



For Mental Health Professionals Interested in Psychoanalytic Perspectives

A local chapter of the Division of Psychoanalysis of the American Psychological Association

www.pspp.org

Fall/Winter, 2010

*Letter
from the
President*

M. Jay Moses, Ph.D.

As I begin my presidency of PSPP, I am aware of how overwhelmed I feel—not overwhelmed by the amount of work that has to get done; nor by thoughts of what it means to take on the role of president; but overwhelmed by the vibrancy and closeness of the community to which we belong.

Looking around the room during the Fall Program, seeing everyone sitting in a circle and sharing their thoughts about the case material presented, I thought of how exciting it was to be a part of this intelligent, caring group of people. Dedicated is another word that comes to mind.

PSPP is the second largest local Division 39 chapter in the country. Since I became active in PSPP, over 50 members have presented their work at a PSPP event and over 50 members have been active as board members. This is an extraordinarily high number. It is easy to take this level of participation for granted

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PSPP 2010 Fall Meeting

**The Analytic Relationship and the
Dialogue of Unconscious:
A Clinical Workshop**

With presentation by Tony Bass, Ph.D.

Emily Loscalzo, M.S.

The PSPP Annual Fall Meeting was held on October 30th at the Community College of Philadelphia. The day opened with a business meeting led by Jay Moses, Ph.D., President of PSPP. During this meeting, he invited Jane Widseth, Ph.D. and Karen Dias, M.A. to present Barbara Goldsmith, Ph.D. with the PSPP Distinguished Achievement Award. Dr. Widseth, a long time colleague of Dr. Goldsmith, and Ms. Dias, Dr. Goldsmith’s teaching assistant for the last several years, honored her for her excellence and passion as an educator. Barbara was touched to receive the award and gave many thanks to PSPP, her students, and her family.

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President's Message (continued from page 1)

and not appreciate what we have. Many local chapters struggle to stay active; PSPP is thriving.

I want to highlight a few PSPP activities that I believe make our organization a special part of the local psychoanalytic community. The Mentorship Program, founded and organized by Barbara Goldsmith, provides graduate students an easy way to get more exposed to the psychoanalytic world. Both mentors and mentees have expressed excitement about the program, and each year we have more students and members actively involved. After hearing about our program, other local Division 39 chapters around the country have expressed interest in starting a Mentorship Program of their own, modeled on ours. The Child Study Group, organized by Karen Berberian, meets monthly to discuss issues related to child development and child therapy. The group meets in the more intimate setting of people's homes, allowing for a greater sense of community among members. The Sunday Brunch Series is comprised of programs that are held in members' homes as well. These presentations, given by members of PSPP, are at no cost to members and non-members alike and are another way to get exposed to our community and psychoanalytic theory and technique in a more relaxed setting.

I have been on the PSPP board for six years and would like to thank the past three PSPP presidents for their guidance and leadership. Rachel Kabasakalian-McKay, who I will always think of as president, brought a grace and intelligence to the position. Joe Schaller lent his playful humor and inexhaustible energy. And Jeanne Seitler brought her creativity and dedication.

Those members who recently rotated off the board have also served as role models: Ellen Balzé, who somehow found the time to set up a whole new budgetary system for PSPP and changed the way we discuss and plan programs; Julie Nemeth, who as Program Chair organized the busy programming schedule, which has become the face of PSPP to the community; Leilani Crane, who as Membership Chair led us through outreach to increase our membership greatly; and Jeanine Vivona and Ellen Singer Coleman, who lent their experience and expertise to the program committee.

I would also like to introduce the new board. Jeanne Seitler will continue on as Past-President and organizer of the Endowment Fund. Patricia Rice continues on as PSPP's Secretary. Debby Bierschwale is continuing on the board as a Director-at-Large and the new Program Chair. Karen Dias is remaining on the board as the new Membership Chair. Dan Livney has taken over the Treasurer position. Robin Ward will continue to be our Newsletter Editor. Kathleen Ross is our liaison to the Psychoanalytic Center of Philadelphia. Jim Bleiberg, new to the board, is a Director-at-Large and will be organizing the Spring Brunch Series. Karen Berberian is a Director-at-Large and runs the Child Study Group. Emily Baum and Kimberly Hoffman are new to the board, serving as Directors-at-Large, and will be members of the program committee. Stacey Boyer and Emily Loscalzo are our Graduate Student Representatives. Stacey will also be in charge of PSPP's website. Barbara Goldsmith will continue organizing the Mentorship Program. Dana Odell is joining the board as the new assistant

to the program committee. Joseph Schaller continues on as the CE coordinator for all PSPP programs.

I feel truly honored to take on the role of president and look forward to the next two years serving. If the

Fall Program was any indication of what we are about as a community, I think the road ahead will be intellectually stimulating, relationally engaging, and filled with warmth. I feel blessed to be a part of our organization.

Mentorship: Five Years Later

Barbara L. Goldsmith, Psy.D.

The mentorship program, which began in 2005, started out with 12 students in the first academic year and has now involved over 100 students and 55 mentors. A list of all the members who have mentored students over the past 5 years is included, as well as a new feature of this column—students writing about their mentoring experience. Erin McKeague, M.A., currently a fourth year Widener student, has written her account of her three-year mentoring experience with H. Pannill Taylor, Psy.D. (see article on p. 6).

If you are a graduate student who is interested in being matched with a mentor:

- Fill out a questionnaire that can be downloaded from the PSPP website, www.pspp.org, and email it to barbgsmith@aol.com

A very special thanks to Dana Odell, M.A., a fifth-year Widener student who is helping me coordinate the project this year. Dana can be reached at danagene914@aol.com

Members who have mentored students during the past 5 years:

Susan Adelman, Ph.D.	Dora Ghetie, Psy.D.	Robin Risler, Psy.D.
Marjorie Adis, MSW	Barbara Goldsmith, Psy.D.	Naomi Rosenberg, Ph.D.
Nancy Alexander, Psy.D.	Kathleen Gounaris, Psy.D.	Diana Rosenstein, Ph.D.
Peter Badgio, Ph.D.	Bill Grey, Psy.D.	Norman Schaffer, Ph.D.
Margaret Baker, Ph.D.	Linda Guerra, Ph.D.	Ronna Schuller, Ph.D.
Thomas Bartlett, M.A.	Audre Jarmas, Ph.D.	Deborah Sherman, MS
Cynthia Baum-Baicker, Ph.D.	Shireen Kapadia, Ph.D.	Laurel Silber, Psy.D.
Karen Berberian, Ph.D.	Beverly Keefer, Ph.D.	Ellen Singer Coleman, LCSW
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Eileen Casaccio, Psy.D.	Maxine Margolies, Psy.D.	Sherry Sukol, Ph.D.
Howard Covitz, Ph.D.	Corinne Masur, Psy.D.	Sandra Taub, Psy.D.
Leilani Crane, Psy.D.	Rachel McKay Ph.D.	H. Pannill Taylor, Psy.D.
Dennis Debiak, Psy.D.	Jay Moses, Ph.D.	Robin Ward, Psy.D.
Ilene Dyller, Ph.D.	Sanjay Nath, Ph.D.	Matthew Whitehead, Psy.D.
Rebecca Ergas, Ph.D.	Julie Nemeth, Ph.D.	Jane Widseth, Ph.D.
Jeffrey Faude, Ph.D.	Susan Nestler, Psy.D.	Jed Yalof, Psy.D.
Miriam Franco, Psy.D.	Anna Nicholaides, Psy.D.	Barbara Zimmerman-Slovak, Ph.D.
	David Ramirez, Ph.D.	

Committee Reports

Membership Report

Karen Dias, M.A.

New Members

Please join us in welcoming the following new members to PSPP (members listed without degrees due to degree not being indicated on membership application):

Monisha Akhtar, Ph.D.	Suzanne Daly, L.C.S.W.	Katherine Kovatch, Ph.D.
Patria Alvelo, M.A.	Erin Donnelly	Andrea Perelman
Emily Baum, Ph.D.	Catherine Dubaillou, M.A.	Amy Poppel, M.S.S.
Leslie Becker, L.C.S.W.	Maxine Field, Ph.D.	Kevin Watson
John Bisaha, M.S.W.D.	Edward Goldberg	Benjamin Wood, M.S.
Marjorie Bosk, Ph.D.	John Hartke, Ph.D.	Annie Yocum, Psy.D.
Stacey Boyer, B.A.	Lesley Huff	

Membership Update

As of November 15, 2010 PSPP has 224 members:

160	Full Members
4	Retired Members
12	Early Career Members
26	Student Members
5	Associate Members
1	Administrator
16	Board Members

We've had 48 new members since September 1 last year. Additionally, we have 79 members whose renewals are past due, 75 of whom have lapsed (more than 30 days past due).

2010 Needs Assessment

We received 15 responses to our 2010 Needs Assessment survey. Below is a summary of the responses (number in parentheses indicating number of similar responses):

Response to this past year's programs:

Programs were all excellent (6); the Ricardo Ainslie program was excellent (5); great brunches (2); brunch on denial of mortality was excellent (1); unfortunately not able to attend any (1).

Suggestions for future speakers:

Nancy Sherman, analyst and moral philosopher in DC, superb book, *The Untold Story* (soldiers); Jeanne Marecek, Ph.D., retired Swarthmore professor, studies adolescent suicidal behavior in Sri Lanka; Jaine Darwin to talk about SOFAR and the possibility of setting up a chapter here; Grace Jackson, M.D.; Muriel Dimen; Haydee Faimberg (Paris); James Grotstein, Bion's Legacy to Psychoanalysis; Drew Westin, book on psychoanalysis and politics; Andrew Tartofsky, book on substance abuse/harm reduction; other members from Boston Change Process Group; David Lichtenstein, Ph.D., NYC analyst; Holly Levinkron; Phillip Bromberg; Elizabeth Howell; NYU Postdoc folks; Patricia Gherovici, new gender book.

Suggestions for future program topics:

Clinical or applied material, not theory, the more concrete the better (2); need a better balance between relational speakers and speakers from other theoretical views (2); dearth of emphasis on soma + psyche which I would like to see addressed; presentations on psychoanalytic influences on the brain; program or workshop on financial planning; substance abuse and treatment from PSA's perspective; attunement and infant research; have the academicians in our midst present their work to

us—happens occasionally, enjoyable; more on the state of psychoanalysis in the U.S. at present; more relational speakers; more programs on race, class, sexuality, gender, trauma, dissociation, Lacanians; working with families using psychodynamic model, object relations; group dynamics.

Suggestions on what PSPP has not done:

PSPP does a great job already; let members know more about what's happening in Division 39; more opportunities to socialize with members at events.

Timing/location of events:

Friday evenings 7-9, 7:30-10 (6); Saturdays 10-4, 9-1 (6); Sundays 10-4, 10-1, afternoon – 8; Wednesday morning (1); can't do Saturday (1); prefer Center City; Fridays are difficult for students.

2010-2011 Membership Directory

In an attempt to avoid errors in this year's directory, two proofs were e-mailed to all members. Hopefully everyone had a chance to review their profile information for accuracy. The deadline for all corrections was November 17, 2010. The directory has now gone to print and should arrive in members' mailboxes by the end of the month.

Special Thanks

I would like to express our gratitude to Dom Roberti, Ph.D., who diligently and efficiently handles all of our printed materials, including our membership directory and brochures, and Rod Murray, Ph.D., our webmaster, who skillfully and knowledgably assists us with our website, for all of their hard work behind the scenes.

Treasurer's Report

Dan Livney, M.S.

Account Balances as of 12/4/10:

Checking:\$ 25,065
CDs:5,825
Total:30,890

Budget Notes:

PSPP came in about \$1,000 over budget on the Fall Program. We have netted a loss for recent meetings, so

this is not unexpected. In sum, PSPP assets total \$30,890, or \$3,000 more than at this time last year. Roughly half, or \$1,400, of this is attributable to the recently created Endowment Funds. The most significant upcoming organizational expenses include the newsletter, the member directory, and the Spring program. The main sources of income for the organization for 2010 were membership dues (70%), the Spring program (13%), and the Fall program (17%).

PSSP Child Development Study Group

Schedule for 2010-2011

All meetings are from 1 to 4 pm on Sunday afternoon.

Dec 12 Joseph Schaller *A Home Within: Providing Free, Long-Term Psychotherapy to Children in Foster Care*

Jan 9 Laurel Silber *Child Relational Work in the Context of Intergenerational Transmission of Trauma*

Feb 20 Ann Eichen *Divorce Mediation*

Mar 6 Mimi Rose *How Psychoanalytic Training Influenced My Work as a Lawyer*

Apr 10 Nancy Bloomfield and Anna Baumgaertel *Prader-Willi Syndrome*

May 22 Book signing and meet the author. Maggie Baker will discuss her new book, *Crazy Over Money*.

Jun 12 Deborah Reeves *Eating Disorders*

For more information, contact Karen Berberian at kberberian@verizon.net or 610-896-6220. The location of the meeting is announced prior to each meeting.

My Experience with the PSPP Mentorship Program

Erin McKeague, M.A.

I was a first-year in Widener's Psy.D. program taking Dr. Barbara Goldsmith's class when I first learned about PSPP's Mentorship Program. Excited to meet a practicing psychologist in the field, I immediately signed up and checked off what my interests were. Since I expressed interest in working with sexual addiction, Dr. Goldsmith matched me with Dr. H. Pannill Taylor. We met at Dr. Taylor's office and I liked her right away, but had no idea at our first meeting that she would have such an impact on my life.

As I was entering my second year of the program, Dr. Taylor called me to ask if I'd be interested in co-running an ongoing psychotherapy group for women recovering from sexual addiction. I was flattered that she thought I was ready to co-run a group with her and excited at the prospect of seeing her practice therapy and learning in this hands-on way. Starting in October 2008, I co-ran this group with Dr. Taylor on either a weekly or bi-weekly basis and had the pleasure of remaining as a co-facilitator until September 2010

when I had to stop due to scheduling conflicts. However, the group is still running and I hope to return even as early as next semester. It is difficult to put into words how much I have learned from working with this group and Dr. Taylor. Suffice it to say that it has enriched my training in myriad ways, and I know it has helped me grow immensely as a psychologist-in-training.

Along with co-running this group, Dr. Taylor has played an integral role in the development of my dissertation on female sex addiction, which I am in the process of starting. She is a member of my dissertation committee, so will continue to guide me as I write over this next year. I cannot stress enough how grateful I am and how blessed I feel to have been matched with Dr. Taylor as my mentor. It was truly serendipitous that we were matched my first year and, looking back now as a fourth year, I see how she has helped to enhance my training; I will be a better therapist because I have her as my mentor.

The Analytic Relationship (continued from page 1)

Jeanne Seidler, Psy.D. also presented the up-and-coming Endowment Fund that honors previous reward recipients and proposes to aid students financially in pursuing a variety of interests as well as raise funds for programs on different topics..

At the conclusion of the business meeting, Anthony Bass, Ph.D., supervising analyst at the NYU Post Doc and IRPP, began his workshop entitled, "The Analytic Relationship and the Dialogue of the Unconscious." He described an idea that originated with Sándor Ferenczi that the broadcasting of the unconscious is actually a two-way street between the analyst and the patient, and both parties pick up on each other's unconscious material. While it was previously standard for the analyst to remain a "blank slate" throughout the analysis, this theory allowed for, and even embraced, the idea that the patient is unconsciously engaged with the therapist's unconscious impressions and reactions to the patient. Robin Ward, Psy.D. gave a

splendid presentation of a particularly evocative case that encouraged him and the audience to explore their own emotional reactions to the patient.

Break-out groups to explore reactions from patients within our own practices were originally planned for the second segment of the program. However, Dr. Ward's case was so stirring that the group decided to continue discussion on the case and have Dr. Ward present a process note from a session. Throughout the discussion, Dr. Bass asked questions and interjected comments to help the audience continue to see the case through a different lens. The audience was actively involved in the discussion and offered new and interesting perspectives on the case. The day concluded with a wine and cheese hour where everyone gathered to discuss the events of the day. Many thanks to Tony Bass, Jay Moses, and the board and attendees from PSPP who made the 2010 Fall Meeting a success.

Reflections on the 2010 Fall Meeting with Tony Bass, Ph.D.

Robin M. Ward, Psy.D.

I recently had the opportunity to present a case as part of Dr. Tony Bass's clinical workshop, "The Analytic Relationship and the Dialogue of Unconscious," delivered at this year's PSPP fall meeting. I appreciated the opportunity to do so and thought it might be helpful to write something of my experience of the day's activities. My interest is to provide a description of what we did for those who were not there as well as to continue the conversation with those who were.

Dr. Bass began with a brief description of his intent for the day; I was to talk a bit about a case, with the fulcrum of the description being some type of intense interaction with a client. To set a conceptual framework for our efforts, he provided a thumbnail of the work of Salvador Ferenczi, most well known for his proposal that psychoanalysis should more accurately be thought of as a "mutual analysis." That is, whether acknowledged or not, the work of psychoanalysis involves the unconscious registration, expression, and interaction of both people in the room. This Bass contrasted with a different characterization of psychoanalysis, where the analyst plays the part of the one-way receiver and translator of the unconscious messages of the analysand.

Following from this conceptual consideration, his recommendation for the audience was for each member to listen in a way he proposed might be different than many do during case presentations. Rather than imagining oneself into the scenario I described and thinking, "What might I have done here?" Dr. Bass recommended, instead, for audience members to remain with the first part of the exercise: imagining being in the situation. What comes to mind? What does this experience draw up for the individual? My sense was that Dr. Bass was encouraging participants to avoid placing themselves in the role of what might be called a traditional analytic stance (that is, "I am picking up on the unconscious material you're missing and can be helpful by pointing this out to you"), but, instead, in a space more consistent with the spirit of Ferenczi's work, where the means of being helpful is an earnest attempt at explicating the complexity of a situation

through the experiences of both people in the room, with an assumption that both people can learn something about him or herself through interaction with the other.

I'll offer up two reactions. First, I found the exercise genuinely helpful in thinking more deeply about the client discussed. I was struck by the strong split in perspectives in the room. On the one hand, many participants found themselves pulled strongly to attend to my client's safety and need for nurturance, feeling that she required warmth, attention, and empathic reflection. There was language of holding environments, maternal imagery, even talk of the client requiring the care of an infant or a baby in the womb.

On the other hand, imagining themselves into the case material, different participants were aware of feeling more irritation, that the client was hungry for boundaries, yearning to have herself held accountable, and so on. This disjunction in experiences captured something about my work with her in a way I had not yet articulated so clearly. As I have had some time to think more about the experience of the workshop and my work with this client, I am aware that I have found and do find myself feeling pulled in opposite directions, on the one hand, feeling strongly invested in providing an empathic, non-confrontational, supportive space and, on the other, feeling an urge to be more of a limit enforcing parent. I am also aware of some anxiety I feel over this—saying something to myself like, "What a mean, uncaring person I am for feeling compelled to lay down the law on a person so in need of warmth and caring." I have not arrived at a resolution to these divided feelings (if such an outcome would even be helpful), but I do feel that these reflections have helped me better understand an important element of our work and perhaps something that happens for this young woman.

A second thought: I wonder what the prohibition against making suggestions (if this does capture what Dr. Bass was recommending) accomplished in our conversation. What part of one's psychology is held in abeyance when one avoids accessing this register?

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Story Telling Techniques in the Psychological Assessment of Children and Adolescents

Maxine Field, Ph.D.

At a recent meeting of the PSPP Child Study Group, I spoke about the use of story telling techniques in the psychological assessment of children and adolescents. Because psychoeducational evaluations are performed primarily in response to concerns about youngsters' school learning or academic problems, the test battery is, quite appropriately, heavily weighted with measures of cognitive, behavioral and neuropsychological functioning. But using story telling techniques (and other projective measures) yields distinctive information about a youngster's thinking, ideas, expressive language, imagination, degree of distress, and interpersonal relations that may not emerge from other tests, interviews, or behavioral observations.

This information can be highly relevant to referral questions as it contributes to diagnostic hypotheses, facilitates communication of findings to parents and guides interventions and recommendations. Parents seem to understand the indirect messages conveyed in stories; they can recognize their child's voice in the originality of the phrasing and ideas while the "fictional" form makes the material less threatening and more likely to be heard.

I presented a brief review of the history of formal story telling tests from the Thematic Apperception Test (TAT), developed in the 1930s, through the recently issued Roberts-2 (2005). The rationale for these measures has changed over the years. Initially, stories were valued for capturing "latent psychodynamic issues," as the content represented a projection of "characteristic thoughts, concerns, conflicts and coping styles" (MacArthur & Roberts, 1985, p. 2). But in the revision of the Roberts test, the authors suggest that the content be taken more literally; the way a child defines a problem and the manner in which it is addressed gives insight into the child's "social cognitive skills." (Roberts, 2005, p. 4). The truth is that the rich material that emerges from stories can be interpreted at different levels. What is most fitting will depend on the referral questions, the value and reliability of what is produced, how the material relates to other data, and the theoretical orientation of the practitioner. I feel that story material is most valuable as an expression of the child's perspective that, when integrated with other test findings and case history, can enhance understanding and generate practical recommendations.

Administration of the standard picture cards is fairly simple and interpretation has been eased by normative data provided in the manuals of the newer measures. From the large set of cards available, most clinicians select those that are likely to tap specific issues. The subject is asked to make up a story about the picture. He/she is to tell what is happening in the picture, provide some background, indicate how the story is going to end, and say what the characters are thinking and feeling. Follow-up questions can be used to clarify points or elicit more information. The tester writes the stories or records them, noting behaviors that may accompany the narration, e.g., extreme restlessness, distress, card refusals, language difficulties, etc. Interpretation, based on redundant themes, story logic, representation of others, problem solving resources, expression of affect, is then related to other cases.

In order to identify what is unique about an individual's response, it is important to have data on the "card pull." Knowing what is an expected or typical response to a particular picture alerts one to deviations from and distinctive slants on the story. I especially value the first card of the TAT, showing a young boy sitting looking down at a violin with what I would describe as a dreamy, thoughtful, or wistful expression on his face. With just the right balance between structure and ambiguity, it has, in my clinical experience, elicited the most interesting, original, varied, and useful stories. But as the TAT was developed for adults, there is no systematic account of children's responses. Adult responses, according to Weiner (2007, p. 439), focus on achievement issues and usually involve two main plots: conflict with parents around practicing or the dreams of an ambitious student to become famous.

To explore children's themes, I coded stories to the first TAT card from my private practice records of 286 (96 girls, 189 boys) children and adolescents between the ages of 7 and 17 (Mean age 11.7, SD 4.7), subdivided into five age groups. The plots in these children's stories were somewhat different from those reported from adults. There were three major themes. The most common, found in about 40% of the group across all age groups, concerned competence. The child is described as not being able to play the violin. By setting up this fairly straightforward problem, the child usually goes on to indicate how it might be solved, what per-

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sonal or external responses the “hero” can envision or enact; and these range from adaptive/realistic measures (ask for help, take lessons, practice) to maladaptive (passivity, negative feelings, use of fantasy, aggression, destructiveness). A second theme, in 19% of the group, was of the boy being forced to play. Having ambitious dreams was identified in 14%. Another finding of interest was that though a single figure is pictured, 68% of the stories introduced other people, mostly a parent or teacher, but sometimes peers. Thus, the stories gave insight into interpersonal relations, attitudes to and perception of others, and how conflict might be negotiated. In 11% of the stories the object before the boy was not identified as a stringed instrument.

Possibly unique to children, as I did not find it in the adult literature, was a primary or secondary theme of a broken violin. This was present in 26% of the group, in about the same percentage in each age group. A first thought was that this symbolized the sense of “damage” that youngsters with learning problems may experience. However, this simplistic formulation was countered by the intriguing variation. About a quarter of the responses described the boy as having a defective violin and this certainly could be a projection of the child’s feelings about him/herself. In another quarter of the group, the boy, out of clumsiness, anger, frustration, or excessive effort, broke the violin himself. In 9%, other people had broken the boy’s violin.

Here are some “compare and contrast” stories of broken violins (selected partly for their brevity), with my comments about their relevance to the “bigger picture” and how they guided recommendations. (Readers with psychoanalytic orientation will no doubt appreciate and apply theoretical concepts to some of this material.)

Male, Age 12: The kid is looking at the violin. It’s broken. He tripped and the violin hit a wall. This isn’t good because he has a music lesson in 10 minutes. How can he get it repaired on time? He ran to the art room and got rubber cement. He glued the violin back together. When he went to the music lesson the music teacher smelled the rubber cement and told the kid to be more careful. (This is a very bright boy whose long history of motor problems led mother to be over-involved in doing for him. He alludes to his clumsiness with humor and takes initiative in devising a solution, albeit one that is neither realistic nor rewarded. But the light tone and laughter that accompanied this story enabled good discussion of his problems and alternate responses. Using the story in talks with parents

focused on how the boy wished to solve problems, but did not yet have good tools for doing so.)

Female, Age 10: There was a boy practicing the violin and he started playing too hard and it broke the violin. He was sad. He sat down, put the violin down, and was staring at it for a long time not knowing what to do. Then he thought if his parents saw it they’d be so angry at him. Still he sat there wondering what he should do. (The passivity, helplessness, and inaction conveyed in this story was consistent with this girl’s observed behavior. I followed up by providing the child, in a multiple choice format, three things the boy might do. Recommendations to teachers and parents were on the need to intervene with prompts when she got stuck.)

Male, Age 13: Once upon a time there was a little boy named Joe. He played the violin. Didn’t like the violin, but his dad wanted him to play and saved him the violin he used to play when he was a kid. The boy, by accident, broke it. He felt so ashamed he would stare at it for hours and hours.(Q) The boy admitted it to his mom, but they kept it from his dad. But mom told dad and he made him pay for the repair. (This contentious, oppositional boy had significant learning problems that had not previously been identified and that interfered with academic functioning. It was important to convey to the parents, father especially, the feelings that were disguised by his behavior, the shame he felt at his inability to meet elevated expectations. I did not offer comment on the family dynamics suggested by the story, but included family therapy in my recommendations.)

Male, Age 15: A little boy, and his father was in a musical band and on the road a lot. Not home a lot. When he was home his younger son Billy wanted to play with his dad. But his dad was too busy. When his dad was away Billy would go in dad’s music room and play with his musical instrument. He played with his favorite guitar. He was playing pretty good. Suddenly he broke one of the strings. His dad came home and went to the music room. He wanted to do work. He noticed the string broken and went to talk to Billy. He did not get mad at him. Billy is looking very happy cause his dad did like him. He thought he liked to work more. (Another story that focuses on the boy’s yearning for a relationship with his father, and his “messing up,” but with different response from the father. Newly enrolled in a demanding school that is

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The Jung Club Schedule: Spring 2011

Fridays, 1-5 pm

For registration go to: www.thejungclub.com or call Marion Rudin Frank, Ed.D. at 215-545-7800

Enrollment is limited. This is a rare opportunity to experience accomplished theorists and clinicians in a small group setting.

March 4

The Archetype of the Outsider: Fragmentation and Containment in a Shrinking World

Melanie Starr Costello, Ph.D. is a graduate of the C.G. Jung Institute of Zurich and currently a Jungian analyst in private practice in Washington, D.C. She earned her doctorate in the History and Literature of Religions from Northwestern University. A former Assistant Professor of History at St. Mary's College of Maryland, Dr. Costello has taught and published on the topics of psychology and religion, medieval spirituality, and clinical psychological practice. Her book, *Imagination, Illness and Injury: Jungian Psychology and the Somatic Dimensions of Perception* was published in 2006 by Routledge Press. Dr. Costello is the Education Director of the Jungian Analysts of Washington Association.

April 15

Transformations of the Judeo-Christian God Image in the Early Common Era; Implications for the Therapy

Alden Josey, PhD, NCPsyA holds a degree in Chemistry from Cornell University and was a former research scientist in the DuPont Company, from which he retired after 27 years. He is currently a

Jungian analyst who was trained in Zurich and graduated in 1989 as an IAAP-certified Jungian analyst. He has a private practice in Wilmington, DE, which he has had for over 20 years. He has been President, Director of Training and Director of Admissions of the Philadelphia Association of Jungian Analysts. He currently has emeritus standing in PAJA where he teaches in the Seminar and supervises training candidates. He has an active schedule of lectures, workshops and private study groups in which he pursues a variety of interests with a current interest in the interface of Psychology and Religion.

May 13

Mental Health: A Vanishing Concept

Nancy McWilliams, Ph.D teaches at Rutgers University's Graduate School of Applied & Professional Psychology and has a private practice in Flemington, NJ. She is author of *Psychoanalytic Diagnosis: Understanding Personality Structure in the Clinical Process* (1994), *Psychoanalytic Case Formulation* (1999), and *Psychoanalytic Psychotherapy: A Practitioner's Guide* (2004), all with Guilford Press, and is Associate Editor of the *Psychodynamic Diagnostic Manual* (2006). She is Past President of the Division of Psychoanalysis (39) of the American Psychological Association, and on the editorial board of *Psychoanalytic Psychology*. Dr. McWilliams's books have been translated into thirteen languages, and she has lectured widely both nationally and internationally. Her book on case formulation received the Gradiva Award for best psychoanalytic clinical book of 1999; in 2004 she was given the Rosalee Weiss Award for contributions to practice by the Division of Independent Practitioners of the American Psychological Association.

Reflections on the Fall Meeting (continued from page 7)

Authority? Certainty? I'm not sure. There was some element of this that reminded me somewhat of Husserl's phenomenology, where individuals work to free themselves from the "natural attitude" (that is, the assumption of a knowable, objective world involving right and wrong answers) in order to allow the various adumbrations of the phenomenon to enter our non-

critical experience. I wonder how, if at all, the experience of the day would have been different had this particular guideline not been encouraged. Perhaps it was a necessary ingredient; perhaps not. In either case, it was a useful experience for me and I appreciated the opportunity to present my work.

Photos from the 2010 Fall Meeting



Story Telling Techniques (continued from page 9)

probably too challenging for him, this boy has had low grades. When I read this story to his parents, the father teared up as he heard his son's need for him and perception of his support.)

Male, Age 14: I can't think of anything. What's he looking at, a book? A boy didn't want to play a violin so he threw it out the window. When his mom found out she went berserk and started yelling and screaming about how much it cost and sent him to his room so he could think about what he did. Then he went to bed. The next morning the violin was run over by a truck. (Another boy with oppositional behavior. Obviously, I did not read this story to parents. The conflict in this family eventually led to his going to boarding school.)

Male, Age 8: Looks like his violin is broken and, well, he was at school and he brings the violin for Show and Tell and then the violin lost the string. It

hit him in the face and hurt so much he threw it and it broke. (With a triple break, this story conveys the child's pain, helplessness and depression.)

References

Aronow, E., Weiss, KA, Reznikoff, M (2001). *A Practical Guide to the Thematic Apperception Test*. Philadelphia, PA: Brunner-Routledge.

McArthur, DS & Roberts, GE (1985). *Roberts Apperception Test for Children*. Los Angeles, CA: Western Psychological Services.

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Thank You

Barbara.L Goldsmith, Psy.D

PSPP has been my professional home for the past 25 years, and through my involvement on the many committees, boards, brunches and seminars, I have been impressed by what an extraordinarily talented membership we have. So to be chosen to receive the PSPP Annual Leadership Award is such an incredible honor!

I want to thank Jane Widseth for the wonderful introduction she gave at the October 30th award presentation and Karen Dias for her kind words and efforts in soliciting many touching comments from my students. It has been a great privilege for me to have had a hand in training and mentoring so many talented students who go on to become top notch clinicians—a job I relish. It has also been so gratifying to watch the PSPP mentoring program blossom. The program is now in its fifth year and has included over 100 students!

Thank you to the Board for this wonderful tribute, and thank you to everyone who called and sent kind congratulatory emails—please know that your recognition has meant so much to me!



Member Accomplishments & Presentations

Jed Yalof, PsyD gave a presentation on October 16, 2010 entitled “Nonverbal Learning Disorder: A Primer” for the City Schools Forum at the Psychoanalytic Center of Philadelphia.

On November 4th, 2010, **Karen Berbarian, Ph.D.** participated in a panel discussion about the film, *Waiting for Superman*, held at the Bryn Mawr Film Institute. The panel discussion was sponsored by Presbyterian Children’s Village.

Unconscious: 5 minutes during unconsciousness in both experiments, Emergence: 5 minutes after the recovery of consciousness in both experiments. The average reference was used for referencing and the windowed sinc-FIR filter (in the MATLAB toolbox from EEGLAB) was used to avoid a possible shifting of the signal phases in both analyses. We analyzed 2-minutes-long EEG epochs with 10-seconds-long moving windows for each state. Identifying network-level hysteresis during anesthetic state transitions.

UNCONSCIOUSNESS rd 3 Lec. 18 Mar. 2009 Dr. Adel I. Abdelhady BDS, MsC, (Tanta, Egypt.), PhD (Egypt, USA) Oral and maxillofacial Surgery Dept. College of Dentisâ€ 2. UNCONSCIOUSNESS GENERAL CONSIDERATION General Causes of unconsciousness Predisposing factors in dental settings General Prevention: Clinical manifestation: Management of unconsciousness VASODEPRESSOR SYNCOPE Postural hypotension ACUTE ADRENAL INSUFFICIENCY Differential diagnosis. ships, Jungian analysis, unconscious collusion. Introduction The way women and men relate to each other and to power is an age-old theme and the focus of this personal, clinical and cultural account. In this paper, writ- ten from the perspective of a woman analyst who was also a patient, I will share the unfolding and healing of certain of my complexes that intertwined with those of my two Jungian analysts, their analyst and the wider Jungian institute in which they practised.â€ He also showed signs of being narcissistic in his relations with both men and women. A clinical approach based on the view that traumatic events are the source of the analysandâ€™s symptoms runs the risk of promoting the analysandâ€™s sense that he is a victim of external circumstances. It may sometimes be of value for an analysand to recover the memories of traumatic events and to re-experience the affects associated with them. In itself, however, this Cite this Item. 1 Childhood Dialogues and the Nature of Analytic Work. 1 Childhood Dialogues and the Nature of Analytic Work.â€ 6 The Uses of Fantasy in the Analytic Dialogue. (pp. 125-151). DOI: 10.2307/j.ctt2250xrv.9. There is a correlation between the nature of the dialogues a child has with his parents during his pre-oedipal and oedipal periods and the type of defenses he subsequently employs. Psychotherapy based on analytical psychology would seek to analyze the relationship between a person's individual consciousness and the deeper common structures which underlie them. Personal experiences both activate archetypes in the mind and give them meaning and substance for individual.[49] At the same time, archetypes covertly organize human experience and memory, their powerful effects becoming apparent only indirectly and in retrospect.[50][51] Understanding the power of the collective unconscious can help an individual to navigate through life. In the interpretation of analytical