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Site visitors affirm work of Institute, point out areas that need improvement

By William R. Lynch, M.D.

Editor, Psychoanalysis News

In the aftermath of our Institute's site visit this past November we find ourselves on the cusp of an exciting project. In this issue Rhoda Frenkel, our Institute's president, presents the context for understanding the site visit process. Overall, the site visit went very well. Our whole organization participated. The site visitors sat in on classroom work, advanced candidates' study group meetings, supervisory sessions and multiple committee meetings.

Many of our members deserve special thanks for their hard work. Rhoda Frenkel and Irv Humphrey spent long hours preparing for the visit and interfacing with the site visit team. Candidates in training devoted much time with the team by volunteering to drive the visitors to various locations. We appreciate Baer Ackerman, Jim Bennett, Monty Evans, John Kamphaus, Judy Kane, Urzula Kelly, Gayle Marshall and Maya Peris for their chauffeuring chores. The visitors reported that this afforded them the opportunity to get to know the candidates in a more relaxed, personal setting. They specifically appreciated our "southern hospitality." Myron Lazar proved to have an as yet unrevealed (to our group anyway) mastery of the catering arts. Myron and Victoria Coburn of the Friends of the Dallas Foundation for Psychoanalysis took charge of meals and refreshments.

Less than two weeks before the visiting team was to arrive we lost our administrative secretary. Rhoda Frenkel, ably assisted by her husband, Gene, dug into the time-consuming task of preparing and mail-

ing information to both the visitors and our people. Irv Humphrey put in much time organizing the Institutes files. One of the most useful pieces of feedback from the site visit was the undeniable fact that we were deficient in terms of administrative support and that we had to do something about this in order for us to function well as an organization. We were fortunate to find and hire Tricia Oman in the weeks leading up to the site visit. She did a tremendous amount of work, especially on a notebook system that organized the overall workings of the site visit and was of much help to the visitors.

The evening before the formal visit was to begin, Diane Fagelman Birk hosted a party at her home for the site visitors. Several other members hosted meals the following evenings. Dick Roskos arranged for a dinner at the Park Cities Club for the site visitors and the non-Training Analysts on the faculty. Gayle Marshall arranged a dinner for the visitors and the advanced candidates. Jerry Lewis, III, set up a dinner with the executive committee of the Foundation and the visitors at Sevy's Restaurant. It was during this event that Jerry Melchiode and Monty Evans presented Monty's experience of organizing and coordinating the Interdisciplinary Psychoanalytic Consortium. Larry Shadid hosted a dinner bringing together the visitors and the students in the psychotherapy course.

Elizabeth Buchanan, executive director of the Foundation, helped organize and maintain order in the office and classrooms for the duration of the site visit. In addition to her already mentioned work on a notebook organizing the site visitors' view of the Insti-

tute, Tricia Oman stood by to lend a hand in the conduct of many facets of the visit. We are fortunate to have both of them with us.

The faculty should soon have a formal report of the site visit. Preliminary feedback already points us in a particular direction. They saw much to have us be proud of in our institution. It is a fact that our organization has graduated quite a number of analysts, many of whom have become part of our faculty. We have three Training Analysts from within our group. Several graduates and even some current candidates have become involved in psychoanalytic life at a national level. By many measures we are successful in terms of our core purpose – educating psychoanalysts. The site visitors were able to put their finger on a problem area that we were aware of yet not in such a focused way. It was their opinion that we have outgrown our organizational structure. What worked in the beginning when we were small needs updating. In what I took to be a respectful position, they told us that it was clear to them that we had organizational problems and that we had the capacity to face them and come up with the appropriate solutions.

Already efforts are underway to address our problems. Les Secret is chairman of an ad hoc committee charged with studying and recommending possible changes in our governance structure. There are other projects underway under the auspices of both the Institute and Society in which our group functioning is being scrutinized. These fresh developments occurring in this group of energetic, committed members of the Institute, Society, and Foundation fill me with pride and hope.

INSTITUTE NEWS

DALLAS PSYCHOANALYTIC INSTITUTE

Rhoda S. Frenkel, M.D., President

Why and what is BOPS?

By Rhoda S. Frenkel, M.D.

President, Dallas Psychoanalytic Institute

At a recent gathering of psychoanalysts while discussing an aspect of the American Psychoanalytic Association, I was asked by an eminent contributor to this newsletter, "Why have BOPS and who needs it?" It is a good question, and not an unusual one. Many members of the American have little understanding of either the structure or the function of BOPS, the acronym for the Board of Professional Standards. Most similar professional boards are independent of their societies. It is possible that in the future the membership of the American may choose to separate from some or all of the Board's activities. However, for over 40 years the American has gained much of its prestige from combining the society functions, organized as the Council of the American, and the educational functions, organized as the Board of Professional Standards into one organization.

In general terms, the Council is formed by local Societies, while the Board is formed from elected representatives of local institutes and officers of the Association. However, members of the Board participate in Council activities, and members of the Council, the general membership, participate in Board activities. Despite the natural tensions that arise between the two entities, the close relationship over the years has enriched each body, giving strength and stature to the American.

We have just recently had a successful and collegial Site Visit. The Board of Professional Standards (BOPS) conducts these consultations every seven years in order to establish and maintain accreditation of Institutes. BOPS derives its authority and respect from its mission, which is to establish and maintain the Principles and Standards for Education in Psychoanalysis. As stated in their recent revision (December 1999),

"Psychoanalytic education and clinical training is a shared responsibility of the Board of Professional Standards and its affiliated Institutes."

While BOPS is responsible for establishing and maintaining standards, execution of these principles and standards is in the hands of the individual Institutes. Thus, "the interaction and mutual reinforcement of the candidate's personal analysis, seminars, and other didactic learning, and supervised clinical work, is the responsibility of the accredited Institutes of the American Psychoanalytic Association. Accredited Institutes are also responsible for insuring that the personal psychoanalysis of all candidates and all supervised psychoanalytic treatments undertaken by candidates fully observe the Practice Guidelines and Principles of Ethics of this Association."

The recent revision defines principles and standards for psychoanalytic education established to insure the highest quality of psychoanalytic education. This provides a uniform baseline for psychoanalytic education and clinical training, and helps insure the graduation of well-qualified psychoanalysts. The stated goal is the facilitation of the development of psychoanalytic competence and a core psychoanalytic identity, which requires an intellectual and emotional openness toward understanding the full complexity of the human mind. Three essentials of this identity include, "an attitude of scientific curiosity, a spirit of inquiry toward new observations, and a wish to acquire a comprehensive understanding of the accumulated body of psychoanalytic knowledge as well as a lasting dedication to continuing study and development as an analyst, to periodic consultation/supervision with colleagues, and a deep commitment to patient care."

The foundation for the psychoanalytic candidate's education is the highly personal experience of his or her own analysis. Here candidates learn first hand how self knowl-

edge leads to emotional growth, which is seen in greater use of their abilities and richer interpersonal relationships. The training analysis also gives candidates the conviction of the importance of self-understanding in the clinical setting. Additionally, through didactic courses and supervision, their education helps them acquire the theoretical background and clinical skills needed to effectively conduct a psychoanalysis for the treatment of mental dysfunction. Ultimately the *sine qua non* of a successful psychoanalytic education is the capacity to independently conduct competent psychoanalysis with the indispensable guarantee of privacy, confidentiality, and ethical behavior. All of this should be anticipated with confidence at the time of graduation.

While the transition from supervised to unsupervised clinical work mobilizes new maturational potentials, it can also raise unexpected anxieties. With this in mind, all candidates and recent graduates are encouraged to apply for certification by the Board of Professional Standards. Certification motivates and provides evidence of the ability to resolve unanticipated problems, as well as demonstrating the analyst's further growth and understanding of the clinical situation. Additionally, certification provides national recognition of an analyst's skill. Currently there is a national focus on health care delivery and a ground swell of activity pressing for evaluation of quality of care and outcome of treatment. Much of this concentrates on the qualifications of the provider and national standards acknowledging a provider's expertise and functional ability. Obviously none of this is fool proof. There are many competent and talented analysts, who, for various reasons, choose not to be certified. However, the days are long gone when one could say, "Trust me, I'm an analyst." There will be more insistence on national professional standards in health care. **See BOPS on Page 3.**

I.P.C. celebrates first anniversary with discussion of Phillip Aries' 'Centuries of Childhood'

By Monty Evans, Ph.D.

Advanced Candidate, Dallas Psychoanalytic Institute

The Interdisciplinary Psychoanalytic Consortium (I.P.C.) was organized in 1998 to provide opportunities for academics and clinicians to meet regularly in study groups and symposia in order to discuss various topics in the human sciences and psychoanalysis. Our study group has recently celebrated its first anniversary with Jerry Lewis, III, M.D., of the Dallas Psychoanalytic Institute and Michael Wilson, Ph.D., of the University of Texas at Dallas leading the discussion of Phillip Aries' "Centuries of Childhood." Thirty-eight participants attended the discussion. The I.P.C. continues to meet on the third Saturday of every month, September through April (excluding December) from 9:30 to 11:30 a.m. in Dallas Hall on the S.M.U. campus.

Robert Paul, Ph.D., Director of the Psychoanalytic Studies Program at Emory University, invited me to present the story of the I.P.C. and the history of the relationship between Southern Methodist

University and the Dallas Psychoanalytic Institute. We met at the Psychoanalytic Studies Committee at the meeting of the American Psychoanalytic Association in December 1999. Gerald Melchiode, Judy Evans, and I described our program to an interested group of faculty members representing Columbia University, Yale University, Harvard University, New York University, Kent State University, Emory University, the University of Chicago and the University of Michigan.

We are proposing a Center for Advanced Psychoanalytic Study in Dedman College and exploring a closer relationship between S.M.U. and the Dallas Psychoanalytic Institute. The Columbia University Center for Psychoanalytic Training and Research was the first university based institute in the country. Founded in 1945 by Sandor Rado, David Levy, Abram Kardiner, and George Daniels, the Center's organizers believed that psychoanalysis would ultimately achieve its full scientific potential only in ongoing dialog with other disciplines in the social sciences, neurology, psychiatry and psychology.

While in New York, I arranged private meetings with Robert Glick, M.D., (Director, Columbia University), Michael Singer, D.O. (Director, N.Y.U. Medical Center) and Lew Aron, Ph.D. (Director, N.Y.U. Post-doctoral Program in Psychotherapy and Psychoanalysis) to explore the issues, promises, and problems in affiliating with a university. These meetings were interesting, provoking, and productive and hopefully initiated an ongoing dialog. Dr. Glick advised me that Columbia University is planning a program in 2001 on Psychoanalysis and the University, and invited our participation.

Jasper Neel, dean and vice provost of Dedman College, S.M.U., has challenged and inspired us to continue to explore future areas of collaboration and course development. Dean Neel originally suggested the I.P.C. Study Group, and we are pleased to report to him and the psychoanalytic community an outstanding success. We hope that the dedicated I.P.C. members and participants will continue to support our efforts to provide psychoanalysis a home in the university community.

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To encourage more applicants for certification, the Board of Professional Standards has been revising its requirements to encompass the newer advances in psychoanalysis, and to provide both a more comprehensive and a friendlier milieu in which to evaluate applicants.

Even though the site visit process is hard work it represents our commitment to maintaining the highest standards in our educational activities. The hard work in complying with the BOPS review process pays off in the long run in that it helps guarantee that our community is served by psychoanalytic practitioners equipped with the best possible training.

Child and adolescent psychotherapy

Two-year course begins in September

By Larry Shadid, M.D.

Course Coordinator

The Psychotherapy Program of the Dallas Psychoanalytic Institute is excited to announce a two-year course in child and adolescent psychotherapy. Classes will begin in September 2000 and will meet every other Thursday night for a total of 16 sessions per year. The course is open to clinicians. Continuing Education Units (CEUs) will be provided for social workers, psychologists and licensed professional counselors. The Institute will

award a certificate upon completion of the two-year program.

The first year courses are: "Development" taught by Jerry Melchiode, M.D., and Jim Bennett, M.D.; "Diagnosis and Treatment" taught by Jerry M. Lewis, III, M.D.; "Technique" taught by Max Soll, M.D.; and "Continuous Case Conference" taught by Sarah Rabb Bennett, LMSW-ACP, and Gayle Marshall, LMSW-ACP. The cost of the program is \$1,000 per year.

For information, call Larry Shadid, M.D., course director, at (214) 739-1101.

Institute members are honored . . . and write . . .

By Cass Ragan, M.D.

Assistant Editor, Psychoanalysis News

Ken Altshuler, M.D., reported a new office telephone number, (214) 648-5588. Ken is trying (unsuccessfully, so far) to retire as chair of the Psychiatry Department at U.T./Southwestern Medical School. He was recently appointed to the Board of Texas Department of Mental Health and Mental Retardation and also to the American Psychiatric Association's Council of Medical Specialty Societies (CMSS), and from the CMSS to the American Board of Medical Specialties (ABMS). He will be presenting "Computerizing The Texas Medication Algorithm Project (COMPTMAD)" in May 2000 at the APA Annual Meeting.

Jeffrey J. Andresen, M.D., received the Edith Sabshin Teaching Award Of The American Psychoanalytic Association at its meeting in New York City in December 1999. The award is for outstanding contributions to psychoanalytic teaching of non-candidate students. We congratulate Dr. Andresen, and are honored to have him in our group. He is a member of the Dallas Psychoanalytic Society and faculty member of the Dallas Psychoanalytic Institute and Professor of Psychiatry at the University of Texas Southwestern Medical School. Jeffrey has published "Awe And The Transforming Of Awareness" in "Contemporary Psychoanalysis," 35: 507-521, 1999.

Robert D. Bennett, M.D., has formed a twice-weekly analytic group. Bob presented "Resistances To Using Analytic Group Therapy" at the American Group Psychotherapy Association's Annual Meeting in Los Angeles in February 2000.

Joan Berger, Ph.D., is a recent graduate of the Dallas Psychoanalytic Institute. Joan was appointed to the Board of the Dallas Foundations for Psychoanalysis. She recently taught a DSPP series on the differences between psychoanalytic psychotherapy and psychoanalysis, moderated a conference on Adolescent Violence, and serves on the Jewish Coalition Against Domestic Violence.

Diane Fagelman Birk, M.D., is serv-

ing on the Board of Chai for 2000-2003, a Dallas community organization of group homes for adult developmentally disabled. Diane presented "Not In My Home: Spousal Abuse" to Jewish Federation Women in October 1999, and authored the article "Psychoanalysis: Therapeutic Method and Underlying Theory" for Paradigm Magazine.

Rosemary Cogan, Ph.D., was certified in adult psychoanalysis by the American Psychoanalytic Association in December 1999. Rosemary has co-authored a publication (in press) regarding the dynamics of partner, stranger, and generally violent college student men, in addition to "Bulimia Nervosa and conflict patterns of undergraduate student women," (April 1999), and "Alcohol use in student women with Bulimia Nervosa" (April 1999). She has led several continuing professional education workshops at Texas Tech University on psychodynamic psychotherapy. She is on the Task Force for Psychoanalytic Science at the American Psychoanalytic Association. Rosemary also noted that at the web site for the American Psychoanalytic Association www.apsa.org anyone can click onto a database which lists by author and titles, articles and reviews having to do with psychoanalysis. This project, called **Jourlit-Bookrev**, was started in 1985 and has won prizes in the web world.

Monty Evans, Ph.D., has relocated his practice this past year with his wife, **Judy Evans, M.Ed., LPC**, to 5924 Royal Lane, Suite 270. Monty is a Board member of the Dallas Foundation for Psychoanalysis. He is teaching Self and Identity Theory (a social, psychoanalytic, social-constructivist approach to personal and cultural identity) in the Department of Sociology at Southern Methodist University. Monty has presented "The Analyst's Authority" to DSPP in fall 1999, "Power/Knowledge in the Psychiatric Treatment of Women" in Psychiatry Grand Rounds at UT Southwestern Medical School in November 1999 and "Psychoanalysis and the University" to the Subcommittee for Psychoanalytic Studies at SMU/Dallas Psychoanalytic Institute in December 1999.

Rhoda S. Frenkel, M.D., has been appointed to the Committee on Preparedness and Progress of the Board of Professional Standards and to a new standing Committee of the Board on Impaired Faculty Analysts in May 1999. Rhoda has published two articles, "Homosexuality and Psychoanalysis" (in press), and "Homosexual Object Choice" (in press) in the Journal Of Clinical Psychoanalysis, Vol. 9, #3, summer 2000. She presented in October 1999 to Dallas Area Women Psychiatrists on "The Current Status of Psychoanalytic Education and Outreach in Dallas." Rhoda is also volunteering to do a case conference for the Jewish Family Service in May and a case conference at the Vogel Alcove in June 2000.

A. Chris Heath, M.D., has recently opened a private practice at 7515 Greenville Avenue, Suite 700, Dallas, 75231, telephone (214) 696-5015, and is Assistant Clinical Professor, Department of Psychiatry and Obstetrics & Gynecology at UT/Southwestern. Chris will be presenting "Paroxetine in the Treatment of Postpartum Depression" at the symposium, "Clinical Topics in Postpartum Mood Disorders" on Wednesday, May 17, 2000, at the American Psychiatric Association Annual Meeting in Chicago.

Ronald Fleischmann, M.D., P.A., chaired a site-visit team of CNTF of the American Psychoanalytic Association to evaluate the Milwaukee Psychoanalytic Institute in October 1999.

Urszula Kelley, M.D., has been appointed Medical Director of the Eating Disorders Program at Presbyterian Hospital in Dallas since July 1998. Urszula was also Program Director for "Eating Disorders Diagnosis and Treatment: Comprehensive Approach for the new Millennium" on February 18, 2000.

Jerry M. Lewis, III, M.D., was appointed as a Training and Supervising Analyst at the December 1999 meeting of the American Psychoanalytic Association. In October Jerry presented "Chemical Applications of a Psychodynamic Perspective in the Treatment of Violent Adolescents" at the Violence and Adolescents Conference spon-

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and present . . . and learn . . . and volunteer . . .

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sored by Jewish Family Services.

Marc S. Litle, M.D., has been appointed to the Board of the Dallas Foundation for Psychoanalysis. Marc has presented "Clinical Considerations Regarding the Fee," Candidate to Candidate Symposium at the American Psychoanalytic Association Meeting in December 1999.

Gayle E. Marshall, LMSW-ACP, presented "Healthy Marriage" to Lakewood Early Childhood P.T.A. in September 1999. Gayle also taught Marital Therapy classes at the Dallas Society for Psychoanalytic Psychology, Special Topics in Psychodynamic Psychotherapy on March 23 and 30, 2000. She was also the Coordinator of Spring Ethics Panel for the Dallas Society for Psychoanalytic Social Work on March 4, 2000.

Gerald Melchiodi, M.D., has been appointed chair of the C.O.P.E. Study Group on Self Disclosure in the American Psychoanalytic Association and chair-elect of the

Board of Directors for the Dallas Foundation for Psychoanalysis.

Maya C. Peris, M.D., presented on Psychoanalytic Cure at the Dallas Area Women Psychiatrists Meeting on February 12, 2000.

Cass Ragan, M.D., presented a paper, "The Convergence of Desire and Authority in the Oedipal Phase" to the Dallas Society for Psychoanalytic Psychology in September 1999, and has matriculated that same month at Southern Methodist University's Executive Masters in Business Administration Program, slated for graduation in May 2001. He plans to use this knowledge base to cultivate a Psychoanalytic Business Consultation Practice in the Metroplex area and East Texas. He has taught psychoanalytic theory of narcissistic, perverse, and other character disorders with Stephen Scherffius, M.D., at the Dallas Psychoanalytic Institute in the fall of 1999.

Larry C. Shadid, M.D. was appointed

Training and Supervising Analyst at the December meeting of the American Psychoanalytic Association. Larry was also chair of the Spring Ethics Panel for the Dallas Society for Psychoanalytic Social Work on March 4, 2000.

Maxwell Soll, M.D. has recently moved his office to 5952 Royal Lane, Suite 251, Dallas, 75230, telephone (972) 233-6507.

Jillian S. Taylor, M.D., will make her transition to 3rd year Psychiatric Residency (and out of 2nd year hospital-based) at UT/Southwestern Medical School as of July 1, 2000. Jillian noted she "will have weekends off!"

Jane E. Walvoord, MSSW, is beginning her 2nd appointment to the Committee on New Training Facilities and is newly president-elect of the Affiliates Council of the American Psychoanalytic Association. Jane presented at the National Conference of the National Membership Committee on Psychoanalysis in January 2000.

Student Outreach Program is an initiative of the DPI

By **John Kamphaus, M.D.**

Chair, Student Outreach Committee

The Student Outreach Program is an initiative of the Dallas Psychoanalytic Institute and Society. It is modeled upon similar programs at other psychoanalytic institutes nationwide. The purpose of the program is to promote involvement with graduate students in psychology and social work programs as well as medical students and psychiatric resi-

dents. The aim is to educate the participants regarding psychoanalysis and to provide a liaison between these groups and the Dallas Psychoanalytic Institute and Society. Mentors are available to interested students through this program.

Psychoanalytic concepts are disappearing from most mental health educational and training programs. We see the Student Outreach Program as an effort to address this change. A committee of the

Institute exists to plan and coordinate educational and other outreach activities to this population. The committee is also the source of potential mentors and a way to provide easier access to the Institute and Society.

We are currently planning an activity for later this Spring. Inquiries about participation can be made by contacting the committee chairs, John Kamphaus at (972) 422-2008 or Bob Bennett at (214) 369-2662.

Wallerstein to speak October 4

What is the impact of divorce on children?

The Dallas Foundation for Psychoanalysis (DFP) has recently learned that Dr. Judy Wallerstein will appear in Dallas on Wednesday, October 4, in a program benefiting the DFP.

Dr. Wallerstein, a nationally recognized authority on the impact of divorce on chil-

dren, is scheduled to publish "The Unexpected Legacy of Divorce: A 25 Year Landmark Study," in September.

In the October presentation, Dr. Wallerstein will discuss the findings of this important research on a topic of great social significance.

Sponsorship for this program is being sought from the family law community, mental health providers, educators, religious institutions, the media, and other.

Details will be forthcoming and interested parties should contact Elizabeth Buchanan at (214) 691-6054.

FOUNDATION NEWS

DALLAS FOUNDATION FOR PSYCHOANALYSIS

Jerry M. Lewis, III, M.D., Chair

So what is this psychoanalytic perspective?

By Jerry M. Lewis, III, M.D.

Chair, Dallas Foundation for Psychoanalysis

Occasionally it is advisable to take some of one's own medicine, and I will attempt to do so in this article. One of my favorite gimmicks as a teacher of psychoanalytic candidates is the old "explain it to your neighbor" trick. After a heady discussion of some complex psychoanalytic concept I will challenge the class by posing a hypothetical situation in which their not-so-psychologically-sophisticated neighbor appears at their doorstep with a need to have a concept explained. This is a challenge to communicate our abstract analytic knowledge in down to earth language.

The Dallas Foundation for Psychoanalysis holds as a central mission "to raise public awareness of the unique value of the psychoanalytic perspective." I often become enamored of phrases that attempt to do as the proverbial picture that says a thousand words. Indeed, I fear I have developed such a love affair with this notion – psychoanalytic perspective. How would I deal with the curious neighbor's, "Hey, you keep sending me these solicitation letters, newsletters, event announcements and what-not from your organization and it keeps talking about this psychoanalytic perspective – what does that mean?"

While secretly wondering whether he'd been put up to this prank by some of my students, I would probably attempt some stall tactic while I mustered my thoughts to try to rise to the occasion and address his query. I would search for key words that characterize what it means to me to look at something from the psychoanalytic perspective. Curious, in-depth, complex, inquiring, multi-determined, unconscious, epigenetic, transference, developmental, open-minded, emotional, interactional, biopsychosocial, individual, passionate, rela-

tional, conflict, adaptation, defense, psychic structure – these are some of my initial associations. But, I'm still not ready to navigate the gulf that exists between me and my neighbor on this topic. He stares at me expectantly. I offer, "The psychoanalytic perspective is the point of view that has resulted from decades of efforts to understand the complexities of human nature." He glances away considering what I have served up, but quickly returns as if he'd discovered that I had left the meat off of his sandwich. He says, "So, tell me something you guys understand about human nature." He's not going to settle for bread, lettuce, and tomato – he wants the meat. No psychobabble sandwich for this neighbor!

So now I dig deep down inside myself and offer as follows: "Psychoanalysis understands that each of us is born with our own set of constitutional strengths and liabilities. These interact with the environment, especially our caretakers, in the early years. Our constitutional endowment unfolds in maturation, and as our environment interacts with us, our personality develops. In order to deal with reality, to adapt, certain wishes, impulses, memories, fantasies, and what-not must be cleared away to make room for progress. To the extent that we can accept and deal with these necessary sacrifices they won't haunt us. But, when the sacrifice remains emotionally charged it requires special handling – it is not biodegradable but more like nuclear waste. These de-

velopmental by-products are like debt, they cost you even when you aren't paying down on the balance. If the debt becomes too great, it drains resources such that progress (development) is impeded."

I sense that my neighbor is making some sense of this and so I proceed. "The nature of our experiences interacts with our constitution to shape our minds. The tools we develop for coping are referred to as defenses or adaptive mechanisms. Some of these tools are more efficient and effective than others. Those mental mechanisms that allow us to sublimate, that is to channel our passions, frustrations, etc., are optimal. They recycle waste and pay down on debt."

He smiles and nods. I'm on a roll! "Our minds, from a psychoanalytic perspective have several different agencies. These were defined by Freud as the id, the ego and the superego. This so-called 'structural' model of the mind has continued to evolve and be integrated with other models. The id is the seat of selfish passions, needs, desires and wishes. It might be likened to the powerful engine of an automobile. The superego is the agency of morality, values, aspirations and ideals. Largely a product of socialization, this conscience is often antagonistic to the hedonism of the id. The superego might be likened to the brakes of the vehicle. The psychoanalytic ego is not the conventional egotist so full of him or herself, but instead the executive agency of the mind. The ego has been referred to as the 'CEO' of the personality which in optimal situations provides leadership and seeks compromises between four separate forces: the two internal forces of the id and the superego, and the two external forces of reality consequences and relationship responsibilities." I tell my neighbor that I liken the ego to the automobile's

transmission in that it takes the energy of the engine (id) and channels it through a

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DALLAS FOUNDATION
FOR PSYCHOANALYSIS

Foundation develops psychoanalytic fellowship fund

The Dallas Foundation for Psychoanalysis (DFP) is hoping to make psychoanalytic education more accessible through the Foundation Fellowship Project. This program will award tuition stipends to candidates in return for their pledging community service hours.

Psychoanalysis, sometimes referred to as the “impossible profession,” is conceptualized by most through the caricatures offered by Hollywood. In fact, formal psychoanalytic training is a labor of love pursued by only the most serious and devoted members of the psychotherapeutic community from psychiatry, psychology and social work. The educational process of the psychoanalyst involves three components: 1) Training analysis – in which the psychoanalytic candidate undergoes psychoanalysis for an average of five years, four times weekly; 2) Supervision – during which the candidate treats a minimum of three psychoanalytic control cases under close supervision; and 3) Course work – a five year course of study. The endeavor is financially costly and time intensive. A very conservative estimate of the cost of the psychoanalytic education approaches \$150,000.00 (five years at four times per week psychoanalysis at \$100 per session equals \$100,000.00; four years of twice a week supervision of control cases at \$100 per supervision equals \$40,000.00; and five years of tuition at current rates approaches \$10,000). Having acquired this highest level of training as a therapist, a graduate psychoanalyst generally makes no more money than his or her non-analytically

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series of gears (tools, defenses, adaptive mechanisms) to permit a controlled, graduated navigation and to ease the burden on the brakes (superego).

I know that I have bridged the gulf when my neighbor says, “Well you’re just the man I’m looking for! I figured since I have dutifully read that newsletter you send me, you might loan me a few tools and join me in my garage where I’m rebuilding my transmission.” Strike another blow for the psychoanalytic perspective!

trained colleague of the same discipline. In fact, graduate psychoanalysts who become faculty members of the Dallas Psychoanalytic Institute (DPI) are asked to donate teaching time and provide reduced fees for psychoanalysis and supervision to allow the next generation to afford training. Those that pursue this rigorous, expensive and time consuming course of professional training do so because they seek to acquire the most comprehensive clinical knowledge base and skill set available for the psychotherapeutic treatment of children, adults, families and groups.

In this context, the following project has emerged. Although tuition is a minor portion of the overall cost of the psychoanalytic education, it is nevertheless a burden. To assist in this regard the DFP is establishing a fellowship grant fund to make financial assistance easily available to those who choose to pursue this ambitious course of training. This project is an effort to fund these fellowships. The Foundation Fellowships will be available to psychoanalytic candidates regardless of need. Applications for these fellowship grants will be processed by the Foundation. For each \$1,000.00 of fellowship grant approved, the student/candidate will pledge ten hours per year to com-

munity service. These community service hours will be matched by faculty. The DFP through its Community Service Coordination Committee will network with community agencies and institutions and place these candidates and faculty where they can have the greatest impact.

The Foundation Fellowship Project benefits everyone. Dedicated clinicians are facilitated in their pursuit of the highest level of psychotherapeutic training. The DPI is supported and encouraged to develop additional training opportunities. The DFP is bolstered in its attempt to both support the DPI and to expand public awareness of the utility of the psychoanalytic perspective. Furthermore, the DFP is assisted in its efforts to link the resources of the DPI to the needs of our community. Finally, the community benefits from the volunteer consultations that result from the community service hours generated through this project.

DFP is currently submitting grant proposals to a variety of local Foundations in an effort to raise \$250,000 to endow the Foundation Fellowship Project. If you are in any way interested in supporting this endeavor, please contact Elizabeth Buchanan, Executive Director of the DFP.

Progressive Social Change: The Hidden Suffering

On Thursday, February 17, 2000, the Dallas Foundation for Psychoanalysis hosted a public event aiming to demonstrate the value of a psychoanalytic perspective. During the program, “Progressive Social Change: The Hidden Suffering,” Ricardo Ainslie, Ph.D., Austin psychoanalyst, author and documentary film maker, showed his film “Crossover: A Story of Desegregation.” The viewing was followed by a panel discussion featuring Dr. Ainslie, Dr. Gerald Melchiode as moderator, and community leader C.J. Smith who guided Richardson’s Hamilton Park School through desegregation.

“Crossover” captures the struggles of the community of Hempstead, Texas through

the process of desegregation in the late 1960s. In an effort to integrate, the African-American student body of the Sam Schwartz School was relocated and their former facility was destroyed along with memorials such as their trophy case. The film uses a series of interviews to chronicle the community’s upheaval.

Following the screening Drs. Ainslie and Melchiode, using a psychoanalytic perspective in order to think about social phenomena, discussed concepts such as collective trauma, the human need for a coherent life history or narrative, and the importance of continuity of self or identity. C.J. Smith shared his experiences with the Hamilton

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SOCIETY NEWS

DALLAS PSYCHOANALYTIC SOCIETY

Richard Roskos, M.D., President

Psychoanalysis goes cyber

By **S. Richard Roskos, M.D.**

President, Dallas Psychoanalytic Society

Surf the world of psychoanalysis and visit the Freud Museum in London or the Sigmund Freud Museum in Vienna. Browse through a full length version of Freud's "Interpretation of Dreams." Examine a digital version of the "Standard Edition of the Psychological Works of Sigmund Freud." Link up with the American Psychoanalytic Association, the Dallas Society for Psychoanalytic Psychology, the International Psycho-

analytic Association for the History of Psychoanalysis, the International Psychoanalytic Association, the National Membership Committee on Psychoanalysis and Clinical Social Work (NMCOP). E-mail representatives of the Society, Institute and Foundation. As we enter the new millennium, our website is fully operational.

Also available is a monthly calendar of all psychoanalytic events hosted by the following organizations: Dallas Foundation for Psychoanalysis; Dallas Psychoanalytic Institute; Dallas Psychoanalytic Society; Dal-

las Society for Psychoanalytic Psychology; Dallas Society for Psychoanalytic Social Work; and the Interdisciplinary Psychoanalytic Consortium. There are separate links for the Dallas Psychoanalytic Society, Institute and Foundation. There is a list of members of the Dallas Psychoanalytic Society with addresses and e-mail addresses when available. Our newsletters are also available through this site.

If you have any questions or any suggestions for our website please contact me at <mailto:roskos@connect.net>

'The Interpretation of Dreams'

Seminars mark 100th year since Freud's publication

By **Gerald Melchiodo, M.D.**

The year 2000 marks the 100th anniversary of the publication of Sigmund Freud's "The Interpretation of Dreams." A number of seminars are planned throughout the world to mark this event. This fall the Dallas Psychoanalytic Society, the Dallas Foundation for Psychoanalysis and Southern Methodist University's Interdisciplinary

Psychoanalytic Consortium will sponsor "Dreams 2000: Multiple Perspectives." This program will commemorate Freud's important contribution to understanding dreams, the unconscious mind, and related mental processes.

Topics will include dreams in the Bible, in literature, across cultures, dreams and sleep research, and the clinical application of dreams. The program will also coincide

with the Founder's Day celebration of the Dallas Psychoanalytic Society. By using local experts, we hope to keep costs low and make the program open to all, free of charge. We are also seeking sponsorships from other major local psychoanalytic groups. Dr. Monty Evans and I will be co-chairing the event. We look forward to what promises to be an exciting program. For more, check our web site <http://www.dalpsa.org>

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Park School and brought the film and related concepts closer to home. The diverse, vocal audience of approximately 150 members generated a lively discussion.

This program was made possible by the extraordinary efforts of Myron Lazar, Alexandria Doyle and their hardworking program committee. They asked that the efforts of the following be acknowledged: Joan Berger, Valorie Burton, Victoria Coburn, Ann Harrell, Ariela Goldstein, Vaughan Gross,

Will Hibler, Marc Litle, Laura Talley, Larry Thornton, Jack Vroom, and John Walvoord.

Psychoanalysis studies the mind and is interested in all those forces which influence human thinking, feeling, behavior and relationships. Programs such as this fulfill the Foundation's mission of making the psychoanalytic perspective more accessible to our community. In "Crossover" and the ensuing discussions we are reminded of not only how the human mind effects society, but how the mind is effected by the social milieu as well.

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Living in Missoula

By Fred L. Griffin, M.D.
Corresponding Member of the DPS

Living in Missoula (Montana) gives me time and space in which to think. I do not mean that I have so much leisure time. I continue to be very busy with my clinical work and teaching. Perhaps this thinking space derives in part from the fact that I do not have the benefit of a community of psychoanalysts here with which I can have ongoing dialog about analytic ideas. Therefore, the ideas that are stimulated by my reading, clinical work, and teaching tend to take the form of internal dialogs. Shoveling snow also fosters such thinking. It's striking how such a mindless task can facilitate mindfulness.

What I have been thinking about lately is how fortunate I am to be a psychoanalyst. To my knowledge psychoanalysis offers the most comprehensive psychology that can be used in the treatment of people. Psychoanalysis as a discipline is durable. It provides a conceptual framework that can both inform and accommodate new data and theories within the discipline itself. Furthermore, psychoanalytic concepts can be applied for the better understanding of other disciplines, such as the arts, culture, organizational behavior – and even neurobiological science. This is all quite fortunate.

Several recent experiences have prompted these thoughts. The first is a continuing education course I am teaching this spring entitled "The Clinical Use of Dreams: A Psychodynamic Approach," which I am offering in celebration of the one hundredth anniversary of Freud's "The Interpretation of Dreams." When I ask therapists in the community what they would like for me to teach, they often point to certain deficiencies in their own training. I have been told that many of their professors threw out the dream with Freud's original topographical theory (of the mind) upon which he based his first understanding of the dream. Psychoanalytic theory building did not stop in 1900. Clinical experience tests and informs theory while theory helps guide and make

sense of clinical practice. The psychoanalytic view encompasses various models of the mind and these models have been integrated into the body of psychoanalytic theory and practice. The discipline continues to grow and mature.

A second recent experience has further stimulated my thoughts about this matter. I am part of a study group in Missoula where we are reviewing Allan Schore's book, "Affect Regulation and the Origin of the Self: The Neurobiology of Emotional Development." Schore is an analytically trained researcher from UCLA who integrates contributions from developmental psychoanalysis and infant psychiatry with behavioral neurology, neurobiology and developmental neurochemistry. The thesis of this book is that in human development there are carefully timed neurodevelopmental and neurochemical processes that unfold and interact in a "complex choreography" with the maternal-social environment of the infant during certain critical periods of its development. There are fascinating implications for understanding clinical phenomena, such as with the so-called disorders of self-regulation. This 700-page book has a 105-page list of references, which is replete with the standard references used in the Institute curriculum in addition to those from other disciplines. My point here is that psychoanalysis as a discipline can both illuminate other fields and be open to incorporating data from these fields into the body of psychoanalytic theory and practice.

The last recent experience to which I refer has to do with a talk I am preparing for a group of business and professional people regarding psychological concepts as they apply to the management of business. I have worked with business people in my clinical practice for years, so I have my own ideas about this subject. The problem was how to communicate these concepts to a group of folks who may not be sophisticated about psychology. I picked up a copy of Daniel Goleman's "Emotional Intelligence." Goleman is a psychologist and journalist with *The New York Times*. Journalists, I

thought, are trained to communicate with the public. In his chapter on "Managing with the Heart" he states, "The most important element of group intelligence is emotional intelligence." Emotional intelligence has to do with gaining awareness of emotions that simmer beneath the threshold of awareness (that) have a powerful impact on how we perceive and react, even though we have no idea they are at work." This is a core psychoanalytic concept regarding unconscious motivation as it applies to group process. I found myself in familiar territory, because I am fortunate enough to have been trained in psychoanalysis. Here is a psychology that can be applied to business.

Goleman has a chapter entitled "Know Thyself" which reminds me of one of the great bonuses of psychoanalytic training not yet mentioned. For psychoanalysts there is a tradition – a requirement – that we come to know ourselves. From our training and our personal analyses we learn about our own unconscious motivation and we develop skills in self-analysis. Self-understanding is an absolute necessity for us to have in order to treat our patients and to understand our reactions to them. But the benefit goes beyond our clinical work. Our experiences with and reactions to friends, family members, and colleagues can be self-analyzed and therefore better understood. Perhaps this is the core of the analytic attitude that can be characterized as open-mindedness – in the literal sense of the term. Psychoanalysis as a discipline is open to new ideas and creative applications. Ideally, we as psychoanalysts are open-minded in terms of learning about ourselves and are thoughtful about applying this self-understanding to each setting in which we are operating.

Indeed, I am fortunate to be a part of this discipline called psychoanalysis. Moreover, I am fortunate to have been able to bring all of this with me to this northwestern town of Missoula, Montana. It informs my work and enriches my life.

Fred L. Griffin lives and practices in Missoula, Montana. He is a Corresponding Member of the Dallas Psychoanalytic Society.

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