

DAY RESIDUE

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Derner Institute Newsletter



From the Editor:

The Fall 2012 semester was a particularly eventful one at Derner. Aside from the typical fall semester anxieties of a new first year cohort, the fourth year internship application process, and all that occurs in between, Derner spent a great deal of time and energy preparing for the APA site visit and developing its own internship consortium (to be discussed in more detail in the next issue). Less expected was the additional time and energy spent dealing with the aftermath of Hurricane Sandy, which left Adelphi without power for over a week, and several faculty, students, and patients without power (and some with more devastating damage) for much longer. These events, likely coupled with several much buzzed about topics like the upcoming revisions to the DSM-5, the United States presidential election, and the cluster of disturbing shootings occurring around the world, continually broadcasted on our televisions, radios, newspapers, and the Internet, seemed to generate a heightened sense of tension and anxiety amongst the Derner community.

In light of all of these events, I can't think of a more important time to value my training as a clinical psychology doctoral student, and especially my training at Derner. Hopefully, as the public interest in mental health increases, so will institutional support and funding. In the mean time, it is clear that the need for competent clinicians is as pressing as ever, in hospitals, clinics, schools, medical centers, and prisons, to name a few. To whit (as Pat would say), I recently read an article about the need for a council of psychological advisors in the U.S. government. Happily, I strongly believe our Derner training puts us in a favorable position to address these emerging needs.

Sincerely,

Laura Shapiro

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Dr. Conway's research work group (students and alumni) holiday party, December 2012.

APA Visits Derner

Avigail Gordon, M.A.

In December, Derner hosted three site visitors from APA, the culmination of years of preparation for the periodic evaluation of programs. This process ensures that Derner keeps evolving and developing, and student and alumni feedback has been instrumental in the changes made since the last time APA came around.

The APA accreditation process guarantees that students are prepared by the program to be professionals in the modern climate. On their last visit, APA expressed concern about the curriculum and measurement of student competencies, so Derner administrators enlisted students to overhaul and streamline the curriculum. A more thoughtful and thorough approach to student assessment was also put into place, along with an increased emphasis on the importance of student evaluations of professors and classes. The APA visits encourage a constant self-study, so the program is continually working to perfect itself for its students. Derner has made student feedback a cornerstone of the changes it continues to make moving forward.

The site visit itself was a highly positive experience for students, who had an opportunity to share in the reflection that administrators have been engaged in for the past five years. Students were able to provide opinions about strengths and weaknesses of their time here at Derner. For many, it reinforced positive feelings about the many strengths that characterize our program.

At the same time, it clarified issues that remain to be addressed. Following the final report and assessment, which may not arrive for months, these are the areas that will be the focus of the ongoing efforts to make Derner the best program possible. The next site visit is likely years away, but administrators and students are already conferring on how to improve the program even further. It's a looping feedback system, whereby each site visit provokes further self-reflection and changes. It's a project that never really ends, no matter how far away the next site visit is. So let's get back to work!

“Resiliency” is the Key for Japan and the Northeastern U.S.

Mort Kissen, Ph.D.



Dr. Kissen received his PhD from the New School for Social Research in 1968, and received a Certificate in Psychoanalysis from Derner's Postgraduate Program in 1974. He currently teaches Group Dynamics and serves as clinical supervisor to Derner doctoral students.

It seems like quite a while ago that my wife Judy and I presented work-shops on therapeutic aspects of recovering from trauma at an international conference convened in Sendai Japan. The conference was held in one of the larger towns in an area that had experienced not one but three terribly traumatic events (earthquake, tsunami and nuclear melt-down). Since then, we in the northeastern United States have experienced our own traumatic event in the form of a major hurricane from which we are still recovering.

What is impressive about both events is the resiliency demonstrated by those individuals who have survived them. Judy and I experienced a great vitality in the many Japanese people we met during our visit. Our friend and colleague Hide Kotani—who himself is an orphaned child survivor of the nuclear attack on

Hiroshima—had invited participants from the United States (Seth Aronson, Bonnie Buechele), Austria (Felix De Mendelsohn) and Japan (Ralph Mora, a Derner graduate who now lives and works in Japan) to lead work-shops and present papers at the conference. Hide is an unusually energetic and inspiring example of how much resiliency we humans can demonstrate, in the face of incredible trauma. It is perhaps not surprising that he has the unique capacity to create a “safe space” for his students, colleagues in Japan and across the world, despite the very unsafe world he was born into. His surrogate parents were Jesuit priests who initially cared for and nurtured him and allowed his many talents and great sense of compassion to come to fruition.

More recently, we all have experienced a similar sense of vitality and resiliency in our recovery from hurricane Sandy. For some reason, as I think of this powerful sense of resiliency we humans possess, I am reminded of Gordon Derner who founded our institute. His joyfulness and great energy, despite having emphysema and losing his beloved son Kurt to cystic fibrosis, is one of my strongest memories of him. He breathed life into the Derner Institute that continues to this day as Hide Kotani has done for his own institute in Japan. Both were able to do this, despite having experienced some deeply painful and traumatic losses. We need to be thankful for this resiliency in the face of traumatic experiences.

Faculty Spotlight: Jairo Fuentes

Schenike Massie, M.A. and Jairo Fuentes, Ph.D.



Dr. Fuentes joined the Derner community as an associate faculty member in the fall of 2011. A graduate of the University of Maryland, Dr. Fuentes brought with him a background in teaching, research, and clinical practice. He has spent his career dedicated to mentoring budding clinicians, researching aspects of multicultural counseling and the therapeutic relationship, as well as providing supportive clinical interventions based on the findings of his research. Dr. Fuentes arrived to Derner with a breadth of knowledge and experience that has served him well in his role as Chair of the Diversity Committee.

SM: *Thank you so much for agreeing to participate in this interview. We thought that this would be a great opportunity to highlight the all the great work that the diversity committee has done in the past year and identify some of the committee's future goals. I suppose I should start by asking you when and why did you become involved with the committee?*

JF: Thank you for doing this. In the fall of 2011 I was approached by another faculty member who suggested that I get involved. After discussing it a bit with that faculty member I was able to see that there is a need for this type of committee, and I have an interest in promoting diversity within the Derner community.

SM: *What are some of the things the committee has accomplished in your time here?*

JF: We've done quite a few things. We were able to sponsor Diversity Day last spring and we received positive feedback on that event. We've also started an online Diversity Library, which serves as a resource for students who are interested in researching diverse populations. The library was recently opened over the summer, so the database is small but we are hoping to continue to increase the resources available to students there over time. We've conducted several focus groups, one of which you were involved in, and the faculty response to the student suggestions that come from those groups has been amazing. Last year, students suggested that faculty members that represent the broad spectrum of human diversity are encouraged to teach and/or supervise in the doctoral program, and that has happened. With the support of Chris Muran, we are also in the process of reinstating the Student Diversity Group, which is expected to reconvene next semester.

SM: *You all have done a tremendous amount of work in the past year. Are there other things you would like to accomplish with the committee?*

JF: Yes, of course. We would like to create a separate web page for the Student Diversity Group, sponsor a diversity conference in April, and further develop our existing web page so that it highlights the importance of diversity at Derner. Additionally, we would like to follow up on the student recommendations we received during this year's focus groups. For instance, we would like to inquire about prospective students' experience, research, and interest in diversity within clinical settings during the application process. This may be a more realistic goal for next year's written application process; however, this year the committee will participate in the interview process.

SM: *That sounds amazing; I'm especially excited about the diversity conference. I enjoyed the event last spring.*

JF: This April we would like to do something similar. We plan to have two speakers, round table discussions, general discussions, and lunch will be provided.

SM: *Has the committee considered doing an "in-house" diversity workshop in addition to the other conference? One that is exclusive to Derner students and faculty?*

JF: Yes, that is definitely a possibility.

SM: *Okay. My last question is, how can students and faculty be of assistance to the committee and its initiatives?*

JF: They can submit references for our online library, they can share strategies for strengthening the committee's presence and effectiveness, and attend either the student group or committee meetings.

SM: *I hope that this article sparks some interest and encourages the Derner community to become involved with both the Diversity Committee and the Student Diversity Group. I've been really impressed with the things you all have accomplished.*

JF: Thank you.

DSM, PDM, and the Future of Personality Pathology

Robert F. Bornstein, Ph.D.



Dr. Bornstein received his PhD from SUNY Buffalo in 1986, completed his internship at Upstate Medical Center, and has taught at Adelphi since 2006. His research focuses on personality dynamics, disorders, and assessment. During his sabbatical he'll continue working on the Relationship Profile Test and refining a process-focused model of test score validation.

In May 2012 I took part in a symposium entitled *Personality Disorders: DSM-5 and Beyond* at the American Psychiatric Association meeting in Philadelphia. In general the speakers were quite critical of the DSM-5 proposal, with Mark Zimmerman, John Livesley, and Steve Huprich offering particularly strong counterpoints. There were a number of probing questions from the audience, and opinions were strong, both pro and con. Voices were raised; feelings were hurt. The words “ridiculous”, “incoherent”, and “embarrassing” appeared in various presenters’ PowerPoint slides. Two members of the DSM-5 Personality and Personality Disorders (PPD) work group—John Livesley and Roel Verheul—actually resigned from the work group right there in the room, during the symposium.

Personality Pathology in DSM-5 and PDM-2

We’re in the midst of a second major DSM paradigm shift. The first took place in 1980 when DSM-III introduced the multi-axial framework, with personality disorders separated from clinical disorders and coded on Axis II. It’s clear that DSM-5 will represent a paradigm shift as well: As Andrew Skodol noted in his recent article on the DSM-5 revision process, during the initial planning meetings participants were encouraged to think outside the box, consider making sweeping changes (rather than modest adjustments), and—in Skodol’s (2012, p. 319) words—to avoid “slavish adherence” to DSM-IV syndromes and constructs. (In this context Joel Paris’s comments during the Philadelphia symposium were instructive: He noted that back in 1980 Robert Spitzer, architect of DSM-III, received blowback from colleagues quite similar to that now directed at Skodol, with more than a few clinicians contending that DSM-III was a monumental bungle that would “destroy psychiatry”.)

Historical precedent notwithstanding, the DSM-5 is moving ahead rapidly, and one message that came through clearly during our Philadelphia symposium is that—controversial or not—the manual is going to be published in 2013. This makes sense. Because the last revision of DSM symptoms took place in 1994, the rubrics we use to diagnose patients today are based on empirical evidence that is, at

best, two decades old. When DSM-IV was published on January 15th, 1994 a first class stamp cost 29 cents, Nelson Mandela had not yet been elected President of South Africa (that took place on April 29th), and O. J. Simpson was still just a retired football player (that changed on June 13th). As I tell students in my undergraduate personality disorders seminar, the symptom criteria we discuss in this class have been around longer than most of the people in the room.

Looking ahead, it is clear that DSM-5 will emphasize the neurophysiological underpinnings of personality disorders more strongly than did recent versions of the manual, with the ultimate goal of identifying endophenotypes for major syndromes. Trait and circumplex models have played a central role in shaping the DSM-5, illuminating core dimensions of personality pathology and providing much of the manual’s methodological infrastructure (see Bender, Morey, & Skodol, 2011).

The development of PDM-2 is now underway as well, though in a much earlier, formative stage. Conversations have begun, discussions with publishers are underway, and individuals willing to take on leadership roles are beginning to emerge (albeit in some instances reluctantly). Initial plans suggest that—like the PDM-1—PDM-2 will be more process-focused than DSM-5, with greater attention to underlying dynamics, motives, conflicts, and defenses. There will likely be explicit discussion of etiological factors and treatment dynamics for each syndrome. One goal of the PDM-2 is to develop more precise, operational symptom criteria, and to frame the manual (both broadly, and at the syndrome and symptom level) in a way that makes it accessible to clinicians of varied theoretical orientations (see Gordon, 2009, for preliminary findings in this area).

The Future of Personality Pathology: Implications and Opportunities

Given the contrasting structures of DSM and PDM, there has been a natural tendency for researchers who value trait and circumplex models to gravitate toward the DSM, and document convergences between psychological test results obtained from different sources (e.g., self-reports and reports by knowledgeable informants); factor analytic methods and structural equation modeling (SEM) procedures have also played a central role. More psychodynamically oriented researchers, who tend to favor multi-modal assessment and performance-based testing, have gravitated toward the PDM, seeking to document meaningful divergences that emerge when different test modalities are used to quantify features of a construct (e.g., self-report versus

performance-based indices of narcissism or dependency). Both of these reactions are understandable, and from a professional vantage point, quite reasonable: We all tend to affiliate with colleagues who think like we do.

To make future versions of the DSM and PDM as good as they can be I suggest we resist our natural urge to interact primarily with those with whom we already agree. To do this risks accentuating a growing intellectual divide that could, if left unchecked, undermine personality disorder research during the coming years—the sort of divide that has been reified in the overblown schism between “empirically validated treatments” and interventions that emerge from a more psychodynamic tradition. Put another way, if we as individuals drift mindlessly toward the diagnostic system with which we are most comfortable *a priori*, we may inadvertently help create ingroups and outgroups that reflect two contrasting (but potentially complementary) perspectives on diagnosis and assessment. Over time we will find it more and more difficult to carry on productive dialogue with colleagues whose views differ from our own.

To strengthen the DSM-6 (DSM-5 is largely a done deal), those of us with expertise in psychodynamic frameworks and multi-modal assessment should make a point of connecting with—collaborating with—those whose work emphasizes trait models and SEM methods, so that we

may test DSM hypotheses from a more integrative perspective. Given personality disordered patients’ limited insight and distorted self-perception, multi-modal assessment (including performance-based assessment) is crucial for the delineation of heuristic, clinically useful personality disorder symptom criteria in future versions of the DSM. In my view this represents a once-in-a-lifetime opportunity for psychoanalytic clinicians and researchers—including those of us here at Derner—to have a substantive impact on future diagnostic systems.

References

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- Gordon, R. M. (2009). Reactions to the Psychodynamic Diagnostic Manual (PDM) by psychodynamic, CBT, and other non-psychodynamic psychologists. *Issues in Psychoanalytic Psychology, 31*, 55-62.
- Skodol, A. E. (2012). Personality disorders in DSM-5. *Annual Review of Clinical Psychology, 8*, 317-344.

Postscript: On December 1, 2012 the APA Board of Trustees voted to reject the Personality and Personality Disorder Work Group’s proposal; the 10 DSM-IV personality disorder categories and diagnostic criteria will remain unchanged in DSM-5.

Student Accomplishments

A glimpse into the professional achievements of Derner doctoral students throughout 2012.

Student Spotlight: Avi Sanders, M.A.



This semester has been extremely productive and exciting for Avi, who is currently in his fourth year. Under the mentorship of Dr. Kate Szymanski, he recently coauthored two papers and a book chapter. His papers are entitled “Emotional Intelligence in Siblings of Patients Diagnosed with a Mental Disorder” and “Siblings of People Diagnosed with a Mental Disorder and Posttraumatic Growth,” and were published in the *Social Work in Mental Health Journal* and *Community Mental Health Journal*, respectively. His book chapter is entitled “Having a Relative with Mental Illness: Beyond the Traditional Definition of Trauma” and was published in “Expressions of the Unspeakable: Narratives of Trauma,” coedited by Dr. Szymanski. Additionally, Avi presented a poster, “Siblings of the Mentally Ill: Impact on Attachment with Parents,” at the Midwestern Psychological Association Annual Conference in Chicago, in May 2012. He also presented a poster, “Family Roles Played by Siblings of People Diagnosed with a Mental Disorder,” at the APA Annual Convention in Orlando, FL in August 2012. In September 2012, Avi successfully defended his dissertation, “Siblings of People Diagnosed with a Mental Disorder: Positive Outcomes and Family Dynamics.”

Eilon Atar, M.A. presented three papers at the Association for Psychoanalysis of Culture and Society (APCS) Annual Conference at Rutgers University in October 2012. The papers were entitled 1) “The Trauma of Gender and the Gender of Trauma,” 2) “The Eye of the Story: Film Genre and Technique in the Analytic Session,” and 3) “Dr. Derner: How I Learned to Stop Worrying and Love the Institute.” Eilon also proposed his dissertation, “Schizoanalysis?” in November 2012.

Marie Barnett, M.A. proposed her dissertation, “To Disclose or Not to Disclose: Cancer-Related Self-Disclosure Among Adolescent and Young Adult Cancer Survivors” in December 2012.

Sevan Basil, M.A. coauthored a paper with colleagues from the NYU Child Study Center entitled “What Latina Mothers Think of Evidence-Based Parenting Practices: A Qualitative Study of Treatment Acceptability,” which was published in *Cognitive and Behavioral Practice* in September 2012.

Student Accomplishments [continued]

Franz Buker, M.A. proposed his dissertation, "Subliminally-Induced Transcendence: Can Subliminal Primes Help Alleviate Death Anxiety and Decrease Ethnocentrism?" in October 2012. He also submitted a paper for publication entitled "Transcendence Without Awareness: The Effects of Death and Life-Related Subliminal Stimuli on Ethnocentric Views," with Dr. Joel Weinberger in December 2012.

Wei-Jean Chung, M.A. proposed her dissertation, "Interpersonal Dependency and Detachment as Moderators of Treatment Outcome in Psychiatric Inpatients," in October 2012.

Hazel Collins, M.F.A. presented a paper, "The Space of an Hour: Spatial Metaphor in Analytic Theory," at the Association for Psychoanalysis of Culture and Society (APCS) Annual Conference at Rutgers University in October 2012.

Christy Denckla, M.A. was appointed President-Elect of the Society of Clinical Psychology (APA Division 12), Section 10 (Graduate Students and Early Career Psychologists). Her term begins in January 2013. She presented a poster, "Distinguishing Adaptive Detachment from Dysfunctional Avoidance in Coping with Negative Life Events," at the APA Annual Convention in Orlando, FL in August 2012, for which she won a Presentation Award: Best APA convention presentation by a graduate student or early career psychologist (Section 10, Division 12). She presented another poster at the APA convention, entitled "Deficits in Healthy Dependency are Associated with Prolonged Grief over and above Attachment Style." In November 2012, she presented a poster, "A novel adaptation of DBT skills group training among military Veterans: The distress tolerance drop-in group at the Manhattan Veterans Affairs Medical Center," at the Conference of the International Society for the Improvement and Teaching of Dialectical Behavior Therapy (ISIDBT) in Washington, DC. Additionally, Christy recently coauthored a book chapter, "Multimethod Assessment of Resilience," in the upcoming book "Multimethod Clinical Assessment," coedited by Dr. Robert Bornstein.

Avigail Gordon, M.A. proposed her dissertation, "Expanding the Conversation: A Consideration of Subjective and Objective Definitions of Trauma," in November 2012.

Clara Hungr, M.A. coauthored a paper, "Physical Self-Similarity Enhances the Gaze Cueing Effect," that was published in the *Quarterly Journal of Experimental Psychology* in April 2012. She also coauthored a chapter with Dr. Chris Muran entitled "Power Plays, Negotiation and Mutual Recognition in the Therapeutic Alliance: "I Never Met a Patient I Didn't Like... Eventually" in Dr. Muran's book "Transforming Negative Reactions to Clients: From Frustration to Compassion" in August 2012. Additionally, she presented a poster, "Relationship of patient interpersonal functioning to the alliance and outcome of Cognitive Behavioral Therapy," at the annual meeting of the Society for Psychotherapy Research in June 2012 in Virginia Beach.

Schenike Massie, M.A. proposed her dissertation, "The Relations Between Discrimination and Marital Commitment Among Black Couples," in November 2012.

Terri Houston, M.A. proposed her dissertation, "Can Psychoeducation Affect Change in Attitudes Toward Parenting in African-American Women?" in November 2012.

Cassie Kaufmann, M.A. proposed her dissertation, "Simultaneous Broadcast: Artistic Creativity and Models of the Unconscious," in March 2012. She also chaired a panel at the Association for the Psychoanalysis of Culture and Society (APCS) called, "I See You) Psychoanalysis and the Visual." Her paper was entitled "The imaginary, the symbolic, and visual imagination: Lacanian theory and art criticism."

Maggie Klein, M.A. proposed her dissertation, "The Psychological Effects of Having a Romantic Partner who Experiences a Psychotic Episode," in November 2012.

Stephanie Lyon, M.A. presented a poster, "The Roles of Social Support and "Outness" in the Mental Health of Sexual Minority Young Adults," at the APA Convention in Orlando, FL in August 2012. She also proposed her dissertation, "Beyond Teen Angst: How Stress and Trauma During Adolescence Relates to the Mental Health of Sexual Minority Young Adults," in November 2012.

Amy McCue, M.A. presented a paper on a panel entitled "Assessing the Impact of Rupture Resolution Training on Patient and Therapist Rated Alliance" at the annual meeting of the Society for Psychotherapy Research in June 2012. In October 2012, Amy proposed her dissertation, "Assessing the Impact of an Alliance-Focused Training on Patient and Therapist Rated Alliance."

Anthony Mullin, M.Sc, M.A. coauthored a paper with Dr. Mark Hilsenroth entitled "Relationship Between Patient Pre-Treatment Object Relations Functioning and Psychodynamic Techniques Early in Treatment," which was accepted for publication in *Clinical Psychology & Psychotherapy* in December 2012.

Student Accomplishments [continued]

Jaysree Roberts, M.A. proposed her dissertation, "Therapist Personality, Creativity & Therapeutic Activities" in October 2012.

Jocelyn Shaw, M.A. proposed her dissertation, "Early Development of the Interaction of Language and Movement and its Effects," in November 2012.

Susanna Stephens, M.A. proposed her dissertation, "Unexplored Psychic Paradoxes: An Inquiry into Suicide Among Fiction Writers," in October 2012.

Valentina Stoycheva, M.A. presented two papers at the Association for Psychoanalysis of Culture and Society (APCS) Annual Conference at Rutgers University in October 2012. The papers were entitled 1) "To Truly Leap: Exploring Inability to Play as a Malfunction of Ordinary Dissociation," and 2) "The Inventory of Countertransference Behavior: Development, Properties, and Utility."

Nell Ugwumba, M.A. presented a poster, "Changes in Academic Commitment in Bullies and Victims during the Transition to High School," at the National Conference in Clinical Child and Adolescent Psychology (APA Division 53) in Lawrence, KS in October 2012.

Derner Alumni: Where Are They Now?

Schenike Massie, M.A. and Lynn Means, Ph.D.



Dr. Means attended the Derner Institute from 1979-1985, and received a Certificate in Psychoanalysis from the Derner Institute in 1990. He continues to stay involved with his alma mater as often as possible. This year, he took on the role of clinical supervisor to current Derner doctoral students, and has indicated that the experience has been extremely rewarding. Dr. Means is an active member of the mental health community, successful private practice psychologist, and a proud Derner graduate.

SM: *What did Derner look like when you attended?*

LM: Well, back then there was no Hy Weinberg Center; we were on the top floor of the business building. I remember going up all of the stairs and running into faculty like Dr. Millman. We often ended up talking and climbing the stairs together. There were other faculty members around, like Darryl Feldman, who was the director of the clinic at that time. The clinic used to be in the old counseling building. It was old and worn but very comfortable and it had windows, which was nice. Marty Fisher was around then and taught a Rorschach course; it was great. I came in as a master's level student, but every day I was faced with something I did not know. It was like coming to a feast. I read everything and took everything in. I remember there was an NIMH grant. We did not have GAs or TAs then; the grant provided financial support for students to attend. Gordon Derner was still at the Institute. Man, he was a character. There was a rumor that he was a ringmaster in a circus before he entered the field. I remember him being really involved—he taught a Sullivan course. George Stricker was teaching the research courses; Pat Ross was teaching statistics but he has been for a long time. Janice Steil and Joe Newirth were around then as well.

SM: *Do you remember your group interview?*

LM: Of course. Bob and Jerry Gold ran my interview. I remember they invited a woman from Harvard, another male student, and myself [to attend Derner]. It was unusual for them to invite three students from the same group, but they did. There was a really anxious guy to my left, the Harvard woman to the right, and the other guy was across from me. I don't remember anyone else being in the room besides those three, myself, Jerry and Bob. We discussed our professional relationships. I had experiences with groups so I jumped in the conversation. The guy next to me said something way too tense and anxious. I remember him sinking his own boat.

SM: *What is your best Derner memory?*

LM: I don't know if I can pick a best one because there are so many. I really loved it there.

SM: *What have you done since you graduated from Derner?*

LM: I've done a lot of different things. I worked in the New York school districts in Queens and Nassau, I worked with drug and alcohol programs, I was the chief

psychologist at Peninsula Counseling Center, and taught classes at Adelphi (Child and Abnormal Psychology) and Patterson Craig. I've also had my own private practice for 27 years and counting. I did some research on dual diagnosis, outcomes of cocaine treatment, and short-term psychotherapy. I've worked in halfway houses as well.

SM: *Wow. If you had to start all over again and apply to doctoral programs, would you choose Derner again?*

LM: Oh, yeah! When I went on internship to Kings County there were interns from other New York schools. I found that I had such a better foundation than my peers.

They were often lacking conceptualization tools. I was impressed with the preparation Derner gave us.

SM: *Do you have any advice for young professionals?*

LM: I would say get experience under your belt so you can expose yourself to as many populations as possible. Don't be afraid of madness and you'll have a good foundation. It is also important to work around other people if possible.

SM: *Thank you. I'm sure the students will appreciate your story.*

Air Force Scholarship

Barbara "Cricket" McLeod, M.A.



Barbara McLeod, affectionately known as Cricket, was commissioned as a second lieutenant in the U.S. Air Force in the spring of 2012. She is currently an extern at The Village Institute, and researches dependency and gender roles with Dr. Robert Bornstein.

Whenever people ask me why I joined the military—and people ask frequently and with a funny expression—it's hard to put all of my answers into words. After the obvious benefit of the financial support and training this opportunity will give me, the other reasons are more complicated and personal.

In the late summer of 1991, I was at my first junior high back-to-school mixer, where we drank cherry coke and danced to *Groove Is in the Heart*. I mustered the courage to glance at my crush a few times between fistfuls of stale pretzels. Then the host's dad rushed in and flipped the station to a news channel. America had just gone to war with Iraq. The images on screen were hard to make out—the dark night sky lighting up in patches as missiles exploded in the dessert. The other kids shuffled to another part of the house while my classmate and I sat staring at the screen. My eighteen-year-old brother had just finished basic training that summer. I was terrified. That classmate and I would both go on to join the Air Force, he from the Air Force Academy, and me as a future psychologist.

Fast forward to the spring of my first year at Derner. Marie Barnett invited me to join her at a talk through Columbia's Narrative Medicine program. As is typical of me, I said yes without really knowing what I was going to but figured it would be good if Marie was going. A group called Theater of War was performing a reading of Sophocles' *Ajax*, which was to be followed by a panel talk

and town hall discussion based on the work and audience commentary. The evening began with a cold reading of *Ajax*. The actors took us inside the mind of a soldier going mad from grief at losing his best friend in battle and suffering the humiliation of also losing his fallen comrade's armor to a political speechwriter. In the panel discussion, the night took a dark and somber turn as a Vietnam veteran reflected on his experiences in the war and what it was like to watch footage of war protests at colleges here in the States while he and his friends were huddled in jungles. He was due to begin law school in the fall of that year, and his buddies offered to walk him to class to defend him. He spoke about how once back, it was time to just get on with things, to put his head down and make it through. There was a quiet sadness and an angry edge in his voice as he mentioned some of his classmates who could not just make it through. The audience was full of men and women like this man; people who had fought in a variety of conflicts and wars. Their children were there, some angry and full of blame for parents who had committed suicide. Even some pacifists who had been amongst the war protesters during Vietnam remarked on how moved they felt to be a part of a civilian-military dialogue about life after war. As we left the theatre, I felt inspired to find a way to bring this experience into my work as a therapist. Then two weeks later, the Air Force recruiters showed up and the rest for me is history.

Now that I am in the Air Force, I get to look forward to Commissioned Officer Training school in Alabama in July of 2014. The rumor is you have seven minutes to eat and must down three pints of water before you get your meal. Superiors are purportedly screaming that you are a slimy maggot, so it's basically like Freud class with Bob Mendelsohn all over again. I also have the good fortune of having commissioned alongside my friend, Jackson Taylor, who is serving in the Navy. It helps knowing I won't be the only one with a weird haircut.

Tale of a Teaching Fellow

Stephanie Lyon, M.A.



The Teaching Fellows Program, chaired by Dr. Francine Conway, provides doctoral students who have obtained the M.A. degree with extensive training and supervision in the areas of teaching and mentorship. The program allows students to participate in teaching demonstrations, observe senior instructors, and receive valuable feedback from faculty regarding their teaching styles. Students who are accepted into the Teaching Fellows Program participate in an 8½-hour seminar, which involves syllabus preparation, selection of instructional material, testing, evaluation, demonstration lectures, and discussions regarding classroom management strategies and theoretical issues related to the teaching of psychology. Upon completion of the program, students will have developed a teaching portfolio and may be offered a teaching assignment in an undergraduate or master's-level psychology course. The Teaching Fellows Program is extremely well regarded by the Adelphi community and serves as a great asset to Derner's doctoral program.

Beginning with my very first summer job as swimming instructor in a northern New Jersey lake, I have had passion for teaching. It was this passion that led me to pursue a Master's degree in Elementary and Special Education at NYU after I graduated from college. Although after a couple years in the field I realized that an elementary school classroom was not the place for me, my love of teaching did not waver. So naturally, when I entered the PhD program in Clinical Psychology at the Derner Institute, I kept an eye open for any chances to teach that may be available. Luckily I didn't have to wait too long for that opportunity, as after my first year at Derner, I was accepted into the inaugural cohort of the Teaching Fellows Program.

The Teaching Fellows Program provides doctoral students training and mentorship in teaching, as well as opportunities to serve as adjunct faculty for undergraduate psychology classes. In the fall of 2011 I first stepped into my role as "Professor Lyon," teaching Introduction to Social Psychology for undergraduates. My first semester teaching at the college level was full of ups and downs as I learned to balance my expectations with the students' academic levels, and to adjust my teaching styles with what the students' connected to. That first semester ended with a deep sense of accomplishment and a few dozen lessons learned about the ins and outs of teaching undergraduates.

Most recently I had the opportunity to teach a never before offered Special Topics class: Psychology of the Victim. Due to a scheduling mishap, this class was left without a professor until just three short weeks before the semester began, at which time I was offered the class. Trauma and victimization are among my major research and clinical interests, so after just a few moments of hesitation while staring at my already packed schedule, I excitedly accepted the offer and dove into planning and preparing the class.

Throughout the semester I have joked with the students in Psychology of the Victim that they are enrolled in the most depressing class in history. Weekly topics have covered such heart wrenching topics as elder abuse, serial

murder, child abuse, genocide, human trafficking, terrorism, hate crimes, and domestic violence. To avoid overwhelming myself and my students with lengthy lectures on such heavy topics, I chose to teach this class using multiple modalities including guest speakers, documentaries, and student-led discussions on recent research. They responded quite well to this technique, even seeking out additional articles, films, and websites to share with each other in an effort to enrich their understanding of the topics covered in class.

Although nearly every class period included a lively discussion among the students, the topic that seemed to stir up the most interest was sexual victimization, specifically date rape. I wasn't surprised that this topic resonated so strongly among college students, as they are a population at a uniquely high risk for this type of victimization. I was, however, overwhelmed by the passion and fervor the students displayed as the class discussion on this topic unfolded. Student upon student spoke up about the lack of dialogue on campus regarding sexual victimization, and how they felt the majority of their peers were largely ignorant of this widespread problem. Two students in the class who are also Resident Assistants (RAs) in campus residence halls were so inspired by the discussion that they asked for my assistance in organizing programs for their dorms on the topic of date rape awareness and prevention.

It may have been the most depressing class in history, but teaching Psychology of the Victim every Monday night was also the highlight of my semester. To see students so engaged, participating so passionately in class, and inspired enough to take up causes outside the classroom bolstered my already deep commitment to teaching. Psychology is a subject that so easily grabs the interest of young minds as they are curiously exploring themselves, those around them, and their world. I am honored to have the chance to be "Professor Lyon," and to be a small part of these students' journeys.

Faculty Highlights

A glimpse into the professional achievements of Derner faculty throughout 2012.

Honors

Dr. Bernard Gorman became a Fellow of the American Psychological Association, Division 1: Society for General Psychology.

Publications

De Jonghe, F., De Maat, S., **Barber, J. P.**, Abbas, A., Luyten, P., Comperts, W., Swinkels, J., Dekker, J. (2012). Designs for studying the effectiveness of long-term psychoanalytic treatments: Balancing level of evidence and acceptability to patients. *Journal of the American Psychoanalytic Association*, 60(2), 361-387.

Dennhag, I., Connolly Gibbons, M. B., **Barber, J. P.**, Gallop, R., & Crits-Christoph, P. (2012). Do supervisors and independent judges agree on evaluations of therapists' adherence and competence? *Psychotherapy Research*, 22(6), 720-730.

Bornstein, R. F. (2012). Dependent personality disorder. In T. A. Widiger (Ed.), *The Oxford Handbook of Personality Disorders* (pp. 505-526). NY: Oxford University Press.

Bornstein, R. F. (2012). Illuminating a neglected clinical issue: Societal costs of interpersonal dependency and dependent personality disorder. *Journal of Clinical Psychology*, 68, 766-781.

Bornstein, R. F., Denckla, C. A., & Chung, W. J. (2013). Psychodynamic models of personality. In I. B. Weiner & H. Tennen (Eds.), *Comprehensive handbook of psychology, Volume 5: Personality and social psychology* (2nd edition, pp. 43-64). NY: Wiley.

Bornstein, R. F., & Becker-Matero, N. (2013). Metaphor and psychodynamic research. In S. M. Katz (Ed.), *Metaphor and Fields* (pp. 92-103). London, UK: Routledge/Taylor & Francis.

Conway, F., Magai, C., **Fiori, K. L.**, Jones, S., & Gillespie, M. (In press). A six-year follow-up study of social network changes among African American, Caribbean American, and US-born Caucasian urban older adults. *International Journal of Aging and Human Development*.

Willock, B., **Curtis, R. C.**, & Bohm, L. C. (In press). *Failure: Psychoanalytic Perspectives*. London & New York: Routledge.

Curtis, R. C. & Frank, T. (In press). Fail up! In B. Willock, L. C. Bohm, & R. C. Curtis (Eds.), *Failure: Psychoanalytic Explorations*. London & New York: Routledge.

Curtis, R. C. & Shefet, O. (In press). Guidelines for termination. In G. Koocher, J. Norcross, & B. Greene (Eds.), *Psychologists' Desk Reference* (3rd Ed.). NY: Oxford University Press.

Curtis, R. C. & Winarick, D. (2012). Jung's personality theory partially quantified. *PsycCritiques*.

Fiori, K. L. & Consedine, N. S. (In press). Positive and negative social exchanges and mental health across the transition to college: The mediating effect of loneliness. *Journal of Social and Personal Relationships*.

Consedine, N. S., **Fiori, K. L.**, Tuck, N. L., & Merz, E.-M. (In press). Attachment, activity limitation, and health symptoms in later life: The mediating roles of positive and negative affect and emotion regulation. *Journal of Aging and Health*.

Schachter, J., **Gorman, B.**, Kachele, H., & Pfafflin, F. (In press). Satisfaction with treatment by training analysts and by non-training analysts. *Psychoanalytic Psychology*.

Eubanks-Carter, C., **Gorman, B.**, & **Muran, J.C.** (2012). Qualitative naturalistic methods for detecting structural change points in psychotherapy research: An illustration with alliance ruptures. *Psychotherapy Research*, 1-17.

Josephs, L. & **Weinberger, J.** (2012). Psychodynamic psychotherapy. In I. Weiner & G. Stricker (Eds.), *Handbook of psychology, Vol. 8.* (pp. 265 – 290). Hoboken, NJ: John Wiley & Sons, Inc.

Faculty Highlights [continued]

- Josephs, L.** (2012). The adaptive function of sexual plasticity: The suppression and surreptitious expression of human sociosexuality. *Psychodynamic Psychiatry*, 40(2), 243 – 274.
- Lombardi, K.** (In press). Subjection and subjectivity: The child and a mind of one's own. In M. O'Loughlin (Ed.), *Psychodynamic Perspectives on Working with Children, Families, and Schools*. New York: Aronson.
- Mendelsohn, R.** (2012). Parallel process and projective identification. *The Psychoanalytic Review*, 99, 3
- Mendelsohn, R.** (2013). Playing with the couple's projective identifications: Paradigmatic psychotherapy with couples. *The Psychoanalytic Review*.
- Mendelsohn, R.** (2013). Sigmund Freud, 1856-1939. In R. Cautin & S. Lillienfeld (Eds.), *Encyclopedia of Clinical Psychology*. New York: Wiley-Blackwell.
- Mendelsohn, R.** (In press). Clutching defeat from the jaws of victory: Failure, self-destruction and the *Icarus* myth. In L. C. Bohm,, **R. C. Curtis**, & B. Willock (Eds.), *Failure: Psychoanalytic Explorations*. London and New York: Routledge
- Wolf, A. W., Goldfried, M. R., & **Muran, J. C.** (2012). *Transforming negative reactions to clients: From frustration to compassion*. Washington, DC: APA Books.
- Muran, J. C. & Barber, J. P.** (2012/2010). *The therapeutic alliance: An evidence-based guide to practice*. New York: Guilford Press. (Translated 2012 into Italian as *L'alleanza terapeutica. Una guida Evidence Based per la pratica clinica* by the publisher Sovera Edizioni).
- O'Loughlin, M.** (2013). The uses of psychoanalysis in working with children's emotional lives. New York: Aronson.
- O'Loughlin, M.** (20123). Psychodynamic perspectives on working with children, families and schools. New York: Aronson.
- Smith, C., Lobban, G., & **O'Loughlin, M.** (2013). *Psychodynamic Psychotherapy in Contemporary South Africa: Theory, Practice, and Policy Perspectives*. Johannesburg: Wits University Press.
- O'Loughlin, M.** (2012). Countering the rush to medication: Psychodynamic intergenerational, and cultural considerations in understanding children's distress. In U.S. Nayar (Ed.), *International Handbook on Mental Health of Children and Adolescents: Culture, Policy & Practices*. Delhi, India: Sage.
- O'Loughlin, M.** (2012). Trauma trails from Ireland's Great Hunger: A psychoanalytic inquiry. In B. Willock, R. Curtis, & L. Bohm (Eds.), *Loneliness and Longing: Psychoanalytic Reflections*. New York: Routledge
- O'Loughlin, M.** & Charles, M. (2012). Psychiatric survivors, psychiatric treatments, and societal prejudice: An inquiry into the experience of an extremely marginal group. In G. Cannella & S. Steinberg (Eds.), *Critical Qualitative Research Reader*. New York: Peter Lang Publishing.
- Charles, M. & **O'Loughlin, M.** (In press). The complex subject of psychosis. *Psychoanalysis, Culture & Society*.
- O'Loughlin, M.** & Merchant, A. (2012). Working obliquely with children. *Journal of Infant, Child & Adolescent Psychotherapy*, 11, 149-159
- O'Loughlin, M.** (2012). Commentary on Alcorn & Massé: Troubling pedagogy. *ETD – Educação Temática Digital [Brazilian Journal of Education]*.
- Olson, I. R., McCoy, D., Klobusicky, E. & **Ross, L. A.** (2012). Social cognition and the anterior temporal lobes: A review and theoretical framework. *Social, Cognitive, and Affective Neuroscience*. [Epub ahead of print].
- Ross, L. A.** & Olson, I. R. (2012). What's unique about unique entities? An fMRI investigation of the semantics of famous people and landmarks. *Cerebral Cortex*. 22(9). 2005-15.
- Foxe, J. J., **Ross, L. A.**, & Molholm, S. (2012). Multisensory integration in schizophrenia. In B. Stein & M. Wallace (Eds.), *The Handbook of Multisensory Processes*. MA: MIT Press.

Faculty Highlights [continued]

Presentations

Barber, J. P. (June 2012). *Towards the integration of psychotherapy research and practice in dynamic therapy*. 50th Annual Meeting of the Rapaport-Klein Study Group. Austen Riggs Center, Stockbridge, MA.

Barber, J. P., McCarthy, K. S. & Gallop, R. (June 2012). Beyond “deep” and “surface” structures mechanisms of change in Psychotherapy. Presented as part of a Panel on Predictors and Mechanisms of Change in Treatments for Depression: The State-of-the-Art and Beyond at Society for Psychotherapy Research Conference, Virginia Beach, VA.

Barber, J. P. & Summers, R. F. (August 2012). Evidence based dynamic therapy – A guide to practice. APA meeting in Orlando, FL.

Barber, J. P. (October-December 2012). What do we know about the empirical status of dynamic therapy for depression? And where do we go from here? *October 2012*: 3rd Annual Psychodynamic Research Symposium. Department of Psychiatry and Behavioral sciences. John D. Dingell Veteran's Administration Medical Center Wayne State University, Detroit, MI. *December 2012*: Colloquium, Department of Psychology, St. John's University, Jamaica, NY.

Curtis, R. C. (July 2012). Veiled and Indecent. Paper presented at the Art and Psyche Conference, New York University, New York, New York.

Curtis, R. C. (August 2012). Forbidden Voices: Difference and Desire in American Portraiture. Paper presented at the Alike/Different Conference of the Joint Psychoanalytic Societies, Auckland, New Zealand.

Fiori, K. L., Brown, E., Birditt, K. S., & Orbuch, T. (November 2012). *Does personality matter?: Race differences in interactions between spousal personality traits predicting marital well-being 16 years later*. Paper presented at the 2012 Annual Scientific Meeting of the Gerontological Society of America in San Diego, CA.

Fiori, K. L., Birditt, K. S., Brown, E., & Orbuch, T. (November 2012). *Social network typologies of black and white married couples: Implications for positive and negative marital quality*. Paper presented at the 2012 Annual Scientific Meeting of the Gerontological Society of America in San Diego, CA.

Capps, K., **Fiori, K. L.**, Mullin, A., & **Hilsenroth, M.** (June, 2012). *Relationship between in-session patient crying behavior and therapeutic interventions*. Paper presented at the 43rd International Meeting of Psychotherapy Research in Virginia Beach, VA.

Marini, C., & **Fiori, K. L.** (June 2012). *Work-family spillover and psychological distress in women: A person-centered approach*. Paper presented at the Inaugural Meeting of the Work and Family Researchers Network in New York City, NY.

Fiori, K. L. & Denckla, C. A. (May 2012). *Crying and attachment style: The role of romantic relationships*. Paper presented at the 2012 Consortium of European Research on Emotion (CERE) Emotion Conference 2012 in Canterbury, Great Britain.

Fasone, C. A., & **Fiori, K. L.** (May, 2012). *The stress buffering theory of social support in the college setting*. Poster presented at the 2012 Association for Psychological Science Annual Convention in Chicago, IL.

Gorman, B. (November 2012). *Single-Case Analysis*. St. John's University Graduate Program in School Psychology.

Josephs, L. (March 2012) Discussant: Varieties of Coupling in Psychotherapy and Assessment. 10th Anniversary IARPP Conference, *The Legacy of Stephen Mitchell Sustaining Creativity in Our Psychoanalytic* in New York City.

Attolini-Smithers, A. & **Josephs, L.** (June 2012). The Dark Triad and Disgust towards Nonconsensual Sex. New York State Psychological Association.

Lombardi, K. (2012). *Illusion, Delusion, and Virtuality: Making Room for Imagination*. Paper presented at the annual meeting of the Association for the Study of Psychoanalysis and Culture.

Students and faculty: We encourage you to continue sharing your professional accomplishments for future display in *Day Residue*, especially if you have not yet been recognized for your achievements!

Upcoming Conferences

- **12th World Congress on Stress, Trauma and Coping:** February 19-24, 2013, Baltimore, MD
"Navigating the Next Era of Crisis Disaster Response"
- **CUNY Graduate Center English Student Association Conference:** February 28-March 1, 2013, NY, NY
*"Minding the Body: Dualism and its Discontents" *FREE*
- **NYU Postdoctoral Program in Psychotherapy and Psychoanalysis Conference:** March 1-3, 2013, NY, NY
"The Wounds of History: Repair and Resilience in the Trans-generational Transmission of Trauma"
- **Eastern Psychological Association (EPA) Annual Meeting:** March 1-4, 2013, NY, NY
"Consuming Psychological Science"
- **APA Division 39 (Psychoanalysis) Spring Meeting:** April 24-28, 2013, Boston, MA
"Boundaries, Borders and New Frontiers: Global Psychoanalysis in a Social World"
- **Society for Psychoanalytic Inquiry (SPI) First Annual Conference:** May 17-19, 2013, Chicago, IL
"Which Way Forward for Psychoanalysis?"
- **New York State Psychological Association (NYSPA) Annual Convention:** June 1-2, 2013, NY, NY
"Psychology Works: Essential Knowledge to Serve Your Patients, Practice, and the Profession"

Keep in Touch!

Alumni: We very much want to hear from you! Please stay tuned for the upcoming semester, when we plan to reach out to many of you to learn about your post-Derner careers, projects, and accomplishments. If you would like to submit an article, essay, or other piece of literature for the next issue of *Day Residue*, please do not hesitate to contact any of us on the newsletter team. We look forward to hearing from you!

Contact Us!

Your feedback is extremely valuable to us and will help enhance future issues. Did you find the newsletter interesting? What would you like to see in future issues? Please let us know your opinions and comments:

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Spread the Word!

Know of any alumni who have not received this newsletter but would like to? Let us know the updated e-mail addresses of anyone whose current information may not be in the Derner administration's records.

Stay Tuned!

A glimpse into some of the topics to be covered in the next issue:

Derner's Own Internship Consortium
Colloquium Speakers and Invited Guests
Past Faculty Becoming Present
Derner Alumni: Where Are They Now?
Student-Alumni Events
...And More!