

President's Message*by Robin Deutsch, Ph.D.*

After an active fall term, I hope that everyone had an enjoyable and restful holiday season. In thinking about the last six months, it seems to me that the single biggest event for SFCP was the final sale of Sutter Street and our purchase of 444 Natoma. This is a generational event, enabling us to give to future analysts that which we enjoyed at Sutter Street: a home for our future, and a Center where psychoanalysis and psychoanalytic thinking can thrive. However, the purchase of our new home was not the only event in 2011. Sadly, after 11 years providing services to children through a grant administered by the City of San Francisco, we lost our grant for SFCP's Early Childhood Mental Health Program and closed our program. We had our APSaA site visit by COI with a co-occurring initial site visit by ACPE, Inc. Our Visiting Professor Week with Michael Feldman was exciting and productive. The San Francisco Psychoanalytic Psychotherapy Training Program was launched with great success. Our new Faculty co-chairs held their first faculty meeting, which was available to remote viewers.

*(Continued on page 2)***SCIENTIFIC MEETING**

**“Muchness: Physical Textures
and Transformations in the
Analytic Field”**

February 13, 2012, 7:30 P.M.

Jed Sekoff, Ph.D.

Board of Trustees: Ad Hoc Committee on Change and Transition*by Audrey Dunn, L.C.S.W. and Sue von Baeyer, Ph.D.*

We are writing to let you know about an interesting development. Harriet Wolfe, Chair of the Board, has asked us, Audrey Dunn, Board Member, and Sue von Baeyer, Analyst Member, to co-chair an Ad Hoc Committee on Change and Transition. We are specifically charged with advising the Board on how to help the membership engage with the move to a new home in a way that recognizes the problems as well as the opportunities that our move to Natoma Street brings. This committee is specifically interested in the psychological issues that need to be better understood and addressed in order to re-engage and energize the membership community and move forward in the Center's development.

*(Continued on page 2)***** Newsletter Material Deadline: 2/15/12 ****

SAN FRANCISCO CENTER FOR PSYCHOANALYSIS

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Layout & Design:	Marcia Parham/Aaron Chow

2340 Jackson St., 4th Floor, S.F., CA 94115 * 415-563-5815

INSIDE THIS ISSUE:

Community Members Mentoring Program	3-4
CDP News Update	4
Teaching Psychodynamics...	5-6
Writing an Effective Online Profile	7-9
Ilse K. Jawetz, M.D.	9
Announcements	12-13



President's Message continued from page 1

Israel Katz became the first SFCP candidate to participate in IPSO's Visiting Candidate program. Israel visited the Asociación Psicoanalítica Argentina (APA) in Buenos Aires. In addition to attending classes, he presented a paper entitled *Desafío en tiempo líquido*, and was hosted by local candidates. As we move into 2012, SFCP will receive our first IPSO visiting candidate, Ursula Worsch, a 4th year candidate from Giessen, Germany. Ursula will be attending classes, receiving supervision, and will be hosted by our candidates. We will have a Capital Campaign to benefit our new building and endow it for the future. And, if the build out goes smoothly, we will move into our new building in June 2012.

While I'm certain that I have neglected to mention other significant SFCP events, I hope that my omissions do not detract from the amount of creative energy and enthusiasm that our members bring to the Center.

Best wishes to all for a happy, healthy 2012.

BOT: Ad Hoc Committee on Change and Transition continued from page 1

The psychological, personal, and financial losses over the past ten years have made it hard for some members to feel connected to the Center or invigorated by the ideas and hard work of those focused on change and renewal. One member aptly used the metaphor of feeling like a foster child, placed in a temporary home that goes on and on. The resultant feelings of insecurity and instability have left some feeling uncertain about the future of this institution and/or their identity as psychoanalysts.

Preliminary calls to members have shown us that some members are looking forward to having this new permanent home at last, while others also feel apprehensive. It is this committee's hope that through a personal survey, we will be able to provide greater detail about those psychological issues that the members feel need to be addressed, as well as to highlight the existing and potential strengths of our community. Overall, it is the Board's intention to find the best possible ways to encourage renewed hope that the Center can now strengthen its identity and make greater strides towards realizing the visions inherent in the Center's Mission Statement.

We are eager to learn as much as possible about your hopes and concerns concerning this newest change in a decade full of change. We also want your help in figuring out how the transition to a more urban, downtown setting can best be absorbed and enjoyed.

The committee members, Jack Giuliani and Mary Ewert, along with the co-chairs, Sue and Audrey, have begun and will continue to be surveying as many members and candidates as possible to elicit comments about your interests and concerns. We will summarize the comments, including relevant information from the site visit, and then report to the Board and to the membership.

We look forward to speaking with you. If you have a concern that you are particularly eager to talk about, please feel free to give one of us a call, or to send an email message.

Thank you.

Audrey Dunn	415 751-3267, audrey.dunn@comcast.net
Sue von Baeyer	510 849-4403, svonbaeyer@gmail.com
Mary Ewert	415 922-7646, mjedmh@comcast.net
Jack Giuliani	415 346-0415, giuliani@aol.com



Community Members Mentoring Program

by Leah Balowitz, Psy.D., Heather Bradley, Psy.D., and Melissa Nelken, J.D. Co-Chairs

SFCP's Mentoring Program is now in its sixth year and was started by Renee Spencer, M.F.T., Ph.D., and Edit Markoczy, Psy.D., who co-chaired the committee for the first three years. The program was designed to match community members with SFCP analyst mentors to help direct each participant in his or her interests regarding psychoanalytic psychotherapy and psychoanalysis. The participants have a wide range of interests as well as experience. The program offers an opportunity for a clinician at any stage of his or her career to develop a relationship with an SFCP analyst with whom he or she can discuss professional issues, from career planning to integrating analytic technique and theory into his or her work. The Mentoring Committee is excited to welcome the 2011 participants, and grateful to the mentors for volunteering their time.

Following is a list of this year's community members and their mentors:

Joslyn Baxter, Psy.D., graduated from CIIS in 2010 and is currently earning her post-doctoral hours through a private practice psych-assistantship and an outpatient clinic that focuses on eating disorders. She has a specific interest in interpersonal trauma and Complex PTSD and wrote her dissertation on the efficacy of psychotherapy as associated with the relationship satisfaction of interpersonal trauma survivors. She intends to continue her development within the area of interpersonal trauma, and to begin analytic training post-licensure. Her mentor is Phyllis Cath, M.D.

Edgar Gallardo, M.A., M.S., is a licensed educational psychologist. He has been a school psychologist for more than thirty years in the Bay Area. Previously, he was with the National Institute of Mental Health and a member of the U.S. Commissioned Corps. He is interested in exploring psychoanalytic concepts as they apply to the assessment of adolescents. His mentor is Philip Erdberg, Ph.D.

Milena Edwards, Psy.D., a graduate of the Wright Institute, has a private practice in Oakland in which she sees individual adults. Dr. Edwards enjoys working with individuals going through life transitions such as entering or leaving academic studies, creating a family, making career changes, and grappling with aging or illness. In her work with patients, Dr. Edwards is interested in exploring the paradoxes of growth by understanding the ways in which one's object relationships create internal conflicts about moving forward. For more information about Dr. Edwards' practice, please visit her website at www.drmlenaedwards.com. In addition to her private practice, Dr. Edwards works at CSU East Bay as a staff psychologist in the Student Health and Counseling Center, where she has a particular interest in working with first generation college students. Dr. Edwards has been a longtime Community Member of SFCP and has co-chaired the East Bay Psychotherapy Forum for over three years. She is interested in utilizing the mentoring program to enrich her skills as a supervisor and consultant as well as develop her voice as a psychoanalytic writer. Her mentor is Jeanne Harasemovitch, L.C.S.W.

Sara Levin, Psy.D., is a postdoctoral fellow at UCSF's Infant-Parent Program, where she works with parents and children in various life circumstances, including environments that interfere with emotional and psycho-physiologic development. She also sees child, adolescent, and adult patients as a psychological assistant in San Francisco. Sara attended Wesleyan University in Middletown, Connecticut. She is a graduate of the Wright Institute in Berkeley, where she completed a dissertation examining associations between health status and social support from religious communities. She has published on social support in illness, and co-authored additional articles on adolescent smoking cessation and inappropriate antibiotic use in emergency departments. Sara has completed training at the Cleo Eulau Center, Tender Lion Family Program, California College of the Arts, and CPMC's Department of Psychiatry. Her mentor is Meryl Botkin, Ph.D.

(Continued on page 4)



Community Members Mentoring Program continued from page 3

John Trojanowski is a second year student in the Wright Institute's Psy.D. program. He currently provides individual psychotherapy to adults at the Wright Institute Clinic. John previously worked with individuals and groups at the Wright Institute Options Recovery Clinic. Prior to studying at the Wright, he was a research assistant at the New York State Psychiatric Institute. John has participated in a number of SFCP programs and looks forward to becoming more involved in the analytic community through the Mentoring Program. His mentor is Marcia Dillon, M.D.

P. Taylor Van Zile IV is a Lead Therapist with STE Consultants in Berkley. He has been working with children diagnosed on the autism spectrum for a number of years and is currently applying to Clinical Psychology Ph.D. and Psy.D. programs. Taylor has worked in residential counseling centers, schools, and homes as a therapist for children diagnosed with ADHD, autism, ODD, and PTSD. His primary theoretical interests lie in Lacanian psychoanalysis, specifically how it applies to children diagnosed with autism and early childhood trauma. His mentor is Bob Friend, M.D.

Elisa Ambrosia is a Psy.D. candidate at the Wright Institute in Berkeley, CA. Currently she is working with adults and adolescents at an outpatient facility providing insight-oriented psychodynamic psychotherapy. Elisa has worked with children at a bilingual elementary school utilizing a variety of play therapy techniques. She comes to the field of psychology with a diverse background, having received a bachelor's degree in mathematics, Summa cum Laude, with Honors from the University of Arizona and has worked in the legal field as a Litigation Assistant. Her mentor is Maureen Katz, M.D.

News from the Child Development Program and the Preschool Consultation Project

by Katya Woodmansee, Ph.D. and Rebecca Schwartz, Ph.D.

During the Fall of 2011, members of the Preschool Consultation study group focused on detailed analysis of preschool observations that were conducted by some of our members. Thanks to the miracle of modern technology, we were very fortunate to have Thomas F. Barrett, Ph.D., a child and adolescent psychoanalyst and psychologist, join our meetings from his home in Chicago. Dr. Barrett has had decades of experience working with children, including serving as an Executive and Clinical Director of the Hanna Perkins Center for Child Development for 20 years. It has been an invaluable and enriching experience to have Dr. Barrett contribute his wisdom and sensitivity to our group discussions.

We have two events coming up soon. See below for more information about the upcoming events. Questions? Please contact Katya Woodmansee, Ph.D. at katya.woodmansee@gmail.com

Mirta Berman-Oelsner, PsyA-FIPA

Understanding and Handling Aggression in Preschoolers

Sunday, February 5, 2012

9:30 am – 12:00 noon

Workshops for Early Childhood Educators and Mental Health Professionals:

[Slow Down: Children at Play](#)

Elissa Meryl in Conversation with Patricia Ardziejewski

Saturday, March 3, 2012

9:30 am – 12:00 noon

(Continued on page 5)



Teaching Psychodynamics Psychodynamically

by Marc Wallis, L.C.S.W.

A colleague at the APsaA Psychoanalytic and Psychodynamic Teachers' Academy commented that his main take-away from the Academy was the importance of, and possibilities for, teaching psychodynamics in a form consistent with the content: psychodynamically. Put slightly differently, an emphasis of this five-day Academy at the Winter meetings in New York City was on experiential learning for both student and teacher. I will return to this in a moment. First, let me explain the context.

Last year the American Psychoanalytic Association created the Psychoanalytic and Psychodynamic Teachers' Academy, which brings six teaching fellows from across the country -- two clinical social workers, two psychologists, and two psychiatrists -- to the meetings in New York, to engage in a series of discussions regarding the teaching of psychodynamic psychotherapy. As a 2012 Fellow, I had the opportunity to learn from numerous outstanding teachers in Master Classes, to share teaching experiences and dilemmas with my cohort of five other Fellows, and to attend the APsaA meetings. This didactic and experiential intensive is followed by a year of mentorship with a graduate analyst and teacher. Among the excellent mentors are Dena Sorbo, LCSW, who I am working with, and Adam Goldyne, MD. My purpose in writing this is threefold: 1) to summarize very briefly some concepts I was enlivened by; 2) to express my appreciation for, and to increase the profile of, this new and rewarding fellowship opportunity for others who might be interested; and 3) perhaps to spark a dialogue at SFCP about various ways to teach psychotherapy and psychoanalysis to adult learners.

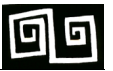
The first seminar, taught by Richard Summers, M.D., who chaired and co-conceptualized this fellowship, emphasized the need for a student-centered orientation in one's teaching. He presented a developmental model of skill acquisition that can apply both to students of psychotherapy and psychoanalysis as well as to students of teaching. Though many of us have had little or no formal training in teaching, this program gave us the opportunity to think of ourselves not only as teachers, but as students of the art of teaching.

The instructors emphasized the importance of both the relationship between teacher and students and the relationships among students. Susan Sherman, DSW and Elizabeth Danto, DSW focused on process considerations in teaching, including exploration of the transference to the teacher, countertransference pressures (in teachers) to rescue, be an authority, or be omniscient, and the need to earn the trust of one's students. Teacher-initiated explicit inquiry into student responses to classroom experience was encouraged (e.g., How are you feeling about this material? What is happening in our group right now?), as were various techniques to foster a multimodal engagement with learning, including the use of role plays, pair-and-share exercises, and the creative use of reflective writing.

Though often treated as a tedious administrative task, learning objectives can focus and enliven one's teaching, as illustrated by Deborah Cabaniss, M.D., a key player in developing the Fellowship. In an engaging and experiential manner, she taught us how to conceptualize student-centered learning objectives, in terms of knowledge, skills, and/or attitude, and how we can observe and measure student progress toward these goals. This directive can crystallize the aim of an entire course or of a single class meeting, to have in mind the one or two most essential take-aways for students. She advocated using less material, increasing teacher commitment to prep time, and maximizing the strategic use of selected theoretical and clinical material. Dr. Cabaniss encouraged us to find the "affective hook" to reach our students in lively and memorable ways.

Jeffrey Applegate, M.S.W., Ph.D., introduced two refreshing models for adult learning. The first of these moves away from "pedagogy" – the art and science of teaching children – to "andragogy" – the recognition of adult-specific needs, particularly to autonomously direct one's own learning, complemented by the teacher as more facilitator than expert. Adult learners do best with learning that is immediately applicable to practice, experiential, and affectively alive. Secondly, Dr. Applegate advocated the adoption of "connected teaching," built on collaborative inquiry, attention to

(Continued on page 6)



subjective processes, and a willingness in the teacher to not know. Unlike the one-person psychological model of “separate teaching” in which the instructor authoritatively imparts knowledge to the student, Dr. Applegate characterized “connected teaching” as akin to midwifery, in which a dialectic and facilitative experience prevails.

Most provocatively, Michael O’Loughlin, Ph.D. uses what he calls a “depth pedagogy,” which I understood as ultimately built around the communication from unconscious to unconscious between teacher and student, and student to student. This model is highly affectively engaged, and employs autobiography as “the most powerful tool for learning.” Dr. O’Loughlin eschews lecturing. Perhaps with the intent to demonstrate a dialogic approach to teaching, he was joined in his presentation by Elisabeth Schreiber, PhD, with whom he discussed anti-hierarchical pedagogical strategies built fundamentally upon the use of narrative. Dr. O’Loughlin presents autobiography as a vehicle to “go on a journey together,” and organizes his curricula around the use of film, memoir and fiction as powerful tools to evoke experiential learning. He speaks openly of his own experience with his students and facilitates their self-expression in deeply personal ways that aim toward shared experience as the height of learning.

Interactions with the committee members and mentors, including those not mentioned here, all proved to be exceptional in their generous provision of interest and insight in fostering our development as teachers of psychodynamic and psychoanalytic psychotherapy. Though our cohort of Fellows has only just been assembled, I have hopes that we may continue to engage each other in supportive and stimulating ways. I come away from this experience inspired by the passion and excellence of the teachers and Academy faculty and eager to apply these experiences to my own teaching.

For those interested in applying to the Fellowship next year, you can find detailed information at http://www.apsa.org/Programs/Teachers_Academy.aspx. I would be glad to respond to any questions about the program.

Fifth Clark Kerr Lecturer

Neil J. Smelser, Ph.D., has been named the fifth Clark Kerr Lecturer. The Clark Kerr Lectures on the Role of Higher Education in Society are supported by funds from the Carnegie Corporation of New York and the University of California Office of the President, are administered through the Center for Studies in Higher Education on the Berkeley campus, and are given at two-year intervals. Previous holders of the lectureship have been Harold Shapiro, Charles Vest, Donald Kennedy, and Hannah Gray.

The Clark Kerr Lectures series honors Clark Kerr, who served as president of the University of California from 1958 to 1967. Kerr then headed the Carnegie Commission on Higher Education and, following that, the Carnegie Council on Policy Studies in Higher Education from 1967 until 1979. He came to UC Berkeley in 1945 as an associate professor of industrial relations and was the first Chancellor at Berkeley, serving from 1952 until 1958.

Neil Smelser is a University Professor Emeritus of Sociology for the University of California. His distinguished career has been entirely at the Berkeley campus except for a period in which he was Director of the Center for Advanced Study in the Behavioral Sciences at Stanford. His research has focused on what he calls the “macroscopic social structural level” of social life, including economic sociology, social change, social movements, and the sociology of education. He is also a trained psychoanalyst. He is well recognized as an observer of higher education. His most recent book, published by the University of California Press in 2010, is “Reflections on the University of California: From the Free Speech Movement to the Global University”.

Smelser is a former president of the American Sociological Association, a member of the National Academy of Sciences, and a member of the American Philosophical Society. He joined the UC Berkeley faculty in 1958 and has authored eighteen books, including “Theory of Collective Behavior.”

(Continued on page 7)



Teaching Psychodynamics Psychodynamically continued from page 6

Professor Smelser's three lectures in the series will be given January 24th and 31st, and February 7th, 2012, on the Berkeley campus, with the third lecture also being given February 14th on the Riverside campus. His subject is "Higher Education: The Play of Continuity and Crisis." In the lectures he will present a general view of social change, especially in universities, and interpret contemporary problems, controversies, and enigmas. The three Berkeley lectures will be given in the UC Berkeley Art Museum Theater, 2621 Durant Avenue, at 4:10 PM; the third lecture will be repeated on February 14 at UC Riverside in 302 Highlander Union Building.

The series honors Clark Kerr, who served as president of the university between 1958 and 1967. Lectures are given at one or more of the university's ten campuses. Kerr headed the Carnegie Commission on Higher Education and then the Carnegie Council on Policy Studies in Higher Education from 1967 until 1979. He came to UC Berkeley in 1945 as an associate professor of industrial relations and was chancellor at Berkeley from 1952 until 1958.

Recipients of the honor are selected once every two years and are sponsored by Center for Studies in Higher Education (CSHE).

For more information about any of CSHE's lectures and events, contact the [Center for Studies in Higher Education](#) at 510-642-5040 or email cshe@berkeley.edu

Writing an Effective Online Therapist Directory Profile

by Renee Spencer, M.F.T., Ph.D.

Increasingly, psychoanalysts and psychoanalytic therapists are listing their practices in online therapist directories – modern yellow pages where consumers search for a therapist by location and specialty. Consumers search these directories to identify a therapist or to research a therapist whose name they received word-of-mouth.

Writing an effective directory profile comes naturally for some but for most is a skill that takes time to develop. Accepting the challenge of briefly putting into writing how you think about helping people with their problems - in everyday language - can be a rewarding endeavor, both personally and as a contribution to promoting psychoanalytic treatment.

A practice listing (or profile) generally includes a photo, practice description and a link to one's professional website for those who have one.

First – your photo

Your photo is key. You should invest in a high quality photo and consider having a professional headshot taken every five years. In a directory, your photo is what will attract someone to read the few brief sentences next to your photo – and these brief sentences should encourage them to click to read your full profile and then to contact you.

Analysts of all people understand that the unconscious works in mysterious ways and this applies especially to photos. While it's not a beauty contest, a photo where you appear friendly and smiling is recommended. A professionally shot photo is helpful because a photographer can achieve the right lighting, background, and color balance for the Internet. Your photo represents you and your services – it's worth making it look professional.

Second - your practice description

Your first two sentences need to be carefully crafted as they display next to your photo in search results. These first words (and your photo) are what will entice someone to click to read your full profile.

(Continued on page 8)



There's no exact set of guiding principles for writing about your practice. But here are some things to keep in mind (which also apply to writing for websites):

- Don't Get Technical – Most consumers are woefully uninformed about the types of therapy available and few have much interest in how therapy works. People just want help and relief and are trying to find someone who can provide it.
- Keep it Simple – Consumers are scanning through dozens of photos and text quickly more than reading carefully.
- Avoid Dense Text – Paragraphs of more than 3 or 4 lines begin to feel like too much work to read.
- Don't Scare People Off – There should be nothing in your profile that you wouldn't say in a first session. Many people are frightened off when they read that all of their problems will come up with their therapist or that hidden feelings are destroying their life.
- Focus on How You Can Help – Put your emphasis on the prospective patient's problems and how you think you can help with them. But don't over-emphasize your credentials.
- Focus on Results – What can someone expect to gain from treatment with you? Something tangible, even as general as feeling better, is important to include.

Try to speak to a prospective patient's feelings – whether about the issues that lead them to consider therapy, their anxieties about starting therapy, their position of looking for a therapist in a directory, their being at a point in their life where they can't figure things out on their own, etc. And aim to communicate that you have the skills and ability to help with their situation but without getting technical or too focused on your credentials.

Consider using behavioral and emotional descriptors versus diagnostic labels alone. For example, instead of only saying you treat eating disorders, consider saying you work with people with strict dietary habits, fear of gaining weight or are self-critical of their bodies. Or instead of simply saying that you treat depression, say that you work with people who feel unhappy, lonely, and unmotivated.

It's probably best to limit use of the term “unconscious” or to empathically encode it – e.g., “something is making you feel stuck”. A good rule of thumb is to think about what you say to people in your consulting room.

For directories that offer the space, consider writing a section in your practice description for each type of work that you do – individuals, couples, children, or specific areas of specialization. A few sentences is fine – just enough for people to connect with you and feel assured that you really do provide good treatment for their issue.

Last, Developing Your Profile's Voice

With so many therapists online, it's a challenge to differentiate oneself. Yet in your work with patients, you do have your own genuine, unique voice. Keep re-visiting your profile until you succeed in conveying more of your own authentic, voice.

You should refer to yourself in the first person as “I” and not as “Dr. Smith”. Try to speak minimally about yourself (“I”) and keep the focus on the consumer in the second person using “you”. Marketing experts advise against writing about “clients”. Use “you” if you opt for the second person or “people” if you opt for the third person.

To illustrate, the first bullet below touches on someone's felt experience more than the second:

- “Your marriage may be in crisis or an important relationship may have just ended... ”
- “Dr. Smith treats patients struggling with relationship issues...”

Perhaps paradoxically, reading other profiles can help you get a feel for what kinds of practice descriptions appeal to you so you can hone in on your own voice.

(Continued on page 9)

**Summary**

Most important is to speak in language that reaches the potential patient in terms that resonate with his or her experience – this requires your empathic attunement. Equally important is to convey that you can help -- and possibly how you can do so--in everyday language. Lastly, finding a way to incorporate your own voice into your profile will make your listing more effective.

It's not easy but the effort that you put into learning marketing skills is not only about promoting yourself - you're also doing important outreach to inform people about psychoanalytic treatments.

In Memoriam**Ilse K. Jawetz, M.D.**

1915-2012

Ilse K. Wheelis, a San Francisco psychiatrist and psychoanalyst who only retired from her clinical practice in 2011, died peacefully at home on January 9, 2012. She was 96.

She was born Ilse Kaulbach in 1915 in Vienna, the only child of Richard Kaulbach, an obstetrician, and Sofie Fuchs. One of only two women in her medical school class, she was forced to interrupt her studies when Hitler took over Austria in 1938. With great difficulty, she was able to leave the country that year at the age of 22, but was forced by Nazi authorities to sign a statement saying that she would never return. Despite great efforts to obtain her parents' passage to the United States they both perished in the Holocaust.

Arriving in New York, she supported herself by working as a governess for the two children of a New York surgeon. At first thwarted in her efforts to return to medical school, she pursued a degree in social work. She married microbiologist Ernest Jawetz, a fellow Viennese whom she helped to get out of Austria, and moved to San Francisco. Ultimately granted full credit for her coursework in Austria, she completed her medical studies, graduating from Stanford Medical School in 1949. That year she was both elected to Alpha Omega Alpha, the national medical students' honor society and was awarded the Julian Wolfson Prize for her superior performance in medicine, although was not allowed to attend the annual awards dinner because it was held at an all-male club.

Known professionally as Dr. Jawetz, she started her psychiatric residency at the Langley Porter clinic at the University of California, San Francisco and then completed her training at the Austen Riggs Center in Stockbridge, Massachusetts. Subsequently she returned to the Bay Area where she did her psychoanalytic training at the San Francisco Psychoanalytic Institute.

In addition to the robust private practice she maintained in San Francisco for more than 50 years, she was also much admired for her teaching and held long standing teaching positions at the Psychoanalytic Institute, Langley Porter, and Mount Zion Hospital.

As an active member of the Education Committee of the San Francisco Psychoanalytic Institute and Society, Dr. Jawetz held multiple positions in the organization, including Dean for several years. Over her long career, both candidate analysts and supervisees benefited from her disciplined and supportive approach to the psychoanalytic endeavor.

Her marriage to Ernest Jawetz ended in divorce. In 1954 she married [Allen Wheelis](#), also a psychiatrist/psychoanalyst and a well-known author who died in 2007. Her survivors include their daughter Joan Wheelis, a psychiatrist and psychoanalyst in Cambridge, Massachusetts; two stepchildren, Mark Wheelis, a microbiologist at U.C. Davis, and Seattle author Victoria Jenkins; one grandchild and several step-grandchildren and great-grandchildren.

A memorial service will be held in the spring.



The following article, written by Madeleine Lansky, M.D., describes her work with mentally ill, violent, and substance abusing participants in the Occupy San Francisco protests this fall. It has been published on shareable.net:

Composting Anger at Occupy: an Oasis of Calm Amidst the Camp

by Madeleine Lansky, M.D.

“I’m being raped!” screamed Georgia (not her real name) at the top of her lungs. “I’ve BEEN raped...and I’m BEING raped... and I WAS raped--and I’ve murdered people, too!”

Georgia is an elderly homeless woman who had been seen mumbling to herself and talking to auditory hallucinations around the Occupy San Francisco camp site. She was one of the attendees of our first Composting Anger meeting at the camp, which had just commenced five minutes prior.

“No! Not NOW!” barked Georgia, when the class looked at her in shock. “But I HAVE been raped. And I’ve murdered and raped people!” Georgia began to loop these phrases over and over, in a voice that was impossible to ignore, but impenetrable to the concerned questions of her peers.

I had walked into the OSF camp just days before, curious about rumors I’d heard about the growing population of street kids, homeless folk, and “travelers” that had set up shop within the Occupy sites. Some were reportedly committed to the movement, but others were said to be there just for the free food, medical care, and chance to party. Others saw OSF as a chance to hide from the police.

I developed Composting Anger as a response to concerns about violence, substance abuse and disturbed behavior that were weighing down the efforts of the occupiers. I wanted Occupy to be sustainable, and felt that the camp’s difficulties with “metabolizing” distress might detract from its larger goals.

Intoxicated participants were either refusing to attend General Assembly meetings, or were heckling people with whom they disagreed. OSF participants, especially women, had complained that they felt threatened, belittled, or worse. I hoped that Composting Anger would attract participants who might be having problems with anger and violence, but would refuse to speak about it in a formal mental health setting.

With Georgia’s distressed cries, Composting Anger was off and running in a way I would never have anticipated. While trying to address an overarching problem in the camp—and in our society—we were immediately enveloped in what looked like an acute psychiatric event.

Was Georgia in a state emergency that would have to be addressed immediately? Was she being sexually or physically assaulted in camp? Were her cries those of an abused woman with PTSD flashbacks? Was she chronically schizophrenic, deeply internally preoccupied and off of her psychiatric medications? Intoxicated? Acutely medically ill and unable to name it in a way we could understand? All of the above? Something else entirely?

Flustered, I tried to figure out what Georgia and the group might need while still facilitating the meeting. Once immediate danger and damage seemed unlikely, Georgia’s capacity to be “in the meeting” required assessment. Would she be able to bring in her life experiences while still being able to listen to others? Would she be able to collaborate? I tried a few times to involve her in a conversation about the impact of violence on women and communities. Georgia’s heart-wrenching lament continued, as though she had wanted to join the group, but felt so disturbed about the topic of violence to women that it seemed—literally—to make her feel too crazy to participate.

I told her it was time to stop, and that we couldn’t think productively when she was yelling like that.

(Continued on page 11)



Composting Anger at Occupy continued from page 10

The class participants, a varied and gentle group, looked surprised. “She shouldn’t be in this meeting right now,” I said, suddenly feeling like I was back in a teaching hospital, helping medical students to understand how to work effectively and compassionately with acute mental illness. I wondered if the class would find my intervention with Georgia useful, or yet another example of the dehumanizing maltreatment of the mentally ill. “People with histories of trauma and untreated PTSD really need to be mindful about their exposure to further trauma, even if it’s in a second hand conversation,” I said tentatively. “You can see that by the way she was yelling and couldn’t talk when we tried to connect with her. If she had been able to be present, instead of getting pulled into a flashback or a psychotic experience, she could have had a conversation about violence. Right now she needs more immediate help feeling safe. It’s not cruel to stop her from participating in this moment if it is traumatizing her and she is getting too overwhelmed to protect her own emotional state.”

One class participant spoke up: “Okay...but I want everyone here at OSF to have a voice, and to feel respected, and stopping them just feels so out of line with what Occupy is about.”

Others agreed. The group discussed this issue at length. They wanted to give Georgia what they knew our society has stopped being able to provide: a safety net, compassion, concern and respect. They did not want to take away the rights of any Occupy participants, and they did not want to call in external authorities. Keenly aware of the violence and discord around them, they did not know how or when to set appropriate limits with their more impulsive co-occupants, or how to deal with campers who seemed completely apathetic to the goals of the movement.

Two fist-fights and five drunken yelling matches later, Composting Anger group was done for the day. I left wondering what I had actually been able to offer the group. Sure, we had touched on a number of crucial mental health issues affecting the camp and greater society. We talked for about three minutes per topic, between the screaming, traffic, blasting music and constant parade of grossly untreated mental illness and addiction.

It wasn’t until the second class that I learned how important that class had been to its participants. Many had never seen full-blown, untreated mental illness up close, let alone lived with it. My flustered attempts to teach Composting Anger were seen as part of what it means to be part of the imperfectly perfect social experiment that is Occupy. The class was more interested in how I had regained balance in any given moment than if I had lost it at all. I was moved by their commitment to understand how to respond to the needs of their fellow campers. They saw themselves as a living an experiment in interconnectedness, using their own experiences in camp to discover what our society actually needs in order to function sustainably.

Composting, of course, is nature’s process of recycling biologic materials into rich, fertile soil. As a psychoanalytic psychiatrist, I like to think of my work as a kind of composting, a sort of digestive process, where one’s internal garbage is turned into fertilizer for a more rich and rewarding life. I also like to think of the Occupy movement in a similar light: that it provides a chance for some serious composting of how our society is working right now, so that we can extract the seeds of usefulness and turn the toxic elements into fertile opportunities for growth.

Since our first classes together, Composting Anger has evolved into a tremendously useful discussion-and-action group that looks at personal and group dynamics of anger. Its goal is to find a way to “digest” the challenges facing OSF so participants can build resilience in themselves and in the work of Occupy. We explore and “compost” links between internal and external “garbage”, the environment and psychology. While Composting Anger is not a therapy group, it provides opportunities to discuss things that matter and to get ideas for how to manage one’s internal world while being involved at OSF.

(Continued on page 12)



Composting Anger at Occupy continued from page 11

I was impressed and moved by how many of the class participants, most young and from a variety of backgrounds, wanted to create a world where people are valued no matter what their circumstances. They learned simultaneously how to set firmer limits with violent or out-of-control campers and how to deepen their compassion. They began to see Composting Anger as an oasis of calm amidst the camp; an internal and external space that provided a chance to reflect, ground, and refocus. They reported feeling this way during times when we weren't in class, as though the internal oasis became portable and transmissible.

What the campers at OSF were able to achieve in a short period of time was nothing short of astonishing. This mosaic of humanity, so varied in every way, shifted from a state of scary chaos into being a cohesive, kind, sober and respectful community. Composting Anger was just one of the variety of programs intended to support the emotional well-being of the occupiers, and to educate the public. OSF felt like an impromptu university of sorts, attended by all kinds of people who are eager to teach and to learn. Composting Anger, it was explained to me by someone who didn't know I ran it, "is a group that tries to break down the crap around us so we can get the good stuff out and create something better." I couldn't have said it any better myself.

As for Georgia, her response to our first class was perhaps the most moving of all. I was told that she came back to OSF the next day, having gone off site for some all-too-brief respite psychiatric care. She did not acknowledge what had happened in the class, but was graciously received back into the camp. She had brought an apple pie and shared it with some other people in our class. And that's what composting anger--or trauma--looks like.

ANNOUNCEMENTS

[East Bay Psychotherapy Forum](#)

Presenter: **Lara Weyland, Psy.D.**

Discussant: **Christina Halsey, Ph.D.**

Moderator: **William Glover, Ph.D.**

Wednesday, February 1, 2012; 7:00pm - 9:00pm

2001 Dwight Way, CC Meeting Room, Berkeley

Free; 1.5 CME/CE credits available for \$ 15 or \$ 18

For more CME/CE credit information, click [here](#).

[Peninsula Psychoanalytic Student Seminars](#)

How Understanding and Incorporating Contemporary Psychoanalytic Ideas Can Greatly Enhance Your Therapeutic Effectiveness

Instructor: **Celeste Birkhofer, Ph.D., M.F.T.**

Thursdays, February 2 - 23, 2012; 6:30pm - 8:00pm

Stanford Psychiatry and Behavioral Sciences

401 Quarry Road, Room 2211

To register, contact Max Lee at 415-563-5815

[San Francisco Psychotherapy Forum](#)

Presenter: **Lois Parkison, M.D.**

Discussant: **Robin Deutsch, Ph.D.**

Moderator: **Milton Schaefer, Ph.D.**

Thursday, February 2, 2012; 7:30pm - 9:00pm

SFCP, 2340 Jackson Street, 4th Fl., San Francisco, CA

Free; 1.5 CME/CE credits available for \$ 15 or \$ 18

For more CME/CE credit information, click [here](#).

[Child Colloquium](#)

Film, Fantasy and Freud - An Evening at the Movies: "The Wizard of Oz"

Presenter: **Lee Grossman, M.D.**

Saturday, February 4, 2012; 6:30pm

SFCP, 2340 Jackson Street, 4th Floor, San Francisco

Free; 2 CME/CE are available for \$20 or \$24

For more CME/CE credit information, click [here](#).

To register, call 415-563-5815 / aaron.chow@sf-cp.org

(Continued on page 13)



Announcements continued from page 12

Peninsula Extension and PAPPTP jointly present

Winnicott Today: A Contemporary Perspective

Presenter: **Joyce Slochower, Ph.D., ABPP**

Saturday, February 11, 2012; 9:00am - 1:00pm

Christ Episcopal Church, 1040 Border Rd., Los Altos

Free; 4 CME/CE credits available for \$ 40 or \$ 48

For more CME/CE credit information, click [here](#).

To register, call 415-563-5815 / aaron.chow@sf-cp.org

Conversations on Adolescents

Musings on Tattoos

Presenter: **Sue von Baeyer, Ph.D.**

Moderator: **Marilynne Kanter, Ph.D.**

Saturday, February 11, 2012; 10:00am - 12:00pm

Flamingo Conference Resort and Spa

2777 Fourth St., Santa Rosa, CA

Free; 2 CME/CE Credits available for \$ 20 or \$24

For more CME/CE credit information, click [here](#).

To register, call 415-563-5815 / aaron.chow@sf-cp.org

Scientific Meeting

"Muchness": Psychical Textures and Transformations in the Analytic Field

Presenter: **Jed Sekoff, Ph.D.**

Discussant: **Peter Goldberg, Ph.D.**

Monday, February 13, 2012; 7:30pm - 9:30pm

SFCP, 2340 Jackson Street, 4th Floor, San Francisco

Free; 2 CME/CE credits are available

For more CME/CE credit information, click [here](#).

Clinical Analysis Forum

Wednesday, February 15, 2012, 7:30pm - 9:30pm

SFCP, 2340 Jackson Street, 4th Floor, San Francisco

Open to SFCP Analyst Members Only

South Bay Psychotherapy Forum

Presenter: **Jennifer Gregory, Ph.D.**

Discussant: **Karen Johnson, M.D.**

Moderator: **Janice Mill, Ph.D.**

Tuesday, February 21, 2012; 7:15pm - 9:00pm

Stanford Medical Center, 401 Quarry Rd., Stanford

Free; 1.5 CME/CE credits available for \$ 15 or \$ 18

For more CME/CE credit information, click [here](#).

Dialogues in Contemporary Psychoanalysis

Animating the Frame: Rethinking Innovation in Analytic Practice

Presenter: **Peter Goldberg, Ph.D.**

Discussant: **John DiMartini, Ph.D.**

Moderator: **Henry Markman, M.D.**

Saturday, February 25, 2012; 9:30am - 12:30pm

SFCP, 2340 Jackson St., 4th Floor, San Francisco

\$45 - \$553 CME/CE credits available for \$30.00 or \$36.00

To register, call 415-563-5815 / aaron.chow@sf-cp.org

For more CME/CE credit information, click [here](#)

Psychoanalytic Grand Rounds

Process Notes: Psychological and Ethical Issues in an Era of Transparency

Presenter: **Michael Donner, Ph.D. and**

Dena Sorbo, L.C.S.W.

Wednesday, February 29, 2012; 6:15pm - 7:30pm

Stanford Psychiatry Building, Room 2213

401 Quarry Road, Stanford

Free; 1.25 CME/CE available for \$12.50 or \$15

For more CME/CE credit information, click [here](#).

San Francisco Psychotherapy Forum

Presenter: **Kirsten Buethin, M.F.T.**

Discussant: **Clara Kwun, L.C.S.W.**

Moderator: **Milton Schaefer, Ph.D.**

Thursday, March 1, 2012; 7:30pm - 9:00pm

SFCP, 2340 Jackson Street, 4th Fl., San Francisco, CA

Free; 1.5 CME/CE credits available for \$ 15 or \$ 18

For more CME/CE credit information, click [here](#).

Conversations on Adolescents

Treatment Team As Container: Multidisciplinary Approaches to Adolescent Care

Presenter: **Terrance Owens, Ph.D., Jill Rees, Ph.D. and**

Scott Masuura, M.S.W.

Moderator: **Marilynne Kanter, Ph.D.**

Saturday, March 3, 2012; 9:30am - 12:30pm

TLC Child and Family Services

1800 Gravenstein Highway North, Sebastopol, CA 95473

Free; 2 CME/CE Credits available for \$ 20 or \$24

For more CME/CE credit information, click [here](#).



RECOGNITIONS

Mary Brady, Ph.D., published "Sometimes We are Prejudiced Against Ourselves': Internalized and External Homophobia in the Treatment of an Adolescent Boy" in *Contemporary Psychoanalysis*, 47(4), 458-479, 2011.

Nancy J Chodorow, Ph.D., published "Individualizing Gender and Sexuality: Theory and Practice" in 2011 by Routledge.

Robin Deutsch, Ph.D., published "A Voice Lost, A Voice Found: After the Death of the Analyst" in *Psychoanalytic Inquiry*, 2011, 31(6), 526-535.

L. Eileen Keller, Ph.D., published her paper "Repairing Links: Building Attachments in the Preschool Classroom" in *the Journal of the American Psychoanalytic Association*, V. 59(4), August, 2011.

Gilbert Kliman, M.D., published "Reflective Network Therapy in the Preschool Classroom" with E. Burian (Contributing Ed.). Lanham, MD in *University Press of America*, 2011.

Celeste Schneider, Ph.D. and Midgley, N.; Duncan, A. published "A 'Motion Portrait' of a Psychodynamic Treatment of an 11-year-old girl: Exploring Interrelations of Psychotherapy Process and Outcome Using the Child Psychotherapy Q-set" in *Journal of Infant, Child & Adolescent Psychotherapy*, 9(2-3), 94-107, 2010.

Stephen Seligman, D.M.H., published "Effects of New Technologies on Child Psychotherapy: Discussion of Clinical Papers from the Conference, "Where the Wired Things Are: Children and Technology in Treatment" in *Journal of Infant, Child, and Adolescent Psychotherapy*, 10(4), 422-427, 2011.

Stanley Steinberg, M.D., published "Sarah Stein: The woman Who Brought Matisse to San Francisco" in *American Imago*, 68(3), 517-542, 2011.

If you have something you would like to put before the community, please send it in to Marcia Parham at marcia.parham@sf-cp.org for inclusion in the Newsletter.



EDITOR'S NOTE

Starting next month, the Newsletter will include a [Letters column](#). We hope it will create a forum where people can share reactions to articles, or write about their concerns in an informal way. Please make submissions to Marcia Parham by the 15th of the month.



SFCP Library and Bookstore News

by Alyson Barrett-Ryan

Library Policy Update

We are attempting to account for the SFCP library's overdue, lost and missing items before our move to 444 Natoma Street. If you have items that are overdue, please return them to the library as soon as possible. Much staff time and library resources have been used in an attempt to retrieve our overdue and missing items. As well as being of great monetary value, these lost resources have immense intellectual value to other patrons. Many of them are out of print, of a specialized nature or are difficult to obtain elsewhere. Reluctantly, SFCP will need to move forward with an implementation of library fees in the near future in an attempt to offset the high cost of material retrieval and replacement.

Please note the library's current policy, as stated below and included on the SFCP website:

"If a library book or other circulating item is not returned by its due date, we will attempt to notify you by phone or email. If we do not hear from you within four weeks after we have contacted you, we will assume the book is lost. We will send you an invoice detailing the cost of the missing item, plus a ten percent charge that will help to offset replacement costs."

Please contact the library if you have any questions or concerns.

Alyson Barrett-Ryan

(415) 563-4477

alyson.barrett@sf-cp.org

New Acquisitions

Compiled by Eric Rosen and Alyson Barrett-Ryan

Muran, J. C. and Barber, J. P. (Eds.). (2010). *The therapeutic alliance: An evidence-based guide to practice*. New York: Guilford Press.

Oppenheim, D., & Goldsmith, D. F. (2007). *Attachment theory in clinical work with children: Bridging the gap between research and practice*. New York: Guilford Press.

Mikulincer, M., & Shaver, P. R. (2007). *Attachment in adulthood: Structure, dynamics, and change*. New York: Guilford Press.

Freud, A. (2011). *The Course of life: A 1979 lecture by Anna Freud*. Toronto, Canada: Caversham Productions. [DVD]

Kliman, G. (2011). *Reflective network therapy in the preschool classroom*. Lanham, MD: University Press of America.

Herzog, J. (2011). *Scientific meeting No. 161: Play in adult and child analysis: The concept of countertransference play*. San Francisco: SFCP Library [DVD]

Spillius, E., & O'Shaughnessy, E. (2011). *Projective identification: The fate of a concept*. London, UK: Routledge.

Wright, N. (1988). *Mrs. Klein*. London, UK: Nick Hern Books.

Gabbard, G. O., Litowitz, B. E., & Williams, P. (2012). *Textbook of psychoanalysis, 2nd ed.* Washington, D.C.: American Psychiatric Publishing.

(Continued on page 16)



SFCP Library and Bookstore News continued from page 15

SFCP Bookstore

Just a few items from our ongoing bookstore sale....

Used Books

- Alexander, F. (1936). *The medical value of psychoanalysis*. New York: W.W. Norton & Co. \$ 15.00
- Freud, S. (1933). *Collected papers, vol. 2: Clinical papers, papers on technique*. London, UK: Hogarth Press. \$ 20.00.
- Fromm, E. (1941). *Escape from freedom*. New York: Rinehart & Co. w/dust jacket. \$ 30.00.
- Hall, G. S. (1923). *Life and confessions of a psychologist*. New York: D. Appleton & Co. \$5.00.
- Roheim, G. (1934). *The riddle of the sphinx*. London, UK: Hogarth Press. \$ 40.00.

New Books

- Altman, N. (2010). *The analyst in the inner city: 2nd Edition*. New York: Routledge. \$ 19.00
- Bartram, P. (2007). *Understanding your young child with special needs*. Philadelphia, PA: Jessica Kingsley. \$ 16.00.
- Gamwell, L. & Wells, R. (1989). *Sigmund Freud and art: His personal collection of antiquities*. New York: SUNY Press. \$ 15.00.
- Kernberg, O. (1992). *Aggression in personality disorders and perversions*. New Haven, CT: Yale Univ. Press. \$ 13.00.
- Ritter, M. (2004). *Return to Dresden*. Jackson, MS: Univ. of Mississippi Press. \$ 15.00.

Please note our [February Library Hours](#). And don't forget, our [catalog](#) is still online!

ADS

2 bright, newly constructed offices in Berkeley. Skylights, soundproofing, kitchen, parking. Available either full-time or half-time. Call Dr. Alice Jones, 510-845-8800.

Pacific Heights Psychotherapy offices available. \$550 - \$990. Shared waiting rooms and bathroom. Great location. Contact Gina Enriquez, Keynote Properties, 415 794 7125.

North Berkeley / Solano Ave. office. A full-time therapy office is available in an ideal location. This beautiful office is bright, charming, cozy. It is soundproof, has a call system and is wheelchair accessible. Cleaning and utilities are included. Please contact Frieda at (510) 526-0908

Looking for full time analytic office in Palo Alto/Menlo Park area.

Please contact Svetlana Bonner, M.D. cell #503-708-7995 or email: sbonnermd@comcast.net