

A S S O C I A T I O N S

Newsletter of the Western New England Psychoanalytic Society

December 2020

Editor's Note

There have been days when I do not leave the house and remain sequestered to a 13-inch screen. By the time I am done with work, the roads are dark, the children have run the yard with the dog, and I move to another corner in the house to spend the evening. So I told myself to construct a ritual stroll around my yard, to visit nooks and witness the micro-developments of nature. I have seen the swallows arrive, and the bumblebees linger as a way station in their migration. I have enjoyed, more than any other year, the blooming of flowers, bushes, trees, and their descent into winter's dormancy. I have downloaded an app, *Picture This*, that allows me to identify the flora in my yard with a click of the smart phone: sassafras tree, hayscented ferns, bloody cranesbill, mapleleaf viburnum and meadow evening primrose. I delight in calling them by their names when previously they were a green blur in my commuting life.

I seek tangible reminders of how things persist in being and grow, as a way to keep me rooted as I hear others speak of struggling to find continuity. As a community this fall, we have been given reminders of that continuity that extends beyond us. We have newly-minted analysts amongst us, as well as fresh faces of candidates, scholars and professionals intent on exploring the same ground that captivates us. Witnessing the graduation ceremony for Norka, Gretchen, and Erica moved me—the 13-inch screen did not constrain the power and the presence of those that had gathered. Seeing all of our faces is strong encouragement. Those ties that bind us seem to transcend the limitations of remote, isolated viewing.

Larry spoke of emancipation in his graduation remarks, and developments that do not cease with a certificate. Gretchen traces scenes in her past to her growth as an analyst (Will Call is still calling). Betwixt those pieces

are reminders of movements in other stages of life. To wit, Lauri Robertson's publication of her first book of poetry, and welcoming the considered decision of those who seek to walk the intellectual way stations with us.

This newsletter is dedicated to those reminders: that our community can be renewed and regenerated in spite of physical distance. So take a small stroll, read on, and welcome new growth in our Society.

President's Message

By Elizabeth Wilson, MD

If we squint, can we make out the horizon? The possibility implied by the inquiry is an improvement. Over these past months it hasn't been possible to know where we are or what we're drifting towards. Together with our patients, we're suspended, our feet not quite able to touch bottom. Although we remain buffeted about by forces beyond our control, recent events allow for the possibility of feeling we **may be somewhere** in a vast middle.

A notable exhalation following the preceding unfathomableness.

In *Group Psychology and the Analysis of the Ego*, Freud examines the alterations an individual ego experiences when one is a member of a group. As members of our Society, we share a bond. Our mutual interest in psychoanalysis creates libidinal ties. When faced with danger, these ties help protect individual members against feelings of panic: "...panic arises either owing to an increase of the common danger or owing to the disappearance of the emotional ties which hold the group together..." In the midst of this pandemic, *Western New England* continues to offer a stabilizing foothold.

This fall our Scientific Meeting Committee, Eileen Becker-Dunn, Matt Shaw, Gretchen Hermes and Paul Schwaber, treated us to three diverse, stimulating and tremendously successful analytic presentations.



Elizabeth Wilson, MD

We look forward to [Lived-Depth: Dimensionality and Thirdness in Psychoanalytic Process](#) with Jack Foehl and Lyn Yonack. Continuing Education Committee chair, Jean Vogel and co-chair, Bonnie Becker, together with committee members (Mary Ayre, Rachel Bergeron, Angela Cappiello, Debbie Fried, Gretchen Hermes, Lynn Reiser) are currently offering two fall courses with nine colleagues enrolled. [Five courses](#) are offered for the upcoming second semester.

Bob White, chair of the Studies in Psychoanalytic Psychotherapy Program, together with committee members (Bonnie Becker, Angelica Kaner, Chris Leveille, Janet Madigan) welcomed five colleagues to the two-year program's fourth class. The committee is in contact with psychiatry residency programs as well as other clinical training programs to inform interested colleagues of the opportunity to deepen their learning. Sheryl Silverstein and Susan Bers, co-chairs of the Psychoanalysis in the Community Committee, together with committee members (Michael Garland, Linda Mayes, Guy Orly, Prakash Thomas, Jean Vogel) created a psycho-educational [video series](#) addressing pandemic-related developmental challenges. Each video addresses a different age group, ranging from early childhood to adolescence-young adulthood.

As evidenced in these pages, Prakash Thomas, editor of *Associations*, together with committee members (Lisa Driscoll, Katharine Addleson) has crafted a timely and informative education-themed edition of our Society's newsletter. In September, Covid-19 Response Committee co-chairs, Debbie Fried and Bonnie Becker, invited Paul Genecin and Sten Vermund to address our community's concerns in considering the possibility of returning to on-site work with patients. In addition to hearing an expert, balanced and thorough review of the very complex matter, attendees also benefitted by being introduced to a very handy [DIY air-purifier](#).

Looking forward, on **Saturday May 22**, Erica Weiss, chair of the Symposium Committee, together with co-chair, Shannon Drew and

committee members (Chris Leveille, Linda Mayes, Joan Poll, Sheryl Silverstein, Prakash Thomas), will *virtually* bring together Salman Akhtar, Lorraine Siggins and Sybil Houlding for our annual spring symposium. [When a Parent Dies: Clinical Implications of Enduring Loss.](#)

Before closing, **Bravo!** and **Congratulations!** to our Institute's three recent graduates: Gretchen Hermes, Norka Malberg and Erica Weiss. **Well done!**

The robustness of our Society's offerings is a testament to the hard work, commitment and collegiality of all the members of our committees. It is a remarkable group of people. Thank you.



Graduation Remarks

By Larry Levenson, MD

Good afternoon. My name is Larry Levenson and I am pleased to welcome everyone to our graduation ceremony. On behalf of the Institute, I extend an especially warm welcome to the family and friends of our graduates. We are glad to see you, even if we are not able to greet you in person, and we want to take this opportunity to thank you for joining us today and for the sacrifices we know that you have made to support the graduates during their training. They could not have done it without you.

Graduation from analytic training is a big moment in the life of a psychoanalyst. At a practical level, graduation marks the completion of training and with it the freedom from demanding training requirements – case supervision, annual summaries, coursework, presentations, an essay, tuition -- and the regained time to attend a child's soccer game or violin rehearsal, to whack a tennis ball, go on a long hike, read a novel. At a deeper level, graduation means that the analyst is released from the authority of the training program and is free to choose how to be an analyst. The graduate, now unencumbered by the training program, can begin to develop her own style and habits, her own voice, as an analyst. She is now fully free to choose the kind of psychoanalytic life that she wishes to lead.

This emancipation from the training program signifies greater autonomy professionally – but not only professionally, since graduating from analytic training, with all of its emotional intensity, has emancipatory

reverberations throughout an analyst's life. There is for the graduating analyst a "something more" – to borrow Hans Loewald's language – a something more in one's development, in whom one has become as an analyst and a person as a result of training, that graduation certifies and carries forward and that calls for celebration. Today we celebrate something much more than three candidates who have checked all the boxes for graduation.

That something more includes the graduate's understanding in a deep way that being an analyst means assuming responsibility for the lifetime task of continuing to develop as an analyst. Sam Ritvo, who was an inspiring teacher for me during my analytic training, used to speak of the importance of the start that a person has had in life. We hope that you, our graduates, feel that your training with us has given you a good start in your analytic careers. I refer to your training as a start not to imply that you are beginners but to highlight and celebrate that your analytic careers are all in front of you – years and years practicing analysis, teaching analysis at the Institute or in Departments of psychiatry or psychology, contributing scholarship, becoming leaders in our analytic community and in ApsaA and the IPA, pursuing certification, continuing to learn through participation in study groups, electives and informal consultations -- and all of these activities serving to deepen yourselves as psychoanalysts and individuals.

We hope you find it exhilarating to consider the analytic career that lays ahead for you, however you shape it. We hope that you even will find it exhilarating when you feel like a beginner again because feeling like a beginner usually means that you are allowing yourself to be surprised by your patients; or when you experience intense anxiety in the clinical situation because, as Bion said, if you have no stomach for anxiety then you are in the wrong profession; or when you resign yourself to the lifelong sadness that comes from never being satisfied with your analytic work because such sadness means you are still wanting to do better as a psychoanalyst; or for that matter when you are feeling too crazy to be an analyst because, as some have said, an analyst completely analyzed probably would cease to



want to be an analyst. Even during rougher moments of being a psychoanalyst we are confident that you will never lose touch with the adventurousness of psychoanalysis.

Graduations are big occasions not only for the graduates but for all of us at *Western New England*. We are moved to recall our own graduations, appreciating in a fresh way how much our training here has meant to us and feeling a renewal of gratitude for faculty and supervisors who were especially important for our formation as analysts, in my case, Sam, Lorraine, Jay Katz, Al Solnit -- for analytic writers who were especially influential, in my case, Loewald, Gray, Winnicott --and for classmates who became our compatriots. In the years to come you, too, will reflect on your training experience and in doing so will make it into something that was and is yours; and you, too, will reflect on, and hold close to your heart those instructors and supervisors and writers and colleagues who were especially meaningful to your development as an analyst.

So, at these graduations, we, the faculty, look back at our training and at *Western New England's* past; and we look ahead to you, our graduates, as trustees of *Western New England's* future. For this present moment, right now, we welcome you into our analytic community as full members -- graduate analysts! – with pride and much affection. We hope you know how glad we are that you trained with us and how pleased we are to have you as colleagues. We hope that you sense the Institute under you always, wherever you are, whether it's cross town at the medical school, or up the street, or in Barcelona. Let us know what we can do to help as you go forward in your psychoanalytic lives, however you choose to lead them. You are on your own now but you are hardly alone. On behalf of the entire membership, and with an abundance of joy, I extend warmest congratulations to each of you on your graduation from the *Western New England Institute for Psychoanalysis*.



A New Class of Candidates and Scholars

Heather Forouhar Graff, MD



Dr. Forouhar Graff is a staff psychiatrist and assistant team leader at the Austen Riggs Center. Dr. Forouhar completed her residency training at The Institute of Living in Hartford, CT, where she

served as chief resident and was the recipient of the Boelhouwer Award for excellence in research, teaching, and leadership. She was the recipient of the Scott Schwartz Award (formally known as the Frieda Fromm-Reichmann award) for the best original paper on psychodynamic psychiatry, by a training resident. She has presented nationally on the nocebo effect in treatment resistance and on the value of process groups in the experiential learning of group dynamics in psychiatric residents. She has presented professionally on the narcissistic vulnerabilities of trainees and the associated obstacles to learning within the supervisory relationship. Dr. Forouhar completed the two-year scholar's program at The Western New England Psychoanalytic Institute. Additionally, Dr. Forouhar completed the adult psychoanalytic training program at the Austen Riggs Center and is currently in the training and certification program at the A. K. Rice Institute for the Study of Social Systems. Dr. Forouhar began her experience at Austen Riggs as a medical student doing research into the psychodynamics of medication non-responsiveness. As an undergraduate, she was a research fellow at The University of Chicago and studied the neural correlates of learning and memory in songbirds. She began her advanced education at The School of the Art Institute of Chicago as a painter, with a special interest in the perceptual phenomena of pattern recognition and the relativity of color. In addition to psychoanalytic studies, her current

interests include the psychodynamics of groups and leadership.

Elinor Kotchen, LCSW



Elinor received her Masters of Social Work from NYU and then did a 4-year psychodynamic training at The National Institute for the Psychotherapies in New York. She worked at several mental health clinics in New York before moving to New Haven about six years ago and starting a private practice.

Paul Rao, MD

Dr. Rao is a consulting psychiatrist and Regional Medical Director for Connecticut's Department of Children and Families, and a staff psychiatrist at Connecticut Junior Republic. He is the current president of the CT chapter of the American Academy of Child and Adolescent Psychiatry. He has a BA in English from Yale, an MD from University of Virginia, and he completed adult and child psychiatry training at Yale.

Juan Rodriguez Guzman, MD



Born and raised in Bogota, Colombia, Dr. Rodriguez Guzman grew up in a household that emphasized academics and manual labor. His father, a general surgeon, would bring Juan to the family's dairy farm during the weekends to teach him how to work with Holstein cattle. Juan fell in love with distance running in his late teenage years, which led him to apply to college in the United States. Juan ran for two years at the North Iowa Area Community College track and field program where he earned an Associates degree in Exercise Science. He

then transferred to the University of Louisiana

(Juan Rodriguez Guzman, MD continued)
 at Lafayette where he competed as a scholarship athlete in their Division I track and field program. He earned a Bachelor in Science degree in Microbiology and went on to medical school at the Yale School of Medicine. At Yale, Juan discovered his interest in mental illness and access to mental health care after getting involved with the student-run free clinic. Juan became a facilitator for the free clinic's behavioral health program, an amazing opportunity that let him to work with uninsured Latino immigrants experiencing depressive symptoms. This opportunity inspired him to pursue other experiences in the mental health field: screen homeless veterans for geriatric syndromes, become the clinical supervisor of the medical teams at the student-run free clinic and the coordinator of the behavioral health program, and design a substance use screening program for the free clinic that was funded by the American Psychiatric Association. After completing a two-month rotation at Austen Riggs, Juan became interested in the interface between psychoanalysis, race and culture. He hopes to pursue analytic training in order to better understand underserved minorities struggling with mental illness.

Christopher Justin Brophy O.P.

Dr. Brophy is an Assistant Professor of Political Science at Providence College. His teaching and research interests include Ancient and Contemporary Political Theory, Philosophical Conceptions of the Psyche, Plato, Augustine, Kierkegaard, Nietzsche, and Freud. He explores questions surrounding modern identity and the concept of authenticity. In order to best answer questions about human existence, he draws also from the riches of the modern Catholic



intellectual tradition, especially Romano Guardini, Josef Pieper, Walker Percy, and Tomáš Halík.



Peregrination

Lauri Robertson, PhD, MD



Lauri's first volume of poetry has been published by Spuyten Duyvil Press in 2020. <http://www.spuytenduyvil.net/an-aesthetic-of-stone.html> Despite her New Haven address, Lauri and her husband are presently spending

much of the year in France and does not foresee a return to the US in the time of Covid-19 until 2020 has passed.



Scholarship Committee Notice

The WNEIPs has funds available to defray tuition costs for candidates experiencing financial difficulty. Candidates may apply in writing. All applications will be considered and treated in confidence.

The Scholarship Committee of the WNEIP Board of Trustees shall consider applications for scholarship from active candidates engaged in psychoanalytic training through the Institute.

Candidates may apply in writing to Anne Rodems, WNEIP Administrator. An application form is available from her office. Applicants should describe the amount sought and the nature of any financial exigency that prompts the application. All applicant information will be treated in confidence. The application shall be presented to a three-member Scholarship Committee of the Board, which has complete discretion to approve, modify, or reject any application.

Scholarship funds awarded shall be used solely to defray candidates' tuition expense and/or to defray expenses incurred or to be incurred by a candidate in attending educational events.

Studies in Psychoanalytic Psychotherapy Program

Debra Forrest, MD



Dr. Forrest graduated from SUNY Downstate Medical School and completed residency at UConn Health in 2007. She worked at a Young Adult Services Inpatient

Psychiatric Unit at Cedarcrest Hospital and CVH before settling into her current position at UConn Health in 2010. There, she serves as the Assistant Program Director Psychiatry Residency Training, she oversees the psychotherapy curriculum for the residency program, and she directs the psychotherapy track, among other roles. She also maintains a small private practice in West Hartford where she sees patients one day a week. Recently, she has become focused on expanding diversity and equity throughout the community, and within her department at UConn Health. Dr. Forrest hopes to use the Studies in Psychodynamic Psychotherapy course to further her clinical skills, and to advance her ability to teach the next generation of psychiatrists.

Swapnil Gupta, MD

Dr. Gupta is a psychiatrist whose practice is focused on the streamlining of psychotropic medication use and exploration of sociocultural and personal meanings attached to medications. She finds the framework of psychodynamic theory helpful in understanding certain behaviors around medication (mis)use and hopes to build a prescribing stance where psychotropic prescriptions are psychologically contextualized.

Amy Hunter, Ed.D, LPC

Dr. Hunter is a cognitive behavioral therapist who began her career in 1994 as a clinician treating children and adolescents in residential

care. Treatment focused on DBT and trauma-focused CBT. In 2006, she became program director of a six-bed group home in Connecticut serving juvenile males with a history of problem sexual behavior who were stepping down from a locked facility to community care. She is intensively trained in DBT, DBT PE, TF-CBT, assessment and treatment of problem sexual behavior, and juvenile fire setting. She is a clinical member of CATSO (Connecticut Association for the Treatment of Sexual Offenders). She has been in private practice since 2010 where she specializes in DBT and performs problem sexual behavior evaluations for DCF.

Devorah Kamman, APRN



Devorah Kamman is a Psychiatric Nurse Practitioner specializing in eating disorders. She maintains a private practice in New Haven and provides

clinical care and eating disorder consultation for Newport Academy, a residential mental health program for adolescents. Devorah graduated from Yale College and Yale School of Nursing and pursued advanced studies in Hasidic philosophy. Her passions include creative writing, strength training, and chasing her four mischievous children.

Kara Maltese, LCSW

Kara Maltese earned her bachelor's degree in Psychology at Fairfield University, then attended Smith College School for Social Work and graduated in 2015 with her MSW. Since then, Kara has been working with children, adolescents, and families in a variety of community-based mental health settings, including serving as a therapist at the Institute of Living's Child and Adolescent Day Treatment Program. Currently, she is the Program Coordinator in a therapeutic program which integrates mental health care into a public school setting, and has a part-time private practice in Guilford.

Graduation Remarks: Analytic Training

By Gretchen Hermes, MD, PhD

11/14/2020

A Freudian Cure and a Vase of Roses

Two summers ago, I had taken a tour of the Freud Museum in London. I sat afterward in a pub next to the man who had been the curator of the space for decades. I told him I was stunned by the extent of religious art in Freud's collection. He said "yes," and went on, "you should have been there the day we took down the glass cases and cleaned the art." I took the bait and said, "why is that?" He responded, "The museum filled with the smell of cigars. It was Freud's last breath on earth." I thought this really sounds like something someone would say in a pub, but also I found myself moved by his account, as I had often been moved during training by all that Freud breathed life into.

Sigmund Freud! What a zany, soulful, flawed, brilliant person, and author of clinical cases so improbable and non-reproducible—and simultaneously convincing—of important theory. Throughout training, I hoped for such a case and then the improbable and non-reproducible happened to me. A young man came to our clinic one April morning. He had been hospitalized at a local hospital for the sixth time since the beginning of the year for acute mania. Not compliant with his meds, he was discharged to our care and almost immediately took a swing at a clinician. Instead of calling security, the clinician brought him to my office. Alone together, Anjel and me, where to begin? "Are you sleeping?" I asked. Hardly at all, he said. I wondered, "too manic?" "No," he said, "I've nowhere to sleep." "But I thought you had an apartment?" I asked. He then explained, "It's cramped. There's one bed...mother is anxious... father is gone...she wants me to sleep with her." And then our eyes met—mine and Anjel's. "Anjel," I said, "I don't think we have a medication that's powerful enough to treat the anxiety of sleeping with your mother."

He said, "Yeah, that's what I figured." And then he asked for the set of colorful pens on my desk in order to make a drawing. While he drew, we planned. At the end of our meeting, he handed me his drawing. It was a vase of roses. We then walked together to the



crowded waiting area, where Anjel shouted loudly: "Ma, we're leaving and we're not friggin' sleeping together anymore." Just then, I thought of Freud. Anjel hasn't been hospitalized since that day over two years ago; I believe this counts as a Freudian cure!

But why am I telling you this completely true story? It's about the roses. Our largely Freudian-based training was accompanied for me from start to finish by memories of my grandparents' flower shop. I worked there from the age of nine until I graduated from college. The flowers from Anjel, on the occasion of his Freudian cure, could not have been more poignant or deeply resonant. In gratitude for so many of you, I wanted to share three memories of *Dalton's Flowers* today.

Prom Season and Will Call

I was nine on my first day of work at the flower shop. It was prom season in Kansas City. I stood at the corsage table, carefully placing corsages and boutonnieres in boxes with waxed tissue paper, attaching the order to the outside of the box, and carrying dozens of these boxes to the refrigerator at the front of the store. I alphabetized them for orderly pick up. Unfortunately, by 10 AM there was chaos in the refrigerator. My cousin, Maureen, came to me and said "Nobody can find the orders, Gretchen. This isn't alphabetical. You've put everything under a single letter." Confused, I said, but Maureen who is "Will Call?" Maureen, who was also nine at the time, shared a secret about language that day, that it has many possible meanings—it's much more than what it says. I thought I just have to work at the flower shop. "Will Call" Who knew?

Well, from the moment your first analytic patient arrives, language and emotion take on new meanings: Love can mean hate. Happy can be sad. Anger can mean shame or *vice versa*, and then there are the greater complexities of expression, like "I want to live in your ceiling tile" or "Yes, it does seem you can drink coffee in a horizontal position, but what do you make of the stain on my couch?" My efforts to understand these communications were helped by three great language de-coders, Rosemary Balsam, Kirsten Dahl, and Oscar Hills, my case

supervisors. They translated intuitively, humorlessly, and deeply the multiple meanings of language that emerged across hundreds of sessions. Thank you for your reliable and invaluable presence when ‘will came calling.’ What a gift at this stage of my life to have met you, to have known you and to have experienced your gifts, the culmination of your devotion to this field, your life stories and histories of care for patients, your commitments and hopes that breathed life and energy into my thinking and the lives of four young analysts. On my behalf and theirs, thank you.

Casket Flowers

When I was seven or so, I was standing in the back room of the flower shop where my Uncle Bob was working on a flower arrangement. It had a very particular form, longer than it was tall. I must have known what it was but needed someone to say it out loud. And so, I said, Bob what are you making? Bob came around from behind his workbench bent down and said “Gretchen, these are flowers for a casket.” My heart burst; my thoughts raced. “Why do people die? What will happen to this man’s brain and body, his wife and kids, his friends, his books? Will he see God? And what about his bicycle?”

Many decades later I was standing at my office window on Trumbull, looking out at my patient, who was in the last stages of termination. He was outside locking up his bicycle, before coming in for his session. The memory of the casket flowers came flooding back. Later that week, this same patient was overwhelmed and tearful and wondered why we do this work anyway, since it ends in death. “We will no longer see each other,” he said. We thought aloud about many possible meanings of our work together, as we had over the years. But that week, I said, “I wonder if the analysis was about your mind and body, for the woman you’re engaged to and the children you hope to have, for your friends and for the books you plan to write and for your

God, the faith you have now converted to.” He was deeply appreciative, and I was again stunned by the warm containing truths held in memories provided by grandparents.

In this case, memories of casket flowers served as a remarkable metaphor for these final stages of analysis as the flowers in these arrangements are no longer vertical facing the sun, but are horizontal reaching out to the earth and to us. Just as the patient’s community and larger world were coming into greater focus as the termination date

approached, I too had a community that supported this first difficult termination. Thank you Jack Miller for your elegant termination course. Jack’s course was a refuge for me for reflection on this case and the journey toward and through mourning in order to enter life anew. I wish to thank members of my class for their thoughtful, often wise and tender listening. Thank

you Juan Carlos Cleves

Bayon, Shannon Drew, Norka, and Erica, and the three gifted individuals who joined us— Nancy Kuhl, Prakash Thomas, and Peter Kane. Thank you.

Wedding Flowers

Finally, when I was 13, I received a promotion at the flower shop, my uncle Bill asked me if I wanted to help deliver wedding flowers. I said yes. This work began on Saturdays at 4 AM, and it began with a sheet of 8 ½” x 11” paper. Stapled to it were dress swatches, floral ribbons, and scribbled notes. In a period of hours, this blueprint had been turned into boxes of bouquets, nosegays, decorations for the church and reception hall, boutonnieres and corsages for the wedding party and generations of family members, and a white roll away carpet that I attached to the central aisle of the church with pearl tipped push-pins. This remarkable floral idiom had begun months earlier as a conversation at the flower shop between a mother and a daughter.

When Eileen Becker Dunn and Matthew Shaw asked me to be the discussant for a



Annette Dalton Hermes, Poppy, Date Unknown

Saturday Scientific Meeting, I was honored. Ultimately, I was stunned by how the development of a scientific meeting reminded me of wedding flowers. Bob White was giving a talk on *Peter Pan*. In a brief initial conversation with me, Bob mentioned just a few things: *Peter Pan*, the biography of the author of *Peter Pan*, James Barrie, and Andre Green's seminal essay on *The Dead Mother*. These were the stapled fabric swatches, ribbons, and scribbled notes that ultimately became a masterful, inventive, award-winning, published work—a great bouquet of thought and associations and images by Bob White.

The wedding flowers for me that day came from the internal conversations that I had with my mother in the months leading up to my response. My mother's life, like the mother of James Barrie, the writer of *Peter Pan*, had been derailed, upended, cut short emotionally by the violent death of one of her sons. My discussion at the Institute that afternoon was, in part, an effort to say something about her loss and mine. My response on its surface may not have seemed like radical self-exposure. But it was. And still, I felt secure in the active feeling of my own idiom in me, as I presented my reflections on what was consequential for my mother to a community that has made important conversations a reason for being. If it wasn't clear before, it is now. Communities that can receive stories of anguish and grief, change lives and election outcomes.

A few months after the *Peter Pan* meeting, one of my sisters sent me a very large drawing of my mother's, a drawing of a poppy. This drawing reminded me of time spent with my mother before she was thirty-five and I seven. Without my preparation for and your reception at the meeting, I'm not sure I would have hung her art in my office. And I think on what you have helped me do; my mother's art is alive for me, as it hadn't been in decades, and a very large, somewhat psychedelic drawing of a poppy is hanging in a clinic for opioid addiction treatment! My mother's Kansas humor, so lost for years, even when she was still alive, brought back to life too. Thank you.

Finally, as the great theologian Howard Thurman shared with the graduates of Spelman College, we are each waiting on the *sound of the genuine* in ourselves and others. I wish to thank these individuals for their

authenticity, how they helped me hear much more than I might have ever heard alone—Joan Wexler, Sybil Houlding, Susan Bers, Lee Brauer, Paul Schwaber, Lawrence Levenson, Sid Phillips, Lisa Marcus, Don Moss, Jennifer Myer, Debbie Fried, and Kay Long. Thank you.



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Scientific Meetings 2021
Western New England Psychoanalytic Society
 255 Bradley Street, New Haven, CT
 4-6 pm

January 16th, 2021
Lived-Depth: Dimensionality and Thirdness in Psychoanalytic Process
 Presenter: Jack Foehl, PhD
 Discussant: Lyn Yonack, LCSW

March 7th, 2021
What was my lousy childhood like? The basis for ethics in psychoanalysis
 Presenter: Jane Kite, PhD
 Discussant: Jean Vogel, MD

April 10, 2021
Title: To Be Announced
 Presenter: Christine Anzieu-Premmereur, MD, PhD
 Discussant: Kirsten Dahl, PhD



2021 WNEPS
 SPRING SYMPOSIUM

Saturday May 22nd, 2021
 9:00 AM – 12:15 PM
 Presented Virtually via Zoom

When a Parent Dies: Clinical Implications of Enduring Loss

Salman Akhtar MD, Lorraine Siggins MD
 Discussant: Sybil Houlding LCSW FAPB



Untitled Window Drawing, Eva Hesse. 1969.

Symposium Committee

Chair: Erica Weiss MD

Co-chair: Shannon Drew MD

Christopher Leveille Psy D, Linda Mayes MD, Joan Poll MD,
 Sheryl Silverstein PhD, Prakash Thomas MD

Sponsored by The Western New England Psychoanalytic Society

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