**2006 MPF BENEFIT**

The Michigan Psychoanalytic Foundation announces its 2006 Annual Benefit to be held at The Dearborn Inn on Friday evening, November 3rd.

A wine reception will be followed by entertainment featuring the five-time Emmy Award winning satire troupe News in Revue. With a side-splitting spoof of the people and places making the news, the show is filled with comedy and commentary torn from page one of today’s newspapers. As noted by Time magazine: “At the News in Revue, today’s headlines become tonight’s routines.”

A lavish dessert buffet will follow the entertainment. Please put a note on your calendars reserving November 3rd for this evening of laughter and fun.

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**Member Profile**

There could be no better occasion on which to honor the contributions of Dr. Howard Shevrin than on the anniversary of Freud’s 150th birthday. While most of Freud’s followers have concentrated on developing and refining psychoanalysis as a clinical discipline, Dr. Shevrin has devoted a significant portion of his career to laying the groundwork for a basic science of psychoanalysis.

There are those who believe that psychoanalysis is complete unto itself—that a basic science of psychoanalysis is unnecessary. Freud would not be included in that group. He began his career as a neurologist. His early “Project for a Scientific Psychology” was a neurological model of the mind, but limitations in 19th century science led him to set this model aside in favor of a psychological model, which he developed through the use of observational rather than experimental methods.

For the greater part of the last century, a clear division existed between those studying the mind and those studying the brain, with psychoanalytic theorists elaborating only the psychological model of the mind, leaving exploration of the brain to medicine and cognitive neuroscience. Understandably, since the enterprises are so different, neither group has made it a priority to communicate with and learn from the other.

The study of mind concerns itself with the realm of the immaterial and insubstantial—the world of affects, dreams, motivations, and fantasies. It cannot be studied directly and requires as its only apparatus another human mind. It thus has a close affinity with the arts. The study of brain, on the other hand, concerns itself with the realm of the material—concrete entities that can be seen, weighed, measured and counted—and so is unambiguously a field of science. The two fields would appear to have little in common. Yet, as Stravinsky in his Poetics of Music observes, Contrast is everywhere. One has only to take note of it. Similarity is hidden; it must be sought out, and it is found after the most exhaustive efforts.

Are there hidden similarities between these seemingly disparate fields? Is it possible that the vexing “mind-body problem” of philosophy can be productively addressed from within a union of well-developed psychoanalytic theory and comprehensive understanding of how the brain functions?

The question of whether the psychological and neurological models of the mind can be integrated into a unified whole is one that will be of considerable interest in the coming decades, and it is one that Dr. Shevrin has been pursuing since the beginning of his career. He has been engaged for almost 50 years in testing the basic assumptions of psychoanalysis—notably
Astronomers tell us that the objects in the universe are steadily on the move outward and away from the place where it all began at the moment of the big bang. A speck of concentrated matter could no longer contain its energy and so it flew apart, spraying the void with speeding fragments. I happened onto such a speck one day—a powerhouse of a book—which close-knit psychological insights blew me away and into new trajectories that have enlivened me from my 20s to my 70s. My life and my understanding of humankind changed forever on that day at what was warp speed—at least for me. So here’s a story of a book that changed my life.

In my early years in a small town in Napa, California I decided I wanted to be a doctor and make house calls. Our family doctor, Dr. Murray, brought us confidence and compassion mixed with applied science and miraculously got us better. I wanted to be like him.

In 1959 I was 25, a newly minted doctor now interning at Detroit Receiving Hospital, looking forward to a career in internal medicine. But something was wrong. In the medical clinics where I worked I was finding that patients were more interesting than their diabetes or hypertension. The individuals’ lives and their personal struggles fascinated me. Their diseases bored me. Also, many were ailing for no detectable physical reason, and I felt helpless to offer anything useful. I realized that my image of a life in medicine had me working with patients rather than on their diseases, but that vision was at best auxiliary to the internist’s main task of combating their diseases. I was in a quandary.

While on a break one day, midway through my intern year, I was sitting in the tiny medical library at the hospital and pulled a book off the shelves at random. It was one of a set of volumes called, The Psychoanalytic Study of the Child. I chose a chapter by Phyllis Greenacre, M.D. entitled, “The Family Romance of the Artist” because it promised to be the most escapist of the chapters (family! romance! artist!). I expected to steal a few minutes in light desultory amusement before getting back to serious business on the wards. But what I read woke me up.

Here was a physician who was writing about the inner struggles of writers and how early psychological strains had shaped their creative output while damaging their lives. And she said something else. That every patient is the ultimate author of his or her unique life and that much of that authorship was determined outside awareness—it was mostly unconscious. Dr. Greenacre was regarding authors as patients and patients as authors!

You must realize how naive and unsophisticated I was then for these well-trodden 20th century ideas to have been so revolutionary for me. My medical training had taught me to regard Freud and his ideas with skepticism at best and, at worst, as dangerously cultish. I knew how to be properly contemptuous of all Freudian concepts as though they were Transylvanian evils to be warded off.
the unconscious, repression, and defenses—in a laboratory context, where they can be demonstrated and validated outside of the clinical situation in which they are more familiarly known and observed. His research, which colleague Mayer Subrin, M.D. deems deserving of a Nobel Prize, is centered at the intersection of three separate disciplines—psychoanalytic theory, cognitive psychology and psychophysiology—each employing a distinctly different method and a different frame of reference.

In 1968 Dr. Shevrin published the first report of brain indicators of unconscious processes. This work appeared in *Science*, the premier journal in science, which has a worldwide circulation. A year earlier he had published the first study demonstrating distinctive primary and secondary process unconscious effects on dreaming that depended on the psychophysiological state of the brain. More recently, work from his laboratory has provided brain evidence for unconscious conflict and unconscious inhibition in phobic patients.

Dr. Shevrin was lauded in 2003 for his contributions to psychoanalysis with the prestigious Mary S. Sigourney Award, one of only four that were granted in that year. This year, he received the Arnold Pfeffer Award for the best paper on neuro-psychoanalysis in 2005. Recognition may be on the horizon from his neuroscience colleagues as well. "We are on the threshold of important and ground-breaking changes," he said recently. "Clinical psychoanalysis is under attack—as a therapy—from insurance and managed care. But psychoanalysis is also a powerful theory of mind, and in important quarters of the scientific world, that is beginning to be acknowledged." Two Nobel Prize Laureates, Eric Kandel and Gerald Edelman, have both recognized that psychoanalysis offers the only comprehensive theory of mind, and recent findings in cognitive neuroscience have begun to converge on phenomena that can only be understood by reference to the existence of the unconscious.

Dr. Shevrin is Professor Emeritus in the Department of Psychiatry, where he heads the Program of Research in Neuro-Psychoanalysis, the only one of its kind in a major department of psychiatry. The program is co-directed by Linda A.W. Brakel, M.D., a member of the Michigan Institute who has made important contributions to our understanding of primary process and the philosophical foundations of psychoanalysis, and Michael Snodgrass, Ph.D., a psychodynamic psychotherapist and cognitive psychologist who has contributed significantly to placing the methodology of subliminal perception on a sound scientific footing.

Dr. Shevrin holds a joint appointment in the University of Michigan College of Literature, Science, and the Arts. He has over 150 publications to his credit and he wrote, together with his collaborators, *Conscious and Unconscious Processes: Psychodynamic, Cognitive, and Physiological Convergences*. He is the author of *The Dream Interpreters*, an award-winning psychoanalytic novel in verse form. Retired from clinical practice, he continues his research program and remains Director of The Ormond and Hazel Hunt Laboratory in Ann Arbor.
Mark Solms, Ph.D. to Visit MPI

By Carol Barbour, Ph.D.
Chair, Visiting Professor Program

We are delighted to announce that the 2007 Michigan Psychoanalytic Institute Visiting Professor of Psychoanalysis will be Mark Solms, Ph.D. He will be with us the week of April 9-15, 2007.

Dr. Solms is an internationally renowned psychoanalyst who has pioneered the integration of cognitive-affective neuroscience with psychodynamic thought. Currently he is Director, The International Neuropsychanalysis Centre, London; Chair in Neuropsychology, Department of Psychology, University of Cape Town, South Africa; and translator and editor, the Revised Standard Edition of the Complete Psychological Works of Sigmund Freud and The Complete Neuroscientific Works of Sigmund Freud. He is also honorary Director, Arnold Pfeffer Center for Neuro-Psychoanalysis, New York Psychoanalytic Institute.

Dr. Solms is editor of the journal NeuroPsychoanalysis and himself author of numerous contributions to the field. He has published extensively in the areas of sleep and dreaming, the neuroscience of subjective experience, and clinical neuropsychoanalysis, among others. His innovative work has been supported by many research grants and honored with numerous awards. On May 6, 2006 he was the keynote speaker inaugurating the American Psychoanalytic Association’s year-long celebrations of the 150th anniversary of Freud’s birth. The American Psychiatric Association bestowed on him The International Psychiatrist Award in 2001.

Dr. Solms brings a unique area of expertise to our Institute and local training programs which will be a learning opportunity for area faculty as well as trainees. We are looking forward to a stimulating and memorable week with him.

Interview With “Friend of the Michigan Psychoanalytic Institute” Karl Pohrt

By James Kern, M.D.

Karl Pohrt is an independent bookstore owner in Ann Arbor who has been a friend of psychoanalysis for many years. He has shown an interest in stocking a wide variety of psychoanalytic books at his Shaman Drum bookshop, which specializes in philosophy, literature and the humanities. He has been particularly helpful to the Michigan Psychoanalytic Institute through his generous offering of the book discussion space at the store for psychoanalytic book presentations and wide-ranging analytic discussions of other writers whose works have a meaningful analytic subtext. Many of our members have had the opportunity to speak at Shaman Drum. Karl is usually there in the audience, participating actively. Karl was presented with our “Friend of the Michigan Psychoanalytic Institute” award for 2004. The Shaman Drum Bookshop is located at 311-315 S. State St., Ann Arbor 48104.

JK: Karl, I want to thank you again on behalf of the analytic community for your generous support of our educational aims. I find your interest in psychoanalysis and psychoanalytic books heartening as well as surprising. Such serious attention to the many messages of psychoanalysis is so under-represented in this day and age that I wonder where your interest comes from.

KP: I think we’re both part of a counterculture in this country at this time. Odd to think of Socrates’ adage “know thyself” as being counterculture today but that’s what I think. I feel that we both share a similar world view. The mission of my store and of psychoanalysis is similar: to honor complexity, care about clarity and truth, be compassionate. I’ve wanted my store to embody the issues that psychoanalysis at its best believes in and stands for. We’re both embattled communities. The National Endowment for the Arts has been studying reading patterns in the US for many years. America is at risk in this regard. There is a shocking decline in serious reading in this country—in reading competence and in attention span. You have this culture dedicated to light entertainment. It erodes the general capacity for more complicated, difficult but infinitely more interesting recognition of what is out there to be understood. And reading and psychoanalysis both lead, in my opinion, to a greater chance to have a life well lived.

JK: I find it refreshing and a little amazing that a commercial enterprise these days could be driven by such values. JK: How did your interest in psychoanalysis evolve?

KP: My parents valued books a lot. And I went to the Presbyterian church—and took it seriously for a time. It offered one book that explained the whole world. It didn’t quite do it and I’m still looking for that book. My mother also took religion seriously, so I was challenged to do the same. Presbyterians are sort of Calvinist-lite. One of Calvin’s principles that struck me was that humans have an infinite capacity for self-deception. One great contribution of Freud’s was the idea that much was going on below the surface that...
Patrick McLean Joins MPF Team

Fundraising consultant and nonprofit executive Patrick McLean has joined the Michigan Psychoanalytic Foundation. He will serve as an advisor for the November 2006 Benefit, helping to coordinate the foundation’s fundraising efforts for that event.

Mr. McLean works with a number of nonprofits in the Southeastern Michigan area. He is the Executive Director of the Washtenaw Area Council for Children, the primary child abuse and neglect prevention agency in Washtenaw County, and he serves as a grant writer for the Ecology Center in Ann Arbor. He is also a private consultant with not-for-profits in Michigan, Ohio and New York, specializing in grant writing and in helping not-for-profits develop working relationships with elected officials. He has worked with agencies that focus on the arts, culture, historic preservation, social services and the environment.

Before moving to Washtenaw County in 2004, Mr. McLean lived in New York where he attended New York University and earned a Certificate in Nonprofit Fundraising. Immediately prior to that, he worked for 11 years in the state legislature in Ohio, the final four of those as Minority Chief of Staff in the Ohio Senate. While living in Columbus, Mr. McLean was an active member of his community, serving on several not-for-profit boards and being elected to lead his neighborhood civic organization for his last five years in that city.

Mr. McLean is an adjunct faculty member at New York University’s Heyman Center for Philanthropy where he teaches a course entitled “Working Effectively with Elected Officials.” A short summary of the course was developed as an article published in the March/April 2005 edition of Grassroots Fundraising Journal. He is also a member of the Detroit Chapter of the Association of Fundraising Professionals.

Mr. McLean has a Bachelor’s degree in political science from the University of Dayton, and a Master’s degree in International Politics from Miami University. He lives with his wife, Angela, his son Ian, his two dogs, and his piles of books in Ypsilanti.

MPF Board Member Appointed to the State of Michigan Board of Psychology

Governor Jennifer Granholm announced in March of 2006 the appointment of Monica Navarro, a Trustee of the Michigan Psychoanalytic Foundation Board, to the Michigan Board of Psychology. Monica was appointed to represent the general public for a term expiring December 31, 2009. The Michigan Board of Psychology provides for the licensure and examination of psychologists in the state and oversees over 5,000 psychologists practicing in the State of Michigan.

Monica is a principal in Frank, Haron, Weiner and Navarro. She has a B.A. in International Relations and Political Science from Florida International University, where she graduated summa cum laude. She received her Juris Doctorate from the University of Michigan Law School in 1993, where she graduated cum laude and served as the Managing Editor of the University of Michigan Journal of Law Reform. Following her graduation from University of Michigan Law School, Monica served two years as a judicial clerk to the Honorable Julian Abele Cook, Jr., United States District Court for the Eastern District of Michigan.

Monica’s law practice focuses on health care litigation and transactions, including governance, regulatory compliance, privacy, reimbursement, credentialing and medical staffing, and fraud and abuse matters. She also has an active business litigation practice, which includes federal and appellate litigation.

Monica represents a wide array of health care providers, including physicians, psychologists, chiropractors, physician groups, ambulance companies, home health agencies, and providers of ancillary services (e.g., physical therapy and diagnostic clinics, durable medical equipment providers) in all areas touching upon health law. Monica also counsels providers under investigation for suspected fraud and abuse; assists health care entities in connection with regulatory compliance with state and federal agencies, business undertakings, joint ventures, and non-compete agreements; represents providers in connection with third-party reimbursement issues and audits; and represents physicians in connection with credentialing, hospital staffing, and licensing matters. She is the head of the firm’s health care practice and HIPAA Compliance Program.

Suggestions
Ideas for future issues? News we need to know? We welcome all comments and suggestions. Write to:

The Michigan Psychoanalytic Center
32841 Middlebelt, Suite 411
Farmington Hills, MI 48334

Or email us at: newsletter@mpi-mps.org.
Congratulations, APPEP and CPPEP!

In a special ceremony at the Farmington Hills campus on May 31, 2006, certificates were awarded for all who completed either the Adult Psychoanalytic Psychotherapy Program (APPEP) or the Child Psychoanalytic Psychotherapy Program (CPPEP). These programs consist of two years of twice-weekly classes plus supervised clinical experience.

Clinical Moment Series

By Marvin Margolis, M.D., Ph.D.

A new once monthly educational opportunity, “The Clinical Moment,” is now being offered to graduate students, residents, psychotherapy track students, and early admission candidates. Analysts present a clinical vignette from an analysis that involves a clinical moment in which a technical issue was critical to the outcome of the case. A discussion follows this presentation. These meetings are held in colleagues’ homes; a light supper is available. They are especially appropriate for students and clinicians considering psychoanalytic training.

The programs are scheduled from 7:00 to 9:00 pm on Thursday evenings. In the Detroit area they are offered on the first Thursday of each month. In the Ann Arbor area they are conducted on the second Thursday of the month.

To place your name on the invitation list, please call Marvin Margolis (248-626-6466) or email mmargolis@comcast.net.

Thoughts on Teaching Students About Psychoanalysis, 2006

By Michael Shulman, Ph.D.

Can the prejudices and pre-judgments about psychoanalysis (some of them acquired in their previous education) be overcome by graduate students of the mental health disciplines?

Since 1990, first in running an internship training program and then in several university teaching commitments, this question has often been on my mind as I have hoped to find ways to bring the riches of psychoanalytic thinking to new groups of students within changing environments. In the course of this time, in several states and in vastly different cultural, as well as meteorologic, climates, I’ve taught clinical psychology, social work, and marriage and family therapy graduate students, as well as psychiatric residents, and even, at one point, a nursing grad student. I’d like to describe certain barriers I think we all encounter in trying to teach about analytic ideas at the start of the 21st century, and how I think they can best be engaged to make it possible for students to become interested in analysis.

I believe that a cultural “sea-change” in methods of learning is a primary barrier to getting people interested in psychoanalysis. Younger students currently beginning graduate studies, in any mental health field, are very apt to have a certain approach to the acquisition of knowledge and information which creates a particular hurdle. A principal barrier is that students often think of their own minds as blank canvases and of their teachers as having knowledge in the form of facts which can be readily written on those canvases. This model of acquiring knowledge is fomented in part by common mass teaching strategies, in which lecturing without dialogue dominates, and in which prepared study guides and checklists of items to be regurgitated by students on
exams are provided by instructors. But this model of how to learn is perhaps even more powerfully propelled by the growth of the internet, which gives the appearance of being an enormous free encyclopedia of “current” (read true) knowledge where answers to all life’s questions can be located in milliseconds via Google searches.

Such an approach to knowledge often seems to reduce the task of learning to reporting “the latest” findings. Ideas seem to succumb to planned obsolescence at alarming rates. A certain siege mentality and “crisis” around knowledge develops. This siege is somewhat less intense in medical graduate and doctoral-level psychology students, whose work ability supports a somewhat less impatient pursuit of wisdom and more patient skill at working with ideas (sometimes), than it is in master’s level students, but all are subject to some extent to more impatient learning styles and to diminished practice in reasoning, vis-à-vis earlier generations.

In this “crisis” of knowledge certain opportunities reside, however. Though perhaps reluctantly at first, many graduate-level students are able to recognize that the “candy store” of knowledge at one’s finger tips in Googling provides many “answers” which actually aren’t. The general cultural proposition does not die easily that information about the latest “breakthrough” discoveries is always immediately at hand for “consumers.” However, the very availability of so-called answers to profound questions does help provide a germ of suspicion of easy answers, especially in regard to questions of human suffering which drive many students toward mental health-related careers. Teachers can help cultivate this germ of suspicion as the beginning of a more critical approach to thinking and acquiring knowledge.

Students in our times are skeptical because they face such a high level of selling around themselves continually. In the marketplace of ideas, this continual selling means that any given idea is threatened with a short shelf-life. In my teaching, I often refer to the selling going on all around us as a form of telling lies, using it as a metaphor for the lies we (not only individually but also collectively) like to tell ourselves. In the classroom, I usually begin to help students think about what I regard as the central psychoanalytic discovery: the power of the unconscious—by helping them relate to the way the unconscious operates in close relationships, in particular, in their own dating and love relationships.

Smiles of recognition appear quickly as students see what they already know: how complexly, but also transparently, they and others communicate their feelings and conflicts via behavior in such situations. How often they, or others to whom they are trying to be close, are trying to unconsciously “sell” either themselves or both of the parties involved on certain fantasied kinds of relationship. (To help them along in their recognition, I point out how it is always easier to see how their friends’ unconsciouses are operating in their romantic relationships, which usually turns smiles into laughter and really gets the recognition process going). So, discussing self-deceptions in everyday life seems to me to work as one of our better keys to open the door to the world of psychoanalysis.

It is not so difficult to help people appreciate the wonders of the unconscious, the infinite cleverness of its operations, when they can consider their own (and friends’ and partners’) actions in the context of human beings’ wishes and fears in intimate, and in family, relationships. In fact, I think it is only a few steps (though it usually takes a semester to get there) from this starting-out point to helping students realize a modern definition of what psychoanalytic clinical process is—a means of unfolding and sorting out the issues of difficulty with intimacy (and other matters of “intimate” personal importance) in the life of a suffering person via a special relationship with a very interested and involved companion to that person, the therapist or analyst, in the course of whose relationship these issues of difficulty, in all their individualized and unique complexity, are surfaced for understanding and reworking together by the clinician and the sufferer.

There are definitely ways, I believe, not to teach psychoanalytic ideas to students in our current cultural environment, including ways which were not uncommon in the past. These are also approaches commonly taken in textbooks, ones which almost always have deadening influences. Two such ways are: talking about analysis by starting out discussing human development through the psychosexual stages; and describing the ego, id and superego and talking about what compromise formations are. Such approaches trade on the idea that the listener-student is going to be interested (in the first case) in believing that adult motivations can be meaningfully translated in terms of “gross” things from childhood, and (in the second) that she or he will be interested in believing that real, personal behaviors can be helpfully described in terms of the mysterious compromises of abstractions. More broadly, approaches like this trade on a notion of authority: that the analytic teacher’s words, sans a scrutiny which allows them to be meaningfully related to the student’s own consciously accessible and tolerable-to-recognize experience, are to be readily trusted. In a culture of selling, no one’s words are to be readily trusted; “trust me,” of course, becomes the last statement to be trusted.

I believe that the approach I outline above, suggesting ways in which students can recognize for themselves places where we are all self-deceptive, helps the student feel he or she has something interesting to figure out about both self and others, but also knows something very important which makes him or her a psychologist of sorts already. And it makes psychoanalysis something suddenly sensible instead of nonsense to be taken on authority: once the complexity of wishes and fears occurring continually in daily intimate interactions such as dating, or in other close and emotionally-loaded relationships like family relationships, can be recognized in oneself as a basis for deceiving oneself at times, it is easier to accept that an approach to psychology which starts out by noticing such complexity might have many additional interesting things to say about such matters as:

- how costly such self-deceptions can be;
- what life-historical issues might make some persons’ self-deceptions even more far-reaching or costly than others;
- how and why these self-deceptions are difficult to overcome on one’s own (even with lots of will power);

See TEACHING page 10
Psychoanalysis in the 21st Century

"Pearls" from Neuroscience
By Cassandra Klyman, M.D.

Attachment theory seems to be the most popular paradigm in the 21st Century for understanding the development of the mind and mental functioning. The internal model of the development of the psyche, as it interfaces with the environment and with different pressures from the id and superego to create an ego, has become a backdrop to a theory that holds that the baby develops a sense of self and mastery of affect through intersubjective experience with its caregiver. This different emphasis was bridged by the self-psychologists in the 70s and 80s and a resurgence of appreciation of the British School of object-relation theorists. What seems so confirming is that recent neuroimaging and neuronal laboratory work offers data regarding brain areas that light up in the subject and the viewer simultaneously to illustrate empathy, and the discovery of individual “mirror” neurons in monkeys that get activated when they are motorically still but are watching a lab worker eat a banana—the identical neurons that would light up if they were eating! “Monkey see, monkey do” now has a much more exciting cachet! Patients who had undetected and untreated sensory problems as children—particularly visual or auditory problems—need as adults special attention paid to the distortions in self-regard and empathy that were consequences of their handicap.

This link between imitation and humanity is the core of evolutionary science. The significant researchers in this field are Drs. V. Ramachandran and M. Arbib at University of California, San Diego, Sarah-Jayne Blakemore in London and G. Rizzolatti in Italy. They are working on the theory that the simple “mirror neurons” for grasping could have advanced to a more sophisticated network allowing for symbolism and syntax of language. Using PET, they showed that Broca’s area was also involved in organizing intentional actions and in allowing people to understand the intentional actions of others. This corresponds with the deaf community’s assertion that language is more than speech, privileging “sign” over primitive utterances (American Psychological Association, Vol.36, No. 9, Oct. 2005).

Empathy also has its neurobiological correlates (Rizzolatti and Arbib, 1998; Wolf, 2001). Harris (2003) and Jackson (2005) used PET studies to demonstrate increased metabolic activity during responsive viewing of another person’s pain in the medial and superior frontal gyrus, the anterior and posterior cingulate, the medial thalamus and the orbital frontal and medial and superior frontal gyrus, the anterior and posterior cingulate, the medial thalamus and the orbital frontal and occipitotemporal cortex. Correspondingly, when patients feel their concerns are taken seriously, their neurochemistry is altered (Kandel, 1998; Gabbard, 2000). Fonagy and his colleagues convincingly assert that the “marked” response of the mother to her infant, which is a similar but not identical empathic response, is essential to the baby’s mentalization and sense of self and other. We have known for a long time that psychotic patients do not do well in “high-intensity, emotional families” and that if and when they reconstitute it is in a benign and hopeful surround. Nurseries serve as a prototype. The quiet of our consulting room is another setting where strong feelings get expressed and become modulated through our metabolizing interventions.

The discovery of neural plasticity has shown us that the brain can produce new neurons, dendrites, synapses and therefore new circuitry throughout life. This means that throughout life one can develop healthier, more adaptive ways of thinking, feeling and acting and can also develop the ability to inhibit unhealthy, less adaptive ways of thinking, feeling and acting. So, one can teach old dogs new tricks.

According to Hebb’s Law, neurons that fire together wire together. With repetitions the newer circuits become consolidated and strengthened in the brain. As a consequence, therapists should complement their time-honored attention to the development of insight into defense, resistance and transference-countertransference with a more rigorous attention to the process of working through over time. Working through definitely takes work outside the therapy room in our patients’ everyday lives. Patients need to do homework in order to actively change old patterns of thought, feeling and action. In this process therapists can help greatly as mentors, educators and coaches helping patients to consolidate the insights gained in treatment into real, lasting and beneficial changes in their adaptations, health and happiness.

The Neuroscience Study Club at the Michigan Psychoanalytic Society has been meeting for several years. We began with the study of consciousness and memory. We have read various authors and had several visiting guests from philosophy and neuro-radiology. Among our interdisciplinary group we are honored to count Dr. Henry Krystal as one of our charter members. Our enthusiasm is high for new learning and we all have seen changes in our work with patients.

We have presented our ideas at the Michigan State Medical Society Annual Scientific Meeting and were well-received. All physicians appreciated a better understanding of their fatigue at the end of the day, let alone burn-out after decades of having their brains light up in painful areas while witnessing their patients’ pain.

List of books read: The Developing Mind (D. Siegel); Mind Wide Open (S. Johnson); The Brain and the Inner World (Solms and Trumbull); Gene Worship (Kaplan and Rogers); Freedom Evolves (D. Dennett); Looking for Spinoza (A. Damasio); General Theory of Love (T. Lewis); Gender as Soft Assembly (A. Harris); Affect Regulation, Mentalization and the Development of the Self (Fonagy, et al).

Guest presenters: “Kit” Green, M.D.; Mel Bornstein, M.D.; Linda Brakel, M.D.; Richard Hertel, Ph.D.; Michael Shulman, Ph.D.

REFERENCES


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certainly not applicable to real human beings--all of this even though I had never read any Freud. However, Dr. Greenacre seemed to think that psychoanalysis shed some light on the mission of physicians. I felt I needed to get to the source.
The only book of Freud's I had heard of was *The Interpretation of Dreams*, so the next day I found it on the shelves. The title seemed deliciously arcane. I opened to somewhere in the middle, as is my wont, and began a part called, "the analysis of a specimen dream." It was 25 pages long and I was hooked then and there and still am now some 47 years later. The writing itself was both incisive and graceful. (30 years later Freud was to win the Goethe Prize for literature.) And the voice of the author as he explained his inner adventures and discoveries was down to earth, personally engaging, humorous and wonderfully evocative. His conclusions were both dazzling and disorienting; absolutely counterintuitive but sensible at the same time, given the new tools for understanding he had shaped. He encouraged independent consideration of his findings by his book companion--the reader--in a respectful way. This was not the voice of the dogmatic and dying octogenarian whose sad face graces T-shirts all over the world. That embattled, cancer-ridden Freud was to come later. At this moment he was in the prime of life--40ish--and at the height of his intellectual powers. The previous 15 years of his professional life had led to a series of redirections before he came upon this stunning thesis which would set the course for his future. A man after my own heart since I had been feeling direction-challenged at that moment.

So what did I read in this old book? He talked about this "specimen dream," his own dream in fact. It dealt with a strained doctor/patient relationship. The patient in the dream would not cooperate with Freud's examination of her throat--she balked. Several of his learned colleagues weighed in on her condition, all stupidly in one way or the other. Freud studied this dream of his with the scientific focus of a microscopist. He suggested that the reader give each dream the same respect and open-minded wonder that a biologist might give a new organism. Instead of looking to the dream story for an allegorical meaning--the mistake that mankind had made for millennia--he enlisted his patients as contributors to the inquiry, urging them to verbalize whatever ideas came to mind in connection to each fragment of the particular dream. Being the patient of the moment, he followed his own advice. (I might note that his including the patient in the joint exploration was an unusually democratic plan of action to take in that highly authoritarian era.) What did he discover? To his chagrin he found that his own dream was not a satisfying affirmation of his capacities, as it seemed to be, but, rather, camouflage. It was dreamt to spare him the recognition of painful feelings of shame and inadequacy for a mediocre outcome in the treatment of this dream patient, named Irma, in her real life.

The dream insists that the patient's non-cooperation and the other physician's half-baked opinions were the culprits in the Irma case. But Freud's sober analysis of the dream suggests otherwise. He concludes, at the end of this introspective voyage, that this dream was at the front for disguised--that is unconscious--wishes, fears, and feelings which the dreamer didn't want to know about.

My reactions? I dimly realized the importance of what he had discovered. At first I read it as the heroic story of a young doctor who single-handedly unlocks the ancient mystery of dreams. It was a decoding triumph, a psychological Rosetta stone finally demystified. Also, I could vaguely sense how it might relate to people in general. Each individual's unconscious struggles might be revealed by this new decoding process. Further, the reader is shown that distressing past experiences lay behind the dream. This idea gives Faulkner's famous comment a psychoanalytic home: "the past is never dead--it's not even past."

Gradually, I began to see clinical implications. This compact psychological story of cause and effect threw light on a world of hidden experience which powered not just dreams but much human disability which was outside of the reach of medicine as practiced then. There was hope for recovery of function in conditions previously known to be untreatable. I thought of my unfortunate patients in the medical clinic who'd been told that there was nothing wrong with them. Later I was to become intimately familiar with a technique which offered curative possibilities--for me and for others--when understood and applied properly. The field of psychoanalytic therapies had indeed radiated out from this moment in time--a dream analyzed in 1895.

I began to recognize a possible career in medicine which could bring back the doctor/patient relationship to front and center. In a few months my plans to become an internist had been set aside. Now I wanted to be a psychiatrist, a psychoanalytic one. Freud, the Younger, through the explosive book he wrote with such personal courage, scientific rigor and, especially, literary magic, had joined Dr. Murray as another ideal for my life.

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**AVAILABLE SUITES**

**Michigan Psychoanalytic Foundation Building**
32841 Middlebelt Rd.
Farmington Hills, Michigan 48334

**Lease Rates are Negotiable with Free Rent depending on the lease length and Include: Gas, Electric, Water and General Office Maintenance**

**Suite 407**
Immediate occupancy 286 Sq Ft
This windowed office would be perfect for an individual practice. Ample square footage to configure a waiting room.

**Suite 400**
Immediate occupancy 825 Sq Ft
This windowed space currently has a reception area with a large open room and a kitchen/storage room. The large open room would be renovated to accommodate two or three offices. Each office could be leased individually.

**Please contact:**
Rick S. Kaplan
Friedman Real Estate Group, Inc.
(248) 848-4120
rick.kaplan@freg.com
**POHRT** from 5
influenced behavior. An important, radical idea. Seemed to echo the Calvinist concept. (Laughs) I don’t know if the parallel could hold up to logical scrutiny.

JK: Is the Calvinist doctrine that you don’t know how sinful you are really?
KP: Yeah, we’re all fallen—since the fall of Adam. And we can’t see clearly. I’m not Christian now, but those ideas stick. Freud suggested a way to enter the world that was not clear. In my 58 years on planet earth I’ve seen the ability of humans to be blindly destructive, to inflict pain, start wars, create poverty—all of this by people who don’t “know themselves.” How do you work your way out from under that? And help others? There’s a book by Madeline Engle called _A Ring of Endless Light_. She describes her grandfather’s sermon on the last psalm which says that that the mission of humanity is to find ways for all creation to sing—to celebrate life. And it means a lot of work for us to help it happen for us and for others. I’ve been a social change advocate for years but have become somewhat more conservative recently because there are unintended consequences when you try to change the world without being clear as to your own motives. I’m for being emotionally literate as a prerequisite to activism in all things. It seems to me that to go through psychoanalysis is to become emotionally literate.

JK: You mention parallels between Calvin and Freud—self-deception and/or unconscious influences. Does this sense of unconscious mischief help explain the unintended consequences?
KP: Yes. But having it attributed to sinful, fallen nature of man is not very helpful to people. The contribution of Freud’s is that you can go beyond the obvious (including your obvious sinfulness) by introspection and emerge more whole. In Paul’s epistle to the Romans he says something like, “I know what I should do but can’t for some reason.” Freud helps you with some of the reasons.

JK: Are there any other ways in which we have common cause?
KP: The demographic is similar—our client base. The worlds of arts and letters and psychoanalysis are similar—as I said countercultures compared to dominant ethos.

JK: There was a brief moment of time when analytic ideas were riding high and much less counter to the culture. They were a way of looking at all varieties of human affairs.
KP: MPI should continue to fight the fight. Your ideas about re-educating the public are absolutely correct. To fight the influence of insurance companies supporting the bandwagon of psychiatric pharmacology and the American belief in quick fix. There is a term coined by a German theologian, Dietrich Bonhoeffer, which applies. He called the wish for easy spiritual comfort “cheap grace.” I’ve always felt that your client base is my customer base. These are people who are curious about the world and don’t shut down to unpleasant truths. As I get older I realize this is a hallmark for being an adult.

JK: Is there anything we could do together to strengthen each other?
KP: Yes. First, any time you have a program you’d like to bring to Shaman Drum, let me know and we’ll plan for it. If one of you writes a book, or a chapter in a book, let’s celebrate it. It takes a long time to write a book. It deserves celebrating. I’m an old hand at giving book parties.

Second, I plan to work to increase the market for psychoanalytic materials, to showcase them and make them more available to the general public. Last week I met with the editor of the Other Press. Judith (Gurevich) and I talked about these very issues at lunch. She’s from Belgium and is a Lacanian analyst. We were talking about the crisis of psychoanalysis—in business/marketing terms—and how we plan to make analytic writings more visible and interesting to a larger audience. We thought the way to do this would be to provide an online list of all psychoanalytic books from all publishers along with more detailed reviews than usual. Maybe some of the text and a picture of the cover. What can the analytic community do for me? Buy more books. Making this easier and quicker might involve sending to the analytic community emails or pdf files regarding new books and simpler ways to order.

JK: Thanks Karl for sharing your thoughts and insights.

*Ed Note: The University of Michigan recently created the "Karl Pohrt Distinguished University Professorship," so named by its designated recipient, Dr. Geoff Eley. Prof. Eley explained that he wanted to name the professorship after Pohrt as an expression of appreciation for the high value Pohrt places on "the relationship between what we do in the university and the circulation of ideas in the society outside." Congratulations, Karl!*

**TEACHING** from 7

- and how they could be overcome, with patience and time, in the special relationship we call psychoanalytic therapy or analysis.

Here are some further notes, somewhat at random, about what I think tends to work best with students in our times:

1. Frank speaking and awareness of the alternatives in the minds of one’s students. I find it is extremely helpful to lay my cards on the table—to speak about my own deep interest and commitments to analytic thinking, as different from other approaches, and then to seek to open up directly students’ existing conceptions about what analytic clinical work is. Given the circulation of misconceptions of analysis and analytic therapy so routinely promulgated in undergraduate psychology (such as those common to psychology textbooks, like those Jim Hansell is seeking to correct in his recent textbook with Lisa Damour, described last year in these pages), assuming that students at this point, even graduate students, know anything beyond rudimentary, outdated, and/or caricatured notions of analytic work, is usually an error.

If the psychoanalytic teacher fails to engage the empirically-claimed superiority of cognitive-behavioral and medications-based treatments, or if s/he presents as if psychodynamic treatments are still “the norm” as therapeutic modalities in the larger world these days, s/he will come off as naive for many students as a teacher. These dominant alternative strategies of treatment need to be vigorously engaged by teachers, who I believe should be prepared to underline the different commitments and worldviews of psychoanalytic, pharmacologic and cognitive-behavioral...
Meet the Candidate

Steven J. Hanley, Ph.D. earned his Doctorate in Clinical Psychology from the University of Detroit Mercy in 2005. Dr. Hanley’s dissertation was entitled “Countertransference, Empathy, and Burnout Among Doctoral Level Psychologists.” He completed a pre-doctoral internship in 2004 at the Wayne State University School of Medicine, Department of Psychiatry and Behavioral Sciences. His B.A. in psychology was earned in 1998 from the University of Michigan, where his interest in psychoanalytic theory began.

Dr. Hanley’s professional interests have included countertransference, the therapeutic relationship, and the history of psychoanalysis. He co-authored a paper on Maslow’s hierarchy of needs (“Maslow and Relatedness: Creating an Interpersonal Model of Self-Actualization”) and is currently working on an entry for the second edition of the International Encyclopedia of the Social Sciences on psychoanalytic theory. Dr. Hanley maintains an outpatient psychotherapy practice at the Birmingham Maple Clinic where he especially enjoys working with adults and adolescent boys with anxiety and mood disorders. He also works as a clinical research interviewer for a project studying psychiatric inpatients at St. John Detroit Riverview Hospital in conjunction with the University of Michigan Institute for Social Research.

Dr. Hanley lives in Berkley and enjoys spending time with his fiancée, Kate. He also enjoys documentary films, the Grateful Dead, and exploring the Detroit area cultural and culinary scenes.

Member News

Dale Boesky, M.D. will be a member of the panel, “The Action in Therapeutic Action: Non-verbal Interventions” at the January 2007 meetings of The American Psychoanalytic Association in New York. He will present the Freud Lecture to the Psychoanalytic Institute of New York University in May 2007 tentatively entitled, “Some Problems in the Methodology of Comparative Psychoanalysis.”

Julie Jaffee Nagel, Ph.D. presented workshops on Parenting Performers and Performance Anxiety to parents and student ice skaters at the Arctic Edge Arena in Canton, Michigan on May 6, 2006. The Arctic Edge Arena is the rink where the silver medalists in ice dancing in the 2006 Olympics were trained.

In February 2006, Rosalind Griffin, M.D. was inducted into the American College of Psychiatrists, an honorary association whose mission is to provide professional leadership, promote educational activities, expand awareness of the latest advances in the profession and enhance member skills, understanding and performance. Practicing psychiatrists who have demonstrated outstanding competence and achieved national recognition in the areas of Clinical Practice, Research, Academic Leadership, Teaching, or Leadership in Psychiatry are eligible for membership, but must be nominated by Fellows and Members of the College who are personally familiar with their work and career. Induction into the College is widely considered a high honor.

Publication Notices


**CALENDAR**

**July-August**
Summer Vacation

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**September 14**
Farmington Hills  
Michigan Psychoanalytic Society Program

**September 30**
Farmington Hills  
Psychodynamic Couples Therapy: Hope and Transformation  
Kenneth Reich, M.D.

**October 22**
Venue To Be Arranged  
Reel Deal—Brokeback Mountain

**November 3**
Dearborn Inn  
Michigan Psychoanalytic Foundation Benefit

**November 9**
Farmington Hills  
Michigan Psychoanalytic Society Program

**November 12**
Venue To Be Arranged  
Reel Deal—Transamerica