

Seattle Psychoanalytic Society and Institute Newsletter

March 2009

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Dear SPSI,

Spring is starting to nose its way towards us through the Northwest rain. March is a promising month in nature, with emerging new life hinting at what is to come.

The SPSI newsletter is growing as well. In this issue Werner Schimmelbusch gives an overview of the institute, Bob Bergman discusses his new book, SPSI welcomes Joanna Goodman as a new faculty member, and Tony Hacker and Ann De Lancey reflect back on the 2009 APsaA meeting in New York City.

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Many thanks go to all who have contributed. We continue to welcome your thoughts, suggestions, feedback and contributions. Please send them to info@spsi.org.

Letter from the Director

March 2009

Psychoanalytic colleagues:

Here at SPSI there exists a new spirit emphasizing user-friendliness and accessibility at all levels of institute functioning.

On the InterInstitute level SPSI is involved in planning for a repeat of the annual spring InterInstitute case conferences, which have always been well received. The InterInstitute Committee is also inviting a speaker whose research is not only of interest to us as practicing psychoanalysts at all local institutes, but also to cognitive behaviorists and academic psychiatrists at the University of Washington.

As part of our ongoing effort to encourage community involvement, SPSI's Faculty Appointment Committee and the Board of Directors are engaged in broadening and redefining categories of SPSI membership to include non-faculty psychoanalyst and mental health affiliation as well as professionals in arts, education, legal, and other fields.

In an effort to bring about timely graduation while still maintaining standards of excellence for teaching and learning requirements, SPSI has broadened the criteria for graduation in the adult and both child psychoanalytic core training programs.

Four supervising child psychoanalysts have been added to SPSI's two core child psychoanalytic training programs, allowing access to increased diversity in the supervising experience.

On the level of accessibility to a training analyst, an overall information dissemination program is underway. There are still a significant number of individuals in the community who are not aware that some training analysts are offering sliding-fee psychoanalytic treatment to trainees in various local mental health programs, including university psychiatric residents, graduate students working towards Ph.D. degrees in areas of psychology, and graduate students in master's level mental health programs. Psychoanalytic treatment enhances students' learning in their respective training programs, and such students often apply to continue their training at SPSI and thus can remain in treatment with their current analyst once admitted to SPSI's core program. Nevertheless, SPSI very much encourages all psychoanalysts to participate in helping develop such students via psychoanalytic treatment, especially in light of the fact that there are not sufficient training analysts to adequately meet the interest. Psychoanalysts involved in providing such psychoanalytic therapy experiences for students in related mental health fields gain experiential knowledge that in some ways is similar to that of training analysts.

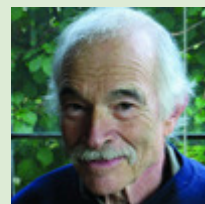
All of us at SPSI are enjoying working together in a creative and cooperative fashion.

Best Regards,

Werner Schimmelbusch, Director
Seattle Psychoanalytic Society and Institute

Mindless Psychoanalysis, Selfless Psychology and Further Explorations

Dr. Robert L. Bergman, MD, answers questions about his new book, *Mindless Psychoanalysis, Selfless Psychology and Further Explorations*.



Q: What does the title of your book mean?

A: I try to talk about life without jargon, and the worst psychoanalytic jargon is based on notions that the mind is a thing—a complicated contraption with interacting parts. It seems clearer and perhaps truer to talk about the way we are motivated by the situation we're in as we see it instead of talking about our minds making us do things. Self Psychology is the brand of psychoanalysis I like best, but it includes an idea of something called the self that is inside our minds instead of sticking to the ordinary meaning of self—who we are.

Q: The preface lists some diverse influences on your work as a psychiatrist and psychoanalyst. You studied with Heinz Kohut, the father of Self Psychology, Bruno Bettelheim, who did pioneering work in the treatment of severely disturbed children, and Navajo medicine men during your time as head of Indian Mental Health Services. How did these very different people and ideas influence what you write about in these essays?

A: They all were extremely hard workers who never stopped trying to increase their understanding. They all believed deeply in what they were doing. Each in his own way taught me that the most important therapeutic goal was to make it safe enough for people to fully express their fears and pain and ultimately, to be their most developed selves. The Navajo medicine people showed me that healing and religion are all one thing.

Q: What do you mean about most conversations being "negotiations of what is real?"

A: Reality is hard to determine. It's even hard to be sure of simple conditions such as temperature. Two different thermometers will give two different versions. Social reality is much more difficult to know—especially lately. When most people lived all their lives in one community and were almost always with people with whom they had shared values, it was much easier to know what sort of person you were and how people would react if you did one thing or another. There were rules of how to live that were taken for granted. But now, there are so many different versions of the rules that there are none, and we often meet strangers. In a simple case, one person will say "How about those Mariners?" which can be translated as "I'm friendly and hope you are and that we have an interest in common." The reply, "I'm afraid they're no better this spring," means "I'm glad you're friendly. I am too, and I'm willing to get to know you." "I don't follow sports," means "I'm not interested in conversing; we don't have something in common and I'm probably better than you." Another common kind of negotiation occurs between friends, who discuss someone who has something they would like. They may talk disparagingly about the person so as to arrive at a common version of whom he or she is that alleviates their envy.

Q: You tell some remarkable stories about people with whom you've worked over the years and your understanding of their reality. Can you think of one particular person and explain how his story illustrates a negotiation of what is real?

A: A long time ago, with a woman whose ideas and way of life were rigidly conventional. Even mild questioning of her version caused her distress, and fortunately she felt confident enough to fight with me about it. The fights themselves were a departure from her usual careful way of life and she gradually felt safe enough to let me in on a secret. As an adolescent she had lived a double life: in the daytime a good girl and successful student and at night a mild delinquent, who often sneaked out of the house without ever getting caught. She and I together came to see that she had always felt that it was necessary to agree with her mother about everything and to have a stilted relationship with her in a way that shored up the mother's security. The delinquency had been a welcome relief. As she saw things in this new light she decided both she and her mother could survive her becoming independent. The breaking point came one day when

the mother called and asked, "How are you?" "Fine," the daughter answered. "What's wrong?!" was the mother's enraged and panicked reply, "Fine" was not the right answer..

Q: Unlike most therapists, you also talk about your own internal world and your relations with other people. What can people learn from your self-reflections?

A: I use my own experience as the case history I know best (though about which I am most biased) and as the case history whose privacy I can compromise without betraying professional confidence. I hope that since my failings are my own and I tell them without too much apology, I make the case that we can all be tolerant of ordinary human defects in ourselves and others..

Q: What can the layperson get from reading the book? Are there practical applications of your work in everyday life?

A: I hope they can get some entertainment. I put in as many stories and jokes as I could think of, and I think that only one or two chapters are at all technical.

The practical idea that I have found most useful in my everyday life is that anything that one can do to limit defensiveness, has major benefits. I advocate disciplining oneself to watch for any outbreak of self-justifying thought and keeping it from coming out the mouth. Most marital and other disputes can be cut short or avoided if one looks for what is right in a criticism, acknowledges it and learns from it instead of disproving it. In many other parts of family life, nondefensiveness works well. If small children complain that their parents are mean not to let them do something or other, and the parents say, "You're right" the parents bear the burden of villainy rather than making the child who is already having to suffer frustration also bear the burden of having the wrong wishes and ideas. I was favorably impressed to hear the President of the United States practice the nondefensive discipline. An interviewer on the radio asked him about his being a smoker. "I only have one cigarette once in a while," he said somewhat nervously. "Then you're a smoker," the reporter persisted. There was a slight pause as Obama drew a breath and then resolutely said, "Fair enough."

I also have suggestions about what to do when feeling injured, about how we should treat criminals and about how to save one's marriage among other things, but you'll have to read the book for those.

Q: What do you like best about your book?

A: The cover.

Mindless Psychoanalysis, Selfless Psychology and Further Explorations, by Robert Bergman, MD, is published by The Alliance Press of the Northwest Alliance for Psychoanalytic Study.

Joanna Goodman, Ph.D., Joins the Faculty of SPSI

There is new vision evolving within the SPSI community. Seeing things differently allows a deeper appreciation of what we know. The graduation of a Clinical Associate is an event to celebrate, and as we are reminded of our own experience, we acknowledge the accomplishment in completing this piece of analytic training.

And so we toast Joanna Goodman who graduated from the Adult Core Program in November 2008. She continues her training in the Child Psychoanalytic Program and is a Board member of the Child Therapy Association.

Prior to her analytic work Joanna had extensive training which she says enriches her work as an analyst. Joanna has an MSW and a PhD in Cultural Anthropology from the University of Washington. Her anthropological field work in perinatal medicine focused on the implications for maternal-infant psychological well-being of women with high risk pregnancies. Her thesis was a study of transference and counter transference in doctor-patient relationships in American medical practice. She has worked as a clinical and supervising social worker in Oncology, Pain Management, and Nephrology. She is a practicing artist, trained in fine arts with a BFA from Cornish College here in Seattle and has graduate training in Art Therapy from Immaculate Heart College (now Loyola University) in Los Angeles.

"Becoming an analyst brought all these threads together for me. This work allows me to use all my experiences and adds strength to what I do."

Please join us in welcoming Joanna to the Faculty of SPSI.

Jacqui Metzger, MSW, LICSW, Faculty Appointments Committee Chair
Bob Prosser, Ph.D., Faculty Chair

2009 APsaA Convention

by Tony Hacker and Ann De Lancey

For those of us from SPSI who were fortunate enough to attend the APsaA meetings in January, New York City was, once again, a vibrant and stimulating backdrop. In addition to being at workshops, discussion groups, and committee meetings, many of us had time to take in some of New York's vast array of edible and aesthetic pleasures. Below, are two brief summaries to give you a sampling from among the various offerings.

From Tony Hacker:

There were four programs that stood out to me. The first was Eleanor Galenson's discussion of Lawrence Kubie's relatively unknown 1974 paper, *The Drive to be Both Sexes*. The remarkable modernity of this paper on gender (which was actually written in the early 1950s), coupled with Dr. Galenson's moving personal account of how Kubie's work influenced her thinking, were given rapt attention by

the overflow crowd of participants. There was a discussion of how humans affirm and deny gender in an ongoing way; why gender difference seems so difficult for people to accept; and how pathology and creativity depend on the conscious and unconscious integration of gender. In a related discussion group, Donald Moss from the New York Institute discussed Masculinity as Masquerade. Dr. Moss discussed his view that authenticity with regard to gender is a masquerade. In his view, the authenticity of masculinity and femininity" is a claim that cannot be substantiated."

There were two other discussion groups of note. Ken Eisold spoke about group processes at psychoanalytic institutes. In discussing his research, Dr. Eisold described the typical kinds of groups at institutes he has studied and been an advisor to: the first type of group is interested in "maintaining standards" and tends to hew to a traditional course; the second group wants to diversify psychoanalytic applications, feeling that psychoanalysis is important for the insights it can provide to other fields, as well as for its clinical applications. Finally, Dr. Eisold described the "head in the sand" group: the group not wanting to look at the troubled state of things. He described how easy it is for institutes to become like "silos." In the silo model, institutes (mal)function as insular educational facilities. Graduates are more or less solo practitioners who become irrelevant because they are not integrated into the institute as a whole once they graduate. Dr. Eisold emphasized that a good leader mobilizes the leadership already present at each institute.

Somewhat surprisingly, one of the more fascinating workshops was on Planning the Psychoanalytic Curriculum in an Age of Pluralism, presented by Dr. Glen Gabbard as part of the COPE series on Curriculum Planning and Didactic Teaching. There was a lively discussion as to whether candidates "are aided by a pluralistic approach in their training or are confused by it." Several discussants felt that the pluralistic approach to analytic training had been useful to "inculcate valorization of critical thinking as well as of open-minded and skeptical inquiry." It was clear how challenging it is to incorporate critical thinking approaches along with open-minded, skeptical inquiry into core courses. The importance of "planning a smoothly integrated approach that addresses the multiplicity of conceptualizations both within individual courses and among courses" was stressed. One way of doing this is to coordinate and integrate technique and theory courses. The discussion group participants felt that candidates found this to be a most useful approach for these courses.

From Ann De Lancey:

Certification Update

The part of the business meetings of APsA that I thought was the most interesting was the certification report by Paul Holinger, M.D.. He seemed a thoughtful and sensitive analyst interested particularly in the following of affect. Besides the regular route to certification, he described several programs:

Alternative pathway. Applicants will write two -7 page reports on one male and one female. If both cases are ongoing they should also write up a summary of a terminated case. They present once a month over 3-6 months to two analysts

selected from a pool. The first interview is face to face. Half of the interviews are recommended to be in person.

Two mentorship programs. Pre-application mentor program. The CEC connects applicants with recent members of CEC for mentorship. Post application mentor program. The CEC makes a referral to a mentor after someone is "continued." They can have a liaison and a mentor.

National case review. Writing can be sent into national office and reviewed by people known to be good writers. As this program gets off the ground we will be notified about it. It will be part of the APsaA web site.

He then summarized general impressions of the CEC:

- There are problems seen in the writing itself and especially writing about termination.
 - Individuals who come to certification right after graduation [4-5 years post graduation] have less sophistication than people who come in later. These early applicants have problems with short cases [only 2-3 years of analysis]. These short cases are being presented as indicative of psychoanalytic process.
 - Usually the interview improved the impression from the write-ups.
 - The committee felt that there are not nearly enough child people coming through.
 - Those child people who do come through have problems in the cases being a year or less and have problems in the work with parents. Often when those child cases interrupt the parents have been mismanaged or not dealt with.
 - In the adult applicants a striking pattern emerged: the number of male cases with female analysts that interrupted after 2 ½ years with aggressive and erotic feelings was high. The analysts' capacity to tolerate preoedipal was good, but ability to tolerate oedipal was not. The committee does not know whether it can generalize from these results. They wonder whether we need courses in male sexuality.
 - Applicants from some institutes tend to get through the first time.
 - They raised the question of whether there were issues relevant to pre graduation or post-graduation education.
 - They felt there is a dark hole for post graduation years.
 - Just a reminder that the "Competencies" are part of procedures manual on website under Certification. Also if associates record data in the format available on the website, you will save much time when you go for certification.
- In the discussion the most interesting points were:
1. There will be an educational blogs available to the members' list.
 2. The APsaA web site should have an open section listing certified analysts.

Distance Learning

Lee Ascherman described an interesting (and valuable for us) distance learning program used by the Southeastern Consortium which consists of Dallas, New Orleans, Birmingham, Atlanta, Miami, and Cincinnati. I think with our associates from Taiwan, Korea, and Canada we might think of using a similar format.

They used a technology called OOVOO. OOVOO accommodates three sites with

wide angle video for free; six sites for \$100 year. With the six sites everyone sees six separate screens on the computer. The computer can be hooked up to a TV to increase the size of the picture. It can also be hooked up to a projector. One site subscribes. They turn the volume off the computer and OOVOO and use a conference call to prevent feedback. Other technologies are available through Polycom but the cost is \$7000 for four sites; \$17,000 for six sites. They acknowledged two resource persons who have been invaluable in setting the system up: Jason Neel at 205-934-4658 and Doug at the Cincinnati Institute.

Lee started with a continuous case conference to get a sense of the candidates, to assess levels of training, to build cohesion, and to work out the technical kinks. Rather than rotate administrative sites [and reinvent the wheel each year] they have one host site. Candidates will graduate from their respective institutes. They deal with the confidentiality issue by calling the work "consultations." Texas is the most conservative state and it indicates that "consultation" is the most protected term. Having informed consent and disclosure forms are institute specific.

Acknowledgements

In addition to those contributors we thanked in the last newsletter, we also need to thank the following Benefactors who generously donated to SPSI in 2008. Every contributor is critical to our ongoing success, especially in times like these. Thank you again.

BENEFACTOR

Larry & Jackie Schwartz
Deehan Wyman