

News for Lay and Professional Supporters of PSYCHOANALYSIS

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FOUNDATION PRESENTATIONS

By

Marc Litle, M.D., P.A.

Psychoanalysis is a discipline that honors the uniqueness and complexity of the individual. It is a reverent journey into the interior. This year the Dallas Foundation for Psychoanalysis invites you to join us for two lectures that explore different aspects of interiors. One will explore the interior of the office where psychoanalysis began. The other will explore the interior of a particular time in life. A stormy time where there is a firing of the inner structure that will become an adult self: the time of adolescence.

For the last several years the Foundation has held talks that have been meditations on the interiors and meanings of homes. The philosopher, Gaston Bachelard, wrote in *The Poetics of Space*, "the house shelters daydreaming, the house protects the dreamer, the house allows one to dream in peace. . . . It is the human being's first world. Before he is cast into the world, man is laid in the cradle of the house." It is not uncommon when one is in analysis during a time of rich discovery to have a dream of one's home. It may be described as follows, "I was in my kitchen and there was a door that isn't there in real life. I open the door and there are all of these rooms that I never knew existed. There were many hallways and in the rooms were these crates. I looked in them and saw that they were filled with precious objects and art like you would find in a museum." When someone enters my office and pauses to look and perhaps ask about different objects, I begin to wonder aloud what spaces have had personal significance. This quest often transports us to a special reading nook by a window, a fort of chairs and sheets or a kitchen where one was a helper.

If you were to walk the steps up to Berggasse 19 in Vienna and enter the home of Sigmund Freud, you could follow the path where so many sought relief and understanding in his consulting room. There, in the space where psychoanalysis began, you could discover something about him. You would discover a place he loved. It is a lush and sensuous room lined with books from floor

to ceiling. There is the chair and couch draped in rugs of warm color and intricate design. Doctor and patient were not alone. Surrounding them on desk top, shelf, case, floor and wall stands a silent crowd. Row after row of antiquities, fragments of a buried past, surround the thinkers. On February 10, 2008 Lynn Gamwell, Ph.D. will lecture on Freud's art collection and the analogy between psychoanalysis and archeology.

Lynn Gamwell has a Ph.D. in art history from UCLA, she directs the Art Museum of the State University of New York at Binghamton and for a decade she curated the Gallery of Art and Science of the New York Academy of Sciences. She has curated the following exhibitions, for which she also edited and was an author of the exhibition catalogues: Sigmund Freud and Art: His Personal Collection of Antiquities (Abrams, 1989), Madness in America: Cultural and Medical Perceptions of Mental Illness before 1914 (Cornell, 1994), and Dreams 1900-2000: Science, Art, and the Unconscious Mind (Cornell, 2000). For Dreams Gamwell was awarded the Gradiva Prize ("Best Historical Writing") by the National Association for the Advancement of Psychoanalysis.

Since its inception the Dallas Foundation for Psychoanalysis has been dedicated to the care and well being of children. This year we invite everyone to think with us regarding the interior life of adolescents. On February 19, 2008 Dr. Tom Barrett will give a public presentation on *The Secret Life of Teens* at the Hockaday school, 11600 Welch Rd, Dallas, TX 75229. Dr. Barrett will pass beyond the external perceptions of teenagers behavior into their inner lives. Within this interior life we may understand the longings, fears, challenges and opportunities that occupy us at a particular time of life. With this understanding, we will consider the meanings of behaviors that adolescents often set in motion to navigate this complex time. Dr. Barrett will also discuss ways that parents, teachers, family and friends may help adolescents move toward choices that are life giving.



Athenian Red-Figured Lekythos, c. 450-440 B.C.

Dr. Tom Barrett is the clinical director of the Hanna Perkins Center for Child Development and holder of the John A. Halden, Jr., M.D., Chair in Psychoanalytic Child Development at Case Western Reserve University. There will be time for questions and answers. This talk is open to the public and free of charge. For more information,

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2006-07 CHILD AND ADOLESCENT PSYCHOANALYTIC PSYCHOTHERAPY (CAPP) COURSE: ONE STUDENT'S REFLECTIONS

By
Carol Mason Wolfe, M.Ed.

As a student in the child and adolescent psychoanalytic psychotherapy classes, I became convinced more than ever of the wisdom of using a "training triad" consisting of classroom based lessons and discussions, supervision and consultation, and personal therapy or psychoanalysis. In addition to the wonderful teachers, classmates and my own therapy, I was fortunate to receive the very capable and valuable support of my supervisor, Carla Sprague, LCSW, as well as the two consultants to the school where I work, B. James Bennett, MD, and Sarah Rabb, LCSW, both of whom are child analysts.

To mention one example, an assigned of paper asserted that novice therapists appear to recognize signs of transference less often than more experienced therapists. It was about this time that I was discussing a second grader's session with Ms. Rabb. She referred (again) to the possibility that the student might be missing me after a week in which we did not see each other. Suddenly I noticed and commented that I was not generally picking up on my patients' feelings around my absences. "There might be some countertransference there", she added gently. How curious, I thought, as I pondered my own therapy. I have some very definite and strong opinions about my analyst's absences, however few and far between they may be; why am I not seeing this in the children I work with?

I considered and explored this in my own sessions with the result that I noticed, all of a sudden, a wider spectrum of my child patients' and students' feelings. In a recent session, a preschooler, who had seen me go with some other children after we had recently missed a session, took a "mother" doll and "killed" her in front of me. "I know how you feel," I observed silently. I was able to recognize, understand and be sympathetic to her transference feeling toward me at that moment. I felt as if I had opened a door, which permitted me to gently and constructively use this information in the session. On other days it is not so easy. Noticing the transference is a process that fluctuates, to some degree, on a day to day basis. I wonder if all clinicians struggle with this, as I do.

Another "triad" addressed in the course, was of child and adolescent patient, his or her parent(s) and the therapist. Over and over the theme appeared which emphasized the difficulty and the importance of working constructively, cooperatively and empathically with the parents and/or other adult caretakers who may be pivotal to the child's development.

The importance of our own humanity as therapists aids in the relationship and work with patients of any age and it is important to develop the ability to step in and out of the shoes of the child, teenager and parent(s). It seems to me that such psychotherapeutic flexibility may put stresses and strains on our own Oedipal and other conflicts, as we attempt to maintain our relationships with two generations (parent and child), while simultaneously supporting a healthier relationship between them, a relationship that excludes us in so many ways.

Another theme in the course referred to differences between communication with children and adolescents, and adults. All patients have some difficulty verbalizing their experiences and their inner worlds, but adolescents are notorious for sullen silences and barrages of negativism. Young children, given their relative immaturity in language, cognition and affective regulation, use the form of active and less verbal communication found in play. What appear to be demure, civilized and well-mannered little girls play out scenes in which people are gobbled up, their flesh ripped off and eaten, and then washed down with draughts of blood, all accompanied by sound effects. The child and I are right there—in the moment! After I recover sufficiently from the horror, what should I say?

It has not been easy to apply what I have been reading each week to my work with children. In the following example, I do not claim that this is the correct approach to take with this little boy. I use it as an example of how I have attempted to think about and follow both the child and the readings.

One little boy I have worked with during the course of this year started off being very reticent. His teacher said he appeared worried and reluctant to work or to approach her. After a period of sitting with his back to me as he used the toys, he eventually included me and we became a two-some, a dyad, him and me. He talked about frightening monsters, which had painfully dwelled in the privacy of his mind. I responded with comments about how scary this must have been for him and he came to acknowledge his fears with me and to me, which lessened them. His teacher commented that he was more approachable and now drew (sometimes scary) pictures with considerable detail, which he was sharing with her.

Then he seemed to change direction by engaging in a very active period of play in which he was "fearless." Any attempt on my part to imply he might be even "a little bit" scared was rejected immediately. I remembered that my readings, supervisor and school consultants had helped me understand that my patient might be showing me what it was like for him to witness, experience and cope with hostile interactions. When the moment was right, I could point out how scary it would be for a little boy to be watching this kind of aggression and how helpful it would be if he were indeed "fearless."

"The importance of our own humanity as therapists aids in the relationship and work with patients of any age . . ."

Recently my patient has taken delight in "scaring" me, by jumping out and saying "Boo!" I remembered one of my readings which advised me to let the play develop before intervening, so I have

Donald Rosenblitt, M. D. speaks on Attention Deficit Hyperactivity Disorder for the Dallas Foundation for Psychoanalysis at Lamplighter School

By

B. James Bennett, M.D. and Sarah Rabb Bennett, LCSW

Dr. Donald Rosenblitt spoke on January 30, 2007 to parents, teachers and mental health professionals at Lamplighter School on Attention Deficit Hyperactivity Disorder. Clinical director at the Lucy Daniels Center for Early Childhood in Cary, North Carolina for over the last 30 years, Dr. Rosenblitt has been a consulting associate in Psychiatry and Behavioral Sciences at Duke University. In 2005, he was honored with the Hands of Health Award by The John Rex Endowment for his work with young children and their families.

As a child and adult psychoanalyst and psychiatrist, Dr. Rosenblitt is uniquely qualified to offer an in-depth assessment of the diagnosis of ADHD. In his warm and engaging manner he invited the audience to explore the basis on which the diagnosis is made. He underlined that the DSM diagnosis is based solely on a description of the child's symptomatic behavior such as inattention, impulsivity and high motor activity, which, along with a history obtained primarily through checklists, do not reveal the source of the underlying factors that determine the worrisome behavior.

Children most often express their distress in behavioral ways, communicating thoughts and feelings to their families and teachers in a matter that is difficult to translate and fully understand. As a result, significant issues are often missed in making the diagnosis. From his research and long clinical experience, Dr. Rosenblitt found that children with histories of trauma, neglect, anxiety and impaired early relations with their primary caregivers often express their distress through ADHD behavior patterns. Stimulant medication is the usual treatment offered to these children, often without any accompanying individual and/or parental psychotherapeutic help that might further elucidate and treat the existing underlying factors.

Dr. Rosenblitt noted that once a child is given the diagnosis of ADHD, he or she might be faced with years of treatment only with medications, making it all the harder to address the underlying issue(s) that may have initially caused these behaviors.

Reflecting on the fact that these ideas are often difficult for parents and teachers to consider, Dr. Rosenblitt pointed to the allure of medication which can on the surface improve some symptoms, but (and he reiterated this point) would not necessarily deal with their root cause(s). Left undertreated, the child may develop more engrained and disturbing behavioral problems leading to inadequate social, emotional and personality development.

Through the process of developing a relationship with a psychotherapist, both parents and children can address in treatment the child's primary ailments whether they include anxiety, neglect, trauma, and/or impaired relationships, and help the child get back on track developmentally and also constructively realign parent and child relationships.

The audience at Lamplighter engaged responsively with Dr. Rosenblitt's presentation, offering many pertinent questions that led to a particularly excellent, enjoyable and informative discussion and evening.

Dr. Rosenblitt offered two references for those who wish to read more about the needs of children in early childhood:

(1) Caring Classrooms/Intelligent Schools by Jonathan Cohen, Teachers College Press, Columbia University, New York and London, 2001, and

(2) The Irreducible Needs of Children by T. Berry Brazelton, M.D. and Stanley I. Greenspan, M.D., Perseus Publishing, Cambridge, Massachusetts, 2002, both available through your favorite bookseller.

Further information on early childhood may be obtained at www.lucydanielscenter.org.

Remembering, Repeating and Working Through in Berlin: Revisiting Ghosts of the Holocaust

By

Wolfgang Rosenfeldt, M.D.

The flavor was distinctly different at the IPA (International Psychoanalytic Association) conference in Berlin July, 2007.

Milling about on the congress floor, one could hear conversations in multiple languages: German, Spanish, English and French, among many others. The marble atrium floors glistened as a magnificent central chandelier shone light from above. The hum and banter of multi-lingual discourse permeated the air.

On the surface there were presentations by colleagues from all over the world. There were many panels and plenaries. And in between sessions there would be coffee breaks.

"Ich moechte einen Kaffee, bitte," I asked.

"Gerne. Bitte schoen," the in-all-white-clad waiter responded, as he poured me a cup of coffee.

It was a crowd of psychoanalysts - about 3000 to be exact.

Yet there was something operating on a deeper level here, something under the surface, hidden at first, but clearly unmistakable with closer examination. It had to do with the theme of the conference. The theme was "Remembering, Repeating and Working Through," based on Freud's famous 1914 paper.

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ONE STUDENT'S REFLECTIONS con't. from page 2

been playing along. Now I have begun to point out how much he is enjoying scaring me. I believe he knows this already; it is acknowledging the obvious. I then could tell him how it might sometimes be more fun to be the frightening one than the one who is frightened.

Figuring out how to respond and how and when to interpret have been some of the major goals I have set for myself during this year's CAPP course and I am gradually and tentatively beginning to feel my way through this process. In the example cited above, I may have my own plan about how to intervene psychotherapeutically, but that does not mean that it coincides with the child's plan. The next session may reveal a shift in the child's play causing me to rethink what the child is trying to communicate and what I need to say to him (if indeed I need to say anything) in order to improve the therapy.

After a couple of sessions of "scaring" me, the little boy's play has shifted somewhat. Today he walked into the playroom and went directly to the basket of railroad tracks. He pushed the cart with the sandbox out of the way to maximize the floor space of a very small playroom and proceeded to set up all the tracks. With minimal assistance he made a bridge for the train and exclaimed, "Now for the train!" as he joined the cars together. As he worked, he spoke about a scary movie. The play that followed had a "bad" car being pursued by the police. The "bad" car rode recklessly on the train tracks, over the bridge and crashed—several times. He then showed me how the train could travel quietly, not boisterously, and stay on the track. Next he made the train tremble with fear as it reached the top of the bridge, ready to roll down the other side. As I watched and listened, I felt the scary game had shifted. I remembered that Sarah Rabb once said that perhaps we were looking at the scariness and the danger that comes from within—the desire, excitement and fear of what might happen if one's impulses take too much control of our bodies and our lives. This insight helped me better understand my patient and further refine and revise my ideas about therapeutic initiatives that I might take.

In conclusion, let me say that the CAPP curriculum is both worthwhile and ambitious. The topics are, without exception, relevant to clinical work with children and adolescents, and the educational experience can be further enriched through the wonderful synergy of one's own therapy or analysis and expert consultation and supervision.



WARMTH

One flick of the wrist
and heat from the baseboards
comes sneaping around your ankles
like the worthless, expensive
pet of a sycophant.
But for warmth that stands up to you
when you come in the kitchen door,
warmth tinged with coffee,
bayleaf, cloves, and stick cinnamon,
that drifts from the pot and meets you
face to face, you have to kneel
in blue, knuckle-popping cold
as in the oldest liturgy,
stiff-shouldered and shaggy
as any man any dawn, and petition
the four-legged iron belly of
the stove against the meniscus
of frost from every window. It takes junk mail under sleeves
of bark
and those shingle-thick
parings the axe sliced away
from knots tough as troll's knees
to summon heat that tells February,
Move it! Quit dragging your heels!
and brings the hideaway milkweed bug
in his orange racing stripes
out of his log, to muse at
your windows and make you wonder
who else is out there
sleeping in your woodpile.

Brendan Galvin

Great Blue: New and Selected Poems

Urbana and Chicago: University of Illinois Press, 1990.

Education: What We Do In Our Spare Time....

By
John N. Kamphaus, M.D.

Spending the past year serving as treasurer and a member of the Board of Directors for the Center has allowed me to enjoy the blissful world of budgets, bylaws and brainstorming (hereinafter referred to as the three Bs). Thankfully, the Board is not solely dependant on my expertise and wisdom. Otherwise we'd likely be operating out of a booth at Vikon Village in Garland. I digress. The world of administration is critical to what we do, both locally and nationally. We also must spend the majority of our time actually treating patients or at least I hear that's what they do back in New York. And, of course, there's the little matter of a personal life – or what's left over after patients, administration and the three Bs. We are, however, members of the Dallas Psychoanalytic Center and somewhere in our bylaws, if I can find a copy, there's something about our critical function as educators. That's what we do in our spare time. We polled all our members about what they do in regard to education, to obtain some sort of overview of what we do in this important area. Most replied – others were too busy, of course. The purpose of this article is to pay small homage to all of us and our educational efforts. I am not sure whether our non-analytic colleagues think we're a dying breed or not, but if we are it's certainly not a result of lack of effort on our parts to spread the word. I would have liked to publish everything that everyone is doing, but it would truly be an encyclopedic effort. What I will try to do instead is to give you a sampling of what's being done by our analytic community to further education at all levels.

To begin with, we are supplying a very important educational role at the medical school. We supervise resident psychiatrists, psychology students and of course our own candidates. (One of our esteemed members actually supervises five residents, though I assume not all at the same time.) We are involved in teaching courses for residents, medical students, psychology students, etc. In addition, we are involved in providing case conference supervision in both inpatient and outpatient settings at Parkland, Zale-Lipshy and the VA Medical Center. This is all above and beyond the teaching of candidates in our own Center. It does not end here, of course. We also have members that provide consultation at the Vogel Alcove, provide workshops/meetings for DSPSW, consultations for Jewish Family Service, public/private school consultations and lectures, work with cancer survivors and eating disorder patients, and interface with other local professional organizations such as NTSP, TSPP and DSPP. The number of hours provided for education was variable – everywhere from just a few hours per year to several hours per month, but the typical member (those that have Freud busts in their offices) provide dozens of hours per year, all out of love for our profession (or superego demands – is there a difference?).

Although I've tried to make this article light hearted, I think our efforts are truly commendable and we should be proud. The demands upon us are probably greater now than at any other time

in our profession and most of us have to deal with the impingement of other types of mental health treatment and a public that seldom understands or publicizes what we do in a positive light. In the face of all this we have managed to maintain a vibrant and vigorous organization that is very much alive and well. The formation of the Center and the new structure of our organization have put us in a very good position to maintain an important role in our community and in the realm of the mental health community in particular. It seems to me that an active role in education is one of the best indicators of the morale and strength of an organization such as ours. If this is true, we are in a very good position indeed as we move into the new millennium.

PSYCHOANALYTIC CENTER RETREATS 2006 AND 2007

By Judith Kane, M.D.

I was chosen to write about the retreats because I am the only person to attend both of them. I am happy to spread the word, because the retreats were a lot of fun and a good way to get to know colleagues better.

In 2006, we went to Fort Davis, Texas, located in the unseasonably cool Davis mountains. We stayed in an historic hotel. Activities included a tour of the fort, an evening at an observatory and a trip to Marfa to see the mysterious Marfa Lights. Dinners together were relaxing and enjoyable.

This year, we went to Taos, New Mexico. We played golf (even me and I can only hit the ball 10 yards!), went to an arts and crafts fair, visited galleries, shopped, listened to local music and toured the surrounding area. Many margaritas were consumed, not just at dinner.

Individual wishes were respected and everyone chose their own level of involvement. And my favorite thing about the retreats was that there were no serious groups or meetings. No interpretations were made. We were guided by the principle that having fun together promotes group cohesion.

The only negative thing I can say about the retreats is that too few of us were present. I hope to see everyone in 2008!

DSPSW: Supporting Psychoanalytic Training in Dallas

The Dallas Society for Psychoanalytic Social Work (DSPSW) has grown out of the wish of a group of social workers within the local Texas Society for Clinical Social Work Study Group for more intense involvement and training opportunities for analytically oriented social workers. For many years Dallas social workers and other clinicians have spent significant time and energy training and being trained, organizing, and working within the local analytic psychiatric and psychology communities. It seemed timely that social workers began using this energy, time and money to further develop their own identity and establish a presence within the larger community of mental health professionals in Dallas. To this end DSPSW began in the fall of 1994. In its thirteen years, DSPSW membership has grown in numbers and its affiliations have expanded to include Licensed Professional Counselors (LPCs) and other qualified masters prepared clinicians.

DSPSW continues to work to develop interest and enthusiasm about clinical thought and practice through collaborative efforts with local analytic organizations. In 2004 DSPSW had the opportunity to join with Dallas Psychoanalytic Center, Dallas Society for Psychoanalytic Psychology and UT Southwestern Medical Center Department of Psychology to develop a training program in psychoanalytic psychotherapy. DSPSW has supported the enhancement of clinical training and practice through its scholarship program. DSPSW has awarded four scholarships in the past three years to students in both training programs. DSPSW will continue to fulfill one of its major goals of providing educational opportunities for its members with continued collaboration and scholarship opportunities.

DSPSW continues to provide a forum for discussion and learning for all social workers and other clinicians that share this interest. In addition to monthly speakers and programs, DSPSW offers an annual ethics workshop in February. The ethics workshop is open to all clinicians. The workshop offers 3 CEUs, is affordable and fun. That's right, a fun way to learn and earn ethics CEUs. The workshop is designed to be interactive and provoke questions and discussion. We have also been told that the food is part of the draw! This year's topic will focus on "duty to warn" issues.

We look forward to seeing you at this year's monthly programs, which are on the second Monday of each month at 12820 Hillcrest Road 2nd floor conference room:

- Sept. 10** "Medication Questions...None Too Trivial or Complex" with *Barry Knesek, M.D.*
- Oct 8** "Mindfulness in Psychotherapy" with *Marty Lumpkin, Ph.D.*
- Nov 12** "Beyond Reason to Terrorism: Studying the Abortion Debate in Two Individuals" with *Rhoda Frenkel, M.D.*
- Jan 8** "Implications of Attachment Research to Psychotherapy" with *Ted Asay, Ph.D.*
- Mar 10** "Family Dynamics & Symptom Development" with *Susan Johnson, Donna Tarver, Gail Weisblatt, LCSW*

April Spring Social

To find out more about the DSPSW program topics, the ethics workshop, educational scholarships or join, you can visit us at www.dspsw.org.

IPC 07

Beginning in the fall 2007, the IPC (Interdisciplinary Psychoanalytic Consortium) will administer exclusively by the University of Texas Southwestern Medical Center and the Dallas Psychoanalytic Center. It will meet at the Boone Pickens Conference Center, ND-14, on Forest Park off Mockingbird at noon on the first Friday of September, October, November, December, February, March, April, and May. Dining service is available before, during or after the workshop. See the UT Southwestern website for maps. This year we will feature "MINDING THE BRAIN" workshop for clinicians while continuing the human sciences discussion group at least once a semester. Notices will be emailed only. If you are interested in receiving the announcements, contact Kelsey Stutzman at kelsey.stutzman@utsouthwestern.edu.

The cognitive neurosciences program will cover topics that focus on developmental approaches to the mind. It will include such topics as memory systems, affect regulation, attachment theory, false belief tasks, theory of mind, emotion regulation, self and other representation, mental state components, interpersonal and self regulation, among others. The human sciences program will attempt to review parallel articles in the liberal arts much as we have done in the past. Faculty from SMU, UTD, UTA and the University of Dallas are invited to discuss selected topics. We hope you will attend.

CHINA, TAI CHI CHUAN AND OEDIPUS

By
Myron Lazar, Ph.D.

Standing on top of the highest lookout station of the south entrance to the Great Wall of China near Beijing, I felt relieved and excited about my accomplishment. The steepness of the slope, occasionally 75-80 degrees with steps and hand-railings, was quite daunting. My 30+ other younger co-students of Grandmaster Johnny Kwong Ming Lee, our Dallas Wu Tai Chi teacher of international re-known, had gone further ahead to a lower valley to do the Tai Chi postures that we had been doing at all the famous sites in Beijing. I knew if I ventured to where they were I would miss the exercises, so I moved to one of the narrow gun turrets in the look-out station and did some QiGong and 22 Tai Chi postures by myself. When I finished I felt blissfully relaxed and playfully chatted with the sometimes pestering Chinese young men and women who were trying to sell trinkets to tourists going up and down the Great Wall. Here is where my classmates were posing after doing Tai Chi: www.leeswhiteleopardkungfu.com/images/China_2007/Group%20on%20Great%20Wall.jpg

We arrived in Shanghai from San Francisco eight days earlier and our first stop was a beautiful hotel, the Everbright Convention Center. There we met with Master Woo and three of his assistants to teach us some variations of Wu Tai Chi that he had learned as Wu Ying Hwa's last personal student. (Master Lee had been the last personal student of Madame Wu's husband, Ma Yueh Liang, who, as a male, carried the pedigree of the 3rd generation of Wu Tai Chi. One of the purposes of the trip was to repair this orthodox view and celebrate the 100th anniversary of Madame Wu's birth and the 75th anniversary of the Shanghai Wu Chien Chuan Tai Chi Association of which she was the first president. (If you wish to see what these two pioneers did, visit here: www.youtube.com/watch?v=Y18sTuexaTo

www.youtube.com/watch?v=quYrNNkeyq8

www.youtube.com/watch?v=RHQv6fLplol&mode=related&search=)

We gathered together on the first two mornings at 6 a.m. at a tennis court outdoors in perfect weather. There we received excellent instruction from our group of Shanghai teachers. Master Woo would be accompanying us on the rest of our travels in China and continue to impart his wisdom to us.

An interesting coincidence occurred at the hotel. The German-Chinese Mental Health Convention was taking place and Dr. Peter Lowenberg from the Los Angeles Psychoanalytic Center was taking part. I knew he would be in China but did not realize he would be in the same hotel. We met for breakfast and talked about both of our programs. He had just finished teaching a week long class on psychotherapy to members of the Shanghai Mental Health Association. There is great interest in psychodynamic and psychoanalytic practice in China and we talked about Elise Snyder's efforts at the American Psychoanalytic Association to get American analysts to analyze Chinese mental health practitioners wanting analytic training via telephone or technology such as Skype which allows one to talk and see each other in real time for free.

My interest in Tai Chi began over 35 years ago when I took lessons from a young Dallas yoga teacher who had just learned it himself. I've realized this past 18 months that his Tai Chi was taught without the great concentration on exact form that is required in Wu and the other styles in order to gain full benefits. In my current studies of Tai Chi I was looking for something that would combine the benefits of mindfulness meditation with exercise. Finding Master Lee in my own neighborhood was great. He is remarkably skilled, good humored and a playful teacher, It was his ability and stature that contributed to recently being appointed chief Wu Tai Chi Master of North America. In his teaching he emphasizes the practice of QiGong along with Tai Chi as necessary to activate ones own internal Qi. (Describing this method is too lengthy for this essay. A good summary of Chinese QiGong is at: www.acupuncture.com/qigong_tuina/qigonhistory.htm. To be in touch with ones Qi, for most practitioners, becomes somewhat addictive and blissful in nature. It is fairly difficult to achieve and takes concentration on proper posture and form. When, after a year of practice, I finally felt its stirrings, I was relieved of my skepticism and jealousy of those in class that I saw quivering and shaking from their flow of this energy.

I have been thinking about some parallels between Tai Chi, mindfulness and psychoanalysis. Wu Tai Chi is considered the most 'internal' of the five styles. What this means is that the forms are done in a smaller frame without sweeping movements. The instructions are to pay very close attention to what is going on inside your body with each move. This is not unlike what we do in psychoanalysis and mindfulness practice; paying very close attention to all that occur with the patient and within ourselves in order to gather insights into the process. I have had patients tell me and remember from my own experience in analysis of leaving sessions and feeling an altered kind of relaxed consciousness. The same occurs with QiGong and TaiChi but with more emphasis on bodily awareness. I also thought about the parallel of opening up ones blocked parts to flowing Qi with Freud's first theory and Wilhelm Reich's literal translation of Freud's theory and treating his patient's physical/psychic blocks. Many of my fellow Tai Chi practitioners report having cathartic emotional releases during the practice of Tai Chi and QiGong.

Another link with psychoanalysis was on my mind during the trip. There was an excellent article I read in the Psychoanalytic Quarterly (Gu, M.D. (2006). The Filial Piety Complex: Variations on the Oedipus Theme in Chinese Literature... Psychoanal Q., 75:163-195.) on whether there is evidence of the Oedipus Complex in Chinese literature and culture that was not seen before. Dr. Gu believes there is an Oedipus Complex in China but that it has been well hidden because of the Confucian repressive influence that took hold very early in China's history. He concluded that overshadowing evidence of an Oedipal Complex in Chinese psychic development and behavior is what he calls "The Filial Piety Complex" which demands without exception honoring ones father and more deeply represses hostility toward parents than in our western culture.

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please contact Elizabeth Buchanan at 214 566 5083. On Wednesday, February 20, 2008 Dr. Barrett will speak at the Psychiatry Grand Rounds at UT Southwestern Medical School with a version of his paper for mental health professionals entitled: "Manic Defenses Against Loneliness in Adolescence." For information, please contact: Tricia Oman 214 648 7486.

The Foundation remains committed to our mission of raising public awareness of the value and utility of the psychoanalytic perspective, raising support within the community for the Dallas Psychoanalytic Center and bridging the resources of the Center with the needs of the community. We continue to seek new ways to be of service. We ask you to help us in this endeavor. The Dallas Foundation for Psychoanalysis is a nonprofit organization that relies on public support to promote the mental health and growth of children, adults, groups and the larger Metroplex community. To make a tax deductible contribution you may contact our executive director Elizabeth Buchanan at 214 566 5083 or mail your contribution to: Dallas Foundation for Psychoanalysis, 660 Preston Forest Center, PMB #300, Dallas, Texas 75230. Please consult our web site at www.dalpsa.org or contact our executive director Elizabeth Buchanan for information about subsequent programs.

REMEMBERING con't. from page 3

True to the spirit and idealism of psychoanalysis, however, this did not just mean scientific meetings on this particular topic. This meant also remembering and working through, from a personal standpoint, what the past meant to be a psychoanalyst. And in this case, in Berlin, it meant the holocaust.

Not since before the forcible expulsion of Jewish psychoanalysts from the Berlin Psychoanalytic Institute in 1934 had the IPA had an international congress in Berlin. Not since 1922. It had been 85 years.

They had tried to have it in 1985 in Berlin, but as one senior analyst put it to me, "the wounds were still too fresh. It was too soon." Now it was different though. Now, in 2007, es war an der Zeit [it was time].

In Freud's paper, he clarifies that remembering is necessary, otherwise the compulsion to repeat and act out will continue to occur, along with symptom formation. During the treatment and within the transference, with remembering, the dynamics can then be worked on and also through. Eventually, this leads to resolution of the neurosis and health.

But here it was quite courageous, really. Who would want to dig up all that guilt, all that shame, the hate, the utter despair and complete helplessness? Who would want to experience all this pain? Again? Freud seems to agree though. It is important to remember.

The 1920s were an exciting time for psychoanalysis in Berlin. It was blooming. The Berlin Psychoanalytic Institute had just been founded by Karl Abraham, Max Eitingon and Ernst Simmel. It became the first institute in the world where a systematic curriculum for the teaching of psychoanalysis was developed with the three facets we now know so well. This included coursework, the personal analysis and supervision of controlled cases.

Berlin then, along with Budapest and Vienna, became a major center for the advancement of psychoanalysis. Considerable

research was done. It was a vibrant and cultural nidus, offering lectures and other events to the public, involving politicians, artists and other prominent persons. Notable psychoanalytic luminaries all working together included: Hans Sachs, Otto Fenichel, Michael Balint and Melanie Klein (who shared an address and lived next to each other), Edith Jacobson and many others.

Freud would often visit, and at one point considered a permanent move to Berlin. His sister, Marie "Mitzi," lived with her family in Berlin.

Karl Abraham had a film put together on psychoanalysis, likely the first ever, called "Geheimnisse einer Seele [Secrets of a Mind]." It was a silent film and involved a man who developed a knife phobia after suffering from severe castration anxiety and murderous wishes toward his wife whom he loved very much.

Research involved experimenting with different therapy time allotments, frequency of sessions and the incumbent position. It was, as it was called, a "living laboratory."

The mood took a turn for the worse, however, with the rise of the national socialists and fascism. The public became very critical of psychoanalysis in lay journals. Jewish psychoanalysts were barred from practicing, no longer allowed to hold licenses. Anti-semitism was crescendoing.

In 1934, the Berlin Psychoanalytic Institute threw out all of its Jewish psychoanalytic colleagues. Many were forced to flee. Some perished. All suffered.

Max Eitingon fled to Jerusalem. Ernst Simmel went to Los Angeles. Hans Sachs settled in Boston. Otto Fenichel helped found the San Francisco Psychoanalytic Society. Edith Jacobson escaped from prison and ended up in New York. Marie Freud and three other sisters, Rosa Graf, Adolfine Freud and Pauline Winternitz were murdered at Treblinka. Other analysts such as Karl Landauer died at Bergen-Belsen from starvation and August Watermann was killed at Auschwitz. These are just a few. It was a horrendous trauma, a trauma that marred the birth and early development of psychoanalysis. It is a trauma that continues to affect us in the here and now as psychoanalysts.

Back at the conference, I put my cup of coffee down and slip into a discussion group entitled, "Being in Berlin." Suddenly, it becomes clear that this is actually a process group. People begin to express their thoughts and feelings on what it is like for them to be back in Berlin. Some of the reflections were quite powerful. All were touching.

Something very special did occur at the conference. It was an attempt at reconciliation, "Versoehnung," and I believe it did succeed. Perhaps it was simple events such as the artistic rendering of Freud's Wunderblock (magic writing pad) and the shared celebration of this psychoanalytic endeavor. Or maybe it was the process groups combined with scientific meetings where people were quite frank, such as in the one entitled, "Freud and the Freudians, Jung and the Jungians during the Thirties and the Nazi regime" (which included a prominent Jungian from France). Or the other meetings where more personal stories were shared such as "Personal History and the 3rd Reich: 'Excuse me for having been born.' The Fate of a German Jew during World War II."

The program offered a multitude of opportunities for abreacting. By Saturday evening the sentiment was quite festive and Claudio Eizirik, the President of the IPA, along with the program committee addressed the Congress in a final plenary. It was quite emotional, each speaking in turn in their native tongue and simultaneously translated.

One committee member even offered up a poem: "As you set out on your journey to Ithaca, pray that the road is long, full of adventure, full of knowledge..." (Ithaca by Cavafy). A spirited mood was now set for the gala dinner and dance that was to follow.

The gala dinner was in the elegant ballroom suite. It had perhaps a hundred full tables, with delectable cuisine, excellent wine and naturally, the best of international company. The entertainment was provided by "Salome," an all-female ensemble in glittering red dresses, providing an eclectic selection, but in particular, it was their salient vocals that echoed most beautifully throughout the hall. Then in a moment, as we were dancing it up, something struck me. People from all over the world and all over the psychoanalytic strata had come together in a joyous celebration and friendship, all at once, this one special evening.

I do believe Freud would have been proud.

DALLAS SOCIETY FOR PSYCHOANALYTIC PSYCHOLOGY
3131 Turtle Creek Blvd, Suite 1026, Dallas, Texas 75219, Phone 214-770-5030
www.dspp.com

2007-2008 PROGRAM YEAR

The Freudian Unconscious: (Un)Contested and Alive

September 19, 2007
Wednesday 7 - 9 p.m.

Introduction to the 150 Anniversary Program

Freud meets Buddha, Boss, Heidegger, and Sartre – An Imaginary Dialogue on Being Human
Participants: Scott Churchill, Ph.D., Marc Rathbun, Ph.D.,
Neil Ravella, Ph.D., Wolfgang Rosenfeldt, M.D., Angelica Tratter, Ph.D.

October 17, 2007
Wednesday 7 - 9 p.m.

Are We Driven? Reconstructing Drives and Object Relations

Discussants: Larry Thornton, M.D., and Diane Fagelman Birk, M.D.

November 2, 2007

Invited Speaker Reception

Friday evening reception for Cordelia Schmidt-Hellerau

November 3, 2007
Saturday 8:30 a.m. - 4 p.m.*

We Are Driven: Modern Drive Theory and Practice

Fall Workshop with Cordelia Schmidt-Hellerau, Ph.D.
Training and supervising analyst, lecturer at University of Zurich, faculty at Boston and New England
Psychoanalytic Institute and Massachusetts Institute for Psychoanalysis

November 28, 2007
Wednesday 7 - 9 p.m.

Politics in the Belly: Unexpected Unconscious Controversies

Presenter: Rhoda S. Frenkel, M.D., Discussants: Dale Godby, Ph.D., and Jerry Melchiodi, M.D.

January 23, 2008
Wednesday 7 - 9 p.m.

Culture, Time and the Unconscious: Historical and Philosophical Commentaries on the Freudian Unconscious

Discussants: Gerald Casenave, Ph.D., Scott Churchill, Ph.D., and Angelica Tratter, Ph.D.

February 20, 2008
Wednesday 7 - 9 p.m.

Lacan, the Subject and the Self

Discussants: Dennis Foster, Ph.D., and Nina Schwarz, Ph.D.

March 7, 2008

Invited Speaker Reception

Friday evening reception for Judith Feher Gurewich

March 8, 2008
Saturday 8:30 a.m. - 4 p.m.

The Lacanian Unconscious in America

Spring Workshop with Judith Feher Gurewich, Ph.D.
Psychoanalyst and Associate Professor at NYU, former director of the Lacan Seminar at Harvard
University, publisher of Other Press, editor of the Lacanian Clinical Series

April 12 2008
Saturday 9 a.m. - noon

Therapeutic Constructions and Our Multiple Selves

Closing workshop with Kenneth Gergen, Ph.D.
Leading social constructionist thinker, Mustin Professor of Swarthmore College, Affiliate Professor of
Tilburg University in the Netherlands, Director of Taos Institute.

* 6 CMEs and CEUs provided for fall and spring workshop, 3 CEUs for Gergen workshop, 1.5 CEUs for Wednesday meetings.

Dallas Psychoanalytic Center Offers Diverse Programs for 2007 -2008

By Gayle E. Marshall, LCSW

There are many reasons, both conscious and unconscious, that we become analysts and clinicians. One of the easily recognized satisfactions inherent in the work of psychoanalysis and psychoanalytic psychotherapy is the opportunity for lifelong learning. Day in and day out, we strive to remain open so that we can continue to learn from our patients. We also devote time to reading, to study groups, to consulting, to professional presentations, to writing and to teaching. We may consult with colleagues about problematic or unusual cases in order to expand our understanding and enhance our work. This love of learning and commitment to our work enriches us, both personally and professionally.

This year the DPC is offering programs on diverse topics. These programs are open to anyone who is interested and we extend a cordial invitation to all of our colleagues.

Below is a list of the planned programs, so please mark your calendars. When the date approaches, we will send email notices. If you would like for your name to be added to our list, please contact the Center administrator, Patricia Oman, by email at Patricia.Oman@utsouthwestern.edu or telephone 214 648 7486.

Dallas Psychoanalytic Center 2007 - 2008 Programs

Workshop on Classroom Teaching

Gerald Melchiodi, M.D. & Dale Godby, Ph.D.

*Saturday, September 8, 2007 • 9 a.m. to noon
UT Southwestern Medical Center (NC) - 2201 Inwood Road
Seay Building - 8th floor Grand Rounds Room*

Dale Godby and Jerry Melchiodi will conduct a workshop designed to improve seminar teaching skills. They will cover topics that include focusing the class, developing teaching objectives and facilitating critical learning. This opportunity is open to DPC faculty, Psychotherapy Program faculty and all candidates. Other mental health professionals are encouraged and welcome to attend.

Interdisciplinary Psychoanalytic Consortium Minding the Brain

In September 2007, IPC expands its programs to include "Minding the Developing Brain Workshop for Clinicians." These meetings will be on the first Friday of each month, September through May, from noon to 1 p.m. Meetings will be held in the ND Biomedical Research Building on the north campus of UT Southwestern Medical Center, in room ND 14.206. This room is adjacent to the 14th floor dining room. The address is 6001 Forest Park Road, Dallas, Texas. Parking is available nearby for \$3. The 14th floor dining room is open for lunch.

This program is co-sponsored by Dallas Psychoanalytic Center, UT Southwestern Medical Center Division of Psychology, Department of Psychiatry, and the Office of Continuing Education.

The workshop will follow the standard IPC format, consisting of a moderator and two to four primary discussants. Participants will review articles focusing on the potential contributions of cognitive neuroscience and developmental-social cognitive and affective neuroscience (D-scan) to the scientific foundation of psychoanalysis and psychotherapy as it applies to everyday clinical work.

Announcements for programs are sent by email only. Please send your name and email address to Kelsey.Stutzman@utsouthwestern.edu if you want to receive announcements.

Borderline Personality Disorder From Research to Treatment:

Advancing the Agenda

Speakers: John Oldham, M.D., M.S., Glen O. Gabbard, M.D. &

Anthony Bateman, MA, M.D., FRCPsych

Saturday, October 6, 2007 • 8 a.m. to 4 p.m.

The Botanic Garden, 3220 Botanic Garden Blvd., Fort Worth, Texas 76107

This one-day conference is sponsored by The National Education Alliance for Borderline Personality Disorder in partnership with NARSAD, by The Menninger Clinic and by Dallas Psychoanalytic Center.

Course Director: Perry D. Hoffman, Ph.D.

Moderator: Peter Kowalski, M.D.

Cordelia Schmidt Hellaer, Ph.D.

Training and supervising analyst, lecturer at University of Zurich, faculty at Boston and New England Psychoanalytic Institute and Massachusetts Institute for Psychoanalysis

We Are Driven: Modern Drive Theory and Practice DSPP Fall Workshop

(co-sponsored by DPC)

Saturday, November 3, 2007 • 8:30 a.m. to 4 p.m.

Founder's Day Presentation

Larry Thornton, M.D.

"Trauma, Certainty, and Exile"

Saturday, December 1, 2007 • 10 a.m. to noon

Meadows Museum of Art, 5900 Bishop Blvd. on the south end of the SMU campus

This paper was co-authored by Larry Thornton, John Cain, Marc Litle, and Jeff Andresen. Traumatic responses regularly lead to a feeling of being in exile. Others never seem to understand. In this paper the authors explore this sense of exile, linking it to the sense of certainty that traumatized people feel about the nature of their experience. The authors draw upon the thought of Wittgenstein, as well as examine parallels with religious conversion, rites of passage, and shamanic initiation. Centered on the case of a woman struck by a car, they show the therapeutic importance of reconstituting a community of shared understandings.

Ethics Workshop

Saturday, January 12, 2008 • 9 a.m. to noon

UT Southwestern Medical Center, Seay Building - 8th floor Grand Rounds Room

Details TBA

Grand Rounds

Thomas Barrett, Ph.D.

Director, Hanna Perkins Center, Cleveland, Ohio

Associate Professor, Case Western Reserve University School of Medicine

Hadden Professor in Psychoanalytic Child Development

"Manic Defenses against Loneliness in Adolescents"

Wednesday, February 20, 2008 • noon to 1:15 p.m.

UT Southwestern Medical Center, 6001 Forest Park Rd., Room NG 3.112

Dallas, Texas 75390

Grand Rounds

Alice Brand Bartlett, Ph.D.

Date & details TBA

Dr. Bartlett's presentation will focus on the treatment of unintegrated states, such as trauma.

Joint Meeting

Dallas Psychoanalytic Center & North Texas Society of Psychiatric Physicians

Thursday evening, March 27, 2007

Park City Club

This joint meeting, which was proposed by the NTSP president, Nicole Cooper, M.D., will be a dinner meeting at the Park City Club. The setting and format will offer us an opportunity to mix and mingle with our colleagues and we expect the program to spark lively discussion.

The speakers for the evening, Diane Birk, M.D. and Jerry Melchiodi, M.D., will speak on the current psychoanalytic views of the male and female development. Dr. Birk will discuss male development, while Dr. Melchiodi will discuss female development.

CHINA con't. from page 7

After two incredible sight seeing days in Shanghai, highlighted by a visit to the Old City, the Water City and the Yuan Gardens, we met with 60 other Wu style practitioners from around the globe and hopped on two buses for the six hour journey to Putuoshen and eventually to Putuo Island. (Putuoshen contains over 300 Islands). The last hour was by ferry across the East China Sea. What impressed me most on the journey was the incredible growth in the Chinese countryside. The 'sleeping giant' is clearly awake. The roads are remarkably modern and greenery abounds, excellently manicured. On Putuoshen we began a series of banquets to get to know and toast our fellow and lady Wu practitioners from S. Africa, Germany, Netherlands, UK, Canada, Singapore and mainland China. The banquets were sumptuous feasts, many toasts and a never ending arrival of different dishes.

The first full day on Putuoshen, we traveled again by bus to see the Buddhist temple. After taking a ski lift like tram high into the mountains, we walked another couple of miles to the top and there standing high above us was a resplendent golden statue of Buddha. It and the surrounding temple filled me with awe but the very large, grotesque half human/half animal looking statues of warriors whose purpose was to scare away the evil spirits lent a humorous touch for me. Very devout and serious were the Buddhist monks who took the journey up the mountain, required to fall to their knees after every step to bow to Buddha. It is said that their trek to the top took three hours.

The main Tai Chi celebration took place in a large sports gymnasium on Putuo Island and began with speeches by many dignitaries, including the Chinese Cabinet Director of Martial Arts. Also in attendance were the leading exponents of the other four styles of Tai Chi. After the speeches, each of the Tai Chi leaders demonstrated their style of Tai Chi as well as demonstrations of sword, spear, fan and push hand techniques. From our Dallas school we demonstrated, in unison, a series of postures and we all received trophies for our participation. Our 4-lady electric, three element fan demo team really stirred up the crowd with their dazzling performance. Chinese TV news cameras were on hand and perhaps someday we will get to see the highlights they filmed. One quite meaningful and impressive performance was by the second son of Madame Wu and Ma Yueh Liang, Bao Yueh Liang, now residing and teaching in Europe, who demonstrated why he has replaced his deceased father as the greatest Wu push hands master. Here are some highlights of his skill. (The two men who appear briefly at the beginning are Master Woo in the pinkish sweatshirt and an 85 year old master practitioner whose name I never learned but as you can see is quite agile for his age. Master Bao is in white silks. www.youtube.com/watch?v=jctL1j9qVI4&mode=related&search).

After three days on Putuoshen we returned to Shanghai for a day and a half of sightseeing and shopping, (I became a very good trader in Old Town with two very experienced businessmen compatriots as guides.) One fascinating event was a tour of Madame Wu and Ma Yueh Liang's original Tai Chi Studio where Master Lee studied. It was in a very poor part of Shanghai and had been reduced from a three flat studio to one by the Cultural Revolution. Two of their sons still run the training center and it was very moving to see this historical landmark in such a humble setting.

From Shanghai we flew to Beijing for more wonderful sightseeing.

It is not possible to describe The Forbidden City with words, only to say that to walk it in half a day was more tiring than the climb of the Great Wall. The expanse is magnificent as is the history displayed. The companion site to the Forbidden City is the Summer Palace, built by the same emperor in the 14th century and became the home of the 'dragon lady' empress who chose the last emperor of China. The Summer Palace was like her own private Lake Tahoe before it became a public center. In its restful beauty, we did Tai Chi practice right at the side of the lake.

There were many highlights including visits to the silk, pearl and jade factories where we encountered the great sales ability of the Chinese government employees. Did I see evidence of an Oedipus Complex in the Chinese people that I encountered? I agree with Gu that it is there and will emerge more overtly as China's commercialization and global participation expands. There is great evidence of competitiveness and gradual loss of reverence for father/leader and the loosening of the old repressive culture. I also observed evidence among the Tai Chi masters as they competed both overtly in push hands practice and more subtly in the politics of leadership. When I returned to Dallas, I mentioned the Gu article to Master Lee and he was interested in reading it. He is a man quite hungry for knowledge and an avid reader of topics outside of his specialty. He was very excited to talk to me after he read the article. He said with delight: "I didn't know I had a TRIANGLE but it is true. I would like to know more about this."

THE APPLE TREES

They looked twisted
because
they draw fruit from the earth
into the air,
and this overthrowing
of gravity needs
the shot putter's backward
crouch, and
the tree's every bulge
concentrating on
the pure form of the sphere,
even those knots around the eyes
that have to meet the grimace of January
face to face, that have to
endure the leaves letting go on by
one as their body-sails learn
the updrafts. So what if,
in the journey from root hair branch,
the fruit passes through
knees and elbows and comes out
gnurled, unbalanced, nodal
moon-dragged all one way? Don't those
tears in the heart of each apple
resolve to try it again,
over and over?

Brendan Galvin

Great Blue: New and Selected Poems
Urbana and Chicago: University of Illinois Press, 1990.