Michigan Psychoanalytic Foundation's 2006 Benefit a Big Success!

The 2006 benefit was held on Friday, November 3rd at the Dearborn Inn in Dearborn. The evening began with a wine and music reception and continued with a performance by News in Revue, an off-Broadway show and five time Emmy award winning comedy act. The evening concluded with a gala dessert buffet, and a good time was had by all.

The Foundation is pleased to report that this year’s benefit yielded contributions of over $126,000, the second highest amount received in our history. This tremendous showing of community support is doubly meaningful in these economically challenging times.

The Annual Benefit is the only major fundraising event of the Foundation. It supports the programs and operations of the Institute. We thank all our contributors for their generosity and support.

We hope that all will patronize our advertisers, and we hope to see you again next year.
Writing in 1937, Freud said, “It almost looks as if analysis were the third of those ‘impossible’ professions ... the other two... are education and government.”

Hmm...education and psychoanalysis are “impossible professions.” What does that imply about psychoanalytic education? The Michigan Psychoanalytic Institute trains psychoanalysts. It is only natural that, beginning about a year and a half ago, our faculty began to focus on what could be done to improve our teaching of analytic candidates.

Our investigations began with a visit from Lawrence Inderbitzen, M.D. When Dr. Inderbitzen was Chair of the Committee on Psychoanalytic Education of the American Psychoanalytic Association (from 1998-2005), he became intrigued by new concepts being developed in the field of education and their potential application to psychoanalytic pedagogy. At the request of Nancy Kulish, Ph.D., then President of the Institute, he met with our Educational Committee members and our candidates to discuss his ideas. Under the leadership of Carol Barbour, Ph.D., Chair of Faculty Development, and Marie Thompson, M.D., Executive Vice-President of the Institute and Chair of the Faculty, we began our journey to learn more about teaching from the neighboring discipline of educational theory and practice. There followed faculty meetings on this topic, presentation of a model seminar to the faculty, and Educational Committee retreats on supervision. This year the faculty hopes to continue to look at psychoanalytic teaching by studying some of the work of a major educational scholar and reformer, Parker J. Palmer.

The depth and breadth of contemporary thinking about psychoanalytic pedagogy cannot be conveyed in this brief article. An overview of some of the ideas, though, may be of interest. In the last issue of our newsletter, Michael Schuman, Ph.D. wrote a thought-provoking discussion of teaching graduate students. My focus here is on teaching analytic candidates.

Educational Theory has moved to emphasize learning rather than teaching; the goal is not only to increase the student’s knowledge of the subject at hand, but mainly to enhance the student’s capacity for thinking about the material to be studied. Knowledge about the area under study is essential, but the road to that knowledge is understood differently.

Keeping the subject matter central is, in fact, a key concept of modern educational theory. By doing so, instructor and student become part of a community of learners studying the subject. The dangerous temptations of absolutism and relativism in the classroom can be avoided. “If we regard truth as something handed down from authorities on high, the classroom will look like a dictatorship. If we regard truth as a fiction determined by personal whim, the classroom will look like anarchy. If we regard truth as emerging from a complex process of mutual inquiry, the classroom will look like a resourceful and interdependent community” [Parker Palmer, The Courage to Teach, p. 51]. You can see how Professor Palmer’s language and ideas resonate with our current-day theory and understanding of the psychoanalytic situation. In psychoanalysis, the goal is a deep understanding of one’s self. Authoritarianism and passivity on the part of the analyst, as defenses against involvement with the patient, if chronic and unremitting, are anathema to the psychoanalytic process. In the classroom, where the goal is to create an enthusiastic desire to learn psychoanalysis deeply, and where it is hoped to communicate to each candidate the feeling that he/she can excel at such understanding, we can apply some of the same words that we would use in the psychoanalytic situation, even if their meanings must be adapted to the different situation: authenticity, integrity, caring, deep learning, involvement, relationship.

Of course this collaborative model of learning is an ideal. In the teaching situation there are parallels to what, in the psychoanalytic situation, we know as transference, counter-transference and resistance. All of us, when trying to deal with the anxiety of being a psychoanalytic instructor or the anxiety of difficult classroom situations (such as long silences, domination of the classroom by one student, apparent boredom in the students) can retreat at moments to some regressive, unhelpful stance. We know that this happens — and should be prepared for this. Here we see another parallel to the psychoanalytic situation: we know that if we are going to help our patients we need to immerse ourselves in our patients’ conflicts. We anticipate that, despite our well-intentioned efforts, we will be involved in enactments with our patients. Hopefully, we will use those moments to understand the situation more deeply and use the insights gained to make our psychoanalytic work go even deeper. The same should apply to our teaching: insights from such difficult situations can help us to improve our work as teachers.

The following distills what I have learned from my beginning examination of current-day educational theory as it applies to analytic teaching:

- Know and study your subject deeply. The joint task, equally for the instructor and student, is to have a conversation leading to reflection about the subject you’ve chosen to teach. This should include the readings you have just done and the patients you’ve seen.
- Know why you’re teaching the subject. Be prepared to explain why you care about it, and how it fits into the whole of analytic training. Why would the student be interested in this reading or that piece of information?
- Be “present.” This means be involved with the students’ reactions to the material at hand — and be aware of your own reactions to the evolving classroom situation.
Falit from 2

- Be aware and monitor the “frame” of the classroom. This includes understanding the level of each student’s involvement with the material (not amount of talking, but level of involvement), as well as monitoring the level of your own activity in the classroom.

- Respect for each of your students and his/her ideas is assumed. Have expectations for excellence for what the group of students, and each student individually, can accomplish.

- Professor Palmer eschews “teaching tips” or special educational “techniques” for problem situations. It is not that these are unnecessary, but he feels that of greater importance for learning in the classroom situation is who the teacher is, rather than any particular teaching technique he/she uses.

In addition to the personal, unconscious meanings that teaching has for each of us, the conscious reasons are also interesting: why do we teach psychoanalysis? why do we teach it at the Institute? and why do we teach it to psychoanalytic candidates? I believe that we teach psychoanalysis because of our intense attachment to the field and our line of work. We teach at the Institute because, for most of us, we are grateful for what the Institute has given us. We teach our candidates because they want to hear what we have to say and we want to hear and help them hear and say what they have to say.
The 2006-07 Reel Deal Film Series began on August 5 at Detroit’s historic Redford Theater with a special screening and discussion of Hitchcock’s “North by Northwest.” This was the Reel Deal’s first visit to the Redford, a beautifully renovated theatre dedicated to classic cinema. The theater’s resident pipe organist provided live music as the audience prepared to experience Hitchcock’s famous 1959 thriller of mistaken identity, intrigue and love in a manner just not available on DVD.

Dr. Mark Huston, a philosopher with a special interest in film, led a spirited discussion which ranged from Hitchcock-ian trivia (just what does “north by northwest” mean? Why was the woman who played Cary Grant’s mother actually younger than Grant? Was the original title of the movie really going to be “The Man in Lincoln’s Nose?”) to Aristotelian discourse on the nature of tragedy. The fifty or more people who remained for the discussion and participated in the question and answer session raised interesting issues ranging from Hitchcock’s unique use of camera angles to create his vision, the presence or absence of politics in his films and even the meaning of water temperature in the steamy shower scene in his film “Psycho.” The theater maintains an informative website (www.redfordtheatre.com) which provides information and links to its current programming.

The official Reel Deal season began on Sunday, October 22 with an exciting new format. This year, arrangements have been made to allow the audience to view the film “live” prior to the panel discussion. “Brokeback Mountain,” the first film of the series, is a visually evocative experience particularly suited to this opportunity. The interdisciplinary discussions by Dr. Kirstin Thompson, assistant professor of film at Wayne State University and co-editor of Perspectives on German Cinema, Dr. Robert Yanal, professor of philosophy at Wayne State University and author of Hitchcock as Philosopher and psychoanalyst Dr. Merton Shill, Adjunct Assistant Professor in Psychiatry at the University of Michigan Medical School, provided thought-provoking commentary for this complex film. As always, ample time was provided for audience participation.

The program took place at the West Bloomfield Township Library, from 1 pm - 4:30 pm. Fresh popcorn for the film and refreshments for the discussion were available.

The season is completed with “Transamerica” (Sunday, November 12), “Hustle and Flow” (Sunday, February 18) and “The Squid and the Whale” (Sunday April 1). Reel Deal also plans to continue its “Reel Deal Goes to the Movies,” with discussions of current films at a variety of locations (hopefully, including the Redford Theater again). For more information or to be added to the mailing list for upcoming events, please contact Dave Lundin at 248-874-0081.
SATA Study Group

The Students’ and Trainees’ Association is planning its first psychoanalytic Study Group in Farmington Hills! Dr. Aisha Abbasi, a supervising and training analyst at MPI, has agreed to lead the Study Group monthly, beginning October 15. Attendees can look forward to a rich opportunity to learn more about psychoanalytic clinical work in the company of a talented and popular MPI teacher. SATA members and other interested students are also invited to attend a SATA clinical presentation of work with a traumatized adolescent patient presented by psychoanalyst and MPI faculty member Dr. Jean-Paul Pegeron on November 4. Details of both events can be found in the SATA pages of the MPI website (www.mpi-mps.org).

New CE Requirements for Social Workers -- MPI and MPS Programs Exceed Standards Set Forth by The State of Michigan

By Marcy Broder, L.M.S.W.
Continuing Education Committee, MPI/MPS

Licensed Social Workers who have entered their first licensure renewal cycle are now required to obtain 45 hours of continuing education in three years in order to be eligible to renew their licenses.

The Michigan Psychoanalytic Society and The Michigan Psychoanalytic Institute are committed to offering high quality programs and courses rooted in best practice standards set forth by the Continuing Education Collaborative body designated by the State of Michigan Board of Social Work.

All educational activities provided by MPI and MPS, including programs through the Association for Psychoanalytic Thought (APT) are eligible for CE credit.

Social Workers training to become Psychoanalysts or participating in the Adult Psychoanalytic Psychotherapy Program, the Child Psychoanalytic Psychotherapy Program, the Fellowship Program, or attending Study Groups, Scientific Meetings of the MPS, attending an Extension Division Course or the Annual Symposium can submit individual continuing education course approval forms to the Michigan Social Work Continuing Education Collaborative and receive credit. The forms are available from http://nasw-ce-michigan.org/providerandindividualees.aspx and are also available from MPS and MPI when attending any of our programs.

GLBT Network to Sponsor Study Group

By Kathleen Moore, Ph.D.

The GLBT Network, a liaison committee of the Michigan Psychoanalytic Foundation, has instituted a new study group, scheduled to meet monthly. The study group is open to interested therapists of all psychotherapeutic and sexual orientations. To R.S.V.P. for the next session, please contact Dr. Don Spivak at (248) 540-7775.

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.
In Memoriam

Max Warren, M.D. -- A TRIBUTE
By Marvin Margolis, M.D., Ph.D.

On Monday, June 19, 2006, at the age of 87, our beloved colleague, Max Warren died after a massive stroke. On Thursday evening, June 22, hundreds of friends, colleagues, former and present students, patients and family filled the Birmingham Temple for a memorial service. Grandchildren spoke of his caring concern and wisdom, patients attested to his profound life-saving help, and many colleagues recalled his enormous contributions to our psychoanalytic community. It was an evening of laughter and tears as this very special man was eulogized by the people that he had helped in his long career.

What follows will be a personal reminiscence, but I will try to add some comments of people in attendance at the service as well. Max was already a training analyst when I was yet a candidate. He was one of the founding generation of our Institute and Society; he was President of both. Max established the Michigan Psychoanalytic Foundation to provide a venue for non-analysts who loved psychoanalysis to express their support. He was a wise and thoughtful colleague who was grounded in classical psychoanalysis but open to the best in new psychoanalytic ideas.

Max had a special capacity for friendship. This was more than evident in the outpouring of love and affection by countless people that had been the beneficiaries of his caring. I was first aware of this when he reached out to me as a candidate when he heard that I was undergoing a very difficult time in my life. Our friendship gradually evolved from that time. Max had an unusual ability to listen and express encouragement. I would call it a caressing attention. Your best came to the fore when in his company.

Max was always ready with a helping hand. He knew of my love of gardening; so, one day he popped in with a stool that allowed me to comfortably kneel and then to easily leverage on back to an upright position. Thus I could more comfortably continue the full range of gardening tasks which often required kneeling on the ground. This was a good, caring man whose thoughtful acts of kindness endeared him to many, many people.

Max lived a rich and active life. Max loved music and art and was a voracious reader who loved sharing his experiences with others. He also loved golfing and gardening and played his last golf game only two days before his stroke. He stopped taking on new patients sometime in his eighties, but continued to see the patients that still needed to continue their therapy. He worked part-time until the last week of his life. His patients typically remarked on his quiet, calm support and wisdom. He was quoted as saying “as long as patients need me, I will continue to practice.” Max’s patients openly spoke of their strong affection for this compassionate man.

His colleagues knew him as a dedicated, loyal pillar of our community who shouldered every responsibility with grace and steadfastness. From the time that he was a candidate, at one time or another he held every major posi-
I think Max personified the concept of a “Mensch.” He probably was helpful to more individuals in our analytic family than any other person I have known over the past forty years. He was approachable, non-judgmental in the best sense of the word, caring and made you feel like you had someone in your corner. He was no-nonsense, yet clearly an advocate.

-- Marvin Starman, M.D.
Training & Supervising Analyst, MPI

Dr. Max Warren served the Michigan Psychoanalytic Institute for more than 50 years. He was there at the beginning. He served on most important committees, including the Admissions Committee, the Candidates Progression Committee and the Society’s Ira Miller Award Committee. He became President of the Institute and Chair of its Educational Committee. He was one of the first to recognize the need for a Psychoanalytic Foundation and worked with others to create the Foundation which we have today. We were truly blessed to have his sage advice, his straightforward thinking, his outspokenness in support of what was right and fair, his intolerance of thinking guided by ideology or hypocrisy and his support of colleagues and students.

This is no ordinary loss.

My most vivid memories of him are of discussions at the Candidates Progression Committee where, as discussion of how to help a candidate having a problem was winding down, Max would often pipe up, in plain English, with a way of thinking that would cut through to the heart of the matter, suggesting an obvious path which we would instantly recognize as most helpful. If the candidate’s problem required an interview with a faculty member, we often chose Max as the analyst to interview the candidate and make recommendations. Everyone recognized that he would be fair and guided not by ideology or theory but sound educational principles, analytic ideas, good intentions and the needs and interests of the candidate. And the outcome would not be that predictable, but would more likely be creative and unique.

Everyone knew that he was both tough and sweet. He was his own man. He was really loved by our members and was supportive of the best in each of us.

-- Harvey Falit, M.D.

Dr. Warren hired me to be the Administrative Director of the Michigan Psychoanalytic Institute in June of 1984. He was President at the time and we began what would become a long-lasting friendship. Throughout his Presidency, Dr. Warren would stop by the office every Friday afternoon so we could talk about what was going on. He was a strong, warm-hearted, conscientious leader who listened well and got to the heart of the matter when presented with a problem. He set the bar high for all to follow.

He not only taught me about psychoanalysis, but more importantly, he showed me what a psychoanalyst should be. I could always talk to Dr. Warren about anything. We developed a strong bond that lasted through the years.

I will miss his wise counsel and sage advice, his warmth, kindness, and his presence.

-- Kathleen Kunkel, M.A.
Administrative Director, MPI

It was 1965. Max and I, with our spouses, rented a car in Madrid in order to travel to Toledo. The car seemed perfect until we approached Toledo. There were many sharp turns. There were signs saying, "Sound Horn Before Making Turns." At that point we realized the horn was not working. Max, the inimitable problem-solver, volunteered to be the horn. He yelled a loud deep, "beep, beep" at each turn. He was terrific! No one could tell we didn’t have a real horn.

-- Henry Krystal, M.D.

In 2001, I met Dr. Warren for the first time. It was shortly after the 9-11 terror attack on the World Trade Center in New York. The psychology supervisors at Wayne State University, observing that residents, interns and staff were having a difficult time getting back to normal in their work, asked me to provide a debriefing for all. I agreed to do a presentation at our weekly Grand Rounds, but requested that a senior colleague work with me to help me pull it together. Dr. Warren was recommended to me as an expert in trauma, as well as an experienced and respected clinician. I consulted with him about both the events and the best way to approach the presentation, and we decided to do the Grand Rounds together. We began with general remarks about trauma, typical ways of defending against it, and the need to rework old conflicts stirred up as a result of the current trauma. Following our didactic presentation, we distributed note cards to the participants so that they could ask questions about their own specific concerns without having to reveal too much of themselves. In this way, Max was able to offer much-needed personal support and assistance with therapists’ distress. We heard from our colleagues that many of the attendees were relieved and grateful for the assistance and that they were slowly regaining their confidence in their ability to work well with their patients.

I found Max to be a kind and compassionate human being as well as an excellent teacher. I feel honored to have had the opportunity to work alongside him, and I only wish I had gotten to know him sooner.

-- Dr. Kathryn Tucker
Trauma Psychologist
Detroit Receiving Hospital

We join as a community to express our deep sadness about Max Warren’s death and at the same time to memorialize and remember with pleasure Max’s life and the impact which he has had upon us.

I think back to many vivid memories. I was a new candidate, and Max became my supervisor. This was my first experience with him, and there was an immediate connection. His style could be characterized as

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manifesting clinical creativity which he generously shared with me as a respectful collaborator, always showing his willingness to unintrusively examine material. He shared stories of his supervision experiences as a candidate in Chicago with Kohut. This was when I first came to know and appreciate Max, the caring and sensitive person who became a good friend. He was for me, as for countless others, someone with whom to consult, whose advice was sound and pragmatic. He was thoughtful, attentive analytic and caring. He was someone you could trust.

Max had a special gift—the ability to ask a cogent question which would suddenly re-direct and refocus discussions, both clinical and political.

Many years ago, in our home, we met to establish our Foundation. Max was enthusiastic, helpful and always very supportive in our attempts to institute programs of community service. He was socially adept with the non-professional members of our committee. He had many interests and a desire to participate in a stimulating intellectual environment and so took part with great energy in our James Joyce *Ulysses* study group, clinical study group and other endeavors.

Max demonstrated a willingness to assume a productive leadership position in our Institute with all of the burdens attendant upon that task. When necessary he could be hardnosed and uncompromising, but he was always intensely involved, committed and straight-talking. He did not suffer fools gladly. If you needed someone for fairness and without self-serving personal agendas and bias—Max was who you chose to head the committee. A good role model.

On a more personal note, among the many times we spent together, Max and Anita visited us during one summer and his charm and wit along with his ability as raconteur made him wonderful company. He will always be remembered for his lively spirit, wisdom, courage, thoughtfulness and sense of humor.

Finally, Max had a real commitment to making a positive difference in others’ lives. He was a beacon...an elder...a gracious leader with great integrity in our analytic community.

As we appreciate and recall our time with him, we know we will greatly miss him and his contributions.

--Deanna Holtzman, Ph.D.

**News from the Library Committee**

By Jonathan Sugar, M.D.

All MPI and MPS members and MPI Candidates are now subscribed to the PEP Web Database, replacing their reliance on the PEP-CD. The PEP Web allows literature searches of the major psychoanalytic journals dating from their inception through 2002. In addition, the Web has digital versions of major works in psychoanalysis by Bion, Klein, Winnicott and many others. Jonathan Sugar (jasugar@mindspring.com) is the contact person for the Institute and Society to the PEP Web staff and major concerns should be directed to him.

The Library Committee is now about to embark on a review of the goals, objectives, and functions of the library for the Institute and Society. We welcome all perspectives. Please forward your thoughts to Jonathan Sugar.

We are especially interested in assessing the role of the library in the context of the other endeavors and costs of the Institute and Society.

A new web page for the library is in development and will be available upon launch of the redesigned mpi-mps.org site this winter.

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**News from the APT**

By Linda Gold, M.S.W.

On September 30 the APT, in conjunction with MPS, held its annual day-long seminar. The topic this year was, “Psychodynamic Couples Therapy: Hope and Transformation.”

The principle speaker was Kenneth Reich, Ed.D, who discussed how the development of hope in the couple leads to positive change. Dr. Reich described how the treatment process allows each member of the couple to gain insight into themselves and each other and also into the nature of their interactions with each other. It is particularly from the understanding of their own and their partner’s often long-standing projections and defensive maneuvers that the couple come to have hope for a better and more fulfilling relationship, in which their real selves can be more safely engaged. Dr. Reich spoke of the process of change in the couple as the development of the third perspective.

Elaine Zaks, M.S.W., presented a case which illustrated the above ideas and also elaborated upon her own theories about change and technique. Interestingly, Ms. Zaks presented a case of a couple she had treated for several years, who left treatment and later came back in response to a family trauma. Among other issues, Ms. Zaks addressed the importance of assessing the level of emotional maturity in each member of the couple, as well as in becoming a positive and supportive object for both.

Mark Zeigler, Ph.D. then spoke in response to the above presentations, bringing his own unique observations and insight. Issues such as the development of greater empathy of each partner for the other, competition for the therapist’s love, and how to deal with “secrets” were addressed by all of the presenters. A lively discussion followed the presentations.

The seminar was held at Wayne State University, Oakland Center, and was well attended. ❖
**Lena Ehrlich, Psy.D.**

was certified in the practice of adult psychoanalysis by the Board on Professional Standards of the American Psychoanalytic Association in June 2006 in Washington, D.C. Dr. Ehrlich received her doctorate at the University of Denver and completed her internship and postdoctoral training at Cambridge Hospital at Harvard Medical School. She is a graduate of the Adult Psychoanalytic Training Program at the Michigan Psychoanalytic Institute.

Since her graduation from MPI, Dr. Ehrlich has been on the MPI faculty, teaching in the psychoanalytic training program and in the Extension Division. She is also on the faculty at the University of Michigan, where she supervises and teaches residents. In addition, she is involved in committee work at MPI and MPS, chairing the Liaison Committee with its many outreach activities and the task force on revamping the website and literature. Dr. Ehrlich’s areas of professional interest include the development of psychoanalytic identity and practice, the analyst’s resistances to beginning and deepening the treatment, and the role of mourning in the analytic process.

Dr. Ehrlich has a private practice in psychoanalysis, psychotherapy and supervision in Ann Arbor, where she lives with her husband, Dr. Joshua Ehrlich, and their children, Anna and Alexi. Dr. Ehrlich’s other passions include entertaining, gardening, and walking on the beach (on Greek islands and otherwise). ♦

**Steve Nickoloff, M.D.**

was certified in adult psychoanalysis by the American Psychoanalytic Association’s Board of Professional Standards at the June meeting in Washington, DC. He is a graduate of the University of Michigan Medical School, the University of Washington (Seattle) psychiatric residency, and the Michigan Psychoanalytic Institute. He is also board certified in psychiatry.

Dr. Nickoloff has a particular interest in education and mentoring. He has taught and supervised psychiatric residents at Henry Ford Hospital, Wayne State University, and Michigan State University. At MPI, he has taught candidates, students in the psychoanalytic psychotherapy program, and in numerous extension division courses. A recent focus has been developing new programs for early career practitioners, such as the Early Admission Program, the First Thursday ‘Clinical Moment’ series, and ‘psychodynamic tracks’ within psychiatric residencies. He has also chaired the Visiting Professor Committee, and is President-elect of the Michigan Psychoanalytic Society.

Dr. Nickoloff has a private psychoanalytic practice in Birmingham, where he lives with his wife Romy and their three children. ♦

**Mary Adams, L.M.S.W.**

graduated from MPI’s Child/Adolescent Psychoanalytic Training Program. She is an adult psychoanalyst, having graduated previously from MPI’s Adult Psychoanalytic Training Program. A University of Michigan graduate with a master’s degree in social work, Ms. Adams had significant administrative experience in mental health and human services prior to psychoanalytic training. Currently, she has a private practice in Farmington Hills working with adults, adolescents and children. Ms. Adams is also on the faculty of MPI and teaches at Wayne State Department of Psychiatry and the School of Social Work, Madonna University Psychology Department and Michigan State University Eli Broad School of Business. ♦

**AVAILABLE SUITE**

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

Lease Rate is Negotiable with Free Rent depending on the lease length and includes: Gas, Electric, Water and General Office Maintenance

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
Meet the Candidate

Linda Gold, M.S.W., is originally from the Chicago area. She attended the University of Michigan where she became fascinated with learning about the effects of culture, family, and personal history on the individual and obtained a B.S. in psychology in 1969. Following graduation, she and her husband taught at a small junior college in North Carolina and then traveled in Europe, Turkey, Iran, Afghanistan, India, and Nepal. These experiences had a profound impact on her view of the world and her place in it as an American. Ms. Gold attended the University of Michigan School of Social Work and graduated in 1977 with a major in Interpersonal Practice.

Ms. Gold began to work at Northeast Guidance Center in Detroit, where she was able to combine her interests in psychodynamic psychotherapy with her values as a social worker. Her first position at Northeast was at Cottage Hospital in Grosse Pointe Farms, treating patients hospitalized by the community mental health system. She later moved to the Adult Outpatient Clinic and also saw patients privately at several locations. During this time she began to take classes through the Extension Division. In 1986, Ms. Gold joined Eastwood Clinics and has worked with adults and adolescents from diverse backgrounds, with a wide variety of problems and issues, for the past 20 years. She has also supervised Social Work students and was Clinical Supervisor at the Grosse Pointe Woods clinic for 6 years until that clinic was closed in 2003. She greatly enjoyed these opportunities to influence and support other therapists.

In 2004 Ms. Gold began the Adult Psychoanalytic Psychotherapy Educational Program, which she has recently completed. She has also started a private practice in Royal Oak and is the Secretary and Informal Program Chair of the Association for Psychoanalytic Thought.

Ms. Gold lives in Huntington Woods with her husband Steve, the Deputy Director of the Macomb County Health Department. Steve’s avocation is genealogy; both share an interest in understanding the impact of history and culture on the individual.

Their daughter, Sara, is a graduate of the James Madison College of Michigan State University and currently attends the University of Michigan School of Social Work. Their son, Daniel, is a senior at the University of Michigan majoring in Geology. She is very proud of them both and enjoys their various talents and interests.

Michael Shulman, Ph.D. graduated from MPI’s training program in Adult Psychoanalysis in March. Dr. Shulman is a 1987 graduate of the doctoral program in Clinical Psychology at the University of Michigan, where he was selected a Departmental Associate, and a 1981 Phi Beta Kappa graduate of Wesleyan University with a degree in Letters. After serving two internships in Ann Arbor, he completed a postdoc at the Detroit Psychiatric Institute. Along with Meryl Berlin, Ph.D., who he married in 1989 and who is currently a second year MPI candidate, he was a Florida resident from 1990 through 1998, working as Director of the Outpatient Center and of Psychology Training at the 45th Street Mental Health Center (now the Oakwood Center), West Palm Beach, from 1990 through 1994. He also began a private practice, and has been in full-time private practice since 1994. In addition, from 1992 through 1994 he served as a Consultant to the American Psychological Association’s Practice Directorate on issues relating to the negative effects of managed care on psychotherapy.

He has held teaching appointments at the University of Michigan, the University of Detroit-Mercy, Nova Southeastern University, Madonna University, Michigan State University and the University of Toledo, where he was recently invited to teach a psychoanalytic case seminar. Dr. Shulman has also instructed in the MPI Extension Division and in the Adult Psychoanalytic Psychotherapy program. He has clinically supervised in the University of Michigan’s Department of Psychiatry, and the Psychological Clinics of Madonna University, the University of Detroit-Mercy, and the University of Michigan, as well as at McAuley Mental Health Services.

Dr. Shulman’s varied interests have been reflected in publications and presentations ranging to psychoanalytic metapsychology, disturbed patients in the treatment room and in film, and the limitations of managed mental health care approaches and their conceptual frameworks (his initial paper on this subject, one of the first published on this topic, appeared in 1988). His graduation paper was a recipient of MPI’s Nathan Segel Award. An enduring interest is in the reconciliation and integration, and limits to the potential for same, of competing psychoanalytic theories, particularly theories of the therapeutic action of our work. He is also a published poet, a patient cook, an impatient gardener, devoted filmgoer, and an avid windsurfer. His practice is in Ann Arbor, where he lives with Meryl and their daughters Maddi and Olivia.
**Member News**

**Dr. Dale Boesky** will publish a paper in a special forthcoming issue of The Psychoanalytic Quarterly commemorating the 75th anniversary of continuous publication of the Quarterly. The issue will be devoted to classical papers originally published in the earliest years of the Quarterly and his paper will be a reconsideration of “The Principle of Multiple Function” by Dr. Robert Waelder.

**Julie Jaffee Nagel, Ph.D.** has been invited to serve on the Editorial Boards of The American Psychoanalyst (TAP) and American Imago. On September 15-16, 2006, she and her husband, Louis Nagel, DMA will present a weekend of programs for the Midland Piano Teachers and Michigan Music Teachers, which will include an evening of a presentation and recital on “Psychoanalytic Perspectives on Mozart in 1778” and seminars on Performance Anxiety and Teacher Motivation/Burnout.

**David R. Dietrich, Ph.D.** recently taught a continuous clinical case conference at the Wisconsin Psychoanalytic Institute for advanced candidates. In addition to serving as a faculty member there, Dr. Dietrich also conducted a clinical workshop on analytic approaches to countertransference for Oakland University’s psychology interns and postdocs, and conducted a clinical case conference at Oakland University as well. Dr. Dietrich also gave a clinical workshop in Kalamazoo for a group of psychologists, psychiatrists, and social workers on analytic treatment approaches with patients who have experienced childhood trauma, such as parent-child incest and loss of a loved one. Finally, Dr. Dietrich is chair of the American’s Committee on Psychoanalytic Practice which recently sent out the 2006 Practice Survey to the membership. The Committee on Psychoanalytic Practice sponsors the Workshop on Psychoanalytic Practice which plans to have as its Guest Analyst Charles Brenner, M.D. The workshop meets in January during the midwinter meetings of the American Psychoanalytic Association in New York. Last winter the Workshop’s Guest Analyst was Arnold Rothstein, M.D.


**Barnaby B. Barratt, Ph.D., D.H.S.** had his sixth book published this Fall: What is Tantric Practice? (Xlibris, 2006). The book will be available through Amazon in October.

**Dr. Howard Weiner,** a recent graduate of MPI, will be relocating to New York where he will take over as Director of Psychiatry at Putnam Hospital Center in Carmel, New York, effective October 1st. Dr. Weiner, originally from Farmington Hills, competed his undergraduate degree, medical school, residency and fellowship at the University of Michigan. He practiced in Ann Arbor for about six years, then moved to Farmington Hills when he married Carmen Maza, Ph.D. Dr. Weiner has had a practice of psychiatry and psychoanalysis in Farmington Hills. His best news: this last March, he and Dr. Maza had twins, Allan and Tess.

**Patricia L. Gibbs, Ph.D.** had a paper accepted for publication in August, 2006 by the Journal of the American Academy of Psychoanalysis and Dynamic Psychiatry. The paper, “The Primacy of Psychoanalytic Intervention in Recovery from the Psychoses and Schizophrenias,” will be the basis of an MPI Extension Division class Dr. Gibbs will teach at the Farmington Hills Center, February 7 - March 7, 2007.
CALENDAR

December 2      Farmington Hills
MPI Open House

December 3      Farmington Hills
Monthly SATA Study Group
Aisha Abbasi, M.D.

December 9      Farmington Hills
“Obstacles to Oedipal Passion”
Nancy Kulish, Ph.D.

January 27      Farmington Hills
“What is Transgenderism”
Antonia Caretto, Ph.D.

February 10     Farmington Hills
“Jocasta’s Legacy: The Female Superego”
Deanna Holtzman, Ph.D., Nancy Kulish, Ph.D.

February 18     To be arranged
Reel Deal - Hustle and Flow