

ASPP NEWSLETTER

ADELPHI SOCIETY FOR PSYCHOANALYSIS AND PSYCHOTHERAPY

Volume II Number 1

June, 1974

Message from the President

My first reaction as I write this end of year president's message is "Where the hell did the year go!" but, as I look back, it is clear that much has been accomplished since the Society was born. This first full year of the Society's life, as for a baby, was a year full of rich experiences and rapid developments. In my first memo to the membership, the task of nurturing the Society to make it viable was stated as the primary goal of the year. Now I can aver--We are alive and well. The Society has sponsored several stimulating professional meetings, made first steps toward developing a social program, and began this Newsletter, among many, many smaller pieces of business.

As a therapist, one of my goals with any patient is to help him communicate clearly and directly his thoughts, feelings, and desires. We all know the many resistances we have to deal with to accomplish this goal but I wonder if many of you have any idea of the resistances the executive board and others faced trying to get the membership to do just this in regard to the Society. There are many working hard to develop an organization that we as students, faculty and graduates of

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A BULLETIN FROM THE POSTDOCTORAL PSYCHOTHERAPY CENTER

All of us must be doing something right for despite intake statistics for other centers showing decreases, our intakes for the first four months of 1974 as compared to 1973 show a 67% increase. Congratulations!

Lorelle Saretsky & George Goldman

REPORTS OF THE STANDING COMMITTEE, A.S.P.P

Beginning with this issue, the Newsletter will be publishing regular reports of the standing committees of the Society. At this time, the standing committees are: The Executive Board, The Program Committee and The Social Committee.

Executive Board, Richard Lerner, President - The Executive Board met on March 22, 1974. The issues discussed and decisions made were as follows:

(1) All members of the Executive Board will be entitled to vote on all issues facing the Board. No member will be excluded from the voting.

(2) Any member of the Executive Board may run for a second

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The ASPP Newsletter is published 4 times per year by and for the Adelphi Society for Psychoanalysis and Psychotherapy of the Institute of Advanced Psychological Studies, Adelphi University, Garden City, N.Y.

PUBLICATIONS COMMITTEE

Neil Grossman, Chairperson;
Helen Brody, Barbara Cohen, Ruth
Formanek, Melvyn Katz, Harriet
Knapp, Bob Mendelsohn.

EDITOR'S MESSAGE

This is the first issue of the newsletter produced by the newly formed publications committee. As conceived, issues will be published four times a year.

The newsletter was born with the publication of the first issue in June, 1972. It reached the infancy stage with the publication of the second stage in December, 1972. Attending at birth and during infancy were Drs. Abe Amchin, Aaron Balasny and Cynthia Glatt. Our thanks and sincere appreciation for the work they did.

This newsletter is for us, members of the Postdoctoral Program in Psychotherapy and Psychoanalysis. The form and shape of it depend on what we want. Where it goes from here, and what it is depends on your needs and interests. Currently, the following regular feature articles will appear: committee reports, news about the membership, information about programs being offered, news of professional meetings, women and psychology, focus on us and exchange of ideas. Other articles of interest and brief professional papers are solicited from you for publication.

Our connection with the Postdoctoral Program highlights our common interest in intensive psychotherapy and psychoanalysis. But many of us also have other related professional interests. Our diverse skills and interests are reflected in the wide variety of positions in which we are employed. Let us exchange our ideas about psychotherapy and psychoanalysis, about the relation of psychoanalytic theory to

other areas and about other topics that interest us. The newsletter can serve as a forum--we can have a dialogue on the various issues which concern us. This exchange does not have to be presented formally; a brief informal statement or letter style will suffice, although longer pieces are also welcome.

Before each issue of the newsletter you will receive a request for information and articles. Please help by submitting material for the newsletter. All material will be reviewed for content, style, and grammatical structure.

Neil Grossman

DIRECTORY

You will shortly receive a copy of a ASPP Directory listing members' current employment status. For the future - suggestions have been made to combine this with a directory of addresses, and to include mention of past positions, and ages of patients and therapy modalities you work with. Comments are invited.

ASPP JOURNAL

A journal to be published by the ASPP is in preparation. We invite the submission of manuscripts. Anything pertaining to psychology and psychotherapy will be considered. The format is open; experimental or methodological format is not required. The editorial staff will shape up the style and make corrections or suggestions were appropriate. Please submit manuscripts in triplicate to:

ASPP Journal
Postdoctoral Program
Adelphi University
Garden City, NY 11530

If there is interest and/or resistance, call Helen Brody at 212-479-8944.

President's Message cont.

Adelphi's Postdoctoral Program can affiliate with, benefit from, and enjoy. Rather than leave the Society's upbringing to a few "parents", tell us what YOU want, what kinds of programs, workshops, social events, etc. would be meaningful. If the birth of the Society was the accomplished goal of our first year, let greater and greater active membership be a primary goal of the second.

Thank you to all who have provided me with their able assistance, interest, and enthusiasm.

Rick Lerner

PRACTITIONER'S CORNER

Since many of us are so isolated in our private practices, we don't have a forum in which to discuss issues related to our practices. The "Practitioner's Corner" is designed to be such a forum. I will welcome questions, comments, and discussion on the following topics:

1. Practical issues. Questions such as how and where to get various kinds of insurance, how to plan a pension fund, where and how to invest, fee setting, expected income.
2. Ethical issues. Questions such as the use of tapes and what to tell the patient about them, what to do if we know of a colleague practicing unethically, how to reconcile idealism with the insistence on high fees.
3. Legal-political issues. Questions such as which licensing bill to support and why, whether or not to continue to support CAPPS, implications of the proposed national health insurance.

Please send me questions or comments on these or any other relevant issues you want aired and discussed.

Mel Katz -516-935-7351

4 Stauber Dr.

Plainview, NY 11803

NEW APPOINTMENTS

William Herron is Associate Editor of the Division of Psychotherapy Bulletin.

David Newman is Acting Director of Psychology, Children's Division, S. Fla. State Hospital.

Leonard Kingsley is owner and Director of the Hallen Center for Education; a private day school for children with learning disabilities and mild to moderate emotional difficulties.

Dave Kirschner is Co-Director (with Al Rutsky, M.D.) of the South-Shore Center for Psychotherapy; a newly formed, private community mental health center.

Dale H. Ortmeyer is Director, Division of Related Professions, Wm. Alanson White Institute.

Henriette T. Glatzer, elected President-Elect of the American Group Psychotherapy Assoc.

Bob Mendelsohn as of Sept., 1974 will be Assistant Professor in Doctoral Program, Institute of Advanced Psychological Studies, Adelphi University.

Mort Kissen as of Sept., 1974 will be Assistant Professor in Doctoral Program, Institute of Advanced Psychological Studies, Adelphi University.

SPECIAL EDITION

"Two years ago Bill Herron published a novel which no one understood. It is best described as card X of the fiction field and has now gone underground. A mere 83 pages, it can be read between sessions, except that it is difficult to put down due to a special adhering process which binds it to your body. The opportunity to get it still exists. If you send a check, penny pile, etc. for \$3.80 to Bill Herron at 5 Pascock Rd., Woodcliff Lake, N.J. 07675, you will get back an adventure called "F. Quentmeyer Hose #7". Naturally, it is not available in bookstores.

WOMEN AND PSYCHOLOGY

This column will appear monthly and will consist of information and commentary pertaining to psychological issues relevant to women. Contributions from ASPP members are welcome; just make them relevant and not too long. Submit copy to:

Helen M. Brody
Postdoctoral Program in Psychotherapy
Adelphi University
Garden City, N.Y. 11530

For this issue we have a find: Shortly after the release of the Freud-Jung correspondence for publication by their families (see interesting review, New York Times Book Review, April 21, 1974), the trustees of these priceless mementos decided to seal the correspondence between their wives for another fifty years, according to a reliable source.* This source did, however, manage to make available to us a facsimile of one of the many intimate exchanges between these redoubtable women, giving us a piercing view of their experience as helpmeets of their famed great husbands. As we all know, such helpmeets favor the progress of great work and provide tangible and emotional aid and comfort which are needed for great minds to prosper as is frequently cited in the dedications of the books of famous great men. The letter is printed below in its entirety.

Meine Liebe Emma:

Believe me, it's a pleasure to hear from you. Sigmund is so busy these days, what with the society meetings, the fights with his disciples, Dora, the trouble with Minna, the K's, and his dreaming book, undsoweiter, not that I'm complaining, mind you, but did you know that he wrote no less than twenty-four letters to your Carl last year? I mailed them myself, so I know - and after all those arguments we had over all the busi-

ness with Fliess, libido this, nasal neurosis that, once in a while he thinks of my libido (you know what I mean). Emma, I don't like to complain - I don't envy these men - work, competition, struggles, power, leadership, fame - it only leads to heartache and heart attacks and what do I have to worry about? Nothing. Just to take care of Sigmund and the children. And that's no worry, it's my greatest pleasure in life. They are all so smart. Especially Anna. And I'm not bragging, believe me, after all those years of hard times, but did you know my Sigmund was called for consultations with Gustav Mahler and Bruno Walter? It must be nice to lie on a couch with someone and talk your heart out - nicht wahr?

In case Carl hasn't told you, there is no travel money for the wives to go to Clark University - not that I really want to go, anyway - baby sitters, I don't trust. Well, I have to say auf wiedersehen now - I'm in the middle of Wuthering Heights, and Heathcliff - he's such a handsome nervous man, you never know what he'll do next.

Give our love to the children,
Deine Dichliebende Martha

*Though there is some evidence that this source is a disgruntled feminist, the letter has been authenticated.

VIOLENCE IN THE MEDIA

In the Thursday, March 14, 1974, issue of Newsday, Stan Isaacs wrote a feature on Ted Saretsky and the Philadelphia Flyers. Having read the tongue-in-cheek article, in which Isaacs was trying to get Saretsky to comment on the violence in the hockey game, I think the contest ended in a draw, with Isaacs and Saretsky each scoring several points and sustaining minor bruises. The Philadelphia Flyers were just quietly playing hockey in the background.

Reports cont.

term of office in the Society, as long as he continues to be a member in good standing.

(3) The Program Chairman and Treasurer will jointly arrange the payment of guest speakers for Society programs.

(4) Good and Welfare expenses, e.g., flowers for a Society member who is ill, will be disbursed jointly by the Secretary and Treasurer.

(5) Decisions on all money disbursement, outside of good and welfare expenses, will be made by a majority vote of the Executive Board. If no decision regarding money disbursement can be made by the Board, a referendum will be sent out to the general membership.

(6) Board discussed the awarding of a plaque to each out-going President. As no decision could be reached, it was decided that we call for a referendum to the membership. This referendum was to be included with the election ballot.

(7) Jim Rahman, Chairman of the Nominating Committee, gave a report of his committee's poll of the membership regarding new officers of the Society. A slate of nominations was assembled, with Bob Mendelsohn assigned to send out the ballots.

Those who attended this Executive Board meeting were: Richard Lerner, Cynthia Glatt, Robert Mendelsohn, Manny Sanger, Carol Bobbe, and James Rahman (representing the Nominating Committee).

Program Committee, Cynthia Glatt, Chairperson - The Society was fortunate this year in having an exciting and diversified series of programs. Dr. Harry Mendelsohn and his wife, Marilyn led a demonstration and discussion of Family Therapy, and the differences between family and individual treatment. Dr. Tess Forrest presented a paper: "Violence in the Family, the Medea Reaction", which dealt with a three-generation approach to the study of family violence. Dr. Joseph Barnett's paper, "Hamlet and the family ideology",

presented a new interpretation of Shakespeare's classic. Dr. Stanley Krippner presented research in altered states of consciousness and parapsychology. Dr. Renee Nell was to have presented a paper on the topic of the Jungian interpretation of dreams. An untimely snowstorm prevented her appearance, but we hope to be able to reschedule her for next year. Dr. George Bush presented material, and led an all-day workshop on "The Distinction Between Matters Schizoid and Schizophrenic".

Thus, this has been a good year, filled with interesting programs. Next year we are planning to continue this trend, and have already scheduled Edgar Levinson, M.D., Faculty and Training Analyst at the William Alanson White Institute, for December 6th. We are also planning to have more small group and workshop programs, and will continue to present the best speakers available.

Social Committee, Mel Katz, Chairperson - The Social Committee has scheduled a continental wine and cheese tasting party for May 17th. We are hoping then to say goodbye to our graduating classmates and to see everyone prior to summer vacation. Also, a plaque will be presented to Rick Lerner, out-going President of the Society.

Volunteers are welcomed on this new and exciting committee. Future plans include gala parties throughout the school year, a weekend at a country house where guest professionals would conduct seminars of topical interest such as resistance or countertransference or an encounter-type weekend. Other ideas are welcomed. Please write and let me know what you want.

I wish to announce the sad and unfortunate death of our esteemed colleague, Martin Sisenwein. We extend our condolences to his family and his brother, Bob Sisenwein.

Abstract of talk given by Joseph Barnett, M.D. at the March 22, 1974 meeting of the Adelphi Society.

Using the text of Shakespeare's "Hamlet" as data, Barnett maintains that the play is a tragedy of loss of innocence at the coming of age of Hamlet. Unlike others, who have variously diagnosed Hamlet as a hysteric (Freud) or a psychotic (Eissler and Lidz), Barnett says that Hamlet's compartmentalization and denial of those aspects of his self that were dystonic with his self-concept are characteristic of an obsessive personality.

Barnett says that in order to understand what happens to Hamlet, we must understand his family ideology and how he and his parents cope with it during his coming of age. Every family has an ideology, which functions to design and confine family cognitions. The family erects a supporting mythology to reinforce the ideology and maintain a homeostasis. The ideology structures perception, anxiety, and the experience of affect. It defines good and bad, right and wrong. Childhood is the period of innocence vis-a-vis the family ideology: the child accepts the ideology without question. However, at about eleven years, the child develops the formal operations that enable him to question his parents' views. These cognitive changes lead to disillusion with the family "givens" and restrictions. As the adolescent begins to elaborate his own personal system, or world-view, he begins to individuate from the family. This causes him and the other family members tremendous anxiety, for he has weakened the solidarity of the common ideology. According to Barnett, Hamlet was unable successfully to individuate; instead, he opted for a regression to innocence--at great cost to himself.

At the beginning of the play, we see the family idealizations. However, Gertrude's hasty remarriage threatens to expose the family mythology. Hamlet feels disillusioned and betrayed. He is enraged at Gertrude, but he denies her limitations. Instead, he thinks he must be bad. This way he preserves the family ideology, refusing to recognize Gertrude's superficiality and shallowness and refusing to question the idealization of his father.

Neither of his parents considers the enormity of the events Hamlet has experienced. They do not see him as a separate person with separate needs or feelings. Thus, Hamlet cannot face the hypocrisy of his family and define his own position in relation to them.

Hamlet's confrontation with his mother is the turning point of the play. Gertrude's fear of man's anger and her need to control men trigger the tragedy. Gertrude insists that Hamlet's anger is madness. Thus, the tragedy is set in motion by the family ideology: Gertrude's fear of man's anger, Hamlet's father's injunction to protect Gertrude, and Hamlet's vain attempts to recapture his innocence. Rather than individuate from his family, Hamlet attempts to regress to innocence, that is, he attempts to keep the family ideology intact--with tragic consequences.

Barbara Cohen

LIST OF GRADUATES FROM THE POSTDOCTORAL
PROGRAM - May, 1974

1. Carol N. Bobbe
2. Morton Kissen
3. Julius Trubowitz
4. Owen F. Youngquist

Congratulations!

HOW TO START A BUSINESS

Leonard Kingsley, Ph.D.

This is a short article in reference to the Hallen Center for Education -- a school for children with learning disabilities and minor emotional problems; a longer, more technical article is to follow.

The first thing to do, which is what I did two years ago, is to fracture your ankle while walking down the steps of the Brooklyn Academy of Music. This will (a) immediately arouse your latent castration anxiety; (b) provide "good luck" as it is wished to actors before they go on stage; and (c) give you six weeks in bed to reconsider whether to do the whole damn thing. If you still want to do it after (c) then the next step is (d) to ask yourself whether you are prepared to face a partial loss of income for an indefinite period of time.

As with Freud (no grandiosity here!) most good ideas come from one's patients. In my work with one child in psychotherapy the issue arose of referral to a private school in New York City. The lack of sensitivity and understanding that was apparent there was overwhelming. At the same time, my work as Chief Psychologist at a few clinics coincided with the development of remediation programs as an adjunct to the psychotherapy programs conducted.

The idea soon clicked of having a school for children with learning disabilities with the therapy as an adjunct and all in the same place (how many of you have tried to reach another therapist and wound up with your respective recording machines having the conversation instead?). Through a fortuitous set of circumstances, including a meeting with Ted Riess on a completely different topic (on research) I wound up in Westchester where, except for Ted, I knew not a soul, personally or professionally. Ted's colleague gave me an exam in learning disabilities,

before he would introduce me to a respective friend of theirs and so on, in turn.

I limped around Westchester during the Spring and Summer of 1972, trying to determine from various therapists and educators whether (a) there was a need for such a school and whether (b) they would refer to one if it existed. Everybody agreed to (a), being dissatisfied with the only similar private school in Westchester which was strictly on a tutorial basis. People hesitated about (b), not wanting to trust an untried product. And how can you blame them -- but how do you start a school if no one wants to refer to you? You invest money, hire the best teachers and therapists available, rent the best building available, and start with five students in September, 1972 instead of the expected 40.

There is more, much more, such as discovering who the significant people in the professional community are, realizing that you can't please everybody, recognize that the BOCES program (run by the State, not private) is a powerful competitor, learn how to operate a push-button telephone and how to handle several crises simultaneously -- dealing with a disturbed child, an upset parent, the owner of the building you rent who never speaks below a bellow, handymen who start cleaning after school hours rather than before, bus companies who don't pick up children, and unlearn a lot of ideas about "how easy a boss' life is".

Now, 1 1/2 years later, having gone beyond 40 students, looking forward to a new building because we've grown out of the old one, with a lot of people interested in the school's future, developing new programs and refining old ones, the Hallen Center is on its way toward success. The question is raised -- WAS IT WORTH IT?

FOCUS ON US

John Hudesman - 2nd year

Not being given what is most relevant for my first autobiography, I checked it out with Neil. He assured me that the really important turning points in my life such as sledding, racing and carpentry are less relevant than issues having to do with educational background and professional interests - So here they are.

I am basically a product of the City University. I first saw the light at Baruch College where I shifted from tax law to psychology. I then took my M.A. and Ph.D. at C.C.N.Y. with my internship at Metropolitan Hospital. On completing graduate training, I began working as a psychologist at one of the C.U.N.Y. Community Colleges. My job includes sessions with students and faculty, as well as supervision of counselors. There are also assorted administrative responsibilities.

In order to further my own training, I attended the N.Y.U. Post-doctoral Program for 2 years. I also did some supervision in one of the counseling programs at N.Y.U. About

two years ago, I moved to L.I. and decided it would be a good idea to switch to the Adelphi Program.

What time is left after my job and work at Adelphi is spent in P/T practice and 'all-too-little' research. The area that most interests me is Extra Sensory Perception and mood change. It has been my theory that one is most likely to experience ESP during or shortly after shifts in consciousness. In one study, I had people take a self administering ESP test after therapy sessions. The results were quite impressive in terms of the relationship between the ESP score and the rating given to the session. The more intense was the session, the higher was the ESP score.

I am now trying to expand on this base. The present study involves having people take a self administering ESP test when they realize they have shifted into (or out of) intense mood situations. This is no small request and it has been difficult getting people willing to follow through - Any volunteers?

Editor's Note - John Hudesman was the only person contacted who was able to overcome his resistance and write this autobiographical article. Thanks John!

In the future we are planning to interview people and thereby eliminate the resistance.

Notes and News

Anthony S. Milano: My Dept. at Carver Center Mental Health Services has expanded to include an "aftercare" house with staff; a storefront office and a community worker who coordinates various groups in the area. The total staff includes a psychiatrist, 3 social workers, 2 "outreach" paraprofessionals, 1 community organizer and various volunteers and myself as psychologist and Head of Services.

David Newman's new address, 7525 N.W. 44 Ct., Coral Springs, Fla.

Howard Pashenz presented a one day workshop on aikido as an adjunctive therapeutic technique at the APA Midwinter Convention (Div. 29) at San Diego, 2/27-3/2/74.

Bob Mendelsohn presented to the Adelphi Community Associates of the Post-doctoral Program in Psychotherapy, "Suicide and the Role of the Suicide Prevention Worker" in Feb. 1974.

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EXCHANGE OF IDEAS

WHY AIKIDO AS AN ADJUNCTIVE PSYCHO-THERAPEUTIC TECHNIQUE

by Howard Pashenz, Ph.D.

For the past eleven years, I have been studying a little-known Japanese martial art and have recently begun teaching it to a number of my patients. They include the physically handicapped, deaf children, and emotionally disturbed patients who run the "labelling" gamut.

Why Aikido? Let me first describe the art which is an effective form of self defense uniquely different from other martial arts. First, it is non-violent. No attack is taught and there are no blows, punches, kicks, etc. employed in the techniques. Instead, an attack is redirected into a circular path with the Aikidoist balanced at the center. At that point he uses centrifugal force, wrist and arm twists, and a mystical mental force described as "Ki", to immobilize or throw the attacker. The various movements employed in the techniques are designed to control the attacker, (often painfully), but will not cause any serious injury. The mental strength developed through studying Aikido is much stronger than physical or muscular strength and seems similar to the power of the hypnotized subject.

Why Aikido? From a theoretical viewpoint it offers the opportunity to develop a feeling of self-confidence, symbolically express anger with its cathartic benefits, sublimate anger into the development of physical skills at an artistic level similar to dance, recapture some of the magical omnipotence we reluctantly left behind in childhood, etc. Aikido opens a pathway into Eastern philosophy. Roughly translated,

Aikido means, "a way of coming into harmony with nature." Instead of opposing force with greater force, Aikido teaches one to join the opposing force and then lead it, control it; a lesson that can be generalized into an overall approach to living. Its emphasis on non-violence and protecting one's attacker, represent the basic Buddhist respect and reverence for all forms of life - and is much less painful than, "turning the other cheek". At its deepest levels, Aikido teaches "meditation in motion" leading to an altered state of consciousness described as "enlightenment". The individual restructures his perception of himself and the universe in such a fashion that he becomes only one facet of an ongoing creative universal process: a mystical experience described in Zen literature as satori.

Why Aikido? Why Psychotherapy? I didn't mean to respond in a flippant fashion because they both have had a powerful effect on my personality and my self-concept. I believe in psychotherapy since I have experienced its ability to change my personality and allow me to function more effectively, creatively, etc. I have also experienced similar changes in my personality which can be attributed to my Aikido training - a calmer self-confidence in interpersonal relationships, a draining of angry impulses, a more solid philosophy of life together with a broader experiential base through the Zen Buddhist aspects of the art.

Looking around at my fellow practitioners and students of Aikido, I found that they too had gained a great deal personally which would be described as ego strength. This is the same reasoning I followed in deciding to become a psychotherapist; finding a method that increased ego strength within myself and seemed to have the same beneficial effect on others.

Similarly to orthodox psychotherapy, Aikido is not successful with everyone - in fact it seems effective in a much smaller number of

cases. I do know, however, that for this small minority it is an extremely effective therapeutic tool. I am now struggling with the problem of selecting those patients who can profit most from Aikido training as well as the most appropriate modality of treatment - training individually or in group as well as when to combine it with the beneficial aspects of orthodox therapeutic treatment. So far my approach has been empirical; to initiate a trial period of training and then decide from there - another similarity to determining which patients can profit from orthodox therapeutic treatment.

I'd be happy to discuss Aikido training with any therapists who are interested and can be reached at either 516-JU 4-6085 or 676-5151.

Editor's Note: Many thoughts occurred when reading this article, e.g., a combination of one's philosophy of life and therapy methodology. I wonder how Howard Pazhenz's experience with Aikido and its philosophy has changed him as a person and a therapist. Does one affect the other? Is there a merging?

EXCHANGE OF IDEAS

THE IMPORTANCE OF PSYCHOLOGICAL TESTING FOR THE PSYCHOTHERAPY PROCESS

By Morton Kissen, Ph.D.

Psychological testing has become increasingly unpopular in recent years. Psychologists in both private practice and clinical settings have tended to dismiss the testing function as an unrewarding, overly demanding, and relatively useless chore. Some of the reasons for the disfavor with which psychologists regard the testing process have been analyzed in a previous article.⁴ One of the reasons alluded to in that article, is the commonly held viewpoint that testing is nothing more than a perfunctorily

implemented "diagnostic" ritual. Diagnosis, although a complex and clinically important conceptual issue, is not seen as a very practical or treatment - facilitating activity by the contemporary clinician who is often more interested in the pragmatic issues of psychotherapy. Since time is of the essence, many clinicians are willing to forsake what they perceive to be the "theoretical" insights of the test report for the quicker and more easily obtainable understandings of the consultation interview. Many psychologists function as "psychiatrists" in their private practice, restricting themselves to interviewing and history-taking during their initial contact with a patient. Psychological testing is eschewed completely as a possible source of useful and therapeutically-relevant clinical data.

It is the thesis of this article that a skillful and clinically-focused test report can be of immense practical usefulness to the psychotherapist-if it is appropriately addressed to relevant treatment issues. A good test report (a commodity which unfortunately has been difficult to come by) can alert the therapist to such important clinical factors as the character structure and characteristic defensive maneuvers of his patient, his expressive style, his salient psycho-dynamic conflicts, his psychological-mindedness and motivation for treatment, and perhaps most importantly his typical interpersonal interaction tendencies which may very well be enacted in the form of a transference-countertransference interaction with the therapist. Other factors such as the patient's impulsive potential, possibility for further decompensation, and subjective experience of himself are also useful for the therapist to know at the beginning point of therapy. Appelbaum¹, in a very incisive article, has systematically outlined a number of questions and issues that a test report written for a psychotherapist might address itself to.

Psychological testing can be im-

importantly related to the therapy process in a number of ways:

1. Interactional aspects of the testing situation. Psychological testing can be most useful as a predictor of potential focal issues in the impending therapeutic process. An examination of the interaction patterns established between the tester and patient can often offer useful clues to transference paradigms that may be enacted during the course of psychotherapy. A perceptive tester is alert to the therapeutic (transferential) aspect of the testing process and tends to include in his test report a number of predictive statements as to potential interactional paradigms, resistances, and obstacles to personality change that may well be subsequently enacted in psychotherapy.

2. An exploration of psychodynamic issues. The thematic content of the patient's T.A.T. stories are often predictive of psychodynamic conflicts, historical experiences with significant parental authority figures, and general interpersonal interaction tendencies which-when included in a test report - can sensitize the therapist to parallel dynamic occurrences that may come through in the psychotherapy relationship.

3. Characterological organization as reflected in test responses. An ego psychological analysis of the patient's approach to the more structured and cognitive test items is often quite useful to the therapist. Such an analysis offers a good picture of characterological aspects of the patient's personality functioning. Character style is typically mirrored quite saliently in the patient's style of approach to the structured tests. Whether he is obsessional, hysterical or passive-aggressive in orientation can be gleaned from his structured test responses. Characteristics such as meticulousness, perfectionism, emotionalism, detachment from details, and negativistic avoidance of an energetic work involvement with tasks, are all readily inferred from the

stylistic aspects of test responses - and are centrally related to personality dimensions crucial to the psychotherapy process. The establishment of the patient's location along id-ego-superego dimensions can be derived from such test responses, allowing therapy for some articulated goals for personality change.

4. Narcissistic aspects of personality structure. Psychological tests can throw helpful light upon narcissistic personality tendencies which are very significantly related to the psychotherapy process. The extent of narcissistic encroachment upon ego capacities such as attention-concentration, interpersonal perceptiveness and empathy, and objective awareness can be gauged from the patient's responses to structured tests such as Information, Picture Completion, Memory for Digits, and Picture Arrangement. The therapist, once alerted to this factor in his patient, can better focus his analysis of narcissistic defenses and resistances as they appear during the course of psychotherapy.

5. The metaphorical use of test responses in the treatment process. Psychological testing often produces a concrete metaphorical language that can be played back to the patient via interpretive comments during the course of psychotherapy. Thus, specific ink-blot percepts of a highly idiosyncratic nature may often relate to integral aspects of the patient's self experience. Such test responses can be confrontationally used with the patient at an appropriate time in the therapy process in order to metaphorically illuminate the therapist's empathic awareness of important dimensions of his patient's subjective experience and characterological orientation. A similar viewpoint with regard to the interpretive use of metaphor has been more elaborately conceptualized in a recent book on the therapeutic interpretation process. The introduction and re-introduction of metaphor and other data from test responses in a confrontational and interpretive way

is not essentially different from the therapist's more traditional interpretive use of the patient's spontaneous verbalizations, motoric expressive mannerisms, dream symbols, and fantasy ideation produced during the course of the treatment process.

The basic thrust of the ideas espoused in the present article hinge upon the ability and willingness of clinical psychologists to produce therapeutically useful and valid test reports. In addition to perceptiveness, clinical acumen, knowledge of psycho-dynamics, and a sensitivity to the interactive aspects of the tester-patient relationship-the testing psychologist must be sufficiently motivated to expend the time and effort required to organize a test report that does not merely describe generalized theoretical dimensions via excessively "jargonized" language but that allows the "unique" aspects of the patient's personality to come through. A good test report will give impetus to the therapeutic process by offering an indepth, essentially valid series of inferences that will probably be replicated during the course of the subsequent psychological exploration in therapy.

Perhaps too much emphasis has been placed, of late, upon the "Pragmatic" issues of psychotherapeutic practice. The need to involve patients as quickly as possible in treatment must somehow be counter-balanced against the equally important need to base the treatment upon a relatively sophisticated understanding of underlying psychological processes inherent in the patient's personality functioning. A good test report can be quite useful in orienting the impending therapeutic process toward psychologically valid treatment goals much in contrast with the "whistling in the dark" so characteristic of contemporary psychotherapy. The test report writer's task, as spelled out

by Appelbaum², is to "actively" and "persuasively" link his test data inferences to essential treatment or other clinical decisions. The therapist, confronted with an only vaguely known patient and at best "ambiguous" psychotherapy process, can effectively utilize the inferences and metaphor of a good test report to structure meaningful and useful treatment goals.

References

1. Applebaum, S. A. Psychological Testing for the Psychotherapist. Dynamic Psychiatry. Oct. 1969, pp. 158-163.
2. Applebaum, S. A. Science and persuasion in the psychological test report. Journal of Consulting and Clinical Psychology, Vol. 35, No. 3, Dec. 1970, pp. 349-355.
3. Hammer E.F. "The Use of Imagery in Interpretive Communication" in Hammer, E.F. Use of Interpretation in Treatment. Grune and Stratton. N.Y. 1968, pp. 148-155.
4. Kissen, M. The Status of Psychological Testing in Current Clinical Practice. Journal of Clinical Issues in Psychology. Vol 2, No. 3, Aug. 1971, pp. 20-22.

Excerpts from presentation given by
Tess Forrest, Ph.D. at the January 18,
1974 meeting of the Adelphi Society
"VIOLENCE IN THE FAMILY: THE MEDEA
REACTION"

"My thesis is that violence of mother to child is a universal experience that varies only in kind and degree. The scale ranges from overt murder...and physical abuse...to covert infliction of physical and psychological damage...Violence is here defined as the absence of essential physical or psychic nurturance, or the use of physical or psychic power, to destroy or damage the biological or psychological growth or integrity of the person.

"...the infant is born with a vital self, which is his drive to

preserve the unconditional value of his life and of his self-experience. This psychic energy will ultimately find its outlet in vitality or be transformed to violence. The vital self of the child is integrated into his self-concept to the degree that this drive is confirmed by his parental figures...Alienation... between the child's vital self and his self-concept arrests him in internal conflict and social stress...

"Maternal hostility is considered a universal phenomenon by Winnicott...It seems likely that the degree of destruction inflicted by the mother is proportionate to the degree of damage that the mother has sustained to her own vital self, which commensurately incapacitates her to function as wife or mother..

"The myth of Medea is a symbolic representation of the intrafamilial dynamics that shaped the character of a murderous mother...Medea cannot separate the children from herself and from her battle with Jason, to safeguard

their lives. At best, she conceives of the children as extensions of herself, at worst as extensions of Jason on whom she can act out her murderous rage, but never does she conceive of them as human lives she is entrusted to cherish...

"In a review of...cases of maternal violence, common denominators can be perceived. In their histories as daughters, each mother had suffered violence to her vital self...the relationship of every mother to her marital partner was symbiotic, alienated, and embattled in overt or covert power struggles ...In all cases, the maternal role was license for the mother to exploit the child to gratify her own wishes, and an anchor for her concept and sense of purpose...Each child was perceived as a parental transference figure, or as an extension of the father or of the mother herself...In no case was there conception or confirmation of the child's subjective experiences."

Notes and News

Continued

Benjamin Brody - Two papers ("Freud's Case-Load" and "The Present Status of Psychoanalysis") are being translated into French and will be published soon in Paris. The first has been reprinted many times including by the United States Government.

Abraham Cohen - Presented Brentwood NGC - "Alienation and Adolescence"; Queens NGC "Humanistic Approaches to Child Rearing". Publication - "Use of Video Feedback as adjunct treatment modality" J. of Contemporary Psych. Spring, 1974.

Neil Grossman did a survey of clinics providing psychotherapy in Suffolk County for S.C.P.A. Presented "Psychodrama: A technique of psychotherapy", at the Community Associates of the Adelphi Postdoctoral Program. "Motivating people for estate planning - a psychologist looks at how people face death." Presented at Tax and Estate Planning Council of Long Island.

Barbara Cohen is 1st oboe at Great Neck Symphony Orchestra.

Robert Thorne - American Group Psychotherapy Assoc. 31st Annual Conference, New York, Feb. 15-18, 1974: Workshop Leader. "Therapists self-disclosure in Group Therapy."

Dale H. Ortmeyer moved last summer to Westport, Conn.

Bernard Frankel - presentations: 1) Feb. 6 and April 24, 1974. Spent 2 days at the Cleveland, Child Guidance Center, Ohio; working with their professional staff on family therapy training and demonstration. 2) Feb. 14, 15, 1974 Annual American Group Psychotherapy Assoc. Institute, NYC. Led Inst. group in Family Therapy Section. 3) Feb. 16, American Group Psychotherapy Assoc. Conference, NYC. Led Workshop of over 100 people in Beginning Family Therapy. 4) Feb. 24, New York Society of Clinical Psychologists Annual Meeting, NYC. Panel discussant on Integrating "Active" Therapies. 5) Mar. 9, 10, led 2 day workshop on Family Therapy for the National Institute of the Psychotherapies, NYC.

Leonard Kingsley's new address, 145 E. 16 St., New York, NY 10003.

Morton Feldman opened new office: 2160 Center Ave., Fort Lee, N.J. 07024 201-664-5489.

Dorothea Robin - Ad. Hoc (Committee on Radio Program WHLI) NCPA.

Cynthia Glatt - Community Activities - Formerly Old Bethpage Civic Assoc. Currently - President-Elect Adelphi Society for Psychoanalysis and Psychotherapy. Publications "How Students Select their College" - S.U.N.Y. Newsletter and "Why Students go to college" - S.U.N.Y. Newsletter, Long Island Press.

Irene Gillman and Ruth Formanek presented their paper, "The Relation Between Memory and Intelligence: The Concept of Seriation in Young Children", at EPA, April, Philadelphia, Pa.

Ruth Formanek had a paper accepted for publication in Child Study Journal (Univ. of Buffalo): Social Class Differences in Spontaneous Verbal Interactions (co-author: Selma Greenberg). Also a film review in Contemp. Psycho., Dec. 1973, called "Stanley Kowalski on the Couch?" (reviewing a role induction film by Hans Strupp.)

Ruth Formanek ran a film institute at Hofstra University. Film in Education and the Behavioral Sciences was the theme of the all-day Hofstra University Film Institute on May 14, 1974. Stanley Milgram, psychologist and author of Obedience to Authority presented and discussed his recent film entitled, The City and The Self. In workshops and seminars, people prominent in film, education, and the behavioral sciences discussed film in relation to social change, pre-school education, disadvantaged students, sex education, Piaget, and other topics. In addition there were continuous screenings of new films as well as super 8mm production workshops.