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American Association for Psychoanalysis in Clinical Social Work

Winter 2016

newsletter

From the New President

Judith Aronson, PhD, LCSW

What was passed on to me by people who came before? What can I pass along to the people who come after? Depending on where you are in your own trajectory, how can you find the people and experiences you need to grow professionally? How can you give back by nurturing and helping the next generation of self psychologists? What do they need from you and what can you offer to them? (Gardner 2015, 410)

We in AAPCSW need not be self psychologists to consider Gardner's questions. Her challenge to give back is one that all of us can respond to whatever psychoanalytic hat we wear, when ever or wherever we receive our training. One of the pleasures of AAPCSW's conferences, listserv, online courses, newsletter, and soon-to-be-launched monograph is the opportunity to learn how other psychoanalytic social workers are thinking clinically and theoretically about their work and world. The volunteer leadership of AAPCSW strives to provide a warm network for continual professional growth. Our March 23–26, 2017, Baltimore conference, *Mind and Milieu: From the Consulting Room to the Community and Back*, promises to be a special moment for us all, seasoned and newly minted; community and/or independently (no matter how you define that) based; institute and/or academically trained.

When I heard Jill Gardner's words delivered for the 2014 Kohut Memorial Lecture at the International Association of Psychoanalytic Self Psychology conference in Jerusalem, I took up her challenge. I continually ask and answer her questions. I wondered how Gardner's lecture entitled *Journeys and generations: Tending the professional self* could provide a framework for my work as AAPCSW's president. Former AAPCSW president and 2017 conference chair Penny Rosen and I discussed ideas after the lecture.

While listening to that lecture, I also thought about my opening statement to my fall 2013 class of twenty-eight Loyola University School of Social Work students. I said, "My name is Judith Aronson, and I love my work. It is the greatest career in the world." With that, the students enrolled in the evening section of Psychotherapy with Adults seemed to breath a collective sigh of relief, and the hard work began for all of us. I learned what it means to be entering the field of social work today, and they learned what it means to be a clinical social worker/psychotherapist. I incorporate those lessons in my continual teaching and recognition of both the similar and new challenges to those entering our field.

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editor'sword

Donna F. Tarver, MSSW



I am delighted to welcome Wendy Winograd as the new Book Review Editor of the *Newsletter*. In addition to serving as recording secretary of the AAPCSW board, Wendy comes to us with a background in English and American literature, psychoanalysis, and education, and she is a part-time lecturer at Rutgers as well as being in the process of completing a DSW program there, with a concentration in writing. Christi Hunnicutt and I are grateful to have her join us.

The *Newsletter* welcomes readers' letters, articles, and opinions on topics of the day and clinical issues; book reviews; notices of or reports on conferences; and news of interest to our membership. We encourage social workers with an interest in writing to use the *Newsletter* as a vehicle for converting their interest into the writing process.

Thanks to all contributors to this issue of the *Newsletter*— Judith Aronson, Allie Barbey, Joan Berzoff, Rita Karuna Cahn, Mary Ann Cohen, Sharon K. Farber, Christie Hunnicutt, Elizabeth McKamy, Amy Olsen, Penny Rosen, Robyn Stukalin, Marsha Wineburgh, Wendy Winograd, and Jill Wolff.

aapcsw aims & purposes

- To represent and protect the standing and advancement of psychoanalytic social work practitioners and educators.
- To provide an organizational identity for social work professionals engaged in psychoanalytically informed practice.
- To promote and disseminate the understanding of psychoanalytic theory and knowledge within the social work profession and the public.
- To affect liaisons with other organizations and professions who share common objectives for social work and the advancement of psychoanalytic theory and practice.
- To advocate for the highest standards of practice and for quality mental health care for the public.
- To bridge social work and psychoanalytic discourses by integrating concerns for social justice with clinical practice, and to conceptualize psychoanalytic theory and practice within its broader social-political context.

Newsletter articles are opinion articles representing the authors' viewpoints and are not statements of any positions of AAPCSW itself. AAPCSW is not responsible for the accuracy or content of information contained in the articles.

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From the New President, continued from page 1

Just last January 8, the Institute for Clinical Social Work doctoral students in my Advanced Self Psychology class had a daunting assignment. They were asked to share their professional journey/trajectory and highlight classes, articles, workshops, and consultations that have influenced them. The students referenced some of the earlier writings in the self psychology. It was as if each student identified with Heinz Kohut's and his early followers' grappling with psychoanalysis and their expansion theory and practice. I was impressed that the students found the work of those who came before them so resonant with their current work in our field. I was heartened that the ideas that have influenced many of us continue to influence new generations. Of course, relationships still remain the focus of our work, no matter what form it takes. One person said, "This [professional journey] has also been transformative through many other, often overlooked micro experiences . . . such as brief social interactions, pregnant pauses, nonverbal cues, moments of tension, states of heightened vulnerability and a myriad of other especially meaningful, yet elusive moments of growth."

This student's reflections on nonlinear serendipity in professional growth reflects the particular impact of relationship building. The reflections of these beginning psychoanalytically focused social workers demonstrate the importance of AAPCSW developing a strong mentorship program, both formally and informally. Under Penny Rosen's leadership, a listserv for new professionals, moderated by Cole Hooley, was developed. Six MSW students with North Carolina fieldwork placements attended our 2015 board meeting and made suggestions for men-

toring. AAPCSW advisory board members sponsored student memberships.

Our availability to be open to emerging ideas in the field as well as to addressing training and employment challenges arising for new clinicians is very much on the association's agenda. How to build and sustain these relationships, often at a distance, will continue to be discussed, perhaps in the salon aspect of our upcoming monograph in which mentorship is an important theme. We invite your suggestions and efforts.

As president, I hope to encourage all of us to contribute to experiences that help us to grow professionally. AAPCSW first became of interest to me because of its promotion of clinical social workers as thinkers, writers, and clinicians through a psychoanalytic lens. Presenting papers at AAPCSW conferences, serving as a peer reviewer at conferences, attending conferences, and organizing events in Chicago—certainly, AAPCSW has been a huge part of my professional journey, and upon being asked to assume the presidency, I saw an opportunity to pass along knowledge to those who come after. Please join me in this effort.

Thank you to all who have welcomed me and shared thoughts and ideas as I have assumed the role of AAPCSW's president. So many talented and wonderful people have visions for AAPCSW. May we all grow with each other and from each other, and may psychoanalysis continue to blossom in our clinical work.

References

Gardner, Jill R. 2015. "Journeys and Generations: Tending the Personal Self." *International Journal of Psychoanalytic Self Psychology* 10, no. 4: 408–20.

Why join AAPCSW? • Biennial national conferences • Regional conferences and programs • Local programs organized by the Area Chapters • A triannual newsletter that reaches over 900 members • Outreach to graduate students and new professionals • Funds to support student and candidate presenters at AAPCSW national conferences • Programs that mentor academics seeking to develop psychoanalytic curricula • Access to Psychoanalytic Electronic Publishing (PEP) at a reduced rate • An interactive listserv • Discounts on books and journals • Discounts on professional services • A distance learning program that provides CEUs • Dynamic committees that further our mission
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Great River Road: Memoir and Memory

By Madelon Sprengnether; New Rivers Press, 2015; 232 pages

Reviewed by Mary Anne Cohen, LCSW

My grandmother Pauline was 104 when she died. Her three children—all in their eighties—had the unusual experience and gift of attending their ancient mother’s funeral. We spanned five generations and one hundred years, from Grandma to her great-great-grandson, age 4. As her three octogenarian children marched behind their mother’s

“A landscape does not have to involve land. Time is a landscape.”

—Andy Goldsworthy

casket, I wondered whether they were remembering their past and childhood with Pauline or contemplating their own future deaths, which we all quietly knew could not be so very far away. As I watched and wondered, this moment felt poised between past, present, and future. Time literally was marching on, yet this special moment became captured and sealed in my memory.

In *Great River Road: Memoir and Memory* Madelon Sprengnether reflects on this inevitable passage of life with its “necessary losses” and our ongoing need to adjust, reevaluate, adjust again, and move on. At the cusp of age sixty, Ms. Sprengnether ponders, “My life was as much grounded in memory as in present or future action. With each forward glance, I was also looking back.”

And so begins her journey—both geographic and emotional—that illuminates and enlightens the trajectory of her life. Her road journey follows the Great River Road, a meandering byway along the Mississippi River that she drives from Minneapolis to St. Louis to New Orleans and then travels beyond to England, Wales, and Italy. Her inner journey explores the terrain of her personal history and the searing traumas that have colored her life.

The idea of the journey as a metaphor for life—with its beginning, middle, and end, as well as an opportunity for self reflection—has a long literary history from Ulysses to Don Quixote to John Stein-

beck’s *Travels with Charlie*, and up to today’s *Walking Home* by Sonia Choquette and Cheryl Strayed’s best-seller *Wild*, chronicling her trek on the Pacific Crest Trail. The fictional movie *The Way*, starring Martin Sheen, follows his pilgrimage to the ancient Cathedral of Santiago de Compostela in Spain. In *Walking Home*, *Wild*, and *The Way*, the protagonists begin their journey following the recent death of a loved one. On the road, they seek answers, consolation, redemption, and the space to reflect and experience their grief.

And so it is with Sprengnether. She embarks on her trip many decades after the loss of her father, who drowned in the Mississippi River when she was nine years old, a traumatic event she witnessed but does not remember. His body was not found for two days. This memoir is an attempt to rekindle her emotional and frozen self that got shut down after her father’s death, when the family silently “moved on” with no further discussion allowed.

Thus begins her family’s “code of silence” and the festering of hidden traumatic memories that color her life. She recounts the numerous anxieties that have punctuated her life: driving, flying, map reading, holidays, even marriage (married and divorced twice, following her affairs). As C. S. Lewis declared in *A Grief Observed*, “No one ever told me that grief felt so like fear.” Sprengnether begins to connect how her many fears spring from the shadow of unacknowledged shock and grief and unexpressed mourning, which have deadened her vital, feeling self. *Great River Road* follows her journey to recover her memories that have been distorted through the lens of trauma and her attempt to rework them in the clear light of day, illuminated by the passage of time and her psychotherapy.

I have also read Sprengnether’s first memoir, *Crying at the Movies* (2002), in which she describes,

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Structure and Spontaneity in Clinical Prose: A Writer's Guide for Psychoanalysts and Psychotherapists

By Suzi Naiburg; Routledge Press, 2015; 302 pages

Reviewed by Cathy Siebold, DSW

One does not often find a book so rich in detail as well as practical guidelines. Naiburg's work achieves both. Readers are treated to a comprehensive exploration of the clinical writing process. The range of ideas and examples include something for everyone, from the beginner to the experienced writer. The ideas contained within these pages will help a beginner get started or further develop a writer's style. Even those who are not inclined toward writing may find the deconstruction of various well-known authors' prose an interesting read.

The book has two major emphases: the first and the most extensive is about the use of language; the second is on the practical aspects of writing for pub-

lication. In the first chapters, focused on the use of language, Naiburg examines issues such as which words or phrases constitute evocative or enactive language. Do you want the reader to experience what you experience, or do the words themselves conjure up the meaning of what is being said? Is your prose intense like Michael Eigen's or more relaxed like Leston Havens's?

Furthermore, in these same chapters Naiburg explores what the aim of an author's work could be. What type of writing might you aspire to? Perhaps you prefer a more traditional paradigmatic article, one that attempts to elaborate on or argue a known

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Book Reviews

Psychoanalytic social workers are writing more and more books! Following is our new system for handling reviews:

- When you have written a book you wish to have reviewed or have read a recently published book that you feel would be of interest to our members, please send the book title and a sentence about the subject of the book to the Book & Film Review Editor, Wendy Winograd (wendywinograd@gmail.com).
- Copy Barbara Matos, our administrator, on the e-mail (barbara.matos@aapcsw.org) and send the book to her. She will keep records of all books received. Once she receives the book, we will choose a reviewer, and Barbara will send the book to the reviewer.
- If you have a colleague in mind as a reviewer of your book, please let us know. We are always interested in adding reviewers to our list.
- Reviews should be four to six double-spaced pages. The book title and publisher should appear at the top of the page followed by the reviewer's name. At the end of the review, the reviewer should include a sentence or two about themselves.
- The review should then be sent to Wendy so she can read it. She will then send the review to Newsletter Editor Donna Tarver for publication in the *Newsletter*. We review only books; we do not review book chapters or articles.
- On some occasions, a film relevant to our field may be reviewed, and if you see such a film and would like to review it, please write directly to Wendy.



We thank all the authors and reviewers who have made such excellent contributions to the *Newsletter* over these many years.

Wendy Winograd, MSW • Book & Film Review Editor • wendywinograd@gmail.com

Great River Road, continued from page 4

“One part of me lived in a present devoid of animation, while another remained locked in the past, flash frozen into place by the shock of my father’s departure. I had no language for the life of my emotions.”

What makes reading these two memoirs together so intriguing—and of such value for psychotherapists who treat patients with histories of trauma—is the differing and altered memories that Sprengnether presents of her father’s death. In *Crying*, she describes her brother jumping into the strong river current to show off for their father and flaunt the new swim moves he has just learned. But ten years later, Sprengnether tells us in *Great River Road* that her father was actually the one who instigated that his son jump into the river as a challenge. As she reflects on this tragic event a decade later, she comes to face her father’s culpability in his own death as he challenged his young son to jump off their boat and swim to a log in the river. The boy began floundering in the strong current, and the father jumped in to save him. The boy was saved; the father—who had set the stage for this tragedy—drowned.

What changed Sprengnether’s remembering of her history? Did time soften the “emotional scar tis-

sue” of her past, leading to a clearer recall? Did shame and denial prevent her from remembering in her first book her father’s blame? Did psychotherapy help her piece together the truth of her family’s broken narrative? Did her vibrant pleasure in her daughter’s wedding and her reconnecting fondly with her first husband and his family finally allow love, forgiveness, and truth to triumph? She quotes C. S. Lewis again: “Sorrow turns out not to be a state but a process.”

Sprengnether explains that *Great River Road* is “an extended meditation on how we make our way through our later lives, incorporating bits and pieces of the ones we have already lived, how the remembered past suffuses and enriches the present moment, and how we might imagine a life as an ongoing creation that aims toward a vision of something meaningfully integrated, if not whole.”

The beauty of this memoir comes as we join the author on her search for wholeness, healing, integration, resolution, acceptance, compassion, and the meaning of a life well lived.

Sprengnether is an English professor at the University of Minnesota. She is the author of seven books, including poetry, memoirs, and travel essays.

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She is a graduate of the New Directions Program in Psychoanalytic Thinking in Washington, DC, and a member of various psychoanalytic associations.

Mary Anne Cohen, LCSW, BCD, is director of the New York Center for Eating Disorders and author of French Toast for Breakfast: Declaring Peace with Emotional Eating and Lasagna for Lunch: Declaring Peace with Emotional Eating. Mary Anne is the professional book reviewer for EDReferral.com, the largest international resource for eating disorders. She is also an ongoing columnist for IMAGE Magazine, Recovery Warriors, MindBodyGreen, and SuccessStory.com. She maintains a private practice in Park Slope, Brooklyn, and supervises clinicians on the treatment of eating disorders.

Structure and Spontaneity, continued from page 5

issue or phenomenon in clinical work. Or perhaps you would like to be more provocative or less structured in your approach to writing. As Naiburg reminds us, clinical work is uncertain. How does the author convey this aspect of the work and still produce a publishable piece? Naiburg's extensive study in chapter 7 of Barbara Pizer's lyric narrative gives many examples of how one might incorporate this particular style of writing.

Along with describing and deconstructing writing, Naiburg encourages the reader to explore his or her own style, to not be afraid to experiment and play with writing. Each chapter in the book illustrates deconstructions of clinical prose and offers writing exercises for the reader. An important message of this book is to leave aside the goal of publishing, thus allowing oneself to become immersed in a process of writing.

In the final chapters, Naiburg develops the second focus of the book: offering guidance about the how-tos of clinical writing. These are the practical but necessary aspects of good writing. Citing sources, editing one's own work, disguising patients' identities, and creating beginnings and endings are

important aspects of producing a finished product. In these chapters, we are provided with further exercises and tips on how to be more effective writers.

Creating good sentences and paragraphs as well as using language concisely are important tools for any writer. These later chapters, like the earlier ones, contain multiple exercises. An experienced writing teacher, Naiburg has generously provided an outline of exercises that one might be given in an MFA program. For example, she suggests that the reader create a scrapbook for words or phrases that he or she is attached to but needs to edit out of a current work. Any experienced writer knows this struggle. Dealing with loss and narcissistic injury are as present in the writing process as in other aspects of life.

In the final chapter, on confidentiality in clinical writing, Naiburg provides us again with good examples of ways to disguise our subjects, regardless of what position we take on informed consent. When dealing with this controversial topic, she provides multiple sources for the reader who wishes to better understand the ethics of writing about patients. In this chapter we can also see how an author manages a complicated topic, keeping her focus while acknowledging its complexity.

The title of book she is apt; Naiburg has provided a broad structure for helping writers write as she attempts to encourage the writer to let go of structure and let the words flow spontaneously. Abounding in examples, Naiburg's text provides numerous vignettes from a variety of authors from differing schools of thought whose written work demonstrates the points that she makes. This book delivers a good read for anyone who wants to write or wants to deconstruct the writing process.

Cathy Siebold, DSW, past president of AAPCSW, is an experienced author, editor, and psychoanalyst in private practice New York City.

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Joan Berzoff, MSW, EdD, wrote six papers in 2015. Two were co-authored with Jim Drisko: “What Biopsychosocial Knowledge and Skills Do Social Workers Need to Know in the 21st Century?” was published in the *Clinical Social Work Journal*; “The Academy’s Responsibility for Preparing PhD-Level Clinical Social Work Practitioners for the 21st Century” was published in the *Journal of Teaching and Social Work*.

A qualitative study on the curricular needs of Palestinian students that she co-authored with Efi Kokaliari and David Byers, in collaboration with three Palestinian professors, is forthcoming this spring in the *Journal of Teaching and Social Work*. “Re-thinking Suffering: Allowing Suffering That Is Intrinsic at the End of Life,” co-authored with Maxxine Rattner, is forthcoming in the *Journal of Social Work Palliative and End of Life Care*. She is also a co-author of a qualitative study of dialysis patients and their families for the *Clinical Journal of the American Society of Nephrology* and a co-author of “Shared Decision Making in End Stage Renal Disease: A Protocol for a Multi Center Study of a Communication Intervention to Improve End of Life Care for Dialysis Patients” in the same journal. Both articles were drawn from research as a co-investigator in a PCORI grant to improve end-of-life care for dialysis patients. In addition, with colleagues Laura Flanagan and Pat Hertz, she published the fourth edition of *Inside Out and Outside In: Psychodynamic Clinical Theory and Practice in Contemporary Multicultural Contexts*.

In fall 2015 Joan gave the grand rounds at the First Michel Hubner Lectureship at the Dana Farber Cancer Center; a keynote lecture for the Western Mass. Psychoanalytic Psychologists; and a grand rounds at Emerson Hospital in Concord, MA, related

to grief and bereavement. She was also a visiting lecturer at the University of Toronto and gave two talks at the Toronto Psychoanalytic Society and Institute.

Sharon K. Farber, PhD, has recently had two papers published. “Tell Them It Is Not Too Late for Someone Like Me: A ‘Failure-to-Thrive Child’ Grows Old and Begins an Attachment-Based Psychotherapy at Sixty-Seven,” is about the first patient she treated when she was getting training in the treatment of people with eating disorders. This was not the fifteen-year-old bulimic she expected but a sixty-seven-year-old failure-to-thrive child who had lived with anorexia since infancy. “My Patient, My Stalker: Empathy as a Dual-Edged Sword; A Cautionary Tale” is about being stalked, a very real occupational hazard for therapists that can affect anyone. Sharon is glad to send a copy of either or both papers via email request to Sharonkfarber@gmail.com. She is looking forward to the publication of her third book, *Celebrating the Wounded Healer Psychotherapist: Pain, Post-traumatic Growth, and Self-Disclosure*.

Elizabeth McKamy, MSW, is pleased to announce the publication of her paper “Closed for Business: Reflections on a Psychoanalytic Psychotherapist’s Voluntary Retirement from Clinical Practice,” in *Contemporary Psychoanalysis* (vol. 51, no. 4 [2015]: 727–46). Her website gives a bit of professional background in the context of her modest ambition to continue research, writing, and presentations on the



What’s your news? Graduations, presentations, publications, awards, appointments, exhibits, and so on are all items the AAPCSW membership would like to acknowledge in the this column. Feel free to include a photo. **New to AAPCSW?** We invite you to introduce yourself. Contact me at christiemhunnicut@gmail.com.

Christie Hunnicutt, MSW, LCSW • Member News Editor; Associate Editor, *Newsletter*

subject of when, why, and how to navigate a healthy, responsible retirement for oneself and those in one's care (www.elizabethhermanmckamyconsultations.com). She can be reached by email at liz.mckamy@gmail.com.

Amy Olson, LCSW, from Cary, NC, has been selected by the American Psychoanalytic Association for the 2016 Teachers' Academy. The Teachers Academy provides sponsorship to the 2016 national meeting as well as instruction and mentorship in creating psychodynamic curriculum. Amy is creating a cur-

riculum in psychosexual development with an emphasis on women's sexuality to deliver to members of the International Association of Eating Disorder Professionals annual symposium in 2017.

Jill Wolff, MSW, ACSW, LCSW, CAMF, facilitates Vista Del Mar's monthly adoption seminars, which are offered to the community at no charge. They are typically held on the third Thursday of each month from 7:00–9:00pm on the Vista Del Mar Campus, located at 3200 Motor Avenue, Los Angeles.

are representatives' corner

Northern California

Rita Karuna Cahn, LCSW, *Co-Chair*

Velia Frost, LCSW, *Co-Chair*

Report submitted by Rita Karuna Cahn, LCSW, and Robyn Stukalin, LCSW, Chapter Task Force member.

Over the past several years our programs have been growing in size, attracting more clinicians from the larger San Francisco Bay Area and attracting newer clinicians interested in exploring the intersection of psychodynamic and social issues. Some of our most popular programs have involved cutting edge social issues, such as male survivors of sexual abuse and the experience of the nonbiological lesbian mother.

The other big attraction has been programs in which experienced clinicians have reflected in depth on the complex feelings evoked by their most challenging cases. This was the draw for the first of our four programs of the 2015–2016 season: "The Therapist in a Strait-Jacket: A Patient's Need to Control," by Norm Sohn, PhD, LCSW. The RSVPs poured in as soon as the announcement went out, and we had about thirty attendees in the gracious, sunlit home of Gabie Berliner.

In her review of the session, Robyn Stukalin, LCSW, commented, "The generous spirit of Dr. Sohn's heartfelt work with his patient made this program feel less like a clinical presentation and far more like being invited into a salon of treasured friends. This sense was further substantiated when

attendees referred to having known Dr. Sohn for decades." She reported on how Dr. Sohn had recently come up with his title when he used the term "strait-jacket" over lunch with chapter co-chair Velia Frost, in describing how constrained he felt by his patient.

The essence of his presentation revealed how his patience and willingness to tolerate the control that his patient needed in order to feel safe were key factors in the healing process.

According to Dr. Sohn's conceptualization, our patients are "motivated to solve their problems." They do this through a pattern of "transference tests." Dr. Sohn viewed his patient's scathing criticism and extremely controlling behaviors in their relationship as "passive into active transference tests." By placing his therapist in a straitjacket, "Ralph" was making Dr. Sohn experience what it was like to live with his impinging and controlling mother, with whom he was unable to have any limits, while also protecting himself from Dr. Sohn doing this to him. Dr. Sohn believed that he gained his patient's trust by demonstrating that he could withstand his patient's behavior without being traumatized or retaliating.

Dr. Sohn also introduced his ideas about "the expected self," which he prefers to D. W. Winnicott's "false self," which has a more negative connotation. According to Dr. Sohn, the "expected self" developed out of necessity, by complying with the

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SEPTEMBER 4 weeks Saturdays Sept. 10, 17, 24, Oct 1, 2016

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patient's perception of what the parents needed in order to create a safe attachment. This evolved into a pathogenic belief that authentic behavior would lead to rejection and abandonment. Dr. Sohn shared his belief that the compliant behaviors associated with the "expected self" can be relinquished in the context of a relationship that provides sufficient acceptance and safety over time. His presentation of a very lengthy, multiple-times-per-week analytic relationship revealed his forbearance and tolerance of the patient's needs and also revealed that major developmental shifts occurred when the patient stood up to him and when he stood up to his patient. Dr. Sohn reported that his patient became better able to pursue his desires directly rather than through deceptive and controlling manipulation. Along with these changes, he was able to recognize that he was not to blame for his parents' treatment of him as a child.

Robyn also reported, "As a clearly 'good enough therapist,' Dr. Sohn showed a beautiful example of the power of long-term treatment. His warmth and regard for his patient were palpable. . . . It was a rare treat to hear someone speak with such passion and in such a down-to-earth manner." Dr. Sohn's in-depth case presentation and frank self-disclosure elicited a rich conversation with the audience.

In January we featured Ellen Ruderman, PhD, PsyD, LCSW, chair of the LA Chapter, who presented "Dealing with the Real: The Influence of Politics on the Treatment Relationship." In March, local member Robyn Stukalin, LCSW, presented "Trauma and the Development of a Defensive Psychotic Structure in a Transgender-Identified Patient." On May 21, Karen Redding, PhD., LCSW, chair of the Orange County Chapter, will visit us to present "Becoming Mindful of What? Integrating Practices of Analytic Psychotherapy and Mindfulness."

This year our programs are co-sponsored by the California Society for Clinical Social Work and the Sanville Institute, a clinical PhD program, which is providing CEUs free of charge for LCSWs, MFTs, and PhDs.

Our ongoing collaboration with the San Francisco Bay Area Coalition for Clinical Social Work has provided opportunities for mentoring and has brought energetic newer professionals to our programs. Our local chapter now has a task force that

meets several times a year to plan programs. We are already beginning to think about next year's programs. We have recently begun asking for a suggested donation at the door (with no one turned away), which is enabling us to develop a fund for our future programming.

New York

Penny Rosen, MSW, BCD-P, *Chair*

Janet Burak, LCSW, *Co-Membership Liaison*

Danita Hall, MSW, LCSW, *Co-Membership Liaison*

Report submitted by Penny Rosen.

On May 21, 2016, the AAPCSW New York chapter is sponsoring a four-hour panel, "Alienation in Today's World: Implications for Clinical Practice in New York City." See pages 16–17 and visit www.aapcsw.org/events for details. We look forward to your participation in this timely topic relevant to clinical practice.

I was contacted by an international group that hosts delegations from China to the United States and asked to meet with a seventeen-member delegation, mostly officials and professionals from the Department of Civil Affairs, Hunan Provincial Government. With short notice, a program developed with presenters who are AAPCSW members in New York City. The meeting took place on October 21, 2015. Here are highlights from the agenda:

I moderated the meeting and gave a brief overview of AAPCSW's aims and purposes. The delegation was interested in the election process of the board and whether we had any connection to the government. We explained the election process and defined ourselves as a membership organization, independent of the government. We also explained that, without a lobbyist of our own, we join other psychoanalytic organizations to advocate for legislation, particularly mental health issues and so on. Copies of our newsletter and the program of our March 2015 conference were distributed as a sample of how we promote psychoanalytic education.

On licensed clinical social workers in the United States, Marsha Wineburgh reported interesting statistics: As of 2015, there were approximately 260,000 licensed clinical social workers in the US; there will be 727,000 licensed social workers by 2016; schools graduate 30,000 MSWs and BSWs

annually; there are 238 accredited MSW programs; approximately 79% of social workers have an MSW; 9% of social workers have doctorates; and more than 60% of mental health services are provided by MSWs in a variety of settings, including private practice. Only LCSW-level social workers can deliver mental health services; all states regulate the profession. Because every state law is slightly different, there is a wide range in the definitions of practice. The code of ethics of clinical social work was highlighted.

Focusing on different levels of care, Liling Lin presented her various work experiences at different agencies: for instance, one that helps psychiatric inpatients transition to the next level of care and another that services Chinese individuals and families at a community health center that is funded by insurance and private philanthropists. Their mental health care is under the care of the primary care physician, which makes the Chinese immigrants feel freer to pursue outpatient mental health care.

Though a translator was assigned to the group, Liling conducted a portion of the Q&A directed to her in Mandarin. The group demonstrated an interest in the homeless people they saw on the streets, in terms of who would take care of them and where, as well as the role of social services. Liling was able to discuss some of her own caseload at an agency that dealt with such programs that transition the homeless from the street to the community. The delegates also asked about how social service agencies are established and funded and who initiates and organizes the agencies and so on. "This is the biggest and most important question," Liling told us, "as it reflects the political, societal, and economic structural difference of two countries." Based on some of the questions on problems such as homelessness,

domestic violence, and addictions, Liling infers that they are not viewed through a psychiatric lens.

Edward Ross, covering public mental health services, informed us about directing behavioral health programs at social service organizations, emphasizing the greater need for general health services for a vulnerable population that requires psychiatric care. Funding for such programs comes through insurance, philanthropists, and government subsidies.

Carole Rosen discussed becoming a clinical social worker psychoanalyst and presented on her career, beginning with her interest in Chinese studies, followed by teaching ESL at a college and then developing a college counseling program for foreign students; working as a psychoanalyst, including conducting psychoanalysis with Chinese patients in Mandarin; and her forensic work, interviewing families and writing psychosocial reports for Chinese individuals who are in threat of being deported and separated from their families in the US.

Other invited AAPCSW members were Susan Sherman, Richard Karpe, and Helen Goldberg. As Sue Sherman said after the meeting, it was a meaningful "exchange between two cultures who share more differences than commonalities."

With NPAP members involved in the program, I want to thank Jeff Werden, NPAP Association President, for offering us the meeting room at NPAP.

AAPCSW participants: Helen Goldberg (NPAP Dean of Faculty and Curriculum); Richard Karpe (AAPCSW Public Relations Committee; Director of Clinical Supervision, NPAP); Liling Lin (a winner of the 2015 AAPCSW candidate/student call for papers writing award; PPSC); Penny Rosen (immediate Past President AAPCSW; NPAP; NY Inst. for Psychoanalytic Self Psychology); Carole Rosen (NPAP); China

child&adolescent

Working with children, adolescents, and their parents? The *Newsletter* welcomes your articles pertaining to child and adolescent practice, as well as to working with their parents. Submissions should be 800–1000 words and e-mailed as an attached Microsoft Word file to kembaker1@comcast.net. Next deadline is January 15.



Karen E. Baker, MSW • Child & Adolescent Column Editor

American Psychoanalytic Alliance—CAPA; Edward Ross (NPAP; NY Inst. for Psychoanalytic Self Psychology); Susan Sherman (Chair, Student/Candidate Call for Papers; Dean at PPSC); and Marsha Wineburgh, Past President AAPCSW; President, NY State Society for CSW; Post-Graduate Center for Mental Health).

Submitted by Marsha Wineburgh, DSW, LCSW, for the Nassau, New York Chapter.

Marsha Wineburgh, DSW, LCSW, will be ending her fourth year as president of the Nassau Chapter, and will be turning the position over to the new president-elect, Shannon Boyle, LCSW. As Marsha notes in the newsletter for the New York State Society for Clinical Social Work 2015 Annual Report, “[Shannon] comes with excellent administrative skills and several years of State Board experience, having served on the Executive Committee as Treasurer for two terms and as President-Elect.” Shannon assumed this position officially on January 1, 2016.

North Carolina

William S. Meyer, MSW, BCD, *Co-Chair*

Sonia Hsieh, MSW, *Co-Chair*

Report submitted by Allie Barbey, MSW student, Smith College School for Social Work.

“Lost and Found: Understanding Mourning and Grief through Memoir” was presented for the North Carolina Chapter of the AAPCSW on October 31, 2015, at the University of North Carolina School of Social Work, by Kerry Malawista, MSW, PhD, with discussant Judy Byck, MSW, LCSW.



In the presentation, Malawista wove the complexity of psychoanalytic theories through her own childhood experiences. She read three abridged excerpts from her memoir about the loss of her mother, at the age of nine, as an example of how a psychodynamic lens could illuminate the dynamics of her experience after this sudden and tragic loss.

She began the presentation by introducing Georgia’s O’Keeffe’s painting *Middle Distance*. Malawista described the “middle distance” in the painting as contradictory images that appear “distant but eerily close,” which she reasoned is analogous to mourning. She suggested that the process of mourning entails working towards accepting death but not feeling overwhelmed by it. This middle distance occurs by being able to integrate the death in small doses.

She explained that there are two factors that complicate the question “Do children have the ability to mourn?” The first is that the understanding of mourning is derived from Sigmund Freud’s knowledge of adults. The second is that grief and mourning are used interchangeably. Referring to John Bowlby, Malawista explained that when a mother dies, the child experiences a loss of part of the self, as the mother is to the child. She noted that children’s ability to mourn is complicated by their developmental capacity to think abstractly. For children, the loss is ongoing, and they continue to lose and re-find aspects of the dead parent in the self.

Malawista’s first excerpt brought the audience to the afternoon of her mother’s death, caused by a car accident. She recalled “knowing something wasn’t quite right”; a neighbor picked up her and her sister from ballet class and drove them back to his house, which was across from theirs. She describes the discomfort of seeing her father cry combined

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with the conflicting feelings that she wanted him to tell her what happened but also didn't want to know. Malawista thought, "Isn't anyone going to stop this from going further?" while also repeatedly reminding her little sister that their mother would not be coming back. Malawista's account of her own thoughts and behavior reflect typical reactions children have to sudden death. She discussed how these types of defenses (dissociation, denial, a split in ego) acknowledge the reality of death but protect a child from accepting the meaning of it, as a way to cope with overwhelming feelings. Malawista spoke about how children often take on tasks of a dead parent, just as she did, by wanting to care for her siblings. She suggested that this serves as a method to "not miss the parent but become them."

Her next excerpt focused on how the days following a parental death do not make sense for a child. She captured this confusing time by recalling her thoughts upon overhearing funeral plans: "If there was a wake planned, did that mean my mother was just asleep?" Malawista spoke about trying to find the silver lining of her mother's death: "It could've been much worse—plus I get to ride the limo." Again, she reminded the audience how this passage reflects a middle ground in mourning, a conscious versus internal process. This shameful feeling about wanting to ride in a limo conflicts with her fantasy, like that of many children who experience a parental loss, that maybe her mother wasn't dead. She highlighted the aftermath of a sudden loss—children have an ongoing wish to re-find the parents alive.

Malawista's last excerpt captured a moment of injury that caused "reality to break through the defenses" previously mentioned. While playing with a boy in her neighborhood, Malawista cut her finger. She describes the panic she felt, realizing that she "didn't have a mom to go to." She said she remembered a neighbor who was a nurse and rushed over to her house. Malawista's immediate fondness for this woman was evident, given the comforting, maternal characteristics used to describe her. She said from that moment on, she often visited her neighbor. She discussed how her relationship with that woman demonstrated resiliency in children; by seeking out another parental figure, a child strives to fill a void and to lessen the pain of missing her own parent.

Malawista highlighted that there are many fac-

tors that impact how children manage death: age, temperament, the quality of the relationship with the parent, and the type of death. She suggested that this type of loss will always be with someone but argued that children don't necessarily need treatment to cope. She said that by supporting parents to "not see the child as a victim or exception, but one who can overcome the death" helps the child find and use their own resilience. Last, she spoke about the importance of maintaining an ongoing relationship and identification with the lost parent, carefully noting the value of taking in "the present psyche, not in a concrete way but in an imaginative way, not attached to the idealization [of the lost parent]."

Judy Byck's thought-provoking discussion encompassed the many themes addressed in the presentation. Byck said that upon reading Malawista's paper, she had a new awareness and saw how unresolved grief is a topic that surrounds us. She suggested that suffering and surviving are themes in all of psychotherapy work.

Byck also shared a poem by Marie Howe entitled "What the Living Do." The answer? Remember.

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She spoke about how the act of remembering requires stages of integrating the lost object. Like Malawista, Byck commented on how parents can facilitate the mourning process through a safe holding environment, the sustaining the presence of a good object, and by giving permission and opportunities to express feelings, just as Malawista's father had. Byck discussed how creativity is a tool and a form of sublimation in the transformative process, highlighting how Malawista's presentation illustrated this point, her memoir serving as a middle ground.

As a twenty-five-year-old, second-year MSW student, I'm currently navigating the typical stressors and responsibilities that come with being a young adult, while simultaneously developing my professional identity and skills as a clinician. The way Malawista combined psychological thinking with her writing made the topic of mourning and grief through memoir come to life for me and others in the audience as well. Her ability to share such a deeply painful experience of love and loss while incorporating elements of humor was beautifully presented. She illuminated the interplay between the

personal and professional world of a therapist. As questions arose from the audience, I appreciated Malawista's honesty surrounding the unknown impact that publishing her memoir may have. Both she and Byck highlighted that effects would depend on the self of therapist, capacity to empathize, and where the therapist is in his or her own work.

Byck's recognition of the presence of unresolved grief is something that I also grew increasingly aware of after the presentation. Loss and grief will besiege all of us at some point or another, albeit to varying degrees. Yet, psychotherapists are often trained and feel compelled to hide these personal stories of suffering and surviving, though the memories and experiences undoubtedly inform interventions. Since leaving the talk, I have continued to think about how the boundaries between a therapist and a patient are both essential and artificially constructed. My contemplation brought me back to the notion of a middle ground. Perhaps it makes sense to conceptualize the therapeutic relationship as "distant but eerily close," similar to the mourning process: both involve balance, integration, and transformation.

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socialjustice

The Social Justice column arises from the passions of some of our committee members and the larger AAPCSW membership. The Committee on Social Responsibility and Social Justice is hoping that the column can ultimately be dialogic and conversational, that is, that it will encourage a reflective back and forth within the organization. Toward that end, we invite and encourage submissions of articles relevant to the committee's mission, as well as responses to articles that have been printed. Please contact Jennifer Tolleson, Chair, if you are interested in joining us or with any submissions or ideas (jentolleson@comcast.net).

Alienation in Today's World: Implications for Clinical Practice

Saturday, May 21, 2016

8:45–9:30am | Registration & Breakfast

9:30–1:30pm | Panel Presentation & Discussion

The Nightingale-Bamford School, 20 East 92 Street (bet. 5th & Madison), New York

PROGRAM

Arlene Kramer Richards

Lucille Spira

The Spiral of Loneliness and Alienation

Being lonely, people take comfort in the internet. The internet decreases face-to-face contact with others. The touch and smell of another person gets lost and that makes the person lonelier. Richards will discuss people in this downward spiral through clinical vignettes. Spira will highlight some of the relevant psychoanalytic and social science literature on loneliness as it relates to practice.

Daniel Shaw

Alienation and the Allure of Cults

Groups that promise community and transformation become cultic when they are led by traumatizing narcissists. A variety of factors that cause a sense of alienation contribute to the vulnerability that leads some individuals to seek an antidote to their suffering by becoming followers in such groups. This presentation explores the relational system of subjugation in which cultic leaders ensnare their followers.

Jeffrey Longhofer

Alienated Youth, Mentally Ill, or

Identified with Violent Parents?:

No Fault Parenting in a Violent Society

The term "alienation" has been applied to youth at particular moments in history to understand social positioning, individual and collective action, youth violence in the popular culture (e.g., media), and in social and psychological theory. Identifications with cultures of violence, including parental cultures (i.e., "norm circles"), might offer explanatory accounts of violent action. Data from the presenter's study of the manifestos left by youth shooters will be discussed.

After attending these presentations, participants will be able to

- Identify different types of loneliness and distinguish them from other symptoms/disorders.
- Describe the healthy and less healthy defenses used to cope with loneliness including use of the internet.
- Identify the traumatizing narcissist and the nature of subjugation trauma which he or she inflicts on others.
- Define the dynamics of the relational system of the leaders and followers in cultic groups.
- Describe youth violence in a culture of violence.
- Explain youth identifications with parental violence.

Moderator: Cathy Siebold

Each presentation will be followed by a dialogue among the panelists and audience.

4 CE Contact hours offered

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National Inst. for the Psychotherapies; Inst. for Contemporary Psychoanalysis; Westchester Center for the Study of Psychoanalysis and Psychotherapy. Author, *Traumatic Narcissism: Relational Systems of Subjugation*; papers on analytic love, spirituality, cults, and narcissism. Private practice, New York and Nyack, NY.

Lucille Spira PhD LCSW
NYSPP, AAPCSW. Co-Editor, with A. K. Richards and A. A. Lynch, *Encounters with Loneliness: Only the Lonely* (Best anthology, Gradiva Award, 2014); Co-editor, *Myths of Mighty Women: Their Application in Psychoanalytic Psychotherapy*. Private practice, New York, NY.

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- Renewing Member New Member

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 Degree(s) _____

Treatment Issues & Areas of Practice

Check all that apply

- | | |
|--|---|
| <input type="radio"/> Anxiety Disorders | <input type="radio"/> Forensic Evaluation and Treatment |
| <input type="radio"/> Asberger's Syndrome | <input type="radio"/> Grieving/Loss |
| <input type="radio"/> Attachment Disorders | <input type="radio"/> Hypnosis |
| <input type="radio"/> Autism | <input type="radio"/> Interpersonal Relational Problems |
| <input type="radio"/> Biofeedback | <input type="radio"/> Learning Disabilities |
| <input type="radio"/> Chemical and Other Addictive Behaviors | <input type="radio"/> LGBTQ Issues |
| <input type="radio"/> Cognitive/Behavioral Therapy | <input type="radio"/> Mediation |
| <input type="radio"/> Critical Incident Stress Debriefing | <input type="radio"/> Parental Loss |
| <input type="radio"/> Depression | <input type="radio"/> Post-Traumatic Stress Disorders |
| <input type="radio"/> Developmental Disorders | <input type="radio"/> Psychoanalysis |
| <input type="radio"/> Eating Disorders | <input type="radio"/> Psychodynamic Psychotherapy |
| <input type="radio"/> End-of-Life Care | |

Modalities Check all that apply

- Individual Group Couple Family
 Consultation Supervision

Client Population Check all that apply

- Infants Children Adolescents Young Adults
 Adults Older Adults

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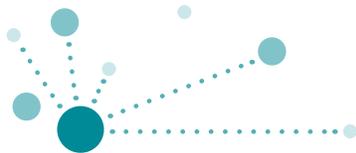
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from the consulting room to the community and back

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