

IPI Bulletin

Edited by Jill Scharff, M.D.

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Newsletter Committee: A. Brostella, R. Manville, C. Norman, L. Stormon

The Effect of Suicide on Clinicians: A Research Perspective By Gerald P. Perman, M.D.

The suicide of a patient is a traumatic event in the life of a psychotherapist, and is rarely talked about or studied. This silence is remarkable since research suggests that up to 50% of clinicians will lose a patient to suicide in the course of their career. Why the silence? Complicated reasons such as shame, stigma or fear of litigation prevent clinicians from sharing experiences to help one another.

The Consortium for Psychoanalytic Research will sponsor a one-day conference on "The Effect of Suicide on Clinicians: A Research Perspective" featuring Dr. Jane G. Tillman, a clinical psychologist and supervisor at the Austen Riggs Center in Stockbridge, MA. Dr. Tillman currently chairs the Ethics Committee for Division 39 of the APA and serves on the Task Force for Suicide Survivors for Suicide Prevention International. She has published and presented her research on the effect of patient suicide on clinicians and is currently working on a research project interviewing people who have survived a near-lethal suicide attempt.

Dr. Tillman will present data from a study in which she interviewed psychotherapists who have had a patient commit suicide, and from the data generated eight themes common to this experience. These data can predict responses of clinicians to such an event. Dr. Tillman will present her understanding of the acute and long-term consequences of patient suicide on professional identity and ongoing clinical practice.

Conference participants will learn about qualitative research methodology and will review the existing literature on the impact of suicide on clinicians. They will have the opportunity to review their own experiences and attitudes toward working with suicidal patients and their responses to colleagues who have had a patient commit suicide. Understanding the potential effect of having a patient commit suicide may help the clinician anticipate and prepare for the possibility of this painful professional experience. The Program Chair is Gerald P. Perman, M.D., the Facilitator is Melanie Starr Costello, Ph.D., and discussants include Nancy Meyer, M.S.W., L.I.C.S.W. and Anton Trinidad, M.D.

The conference will take place on Sunday, February 1, 2009 from 8:30 AM until 4:30 PM at Sibley Memorial Hospital, Ernst Auditorium, 5255 Loughboro Road, N.W., Washington, D.C. 20016. The registration fee is \$60 general and \$30 for full-time students and active military. A continental breakfast and boxed lunch is included with advance registration. Additional information can be obtained at www.cprincdc.org.



Letters and Essays of E. B. White By Sharon Dennett

There are people who occupy their place in the world with such a 'goodness of fit' that we come to equate their work with the thing itself: Martha Graham and modern dance, Itzhak Perlman and the violin, Carl Alberg and yacht design, and to this list I would add E. B. White and writing. There may be writers who have penned more classic novels or whose names will have achieved greater fame, but for the pure pleasure of language, you will find few to rival White's writing ease, style and tone.

I've long loved literature and been an avid, if not excessive, reader. In an early nod to my later career as an analyst, I was particularly drawn to essays, letters and excellent dialogue. Many years ago, a good friend gave me a copy of the then recently published (1976) *Letters of E. B. White* with the inscription "I think that this man could compose labels for soup cans and make them enjoyable to read!" I was already fascinated by

(continued next page)



Sharon Dennett listens to a presenter at the Joint Institutes' Candidates' Committee Annual Conference in Baltimore where she was a discussant representing the International Institute for Psychoanalytic Training (IIPT)

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IPI Update

Strategic Planning Committee (SPC)

Under the chairmanship of Mike Stadter, the SPC has conducted many meetings with various constituents inside IPI and in similar institutions over the past year, and has met monthly to consider the issues of financial stability, organizational model and structure, succession and leadership at IPI. SPC will conclude its process in January and present its findings and recommendations to the membership at the February weekend conference.

IIPT accredited by ACPE!

The Training Committee is delighted to announce that the International Institute for Psychoanalytic Training (IIPT), the analytic training program at the International Psychotherapy Institute (IPI) has received full accreditation as a training program for psychoanalysis from the Accreditation Council for Psychoanalytic Education, which aims “to protect the public by evaluating and accrediting psychoanalytic training programs in the United States and to promote excellence in psychoanalytic education.”

Writing in the IPI August Newsflash, 2nd-year IIPT candidate Lynn Stormon explained: “The Council’s standards were developed and ratified by the Psychoanalytic Consortium, an association of the four major U.S. psychoanalytic membership organizations: The American Academy of Psychoanalysis and Dynamic Psychiatry, the American Psychoanalytic Association, Division 39 (Psychoanalysis) of the American Psychological Association, and the National Membership Committee on Psychoanalysis in Clinical Social Work.” For more information on the standards that IIPT had to meet to qualify for this accreditation, please click on link (<http://www.acpeinc.org/>) or read Lynn’s article <http://www.theipi.org/Downloads/Newsflashes/IPI%20newsflash%20oct08%20pg1.gif>.

One of the goals of ACPE is to ensure that institutes have a commitment to ongoing learning for candidates and faculty. We look forward to many more years of teaching and learning together at IIPT and IPI.

Training Committee

Jill Savege Scharff, Chair IIPT
David E. Scharff, Chair of Admissions at IIPT
Sharon Dennett, Chair of Faculty Progression
Bob Rovner, Chair of Candidate Progress
Douglas Dennett, Faculty Member
Geoff Anderson, Chair of Curriculum

Consultants to the Training Committee

Christopher Bollas (UK and USA)
Ted Jacobs (USA)
Imre Sczecsody (Sweden)
Felix Velasco (Mexico)

Telephone Treatment considered by Department of Defense

Troops or veterans in remote areas could receive treatment for psychological and traumatic brain injury from mobile units equipped with sophisticated telemedicine technology if a vision of the Departments of Defense becomes a reality. The U.S. Army Medical Research Acquisition Activity is considering acquiring van- or shipping container-sized mobile units equipped with telemedicine technology to treat troops with traumatic brain injuries or psychological conditions in remote locations. See

<http://www.govhealthit.com/online/news/350701-1.html>

Telephone Analysis at the International Psychoanalytic Congress.

At the IPA Congress in Chicago July 29-August 1, 2009, Jill Scharff will give a short presentation at the panel on telephone analysis, chaired by Charles Hanly, President of the IPA and Horacio Etchegoyen, past president of IPA. Also on the panel will be David Scharff and Geoff Anderson, and adjunct faculty member Neville Symington.

See <http://www.ipa.org.uk/default.aspx?page=539>

Letters and Essays of E. B. White Continued from page 1

writing that traded in the small details, the extraordinary hidden in the ordinary, in a life captured over time, and allowing us to discover meanings rather than having them presented as conclusions. I was still to encounter Freud’s advice to pay attention to the small and seemingly insignificant details in order to understand the larger issues but I already had a feel for the importance of this idea. Reading White’s letters, which include his years from age 9 (1908) to the year that he died (1985), is an opportunity to enjoy a marvelous conversationalist, writer, humorist and observer of people and events. A deeply American writer, he reminds me of that other gifted writer and essayist, Mark Twain and both advances and deepens the tradition of essayists that started with Montaigne.

I have long enjoyed the writings of White and particularly his “Essays” and “Letters” and would like to extend to you the invitation to meet him through his writings and visit with him the Maine Coast, the inside workings of *The New Yorker* and the craft of writing. John Updike in his forward to the reissued and updated version Letters of E. B. White, Revised Edition states, “These letters are ...beautifully written but above all personal, precise and honest. His letters give us...the dailiness of a life.” This is precisely the arena we occupy when working analytically in our daily encounters with the human psyche. Rarely is the ordinary so perceptively captured.



The Development of Relating, Identity, and Thinking in Klein, Bion, and Winnicott

Meira Likierman, Tavistock Clinic, author of *Melanie Klein: Her Work in Context*

Talking with Judy Rovner and Mary Jo Pisano

Could you tell us something about your development as a clinician and author?

We lived in different places in Africa, and I was an only child. I had to fall back on my own resources and did a lot of reading. My interest in writing developed in childhood. I later realized that in my reading I was focusing on human relationships. By mid-adolescence I knew that I wanted to work with people, and the rest followed on from this.

Where did you train?

At London University at the Tavistock Clinic and at the London Centre for Psychotherapy. .

How are the ideas of Klein, Winnicott and Bion reflected in your technique?

These writers differ in important ways, so it would be a mistake to pick up fragments of their thinking so as to create a technique that resembles mixed salad. In any case, I don't feel that I have to copy the technique of great psychoanalytic thinkers. I try to see their vision as a whole and discover what principles underpin their work; these principles guide my whole approach rather than becoming technique rules. Klein's theory helps me to think about the patient's intra-psychic situation and internal objects, Bion's thinking alerts me to the fundamental role of containment, and Winnicott reminds me that people don't come to analysis simply to have a bit of pathology analyzed. They come to discover who they are and how they relate. When they have a more rounded sense of themselves in the context of a relationship, they can withstand knowing about their destructive or self-destructive urges.

How do you balance your interest in clinical practice and your devotion to writing?

I wish I could say that writing is easy, or that I do it between 5 and 7 in the morning, but the reality is very different. In days that are busy clinically I cannot do anything else and tend to be quite tired in the evenings. I have to set aside time for writing, and it can feel like a battle to make the space.

What are the benefits and challenges you find as a clinician and teacher?

I think that I will need a whole book to describe the interest and enrichment that I gain from my patients and students. There are some difficulties also inherent in this profession. We find it hard to produce 'evidence' to a doubting public, and our work is never witnessed except by the patient. The many small insights and meaningful moments that occur in a session accumulate over time to form a sense of the human personality.

Do you enjoy writing?

My husband says that the process of writing is a manic depressive experience – you write something in the evening and feel elated, then look at it the next day and your heart sinks. Writing is hard in this way, and I write many drafts before I feel satisfied. I notice that people who write for a living set aside three hours each morning, and they all say that it works best. But I have to offer patients and students flexibility, and tend to build my spare time around the needs of others. I am happy to write on weekends and holidays. I love sitting in the beautiful countryside abroad with my laptop on my knees.

What populations do you work with clinically?

I work with children under five and their families, with adolescents, adults and older people. In my private practice the group is reasonably well off and more educated, although the adolescents can be a law unto themselves. With my little ones the work is in a public health service and they get it for free. Many of them are from deprived backgrounds.

Could you tell us about your work week?

At the moment my week consists of a mix of clinical work, teaching and writing. I have a private practice where I see adult and adolescent patients. I also work at the Tavistock, where I do clinical training, lecturing and doctoral supervision. In addition, I co-lead the Tavistock Infant Mental health Workshop and work clinically with children under five and their families. I live very close to the Tavistock, so going to work is easy, and sometimes students walk to my house for supervision. I have been doing this mix of work in different permutations for over 25 years, and have come to value it enormously over time.

Does anything else occur to you about your practice?

The other issue that I give a lot of thought to comes from the fact that I work with different age groups, and see very different perspectives on life from my patients. Over the years I have come across a lot of platitudes in the public mind – infants should know 'who is in charge', adolescents are impossible because they are all hormones, elderly people are sad because they lose their friends etc. In fact, the picture is much richer and more detailed, and I think there is a lot we can do with it. So I look forward to sharing my thoughts with you.

What influenced you to do such extensive research and write such a comprehensive book on Klein?

When I was taught Kleinian theory in the 1970s it came across to me as very harsh. I loved the ideas, but the technique that followed cast a complete shadow over them. I then had an opportunity to teach Kleinian theory myself, and did so for 10 years. During this time I began to discover a very different Klein. It is quite true that she spells out infant aggression in raw detail, but she also

Continued on page 5

INTERVIEW WITH LINDA HOPKINS

By Lynn Stormon

Linda Hopkins, Ph.D. is Winner of the 2007 Gradiva Award and the 2006 Goethe Award for Psychoanalytic Scholarship for her book:

False Self, a biography of the controversial British psychoanalyst Masud Khan

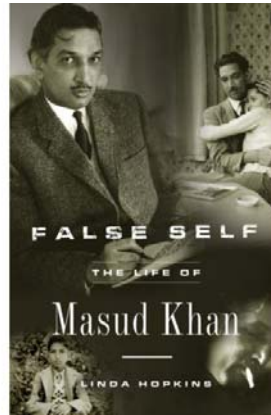
There were many interesting and colorful characters on the British scene at the time that Masud Khan became influential. Why did you choose to write about him?

People are constantly asking me why I chose to write about Masud Khan. That's a question that can be answered on many different levels--and some levels I am only now discovering for myself. The easiest answer is: "Because I studied Arabic in college and for an entire year of graduate school, and thus as a psychologist and analyst, I had a particular interest in Islam. I read Khan's clinical papers and thought they were incredible--but they were NEVER assigned to me, and Khan's name was not mentioned in conferences (except once by the Muslim analyst Salman Akhtar). So I got curious about why he was such a pariah."

But on a deeper level, people who know my family would have another explanation. There are a number of strong impressive men with mixed personality traits in my heritage. Eric Rayner, a colleague of Khan, once told me, "Khan wrote like an angel but he had the soul of a devil" and that kind of thinking brings together the intellectual and personal explanations.

How did you gain access to such rich and sensitive archival material?

The strangest thing, and this is something that is really, really incredible to me, is the story of how I got access to Khan's Work Books and permission to use them. This is the 3000 page intellectual diary (not a clinical diary) that was frozen by the IPA [International Psychoanalytic Association] after Khan died, with nobody allowed to read it until the year 2039. I had planned to write just an article on Khan, but once I got access to the Work Books, it felt like I had been given a treasure, and it seemed obvious that I would have to take advantage of my gift and write something much longer. I got access to the Work Books because my dissertation adviser at Temple University, who had not been in my life for more than twenty years, happens to be the long time lover of the son of Robert Stoller, a California analyst who happened to be Khan's best friend. As he wrote, Khan always gave a carbon of the Work Books to Stoller and his wife Sybil--and he also gave them permission to publish the Work Books if anything happened to him. As things went, Khan died in 1989, Robert died a few years later, and Sybil Stoller had the rights for publication. She passed them on to me because of my connection to my



Temple adviser, who told her that I would use them well. The IPA didn't really have rights,

since Khan had died with no literary executor (after being kicked out of the British Society and hence the IPA also). I got one grant for the book and I used that money to hire an international copyright lawyer, who helped me to work it out with the IPA that they would not contest my use of the Work Books.

I didn't know that Khan was a scoundrel when I started to write about him, and I certainly didn't know that my adviser had such a close connection. But could I somehow have known? Surely the London-California-Philadelphia connection could not have existed just by chance. And yet . . . I just don't know how it happened.

How long did the project take altogether?

The research and writing took thirteen years. I did in-person interviews with every person I could find who had known Khan and who was willing to talk. I made multiple trips to London and various places in the US, Canada and South America. Almost everyone I asked said "Yes". People had been traumatized by the lack of shared mourning for Khan, who had often had a major impact on them--and many of them were in their 70s and 80s, so they felt they had nothing to lose by being candid. I also got access to sixteen sets of Khan correspondence, most of them unpublished and most of them with both sides preserved. And the Work Books gave me understanding as well as material for quotations from Khan the "angel writer". It was impossible for me to be anything of an insider in the British world but it was also an advantage to be an outsider, because I didn't have to protect and censor the way a British analyst/peer would in writing about Khan.

What was the research experience like?

Much of the time, I felt myself to be in "flow"--I was totally absorbed in the research and nothing pleased me more than finding one more person who was willing to talk. By the end, I felt that I knew more about Masud Khan's life than I knew about my own self. Lots of people helped me--the Acknowledgments section is 7 pages long. One of the sets of acknowledgments goes to IPI (and its earlier incarnation IIORT) because this was the best

Linda Hopkins interview, continued

place there could be in the US for studying British psychoanalysis.

I thank the whole community and, in particular, Jill and David Scharff, Kent Ravenscroft, Charles Ashbach, Anna Innes, Mike Stadter, Michael Kaufman and Frank Schwoeri. If it were not for the Scharffs, various British guests at IPI and our community in general, it is quite possible that I wouldn't have started the research all those years ago.

Was it hard to find a publisher when your subject was viewed as a pariah?

It was easy to find a publisher. Michael Moskowitz, who was at the time an editor at Other Press, knew that Khan was important in British psychoanalysis, and he didn't care if the subject was going to be controversial. I only tried Other Press for a psychoanalytic book, and Michael gave me a contract the first time I met with him. I waited awhile to sign because I was hoping it might be a more widely published "trade book", and I had an agent who could make the contacts. The problem with "trade books" was that publishers didn't think that Americans would be interested in a Muslim--they didn't care at all that Khan was controversial. But the day my formal proposal went out to trade publishers happened to be 9/11/01, and trade publishing essentially stopped for several months after that. I went with Other Press because I didn't want to wait and because I knew that Michael could help me make it a strong publication.

What kind of feedback have you gotten and how do you feel now that the book is done?

The most frequent criticism I get about the book is that I was overly sympathetic to Khan. Many people seem to want to view him as "all bad". I get impatient with that, because, to me, he has such strong mixed qualities. He was destructive for sure, and I can understand when he is called a "demon"--but he also gave us wonderful writings, he saved the lives of quite a few patients, he inspired many people to take creative risks, and he was a suffering human being. In the end, he was an ordinary alcoholic.

I am often asked if I am writing another book. I do have another one in mind, but at the moment I'm taking a rest from writing -- this man wore me out! -- if only temporarily. I'm glad I wrote the book, and I'm glad to be done.



Linda Hopkins will present at the IPI weekend conference, Friday February 6 at the Rockville Hilton Hotel in Rockville, Maryland.

Meira Likierman interview, continued

spells out infant love, and the suffering of the infant when it loses its maternal object. I wanted to write about this more balanced picture that I saw.

In your detailed analysis of Klein's works and concepts, which ones did you find most challenging?

I think that 'Notes on some schizoid mechanisms' is a very tough chapter to teach, because a lot of very different modes of splitting are described, and the reader can easily get lost. I am unsure about the concept of envy as formulated by Klein.

Where do you stand on the Kleinian concept of envy?

I accept the destructive potential of envy and its existence in small children. But I am yet to be persuaded that a week old baby enviously attacks the feeding breast when it is actually feeding him. At this stage the infant's brain is only beginning to develop and make fresh neural connections. I am not sure if this system can accommodate a conflict between love and hate, and if the breast is feeding well, the infant works very hard both physically and mentally to participate, and I don't think there is room for much else. It is true that some infants are sleepy and feed badly, but I have noticed over the years that such infants don't necessarily grow up to be more envious than others. I think also that while envy comes from within the individual, it can be greatly exacerbated by the early environment.

In your study of Klein's life, what was most surprising to you?

I think her papers on the depressive position are the best and most eloquent descriptions that I know of the intrapsychic situation that underpins depression.

Will you tell us about the book you are writing now, on Bion?

I am enjoying it greatly, but so much research is involved that I hope I won't be finishing it in a retirement home. At the moment I am working on Bion's analysis of Samuel Beckett. It turns out that there is much more information on it than I realized, and I think that Bion was very influenced by this encounter.

Do you have any plans for a book on Winnicott?

I have written a chapter for an edited book on Winnicott, and there is already a wonderful book on him by Adam Phillips. If I have any energy left after the Bion book I think I will want to write about clinical work, both with adults and with children. It is all very notional still, but nice to have the feeling of a future project. 🌸

Listening to Hanna Segal: Her Contribution to Psychoanalysis

Jean-Michel Quinodoz, trans. David Alcorn.

London: Routledge, 2008. Paperback, 171 pp.

Reviewed by Jill Savege Scharff M. D.

This slim volume packs a wealth of information in its three-color-coded pages. At its heart, in blue textboxes, lie the personal recollections of Hanna Segal, as told most generously to Jean-Michel Quinodoz in a series of London interviews, the tapes of which are now stored in the Melanie Klein Archives. In white pages, Quinodoz brilliantly and succinctly presents the essence of Segal's main papers so that readers can link her concepts to her biographical information. Putting blue and white together, readers can understand how Segal's traumatic childhood led her to psychoanalysis, stimulated her psychoanalytic thinking, and shaped her personal and professional identity. In grey textboxes, Quinodoz and other contemporary analysts from London, Geneva, Rome, Paris, Los Angeles, Buenos Aires and San Paulo weigh in with their impressions of Segal as analyst, teacher, and anti-war activist. With this use of color, Quinodoz lays out three vertices from which to encounter Segal as woman and as analyst, and so enables a more informed reading of her work on psychoanalytic theory and technique.

Hanna Segal is outstanding as Klein's interpreter, but she does not forget her basis in Freud: "Well I found reading Freud very exciting too ... 'Beyond the Pleasure Principle' – that was my favorite, even though it has no clinical material." She shares her memories of Melanie Klein and the early Kleinians, and shows where she has gone beyond Klein in conceptualizing the reconstruction of the internal world. Quinodoz shows us that Segal is appreciated for her own work on the treatment of psychotic and elderly analyzands, and on symbolism in dreams and in creative process, of which she thinks, "The artist makes the unbearable bearable by giving expression to it." Also known for her contribution to the clinical expression of the death instinct, interestingly she concludes that, "Acceptance of death is needed for life to be meaningful ... death is not viewed as the normal end of life; it is seen as an effect of the death instinct."

A pipe-smoking, cigar-smoking woman, Segal is famed for her personal freedom and her forthright manner in dealing with the reality she confronts in patients and supervisees. In this book, Quinodoz captures that stance in relation to her own reality. For instance, Segal freely admits to her feelings about colleagues: she found Winnicott weak, Meltzer gifted, and Ella Sharpe disappointing. She speaks equally candidly about her early life: "I think if I had turned out to be schizophrenic, people would have said: 'No wonder, with that childhood!' – mother not containing, and so on – but things are not quite as simple as that." So she helps us to understand her family circumstances and her choices as she moved between Warsaw, Paris, and London, met

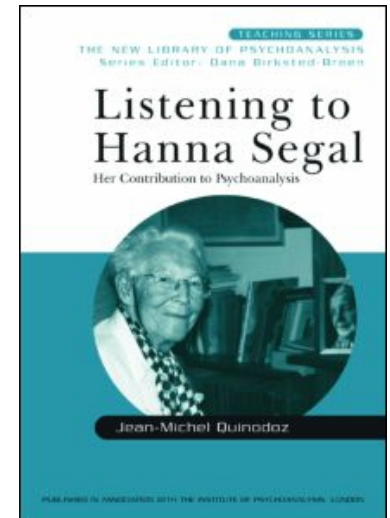
her husband, and qualified in medicine and psychoanalysis.

Lastly Segal shows her open and direct stance in relation to candidates in analytic training. "I tell them," she says, "look, if you and your patients feel comfortable, then you are in collusion. I say sometimes, You're just bloody lazy. You like to relax and be comfortable. Because the other way is hard work – the patient will hate you and evade you and attack you. You have to work at it – not be comfortable." She is absolutely against self-disclosure, "because it's an acting-in and it only increases the patient's omnipotence." As teachers and students ourselves, we can appreciate her way of approaching a seminar: "The most important thing in a seminar is to create an atmosphere where people really feel free to bring in their problems without being put down or criticized ... Criticism yes, everyone should be open to criticism, but I don't allow any sort of hostile comments that are meant to undermine other people."

As a physician who was active in opposing nuclear proliferation during the Cold War, Segal spoke out when dissenting voices were unwelcome. In these years of terrorism, she at the age of 90 still asserts her opinion vigorously: "I think that the worst rogue states with weapons of mass destruction are America and its little vassal Great Britain. If you define a rogue state as one which threatens world peace with bloodthirsty dictatorship, one where nothing is banned, one where they give themselves the right to use, preemptively, nuclear weapons – what state could be more of a rogue than these two?"

These few quotes will serve to illustrate the tenor of her words and the character of the woman. Segal is straightforward, serious and intense -- yet not without humor, as she teases us, "Well before I tell you about the sleepless night I spent with Lacan ..."

You'll just have to read the book.



Stan Tsigounis, Ph.D., psychologist and psychoanalyst, faculty member IPI and IIP

Interviewed by Lynn Stormon for the IPI bulletin

Let's start with your most important mentor.

Wow, I've been fortunate to have had many: Dr Ben Fielding who allowed me into a psychoanalytic psychotherapy training program without a graduate degree; my good friends and mentors George Imperato and Gloria Wax who taught me so much about psychotherapy; and Dr Ralph Klein, medical director of the Masterson Institute, who taught me about the treatment of personality disorders. Most important, the training and supervisory psychoanalysts, APsA, IPA, Jack Frances, MD and Leo Ferber, MD were extraordinary men who modeled and taught kindness and generosity, and I greatly miss them. They actually married my wife and me.

Anyone else?

Of course all of my therapists/analysts over the years were crucial. I have had six therapists/analysts over the course of my life. I am on number six now. I was in psychoanalysis for over ten years with the same analyst. I have been fortunate to have chosen 6 remarkable individuals.

Why did you train to become a psychoanalyst?

Curiosity. Nothing is as interesting as the unconscious mind. I have extensively studied both psychoanalysis and hypnosis since these both deal most directly with the unconscious mind. My aunt was a lay analyst under Theodore Reik and, when I was an undergraduate, I discovered the writings of R. D. Laing and was hooked. I traveled down to NY City from Colgate, my undergraduate college, to attend a lecture by Laing and movie about his residential treatment of schizophrenic patients without medication. It was a memorable night.

It seems like you have had a variety of psychotherapy training experiences.

Yes, I was always interested in all forms of therapy. While I was attending my Master's program in Child and Adolescent psychology I was also attending the Group Relations Ongoing Workshops (GROW) in New York City, an experiential training center which had open admissions (no requirements for admission). The students were MDs, PhDs, Masters Degrees, Police Officers, Jail Inmates, Nurses, High School Drop outs, Addicts, Addiction Counselors. It was an exciting place at an exciting time. At the same time I was attending a Psychoanalytic psychotherapy program at the Institute for Mental Health Education.



When I was in my PhD program in California I trained with Bob and Judy Shaw at the Family Institute in Berkley California; a program much like IPI where they would bring in the top names in Family

Therapy. I saw Sal Minuchin, Jay Haley, Carl Whitaker and others. Most of those early pioneers of family therapy came out of a psychoanalytic perspective, especially Carl Whitaker. It was amazing to watch him work live with families. He clearly was using his own countertransference to understand the family's unconscious processes!

10 years latter I was a trainee in Jay Haley's Family Institute in New York. I arrived on the first day, and it was Sal Minuchin who offered me a cup of coffee! What a surprise. Jay was using Sal's New York Office so we got the experience of two of the greats! I also trained in sex therapy with Hartman and Fifthian, the California version of Masters and Johnson. I am a Clinical Member of the American Association for Marriage and Family Therapy and am very interested in couples work. I spent three years in a hypnosis training program, one year studying child psychoanalytic therapy with Richard Gardner, MD, four years in a Transitional Analysis training program which led to my becoming a Certified Transactional Analyst. I trained for 10 years with Ralph Klein MD, medical director at the Masterson Institute for Psychoanalytic Psychotherapy studying the treatment of personality disorder.

I then put together a training program and hired three IPA or APsA Training and Supervising Analysts to teach 6 of us psychoanalysis. I did supervision with them for over 6 years and have been seeing clients on the couch since 1992!

So, why did you decide to do the psychoanalytic training with the International Institute for Psychoanalytic Training, a program of IPI?

Great question, for a number of reasons. First I never felt completely empowered as a psychoanalyst even though over half of my clients were on the couch. So I wanted to participate in a more legitimate program. Second, I felt that I needed a structured experience to help me consolidate all my training experiences. Third, Judy Rovner, who is a good friend, was going to do it, and I thought it would be a more meaningful experience for me to go through it with her, and fourth, the Faculty acknowledged my previous training experiences and gave me advanced standing.

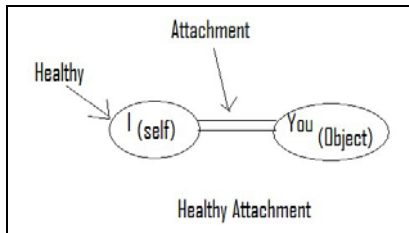
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Group Formation with Schizophrenic Clients- Creating Hope and Space Against all Fears

Joanna Bienko, LCSW

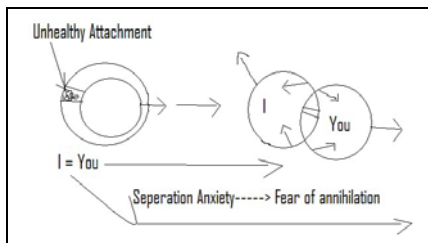
Learning with the Group Affective Model, I took in some valuable ideas during the IPI's summer institute of "Infant Observation and Research Contributions to Object Relations Theory and Practice." I would like to demonstrate briefly how some theories that I learned apply in my work with the chronically mentally ill older adults with whom I work in groups.

Sutherland states that attachment is "a precondition for the development of the self." I think of it like this:



Attachment is meant to be flexible and fluid, but it becomes rigid and insecure when there is no clear distinction between the self and the object, and

functions less efficiently in supporting the development of the self. According to Segal, the concept of separation doesn't exist in the world in which I (the self) equals You (the object), and thus the absence of You (the object) results in the non-existence of I (the self). These concepts are useful to me as a group therapist when thinking of the difficulties schizophrenics face when working together on forming a group's identity. Those clients have a difficult time differentiating between ego and object and so their capacity to form a group is diminished.



The group facilitator helps undifferentiated individual group members form a group with one

another while creating space where differentiation from one another can occur. Only in such an environment can the possibility for a healthy attachment be nurtured. And only then can differentiation between self and object occur.

Like the parents of an infant facing the distress of their infant, the group facilitator is presented with the group's separation anxiety and fear of annihilation. Separation anxiety presents as a strong and primitive fear when the self (I) is not clearly differentiated from the object (You). The fear of annihilation intensifies with each attempt to gain distance and differentiate the self from the object. My clients who are over 65 years of age experience annihilation at a concrete level and have their fears of it confirmed when their peers end their lives.

Sometimes the group members avoid their deathly feelings and fears of annihilation and focus on the

liveliness of the facilitator instead. This preoccupation with the youth and vitality of a group facilitator feels intrusive, violating, sexualized and frightening. As the mother's role is to contain her infant's intolerable expressions of the psychotic anxieties, my role as a therapist is to contain separation anxiety and fear of annihilation and metabolize these fears until I can make a group interpretation that leads to understanding (Bion).

Tsigounis interview, continued

What were the most beneficial parts of the training for you?

First the opportunity to participate in the creation of a new program. I always like new programs. They have an interesting integration of incredible frustrations and incredible flexibility and opportunity. Second the opportunity to work with two remarkable clinicians as supervisors; Sharon Dennett and Christopher Bollas whose thinking is similar to where my thinking was evolving. Third, I loved doing the writing assignments and getting feedback from faculty and candidates. My brief articles were all in a progression on the same topic -- the therapeutic process of analytic listening and the unconscious mind. They helped me consolidate much of my previous thinking and have formed the basis of a book that I am writing.

You are writing a book on the therapeutic process?

I am interested in how the therapist listens to the unconscious processes of the internal world of the patient and how the therapist assists in the development of the client's unconscious. The emphasis here is on the therapist working *in* the transference rather than *with* the transference. Both the analyst and client must remain consistently open to being surprised by what shows up in the work.

How has psychoanalysis changed the human perspective?

It placed the emphasis on the importance of the unconscious processes which had not really been considered before. It was a major shift in thinking.

Where do you live?

I live on the Manatee River in Florida. In college I seriously considered studying dolphins following Dr. John Lilly's work on dolphin communication and consciousness, and now I can see them daily from my home.

A favorite quote applicable to your psychotherapy approach?

"Discovery, in my experience, requires disillusionment first as well as later. One must be shaken in one's basic beliefs before the discovery can penetrate one's mind sufficiently to be detected" (John Lilly, 1962)

IPI Calendar of Upcoming Events

February, 2009

- 6-8** **Thinking, Loss and Negation
with David Bell, M.D.**
An IPI weekend conference, Rockville Hilton, Rockville, MD; 9:00 a.m. Friday – 1:00 p.m. Sunday; CE: approx. 15 hours, \$505, \$485 advance registration discount (21 days in advance), additional member discounts available
- 7** **Lecture and discussion: “Nothing Matters and Everything is Permitted; Hannah Arendt
and the Evil of Mindlessness”
David Bell, M.D.**
Saturday morning lecture and optional small group discussion. Rockville Hilton, Rockville, MD, 9:00 a.m. Free to all IPI members (with a guest); \$30 for all others. Lecture and discussion provide 2.5 hours CE.
- 16** **“Understanding Winnicott, Part II”
Steve Tuber presenting from Long Island**
Master Teacher Seminar (meets locally in Long Island, NY, Salt Lake City, UT, Omaha, NE and Bethesda, MD Connected by video; participants can also join by toll-free telephone conference call. CE: 2 hours; \$90)
- 28** **“Introduction to Psychodynamic Psychotherapy”
with David Scharff, M.D. and Jill Scharff, M.D.
A one-day Conference for Graduate Students in the Mental Health Field**
Co-Sponsored by IPI Metro, the Howard University School of Social Work and the Howard Medical School Department of Psychiatry. www.ipimetro.org
At Howard University, 10:00 a.m. – 4:00 p.m. Free of charge to students and graduate program faculty.

March, 2009

- 6-8** **Group Analysis: Theory and Practice in Small and Large “Groups”
with Earl Hopper, Ph.D.
Held in Panama City, Panama**
An IPI weekend conference in Bethesda, MD; 9:00 a.m. Friday – 1:00 p.m. Sunday; CE: approx. 15 hours, \$505, \$485 advance registration discount (21 days in advance), additional member discounts available
- 7** **Lecture and discussion: “The Social Unconscious in Persons and Groups”
Earl Hopper, Ph.D.**
Saturday morning lecture and optional small group discussion. *IN PANAMA CITY, PANAMA (see conference information above)*. Free to all IPI members (with a guest); \$30 for all others. Lecture and discussion, 2.5 hours CE.
- 16** **“Understanding Winnicott, Part III”
Steve Tuber presenting from Omaha, NE**
Master Teacher Seminar (meets locally in Long Island, NY, Salt Lake City, UT, Omaha, NE and Bethesda, MD Connected by video; participants can also join by toll-free telephone conference call. CE: 2 hours; \$90)
- 28** **“Psychotherapy with Couples: An Object Relations Approach to Understanding and
Working with common Clinical Situations”
with David Scharff, MD, Rachel Kaplan, M.S.W., Sheila Hill, MSW., and Kate Scharff, M.S.W.**
An IPI Metro one-day workshop in Bethesda, MD. CE: 4.5 hours; \$150. www.ipimetro.org

Calendar of Upcoming Events, continued

April, 2009

17

“Psychoanalytic Process”

Judith Mitrani presenting from Salt Lake City, UT

Master Teacher Seminar (meets locally in Long Island, NY, Salt Lake City, UT, Omaha, NE and Bethesda, MD
Connected by video; participants can also join by toll-free telephone conference call. CE: 2 hours; \$90)

24-26

The Therapeutic Relationship and the Dialogue of Unconsciousness: A Weekend Clinical Workshop

with Anthony Bass, Ph.D.

An IPI weekend conference, Rockville Hilton, Rockville, MD; 9:00 a.m. Friday – 1:00 p.m. Sunday; CE: approx. 15 hours,
\$505, \$485 advance registration discount (21 days in advance), additional member discounts available

25

Lecture and discussion: “Psychoanalysis as Mutual Analysis: Ferenczi’s Mutual Analysis Updated”

Anthony Bass, Ph.D.

Saturday morning lecture and optional small group discussion. Rockville Hilton, Rockville, MD, 9:00 a.m.
Free to all IPI members (with a guest); \$30 for all others. Lecture and discussion provide 2.5 hours CE.

May, 2009

16

“Reflections on Narcissistic States – An Object Relations Perspective, Part II”

Nasir Ilahi presenting from Long Island

Master Teacher Seminar (meets locally in Long Island, NY, Salt Lake City, UT, Omaha, NE and Bethesda, MD
Connected by video; participants can also join by toll-free telephone conference call. CE: 2 hours; \$90)

June, 2009

20-26

International Institute for Psychoanalytic Training

Week-long Institute for IIPT Analytic Candidates, Chevy Chase, MD

July, 2009

6-11

“Footprints and Phantasies: Intergenerational Influences on Couples and Families” Couple, Child and Family Institute, Salt Lake City, UT

Hosted by IPI Salt Lake. For more information, visit www.theipi.org

12-18

Object Relations Theory and Practice

Week-long Institute beginning the 2009-2010 Two-Year Program in Object Relations Theory and Practice
Chevy Chase, MD

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info@theipi.org WWW.THEIPI.ORG