic program together.

**AFFILIATE COUNCIL SCIENTIFIC PAPER PRIZE PAPERS**

The competition was started in 1997 by Lee Jaffe, then president of the Affiliate Council, with the support of Marvin Margolis, then president of the American Psychoanalytic Association, with the mission of encouraging candidate writing. The first chair was Joan Lynch (Chicago), followed by Ephi Betan (Atlanta), Angela Martin (Washington)-2004,) and Carol Levin (Michigan)-2005-2006.

**1998**

Winner: Bruno R. Hutto (North Carolina) "Disparate Goals in Clinical Psychoanalysis"

**1999**

Winner: Alan T. Lloyd (Houston-Galveston)  
"Metapsychology and the Selfish Gene"

Semi-finalist: Heather Craige (North Carolina) "Mourning Analysis: the Post-Termination Phase"

**2000**

Winner: Forrest Hamer (San Francisco) "Guards at the Gate: Race, Resistance and Psychic Reality"

**2001**

Co-winners: Elizabeth Wallace (Houston-Galveston)  
"Transference, Transformation, and Chocolate"

Carolyn de Pottel (San Diego) "Rethinking Envy and the Defenses Against It"

**2002**

Winner: Jeffrey Applegate (Philadelphia) "Re-Presenting Winnicott: New Findings from Infancy Research and Neurobiology"

Semi-finalist: Britt-Marie Schiller and Susan Stiritz (St. Louis) "Transforming Categories: Genealogies of Virginity and Sainthood"

**2003**

Winner:

John Jemerin (San Francisco) "Latency and the Capacity to Reflect on Mental States"

Semi-finalist: Cheryl Eschbach (Emory) "Womb Envy in Character Development."

**2004**

No prizes awarded

**2005**

Winner: Adele Tutter (New York) "Medication as Object"  
Discussant: Howard Weiner (Michigan)

Semi-finalist: Susan Scheffel (Columbia) "The World of William Steig: A Creative Representation of Early Separation and Resiliency"

Interviewer: Ethan Grumbach (Los Angeles)

**2006**

Winner: Terri Lee (Seattle) "Romantic Mirroring and Erotic Transference in the Female Analytic Dyad"

Interviewer: Meryl Berlin (Michigan)

Semi-finalist: Lisa Miller (Houston-Galveston) The Importance of Language in Self Regulation

Interviewer:

*The Affiliate Council of the  
American Psychoanalytic Association*

*Announces*

**The 2007 \$1000 Affiliate Council  
Scientific Paper Prize**

The Affiliate Council awards this annual prize on the basis of peer review to the  
Affiliate Member who submits  
the most outstanding scientific paper on a psychoanalytic subject.

**A \$500 honorarium will be awarded to the semi-finalist.**

*Funding for the honoraria comes from APsaA and the American Psychoanalytic Foundation Committee*

The winning author will present his/her paper at APsaA's  
Winter 2008 Meeting in January; the semi-finalist will present his/her paper at the  
2009 Annual Meeting in June. The winners must also arrange to present their  
papers at a local society meeting or community venue.

The winner and semi-finalist may submit their papers for review by *JAPA* and, if  
accepted, they will be published as the winner or semi-final paper of the Affiliate  
Council Paper Prize.

**Submission Guidelines:** Papers must be unpublished (but may have been  
presented at professional meetings) and must conform to the Preparation of  
Manuscript guidelines outlined by *JAPA*, with the exception that the length should  
not exceed 30 double-spaced typed pages.

***Entries must be submitted electronically no later than August 1, 2007.***  
Email **one Word document** containing the manuscript **with all references to the  
author deleted**, and email **another Word document** containing the author's  
name, e-mail address, address, phone number, and Institute affiliation to:

Beverly Betz, M.S.W., M.Ed.  
Co-Chair, Affiliate Council Scientific Paper Prize  
410.464.9756  
Email: [bbetzmsw@comcast.net](mailto:bbetzmsw@comcast.net)

## ASK THE ETHICIST

### A New Monthly Column in The Candidate

*The Candidate* introduces a new column entitled "Ask the Ethicist" to provide an additional forum for candidates and practicing analysts to explore ethical issues they encounter in their clinical and educational experiences. Rita Clark, M.D., well-known ethicist and editor of the *Ethics Case Book* of the American Psychoanalytic Association, will answer questions submitted to *The Candidate's* website.

We invite candidates and analysts of all levels to submit ethical questions anonymously at [ethicist@thecandidatejournal.org](mailto:ethicist@thecandidatejournal.org). These questions and answers to them will be available online at [www.thecandidatejournal.org](http://www.thecandidatejournal.org) beginning May 1, 2007.

Complex ethical questions inevitably arise as candidates and faculty struggle to balance training requirements with procedural constraints of clinical practice, clinical judgment, confidentiality, complementary professional commitments and financial concerns. As candidates enlist supervisors= and colleagues= assistance in determining what is the most ethical and clinically sound approach in a particular situation, they sometimes find that supervisors and training analysts heavily immersed in the culture of an individual institute may have strong—and sometimes contradictory—opinions.

#### Sample Questions:

- I supervise a candidate at my institute who isn't progressing. Many faculty members have concerns about him and the progression committee won't let him take a second analytic case. As far as I know, none of the faculty talks to him directly about their concerns. As his supervisor, I have shared some of my concerns, but I am also trying to create an environment in which he can speak freely. There are always candidates like him who float around the institute for years, but I've never been personally involved. What is the faculty's ethical responsibility in handling this candidate? What is my responsibility towards him and towards his patient?
- A training analyst at my institute uses examples from his clinical practice when teaching. His examples are recognizable because they are fellow candidates! What should I do?
- A training analyst at my institute approached me in the hallway between classes and told me that she had concerns about my training analysis. I was shocked. It's pretty obvious to me from things she has said in the past that she has some intensely competitive feelings towards my analyst and that she is intruding on my analysis because of her own problems, but I can't help feeling very vulnerable. What if she has told other faculty of his concerns? Should I just hope it passes or should I tell someone else at the institute?

## THE CANDIDATE

—By Carlos Almeida, MD

*The Candidate* ([www.thecandidatejournal.org](http://www.thecandidatejournal.org)), the first and only online journal dedicated to addressing issues of particular interest to candidates in psychoanalytic training, was successfully launched in December 2006. The celebratory launch party, held at Tina Kim Fine Art Gallery during the Winter Psychoanalytic Meetings on January 19<sup>th</sup> was an enormous success.

The party was attended by over 150 analysts of all levels (trainees, recent graduates, and senior faculty), analysts of various orientations and different institutes. We were able to raise \$6,000 which will cover the costs of the journal's second volume. To date, more than 1,200 visitors have logged on to *The Candidate's* website and new readers sign on each week as word continues to spread.

While our first volume focused on "Beginnings," critical moments in a trainee's formative experiences during candidacy, we eagerly anticipate and are planning for our second volume which will focus on "Becoming." In this volume we hope to address key elements which solidify one's identity as an analyst: When does one become a psychoanalyst? At the beginning of their first case? Upon graduation from training? What is an analytic identity? What goes into it's formation?

In addition to a Call for Papers, the editorial board has undergone beginnings and becomings of their own kind; within one short year we are expanding with new editorial positions including: blog editors, book review/special interests editors, video editors, and marketing/outreach/PR editors. In addition, we are hoping to expand editorial board membership by inviting candidates from other institutes to participate.

As an example of our new ventures, we are pleased to announce a new column, Ask The Ethicist. Rita Clark, M.D., editor of *The Ethics Case Book* of the American Psychoanalytic Association has agreed to serve in an open-ended commitment as the journal's ethicist. With this, we hope to stimulate an ongoing dialogue with our readership and Dr. Clark surrounding ethical dilemma's one faces throughout clinical practice. We are excited about this new venture, and hoping this will stimulate us to continue to think and grow in our own identities as analysts.

Our Mission Statement: *The Candidate* seeks to engage candidates in the written dialogue amongst psychoanalysts early in their development as analysts. The journal welcomes submissions from candidates in training at any psychoanalytic institute, regardless of affiliation or theoretical orientation. Our goal is to enrich candidates' current training by representing the diversity of theoretical perspectives in the field.

In addition to candidate submissions, *The Candidate* welcomes non-candidate submissions that address issues

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of particular interest to candidates, such as training issues and education. The journal will accommodate a variety of written formats: research and clinical papers, interviews of clinicians, reviews of articles, books and films. *The Candidate* seeks both to give voice to the newest generation of psychoanalysts and to cultivate an expanded, intelligent dialogue in an evolving psychoanalytic community.

Content of *The Candidate* will be edited and determined by candidates from the NYU Psychoanalytic Institute and rotating guest editors from other psychoanalytic institutes.

Call For Papers:  
submit to [ajkherzig@hotmail.com](mailto:ajkherzig@hotmail.com)

Call For Ethics Questions:  
Submit to [ethicist@thecandidatejournal.org](mailto:ethicist@thecandidatejournal.org)

## **The Candidate** **Volume 2** **Call for Papers**

The second volume of *The Candidate* scheduled for online publication in Winter 2007, is dedicated to the topic of "Becoming." When does one become a psychoanalyst? At the beginning of the first case? Upon graduation from analytic training? What is an analytic identity? What goes into its formation?

We welcome submissions from candidates and graduate analysts from all psychoanalytic institutes, as well as others interested in psychoanalysis. Literature reviews, essays, research papers, personal narratives and other innovative approaches to the topic of "Becoming" are welcomed.

Possible topics for this volume include but are not limited to:

- Reason and belief in recommending analysis
- Starting a first case
- Analyzing while being analyzed
- Gender issues
- Impact of pregnancy or parenthood
- Effect of reduced fees on professional identity
- Mutual influence of personal and professional identity
- Abandoning versus modifying previous professional identity
- Gains and losses
- Identification and dis-identification with one's analyst and supervisors
- Difficulties and problems in transition

Authors are invited to submit papers for Volume 2 until June 1, 2007 to [ajkherzig@hotmail.com](mailto:ajkherzig@hotmail.com). Submissions received after June 1 will be reviewed as soon as possible and will automatically be considered for Volume III if time does not permit consideration for inclusion in Volume II.

See "SUBMISSION INFORMATION" on The Candidate website for further details on submitting an article at [www.thecandidatejournal.org](http://www.thecandidatejournal.org)

## COMMITTEE REPORTS

### **INTERNATIONAL PSYCHOANALYTIC STUDIES ORGANIZATION (IPSO)**

—By John Skulstad, Vice-President for North America

All affiliate members of APsA are also members of IPSO, which is the organization of candidates training at International Psychoanalytic Association institutes. In addition, in North America this year, IPSO has 158 new members from the Consortium of Independent Psychoanalytic

Societies (CIPS) and twelve from the Toronto Institute for Psychoanalysis. CIPS constituent societies include the Psychoanalytic Center of California which is in Los Angeles, the Los Angeles Institute and Society for Psychoanalytic Studies, the North-western Psychoanalytic Society which is in Seattle, the San Francisco Institute for Psychoanalytic Studies, and IPTAR which is in New York

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City. IPSO membership around the world also continues to broaden, with new members from a variety of areas, including Eastern Europe and the states of the former Soviet Union.

IPSO involvement with the International Psychoanalytic Association has also continued to deepen, with the goal of increasing the participation and acknowledgement of analysts-in-training ("candidates") within the IPA organization as a whole. All analysts-in-training will now be able to be included in and to have access to the IPA electronic database. Candidates will also begin to receive communications such as the IPA Newsletter and be entitled to discounted fees when purchasing IPA publications. There will hopefully be broader participation by analysts-in-training on IPA committees, research grant programs, and the exchange program that the IPA supports (inviting analysts from one region to visit another region for the exchange of approaches). IPSO itself has organized a candidate exchange program, whereby institutes that are willing to host a candidate from another region, may send a candidate from their institute to visit the exchanging institute.

An additional area of cooperation between IPSO and the IPA involves the IPA biannual congress which has IPSO organized panels and clinical supervisions and is preceded by an all day IPSO pre-congress. This summer these meetings will be held in Berlin from July 24-28. In 2009, the meetings will be held in Chicago. These meetings provide unique opportunities for exposure to analysts and ideas from around the world. I encourage all candidates to explore the possibilities for involvement in these activities. There are opportunities to present papers and clinical material, as well as to socialize with analysts from around the world. More information about these activities can be obtained at the IPSO website [www.ipsocandidates.org](http://www.ipsocandidates.org), the IPA website [www.ipa.org.uk](http://www.ipa.org.uk), or from IPSO officers.

### **AFFILIATE COUNCIL PROGRAMS IN NEW YORK**

—By Beverly H. Betz, MSW, MEd  
Chair, Affiliate Council Scientific Programs

The 96th Annual Meeting in Denver will feature two exciting programs addressing the interests of affiliate members. The Affiliates Forum, titled

"Good Goodbyes: the Relevance of Termination Themes in Beginning, Middle and Termination Phases of Analysis" will feature Kerry Kelly Novick and Jack Novick, from the Michigan Psychoanalytic Institute, who will discuss the topic and illustrative clinical material presented by candidate Thomas Avery, from the Denver Institute. It promises to include a lively large group discussion. The Forum takes place on Thursday, June 21, 2007, from 2:00-4:30.

Immediately following the Forum, is the smaller and more intimate Candidate to Candidate Discussion Group which features a candid discussion entitled: "A Conversation with Laura Jensen, Affiliate Council President: Changes in APsA and Their Relevance to Candidate Training." Laura will help candidates to understand what changes are afoot in the larger organization and what impact they will have on us and our training experiences. It promises to be an enlightening, collegial and earnest exchange. The Candidate to Candidate Discussion Group takes place on June 21, 4:45-7:15.

## MINUTES

## **2007 WINTER MEETING: Affiliate Council Minutes**

Julio Calderon called the meeting to order.

### **Scientific Paper Prize**

Carol Levin announced again the winner of the 2007 Affiliate Council Scientific Prize, Terri Lee, whose work is entitled "Romantic Mirroring and Erotic Transference in the Female Analytic Dyad." Terri will present her paper during this conference. The semi-final prize has been awarded to Lisa Miller for "The Importance of Language to Self-Regulation." She will present her paper at the Denver meeting this summer.

Carol will be stepping down as chair of the Scientific Paper Prize Committee, and Beverly Betz and Angelica Kaner will be taking over now as co-chairs.

### **THE CANDIDATE Online Journal**

Abby Herzig announced again the new online journal The Candidate. The journal is taking submissions for the second issue. The theme for this issue will be "Becoming." The submission deadline is April 15, and the website is [www.thecandidatejournal.org](http://www.thecandidatejournal.org).

### **IPSO**

A number of international officers attended and announced that IPSO is accepting nominations for the positions VP-elect for North America and Treasurer. The appli-

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cation deadline is April 1. There is an upcoming meeting of the IPA in Berlin in July. Also, there is open submission until February 28 for the Tyson award. Robin Deutsch will be taking over as president of the organization in July at the Berlin Congress.

Also discussed was the Candidate Exchange Program. Candidates can experience training at different institutes in the same or different region. It is a reciprocal exchange for one to two weeks involving classes and supervision. IPSO requested affiliate members to encourage approval of the project at their respective institutes.

IPSO also announced its website at [www.ipsocandidates.org](http://www.ipsocandidates.org). Finally, they reminded that all affiliate members are also members of IPSO. The IPSO newsletter is available and a source for cross-cultural psychoanalytic perspectives.

**Secretary's Report**

Eileen Piasecki took the roll call of delegates, and a quorum was present. A motion was made and seconded to approve the 2006 summer meeting minutes. They were approved unanimously. Roster sheets were passed around for updating.

**Treasurer's Report**

Jacqueline McGregor discussed the budget. The 2006 approved budget was for total expenses of \$17,400. The 2007 proposed budget is for total expenses of \$21,595.

**Announcements**

**CANDIDATE ASSISTANCE FUND.** The fund provides loans of up to \$5000 for affiliate members in good standing, having completed one year of training with demonstrated financial need. The application deadline is May 1. More information is available under the member's section of APsaA's website

**MEMBERSHIP DRIVE.** A 76% new member rate for candidates was achieved for 2006. This is up from 62% the year before. It was reported that 230 candidates have not elected affiliate membership. The goal for the next membership drive is 100%, especially because the first year of membership is free.

**COMMITTEES.** Nominations were taken for a new chair for the Nominations Committee, as Andrew Lagomasino's term was up. Ann Malone was nominated. A vote was taken and was unanimous for appointing Ann as new the Nominations Committee Chair.

**NEW EXECUTIVE COMMITTEE.** The new Executive Committee was introduced. Stepping down are Julio Calderon as President, Jacqueline McGregor as Treasurer and Eileen Piasecki as Secretary. The new officers are

Laura Jensen as President, Carmela Perez as President-Elect, Jill McElligott as Treasurer and Wolfgang Rosenfeldt as Secretary.

**Member Connect Roundtable**

The member connect roundtable was introduced where members can exchange about differences among institutes, training issues, costs, etc. Feedback is often helpful. Also, it is helpful for the executive committee in developing priorities of action. The following are highlights of the discussion.

Members spoke around the table. Many members spoke about specific helpful programs at their institutes. One concern discussed was the difficulty of practice building while in analytic training. Several members shared ways to generate referrals, including collaborative efforts between institutes with networking, also from practice building seminars themselves, and furthermore within candidate organizations.

Recruitment and recruitment efforts were also a concern. It was mentioned that less stringent requirements for training at other non-American institutes can make it more difficult to recruit candidates for training at our institutes. Some also voiced concern about having more candidates come to the national meetings.

One candidate spoke about being caught in an institute conflict. This led to the idea of providing a private venue within the Council to hear candidate concerns.

There was some discussion about fees, analytic and supervision fees. At one institute, the supervision fee is the same as the controlled case fee. At another institute, if the analytic fee is less than \$25, there is no supervisory fee. Also, Tom Bartlett has done a survey on fees.

The member connect roundtable came to a close as all present were able to speak and voice their concerns and provide helpful input for further action.

**Media Training Workshop**

As part of the ongoing Leadership Academy, Drs. Mark Smaller and Gail Saltz, who is the co-chair of the Committee on Public Information and also the mental health contributor to the Today Show, spoke to the group on speaking with the media.

**Final Farewell**

Final farewell to the outgoing executive committee members took place, including a gift and card exchange.

Respectfully submitted,

Wolfgang Rosenfeldt, M.D.  
Secretary, Affiliate Council