

Secret Thoughts.

Day Residue | Spring 2020



DAY RESIDUE

The Derner Institute Newsletter



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This issue is dedicated to Dr. Jean Lau Chin, whose lessons must stay with us. Here are her words:

“It is important to have a strong sense of one’s own identity...You need to feel comfortable with yourself because it is hard enough dealing with these issues without feeling as if you’re being questioned – because you in fact are.”

LETTER FROM THE ASSOCIATE DEAN, DR. CHRIS MURAN

Dear all,

Just a brief message of appreciation and acknowledgment during these trying times. We are faced with tremendous challenges –personal and professional. We have experienced profound loss in so many respects. We have lost colleagues, friends and family. We have seen many lose their livelihood. We have lost living our lives as we knew it. And in this context, we are reminded again that there are so many marginalized who are systemically oppressed. It was five years ago at our convocation that I addressed the abuses of power, senseless gun violence affecting our streets and schools, the significance of “Black Lives Matter” –and the negotiation of public service and private practice in our profession. And here we are still, but maybe in a new and more promising way. I continue to advocate for dialogue, to encourage compassionate curiosity for another’s experience, and to remember the existential principle that we are all also responsible for our ignorance. What the future brings is hard to know, but I am comforted by a confidence in the strength and resilience of our community, by past expressions of courage and creativity. We will find a way. So stay safe and stay strong.

With gratitude and hope, Chris

A TRIBUTE TO JEAN LAU CHIN, ED.D.

By Dr. Carolyn Springer, Faculty

The Coronavirus pandemic has touched all of us in myriad ways.

On May 13, 2020, our department experienced the unforeseen loss of a remarkable faculty member, Dr. Jean Lau Chin. I will miss her wisdom, collegiality, down to earth manner and sense of humor. Throughout her distinguished career, Dr. Jean Lau Chin worked diligently at changing the face of psychology by advocating for the inclusion of diverse individuals.

Jean's parents immigrated from a small village in China and Jean became a native New Yorker when she was born in Brooklyn in 1944. Jean was a first-generation college student who attended Brooklyn College and she obtained her Bachelors of Science degree with honors in psychology in 1966. She pursued her graduate education at Teachers College, Columbia University earning her Masters in School Psychology in 1966 and her Ed.D. in School Psychology in 1974. Jean became the first Asian-American psychologist to be licensed in the state of Massachusetts.

Before coming to Adelphi in 2006, Jean held a variety of senior management positions including Co-Director of a child guidance clinic, Executive Director of a community mental health clinic and regional director of a managed care organization. She held academic positions at the Massachusetts School of Professional Psychology, Tufts University School of Medicine, and Boston University School of Medicine. As the System wide Dean of

the California School of Professional Psychology (CSPP) at Alliant International University, she administered 12 programs across six campuses in California, Mexico City, and Japan and developed a Psy.D. Program in Hong Kong. Since 1997, her independent practice, CEO Services has offered clinical, educational and organizational consulting services with a specific focus on cultural competency.

Dr. Chin served as Dean of the Derner School of Psychology from 2006 to 2010 and was a faculty member for the past ten years. She was a strong voice and advocate for diversity issues campus-wide and in the psychology department. She supported and encouraged faculty members from diverse backgrounds to publish their research, seek out opportunities for growth and development and to assume leadership roles. Under her stewardship, three faculty members have participated in the Women in Leadership Institute of the American Psychological Association. She effectively raised and addressed multicultural issues in her undergraduate and graduate classes, mentored faculty and student scholarship on diverse populations and participated in diversity initiatives on campus. She contributed to admission, curriculum and search committees, served on the faculty committee for tenure and promotion and the senate committee for academic affairs and assisted with strategic planning efforts.

Dr. Chin's research, conducted in the United States and abroad, has contributed to the field by devel-

oping and testing new conceptual frameworks, improving clinical practice and informing policy. Her scholarship spanned a variety of social justice issues including leadership, diversity, gender, prejudice and discrimination, graduate training and education in psychology, mental health and multicultural competences and provides insight into the experiences of people of color with a specific focus on Asian Americans. The research she conducted as a Fulbright scholar in Hong Kong in 2012 and in Australia in 2018 increased awareness and understanding of the lived experiences and leadership styles of women and indigenous leaders. She successfully used media and technology to educate others and developed an International Leadership Network to provide a venue by which researchers and practitioners on a global level can collaborate on research, share knowledge and information, provide education and training and mentor younger scholars.

Dr. Chin took on leadership roles in local and national professional organizations.

She was a member of the Board of Directors of the Nassau County Mental Health Association Board of Directors serving as President in 2015-2016. She was also on the ERASE Racism Board of Advisors.

She became an Executive Board Member of the Division of Women's Issues (DOWI) in the New York State Psychological Association (NYSPA) shortly after relocating to New York. As President she revitalized the Division by fostering a climate that was welcoming to long standing members as well as newcomers and under her leadership, the division became more diverse and student friendly. She was an active Member of the Council of Representatives of NYSPA and her sage advice was extremely helpful in addressing critical leadership issues facing the organization.

Dr. Chin was President of the National Council of Schools and Programs of Professional Psychology in 2008-2010. She was a Fellow of five divisions

of the American Psychological Association- Ethnic Minorities (Division 45), Women (Division) 35, Clinical Psychology (Division 12), Psychotherapy (Division 29) and International (Division 52). She served as President of Divisions 35, 45 and 52 with initiatives focused on women and leadership.

Jean received several accolades for her efforts on behalf of the profession. In 2011 and 2013, she received APA Presidential Citations for her work on women's issues and diversity. In 2012, she received the pioneer award from the Society for the Psychology of Asian Pacific American Woman (APA Division 35, Section 5). In 2013, she was awarded the Distinguished Elder Award by the National Multicultural Conference and Summit, NYSPA's Diversity Award and DOWI's Margaret Floy Washburn Award. In 2014, she received the APA Committee on Women in Psychology Leadership Award. In 2019, Jean received the Anne Anastasi Lifetime Achievement Award from the Manhattan Psychological Association for outstanding career contributions in psychology, The Sue Rosenberg Zalk Award for Distinguished Service by the Society for the Psychological Study of Women (Division 35) and The Distinguished Career Contribution to Service Award bestowed by The Society for the Psychological Study of Culture, Ethnicity and Race (Division 45).

Jean always remained true to her cultural identity and values. Family was a key part of her life and she loved the time she spent with them. In her career, Jean had to dispel misperceptions of what it means to be Asian, a woman and a leader and she did so with grace and courage. Her experiences spurred her interests in culture and diversity and informed all that undertook. Her ability to keep a clear vision, hone in on critical points, and listen to multiple perspectives made her invaluable when trying to resolve complex issues. She blazed a path for us and showed us what true collaboration, mentorship and support can achieve.

CELEBRATING JOE NEWIRTH'S LEGACY AT DERNER

By John Burke, 5th Year Doctoral Candidate

Joe Newirth teaches his final doctoral course at Derner this spring and, with his retirement from teaching, the Derner community says goodbye to one of its most influential educators. Joe is a dedicated teacher who has helped introduce generations of students to modern psychoanalytic thinking, as well as a supervisor and mentor whose influence and encouragement helped many, including myself, to mature as thinkers, clinicians, and people.

Joe came to Derner in 1978. Since then, he has mentored, supervised, and taught, as well as making contributions to the field of psychoanalysis. He's known for his humor, his intellectual curiosity, and his support of students, as well as for being someone who will provoke in a playful way to engage the unconscious. In recent years he has taught Derner's required course on the relational tradition within psychoanalysis, as well as courses addressing the work of the Klein, Bion, Kohut, Winnicott, Lacan, and many other foundational analytic thinkers. Additionally, Joe led Derner's psychoanalytic institute for many years.

In my own development at Derner, Joe has opened up the world of analytic thought and practice, encouraging new ways of thinking and helping me see the possibility that my own ideas could be brought into the field's ongoing dialogs. I am also grateful for his belief in me over the years, and his direct but gracefully delivered challenges. I know I am not alone in this. Joe's deep knowledge of contemporary psychoanalysis and enthusiasm for these ideas will also be missed after his retirement.

Finally, Joe has long co-led a research group with Karen Lombardi that is a productive laboratory for innovative and integrative thinking and an intellectual home for many students at Derner. In all these areas, Joe's impact and legacy are to be celebrated, and his departure is mourned.

Joe's intellectual legacy is also to be celebrated. In his scholarship he has made innovative contributions regarding the topics of countertransference, enactments in psychoanalysis and psychotherapy, growth in symbolizing capacity as a mutative outcome in psychoanalysis, and the nature of the unconscious. In 2004 he was awarded the Gradiva Award for his book *Between Emotion and Cognition: The Generative Unconscious*. This award is given by the National Association for the Advancement of Psychoanalysis for the best works that represent and promote the field of psychoanalysis. More recently, his book *From Sign to Symbol: Transformational Processes in Psychoanalysis, Psychotherapy, and Psychology* was the winner of American Board and Academy of Psychoanalysis (ABAPsa) Clinical Psychology Book Prize in 2019.

To further comment on Joe's legacy, celebrate his impact, and mourn his departure from teaching at Derner, I have gathered reflections from faculty and former students, which appear below. Joe's influence has been great, and his presence in the classroom and the halls of Hy Weinberg will be missed by many.

"A fond farewell to my comrade in arms (the Winnicottian sort), whose clinical work is an inspiration, whose scholarship has been rewarded and celebrated, and whose companionship will be sorely missed. In homage to you, and in mourning for the great loss to future students who will not benefit from your wisdom, you are irreplaceable."

- Karen Lombardi, Professor, Psychoanalyst, and research group partner with Joe Newirth

"As well as being a leading light in clinical psychology at Derner and well beyond the borders of Adelphi, Joe has been an unfailingly supportive colleague, a mentor and a friend. Joe has been an inspiration to faculty colleagues and to generations of devoted Derner doctoral students."

- Michael O'Loughlin, Derner Faculty

"Joe remains a very important voice in relational psychoanalysis - in this regard, a valued presence in the field and at Derner. And I am comforted that he will continue to speak through his writing and presenting. Personally, I will miss his periodic strolls into my office on a Monday morning to chat about Derner, the field at large, and theory to the obscure - invariably from the mundane to the sublime."

- J. Christopher Muran, Associate Dean & Professor, Gordon F. Derner School of Psychology

"Joe, your intellectual and clinical impact on our doctoral program is unprecedented. You also are leaving your mark as a great colleague and dedicated member of our Derner community. All the best in this new chapter of your life, but hope that you'll stay engaged with Derner in some new ways."

- Kate Symanski, Associate Professor, Gordon F. Derner School of Psychology

"I wanted to work with Joe in part to learn how to bring humor (along with his somehow balanced mix of neo Kleinian-Lacanian-Relational theorizing) into my practice. Thinking on it now, I was looking to have some fun and time for laughing at his jokes, while trying to come up with something

funny to say myself. Joe's wicked smart, but also the secret life of the party and I'm very grateful indeed to have had him as my mentor."

- Cassie Kaufmann, Clinical Psychologist and Director of Greene Clinic

"There can be no doubt that the field of psychoanalytic psychology has been deeply enriched by the contributions of Joe Newirth. I am very grateful for the kind and learned guidance I received from him at Derner, and after graduation. Happy retirement, Joe!"

- Brian Smith, Clinical Psychologist

"Not a week goes by that I don't think of something Joe said, taught or wrote. He was really the first to really show me that in the clinical encounter, when we feel the least like ourselves we are actually the most with our patients. When I think about creativity in psychoanalysis, I often think of Joe's talks and papers but when I think about what it means to live creatively as an analyst I think of Joe as a person and I am endlessly grateful to have been able to work with him."

- Nirav Soni, Psychoanalyst

THE LIVING DEAD: DEADNESS IN THE SUPERVISION ROOM

By Anonymous

The Supervisor: I dreaded the weekly 30-minute drive to my supervisor's office. At first I thought it was the long drive that was contributing to this dread. But that didn't seem to make sense; I have always been a commuter and loved driving. My loathing of these supervision sessions was distressing to me. In the past, I have always looked forward to supervision. And what was most upsetting to me was that I was unable to identify any specific complaints about it. Which is why I was avoiding sharing my unhappiness with my supervisor. We seemed to be getting along just fine. But I was bored. Unmotivated. I watched the clock tick, intently waiting for the supervisory hour to end.

The Patient: I was seeing three patients at the Adelphi Clinic at the time. Each week I would give a brief overview of my other two patients and then spend the rest of the session talking about Mr. P. I did not have any specific questions about him. His presentation wasn't particularly complicated. But I consistently found myself talking about him. He was a soon-to-be-married 25 year-old man. He was energetic. He would burst into my office and happily announce, "today's session is going to be a good one". He would briefly recap the previous session, highlighting all his favorite moments of that session. When he talked, he almost bounced off the couch with joy. I felt animated being with him. One day my supervisor said to me, "I like this guy, I never met him and I could feel his energy". That's what it was. When I spoke about him, my supervisor came alive. We laughed. We dialogued. We were connected. Alive.

In 1975, Edward Tronick created the "Still Face Experiment", a paradigm where an infant attempts to interact with an expressionless mother. Videos of this experiment show the infant trying to engage the mother by laughing, pointing at objects around the room, and touching the mother's face, to no avail. The infant soon begins to cry, screech, and flail – it appears as if he is so uncomfortable and would like to escape. And then, he withdraws and turns away from his mother. He is now withdrawn, sad, with a hopeless expression across his face. The experiment demonstrates the infants' response to his loss of attachment and agency. His actions do not influence his mother. No matter what he does, he is unable to restore his mother's attention.

Adults – such as myself – who were raised by depressed mothers often struggle with being in the presence of a still face, or what I refer to as "deadness". In those instances we will either become frustrated and angry (like the baby who screeches and flails) or we will make every attempt to bring the 'mother' back alive.

The Case Concentration: The topic that day was about continued supervision throughout our career. I told the group that I was looking forward to choosing my own supervisor (not having one assigned to me) because my current supervision experience was unexplainably dissatisfying. The group tried to help me identify my issues with supervision. Once again, I did not have a concrete complaint. I was just bored and unhappy. Another group member recounted her poor experience with

a supervisor and mentioned that they would argue and disagree over treatment approaches. I mumbled that I would prefer that over my current supervision experience, where my supervisor brought little energy to the room and never challenged my treatment decisions. "I don't even have anything to push back on" I said. The group facilitator asked me why I felt the need to argue with my supervisor. And there it was, the eureka moment: "I want fire, sparks, life, come alive". My supervisor is the still faced mother. She is emotionally absent from our sessions. "I guess you have trouble sitting with deadness", the facilitator whispered.

The Therapist: My mother was physically ill during the first few years of my life and remained depressed throughout my childhood. I was a very energetic child. I loved to move. I was curious. Creative. Would wander off and get lost. I often found myself getting into trouble. I vacillated between what my mother called "The Queen of Tantrums" and high energetic happy dancing. I am guessing that much of my childhood was spent between feeling helpless and frustrated and trying to bring my mother alive.

It became clear to me: I have trouble tolerating deadness. My supervisor, who was an older woman, close to my mother's age, who was likely experiencing her own sense of deadness, triggered this discomfort in me. In the past my clients have mostly been men or college-aged women. Perhaps their deadness held less of a deeper meaning to me. I was trying to engage my supervisor and resuscitate her back to life. Given my history, I felt helpless in the face of her deadness. I lost my agency as a child to influence my mother and I felt the same with my supervisor. Therefore, I unwittingly resorted to using my client to inject energy and life into our supervision. When my supervisor and I spoke about Mr. P, we both felt engaged, connected, and alive.

Our clients cure parts of us, and as a supervisee we cure (or attempt to cure) parts of our supervisors. And with self-reflection and insight we bring

a healthier self back to our client so we can cure parts of them. And so the cycle of living goes on and on.

BEHIND THE SCENES WITH ROBERT MENDELSON

By Akiva Goldschein

Supervision with Bob Mendelsohn is like using a machine gun. You start by loading bits of data. Faster than you can load the data into the gun, associations spit out rapid-fire. They come so quickly that it makes your head spin. In fact, at times, the associations come shooting out before you even knew you loaded any data into the gun! Based on my body language, even before I started saying a word, the gears to the gun are churning, analyzing and associating preparing to shoot out bullets. What happens next is a thing of beauty. The bullets form a beautiful work of art – a sculpture made up of clinical information that fills the room and illuminates the patient’s personality organization, interpersonal style, family dynamics, core issues in his/her life, developmental deficits and the issues that will present in the transference/countertransference. At first, I thought Bob was crazy. Then I thought he was genius. Then I found myself vacillating between the two. But crazy or genius, who cares?! It’s fun! We got to associate together whatever we wanted to about my patients. Were we right? Wrong? That’s not the point. The point is to learn to listen with the third ear (Reik 1983). Although, more often than not, Bob is spot-on.

Over the course of my year of individual supervision with Bob as well as my time in his case concentration and various classes, I have learned to listen with a third ear (or at least two ears and a half – I am slowly cleaning out all that earwax that gets in the way of the finely tuned listening that is required). It is an exquisite refinement of my attunement to my intuition, my associations

and any thoughts, feelings, sounds (such as songs) or smells (yes smells too!) that may come into my mind when I am with or discussing my patient. By slowing Bob down, and learning how he came to his associations and what his thought process was, I learned that there was a method to the madness and that Bob’s uncanny ability to extrapolate goldmines of information from bits of data was actually teachable and learnable. “Surface to depth,” as Bob likes to call it, became an essential part of my clinical work.

Another skill that I learned from Bob, is the ability to make clever, spontaneous and at times obnoxious interventions that help facilitate my patient actually experiencing the interpretation, rather than just offering it as a piece of intellectual insight. I was the guinea pig for these kinds of interventions in which Bob induced some very uncomfortable feelings that I had to contend with. However, I ultimately became a better therapist (and person) because of it. Besides for being useful therapeutically, these interventions also makes therapy (and supervision) more fun and alive. I feel freer, more able to trust my gut and less worried about my analytic superego. Bob’s style is certainly not for everyone but for me it is an experience I will never forget. If you are ever supervised by Bob, just make sure to catch the bullets.

BLOG FEATURE: “BETWEEN THE SHEETS”

By Dr. Lawrence Josephs

In 2018, the American Psychological Association published my book *The Dynamics of Infidelity: Applying Relationship Science to Psychotherapy Practice* along with a training video *Restoring Trust After Infidelity* illustrating my approach to couples therapy. Shortly after, *Psychology Today* contacted me to see if I was interested in writing a monthly blog for them on romantic relationships. They came across my book and thought my work might be of high interest to their readers.

I’ve always wanted to write for an audience beyond mental health professionals, so I jumped at the opportunity to share my research and clinical experiences with a wider audience. I developed a blog called “Between the Sheets: The Hidden Psychology of Intimate Relationships” <https://www.psychologytoday.com/us/blog/between-the-sheets>. I write blogposts like “Do You Want Sex More than Your Partner Does?” and “How the Other Woman (or Man) Fares After an Affair.” The audience for the blog keeps growing as I am approaching half a million views total and just got 40,000 views in the last month. It’s interesting responding to commentary and emails from readers as people struggling in their relationships really appreciate getting a little insight into their troubles.

WHAT DID THEY WRITE: A PEEK INSIDE PERSONAL STATEMENTS

By Brian Delgado, 1st Year

How personal should personal statements be? We ask clients and future clients to do just that with us. Let the personal be shared. That is the trust we try to earn from past, current, and future clients. The closer we are to our client's truths the closer we are to helping them heal. The details below were not shared without some semblance of trust. Trust in a fellow cohort, trust in the space that Derner and all the individuals who make it "Derner" provide.

Having all the excerpts in one space makes it difficult to remember who shared what. It's possible that could have been the point when they were shared. I know which one is mine. Perhaps it will be obvious to the reader, as well. What stands out to us when we read these may give insight to the individuals who I call my cohort:

"While we with clinical aspirations hold ourselves to high standards of reducing implicit bias, evidence indicates there is more work to be done".

"I am eager to know the mind, the whole mind: its conscious and unconscious; its logic and its aesthetics; its pathology and its potential."

"Growing up in Pakistan and then immigrating to America, all my parents wanted was for their children to be successful, and in their minds, that equated to studying biology, not psychology."

"From witnessing and appreciating the extensive processes of comprehensive mental healthcare – from clients' initial intakes to their therapists' un-

wavering efforts to assist them through meticulous interventions – I acknowledge that it is critical to consider endless possibilities of what drives others and their mental states, to develop and practice empathy, and assimilate psychology as a way of life."

"In the scope of my research and as an aspiring clinician, I predicate my professional goals on the diversity of need: no two individuals are identical, and my academic and clinical objectives are hearing, understanding, and addressing each person's particular requirements for support and treatment."

"I do not know if I would have had the same strength as my mother to get to the United States the way she did, along with a four-year old. I do know that if she didn't, I wouldn't be in the position I am now to write this statement".

"My personal experiences affirm my wholehearted belief that without psychological awareness, one cannot choose to lead a life that is healthy and fulfilling."

"But most importantly, there was value in having a deeper understanding of what it feels like to be an immigrant in the United States; I could connect with the many mixed feelings one has when adopting a new country, a new language, and a new culture."

How close to ourselves do we let a personal statement be? Do we let our personal lives stay just that or do we mix it in the message we send to insti-

tutions we hope to be a part of? It is a choice we make when we put down in words why we want to go where we want to go. Some may have already made that choice. Personal statements are professional mediums and end there. Others could possibly see it as a medium of how their personal story, stories that are closer to "home", shaped and prepared us.

The answer to the above questions usually comes as an acceptance or rejection letter. Even then it isn't without doubt whether the words we chose were the right ones. To disclose the personal is always a leap. It takes bravery. That is what is happening when we have a client trusting us to be there for them, when they take their leap into therapy. There is less doubt for me that the words our clients use to disclose to us are the "right ones."

SECRETS TO SURVIVING SECOND YEAR

By Alexxa Wolpoff, 2nd Year Day Residue Editor

As a SAC representative, I have been privileged to regularly converse with prospective students who often ask the same question: “What do you like most about Derner?” Undoubtedly, this is a loaded question, as there are many facets of my experience that have been invaluable to my development as a psychologist, student, and person. However, what comes to mind first is the camaraderie that exists between cohorts. One of the leading benefits of this camaraderie is that I felt adequately prepared to confront the academic and clinical challenges that presented themselves in my first and second years. Although each year of the doctoral program presents with novel and unique challenges, the second year is most notable for its rigor, time management requirements, and caffeine necessities. Upon my embarking on the second year journey, I had attempted to gather as much information as possible from previous cohorts that came to serve as indispensable tools for “surviving the big second year.” By aggregating and presenting the recommendations of students who’ve come before, I hope to provide current and future students with personal survival toolkits for second year.

The most common piece of advice given by third and fourth year students was to: “acquire time management skills by creating a daily/weekly schedule.” It is presumable that this skill was acquired during the first year, but it is important to ensure that there will be time in your schedule for testing cases and the pre-dissertation, aka the “second year project.” With addition to this advice, students provided reassurance that testing and the second

year project are not to be feared, but rather they are not to be avoided. These students also reassured us that we have ample time to complete these testing cases/“the project”, and that procrastination is typically the reason for feelings of overwhelm and delayed completion.

Another recurrent piece of advice I received is to “maintain/acquire organizational skills.” During the second year, students often acquire an abundance of paperwork from classes, clinic/externship patients, and testing materials. It was suggested that students identify a structured place that is designated for paperwork and materials to ensure that paperwork is not lost. It can be challenging to maintain organization while balancing a full schedule, but keeping these materials in a place that is easily retrieved will prevent stress and save time.

One of the most challenging parts of the second year is the experience of applying to externship and interviewing at various locations, while balancing classes, testing, and research. Similar to testing and research, it was advised that my cohort create time for these applications and prioritize the creation of cover letters. Cover letters are one of the most imperative facets of externship application materials, as they are highly predictive of externship offers, dependent on the quality of the letter and the student’s “fit” to the site. Students interested in a site should spend ample time reviewing the site’s requirements, training, and goals, to ensure they craft the best possible cover letter. Following the submission of applications, it was advised that my

cohort maintain the mindset that every student will end up “where they are meant to be.” Although this statement was once a cliché, my cohort commonly accepts this advice as truth following the match process.

I will conclude with the most valuable “secret” / piece advice previous second years gave to my cohort, which was delivered in two parts. Firstly, “second year does not last forever” and secondly, “you have to make time for fun.” I would like to take the time to personally reassure all rising second years that there IS time for fun if you acquire/maintain time management skills and organizational skills, and second year DID fly by. One of the biggest secrets is that the “fear/hype” of the big second year is a utility used to galvanize you to acquire the toolkit before you get started, so that you may maintain and use these tools throughout the semester to attenuate stress.

I would like to wish all of the rising second years a wonderful “big second year” filled with personal growth, academic accomplishments, and lots of enriching externship/testing experience. As an individual who is joining the “former second year” crew, I am happy to be here for you all as you embark on your own personal journeys.

DERNER STUDENT-THERAPIST INSPIRATIONS: A SURVEY

By Lily Swistel, 3rd Year Day Residue Editor

Below are edited and selected anonymous responses to survey questions sent to the Derner doctoral student body, on their inspirations and experiences so far as trainee therapists.

Is there a fictional character whose psychology interests you?

Hannibal Lecter

All the characters from Buffy. There's something about being a "good guy" right on the edge of "bad" that I find very compelling.

Raskolnikov from Crime and Punishment. The one who thinks he's above the law.

Tony Soprano

Dorothea Brooke from Middlemarch by George Eliot

What is one piece of art (painting/movie/show/novel/piece of music etc.) that inspires you in terms of your psychotherapy work?

Dali and Miro. Their art always reminds me of two things. Firstly, that life, thoughts, and ideas can be understood and transmitted solely through emotions and feelings and secondly, reality is subjective. Don't assume you see what anyone else does.

The first person who comes to mind is Rot-

hko, but I think mostly because he's one of my favorite painters. If I'm stretching a bit, I'd say that the work does reflect the nuance and beauty in a lack of clean margins.

What About Bob.

The Sopranos. Dr. Melfi's naivete inspires me to not be so naive. Also any good poetry that stretches our understandings of the limits of words.

Alice in Wonderland.

What is the role of nature in your understanding of human psychology, and human pain or thriving? This question assumes that human psychology, pain, and thriving could exist without nature.

I think temperament is determined by nature, otherwise I think most things are (or can be, or ever should be) nurture.

I wish more people in NYC could have more exposure to nature! I think it does wonders (and is a wonder).

We assemble cultures and structurally unique symbols that are more important to me than any evolutionary conception that assumes we are all naturally striving towards anything.

Is there a theme or motif of a recurring dream of yours you'd like to share?

When I am anxious I have a dream of being in an airplane that is taking off, and as it takes off, it pulls up too steep and we flip upside down. Like doing a loop on a roller-coaster. We never crash but the feeling of going upside is constant. It comes in different iterations but the theme is the same.

Meeting people from my past and trying to experience them differently, all the while knowing in my dream that it's not possible and that I can't shake how I already remember them.

I've had a recurring accidental pregnancy dream since childhood.

Have you ever had a patient who gave you feedback on your work that you valued? What happened?

A patient recently helped me understand how well I keep my reactions to their stories to myself, so to speak. I think I was presenting as a little too Freudian, and I'm trying to be more related in session.

Do you remember ever dreaming about a patient or supervisor? Or your own therapist?

I have dreamed about my own therapist a few times. I have not dreamed about a patient or supervisor as of yet.

I had a dream that a patient stabbed me. It probably means nothing.

I dream about my therapist on average once a week.

Does one childhood event or memory stand out that influenced your desire to be a psychologist/psychotherapist?

Yes. Sitting at dinner with my mom who is a psychotherapist in the UK. One evening she

said to me something along the lines of "People don't always know what they are feeling. I have to help them understand what they are feeling." I remember being shocked by this statement. My naive self was like you just feel what you feel, how can you not know what it is! I know now that feelings are complex creatures that often lurk in the shadows, with secret handshakes, and languages that even the most astute observer of emotions finds themselves lost in the abyss at times.

I think it was just this broad realization about the differences between myself and my twin. And knowing we were in the womb together and *should* be similar if all things were equal, but seeing how different we were. And wanting to understand why. And also starting therapy as a teen and seeing the impact my therapist had on me.

My own psychotherapy/analysis as an adolescent/teenager.

When I was little, I told my mom that I wanted to be a crossing guard, because I wanted "to help the big kids cross the street." One of the things I've loved about working at a college counseling center as my externship this year is the opportunity to do long term work with traumatized clients, which allows me to observe significant transitions in their perspectives from self-blame to self-acceptance. Both the period of emerging adulthood in general and these transitions in perspective in particular are often marked by a vulnerability, anxiety, and emerging self-awareness, and I imagine my clients' navigation of them as a sort of "crossing the street".

What was your favorite aspect of a therapy you've been in (as a patient) or a therapist you've had?

I love it when you can feel the patient truly engaged and curious about themselves. I feel

much freer at those moments as a therapist.

As a patient, my favorite thing about it is that it opens up this part of you that you maybe didn't know was there, maybe only kind of knew was there. And it just stays open for as long as you're in therapy. So then so many aspects of your life become filtered through that new part as well, and you see a bunch of things you never saw before.

I recently decided to go on the couch, and pretty quickly my free association took an interesting geometric shape where every tangent I went on, I always end up on the edge of the same circle.

Analysis of the transference as a patient. As a therapist, dream interpretation.

Non-retaliation, non-shock of the therapist.

Of the physical spaces (therapy rooms, group therapy rooms, other kinds of spaces) you've worked in, which has been your favorite and why?

Any therapy room with a window is good. Because windows just make things feel better.

I like most therapy rooms because they feel like a very safe dream world.

Rooms with windows. It makes a real difference, it helps exploring feel more natural.

Working in a library-like room, which feels like a holding space for me as the therapist.

Do you have a recommendation for a theorist of psychotherapy or a particular book that's kind of related you've been reading recently?

Yalom's book of short stories called Love's Executioner is my favorite therapy-related book. It's fictionalized stories of his therapy.

So so so good.

Always Jessica Benjamin.

Lacan to the Letter by Bruce Fink

I am interested in trauma and recovery, and really loved Annie Rogers' The Unsayable for a very accessible introduction to applications of Lacanian theory to psychotherapy with clients, as well as a very warm approach to working with resistance in adolescents and children.

What do you fear as a therapist?

I fear being hated by my patient and it's something I have to be aware of as I work because such a fear can lead to avoidance (amongst other things) which is not good for the patient.

Falling asleep.

That the world is so fundamentally ruined already that therapy is a defense mechanism in itself.

Is there another question you'd like to propose or answer?

What is the actual, matter of fact difference between psychoanalysis and psychotherapy? Meeting more often? Other than that, are there fundamentally different qualities between practitioners, especially given that so many practitioners do both? I think we'd like to imagine there's more of a difference than there actually is. But maybe this is just my opinion, someone who doesn't want to pay for analytic training.

A LETTER TO THE RISING FOURTH YEARS

By The Derner 2021 Cohort

To the rising fourth years,

Congratulations! You've made it through the sheer stress and panic of first year, the challenges of completing your second-year-projects and testing cases of second year, and the balancing act required of you between research and clinical work of your third year. We are honored to pass along the torch of being THE fourth years to you. Learning from our experiences, we thought it would be helpful to provide you with our tips for surviving (and thriving) during your fourth year.

First and foremost, every Derner student before you that claimed that fourth year was way easier than any other year has lied to you. Fourth year is just as difficult, if not more so, than all other years, albeit for different reasons. You are constantly busy—you will be overwhelmed by your duties at the clinic, your externship responsibilities (for the masochists that take on fourth-year externships), preparing your internship applications, and proposing your dissertations. Oh yeah, not to mention that you all will still be taking classes which will expect you to keep up with the readings and write final papers. Not very easy considering that you all are very likely experiencing your most severe bouts of “senioritis.” There will be many times that it will feel impossible and like the end will never be in sight. We are here to tell you that you will make it through. And here are some ways you can help yourself make the most of your fourth year.

- Get as much done in the summer as you can—seriously, you'll thank yourself later. Send that dissertation proposal draft in to your advisor. Start looking at internship programs that you may be interested in. Make sure you are up to date with tracking your hours. Getting the technical details figured out in the summer will allow you to focus your energy on writing the more involved portions of your applications.

- Propose as early as you can. We know that everyone works differently, but putting off your dissertation proposal will only increase your stress and anxiety as that November 1st deadline rapidly approaches.

- Use your independent studies! Fourth year is one of the last highly structured opportunities you'll have to learn, so why not learn what you want? Do you have interest in a topic that hasn't been covered? Seek out a faculty member that can teach you. After all, we do have some incredible professors available as resources that you should certainly take advantage of.

- Prioritize time for self-care. Though we encourage you to be productive during your summer, we realize that this may be one of your last “free” summers, so make sure to take advantage of that as well. You will also need time for self-care while preparing your internship applications, because without it you will unravel completely. It is a really difficult process, so make sure that you make time for yourself.

- Get the flu shot before internship interviews! There is nothing more miserable than trying to make a great impression while coughing, sniffing, and carrying damp tissues everywhere you go.

- Borrow every one of your friends', neighbors', cousins' blazers for interviews. You will get tired of wearing the same suit for every interview, so try to keep it interesting for yourself.

- If you do not currently drink caffeine, take some time to reconsider this choice. Coffee is your friend!

- Ask for letters of recommendation well in advance! The more time your recommenders have to write your letters, the better.

- Remember, internship is only a year. As important as the application process is, and as daunting as Match Day feels, remember that internship year is only a small part of your career. Trust your instincts, be yourself, and you'll end up where you are supposed to be.

- One of the last bits of advice that we can give you is also one of the most important—keep close with your cohort and lean on them as much as you need to. As has always been true, your cohort is the only group of people that truly understands what you're going through. The long nights, the never-ending stress, the responsibility of knowing how many patients and colleagues rely on you—it all takes a toll. Especially during the added stress of internship applications and dissertation proposals, you will need to surround yourself with people who support every one of your aspirations. One last point of advice that we likely would not have given three months ago—do what you can to be mindful and live in the moment. Take advantage of every opportunity to spend time together and make wonderful memories with your cohort. We unfortunately are unable to take part of the traditional events planned for fourth years, and it has left us with a lack of closure for our Derner journey. So,

take it from us, enjoy every moment you have together and appreciate your time as a cohort.

As we take off across the country to embark on our internship journeys, we leave it to you guys to continue shaping and improving the student experience at Derner. We leave you with this: take the time to get to know your cohort even better than you think you already do, support each other, reflect on how you've changed as individuals and as a group over the years, and make sure to celebrate all of your successes. And most importantly, walk around like you own the place...because now, you do.

With nothing but love,
The Derner 2021 Cohort

FACULTY FEATURE: THE STORY BEHIND “THE UNCONSCIOUS: THEORY, RESEARCH, AND CLINICAL IMPLICATIONS”

By Alexxa Wolpoff, 2nd Year Day Residue Editor

Dr. Joel Weinberger was selected as the faculty feature of 2020 by Derner Doctoral Students who respect him for his research accomplishments, instructional style, and sense of humor. Within the past year, Dr. Weinberger published a book titled “The Unconscious: Theory, Research, and Clinical Implications” with a former doctoral student Valentina Stoycheva. The book was nominated for the William James Book Award, which recognizes broad-based significant intellectual achievements to the discipline of psychological sciences. Below is an interview conducted with Joel Weinberger on his book, his inspiration for writing it, and advice for future writers.

Alexxa Wolpoff: Thank you so much for agreeing to do this interview. I was wondering if you could tell me what the name of your book is and what inspired you to write it?

Joel Weinberger: The name of the book is a brilliantly creative name “The Unconscious” and since of course every academic publication has to have a colon: “theory, research, and clinical implications.” I have been doing research on the unconscious for over 20 years. All of us use the word (unconscious) in our clinical work, but no one knows how to define it. So I thought: “Hey, I will give it a shot.” During the time I was in graduate school, during the revolutionary war, I took a class on motivation. The professor stated there was no such thing as the unconscious. I was thinking: “this is crazy, how could he believe there is no such thing as the unconscious? Maybe we don’t understand it, maybe

we have it wrong but it certainly exists.” It turns out a lot of people think it doesn’t exist or that it’s trivial. So, to understand that, I got into the history and the philosophy of it, which eventually led to me writing this book.

AW: That is so true, people do have a lot of trouble concretely defining the unconscious and/or don’t believe in its existence. What did you learn while writing this book?

JW: I learned that it is hard to write a book and you have to maintain discipline. I don’t know how other people write, but things unfold for me when I write. I never expected to end up in the neuro-cognitive field but one thing led to the next, and I had to learn about computational models of the mind/brain. Years ago I started to write a book like this one, but I ended up giving up on it because all of the findings were disconnected. had to jump into other areas, because that helped tie everything together for me. I now learned that if you tackle an area, you have to read and conduct research in other areas otherwise it won’t make sense to you. If you don’t consider other areas, you will end up with a narrow and biased view.

AW: Definitely and I bet the idea of learning about the neurocognitive field as a practicing clinical psychologist could be intimidating for many people.

JW: Yes, but it is necessary because it helps us understand the mind, which is helpful for clinicians.

AW: Definitely. What was your biggest challenge while writing the book?

JW: The most challenging part of writing the book is that there are many researchers from diverse areas that study the unconscious, but none of them talk to one another. All of these different areas of study have different languages and we had to think of a way to integrate them. We even included a glossary at the end of the book to define these words to show readers how to apply them clinically.

AW: I could imagine that was difficult, and the glossary was helpful for me as a reader. How long did your book take to write?

The actual writing of the book with Valentina took about 3 or 4 years, but I could say the book took 20 years to write. I started to do something like this a while ago but then gave it up. I didn’t know how to integrate everything together. I have been interested in the unconscious forever, since the end of my undergraduate years when I was being taught at B.F. Skinner University aka Stony Brook. I would ask: “what makes something reinforcing?” It didn’t make sense to me. So, I started reading about motivation, then Freud, and later worked with David McClelland at Harvard where I studied unconscious human motivation.

AW: Speaking of Valentina, what led you to collaborate with a former student? I ask, because many students at Derner are interested in writing books and are inspired by her.

JW: That is an easy one. First of all, I know Valentina well, as she has worked with me for many years. I value her intellect and organization. We met by phone or in person every week, even if we had nothing to say. We continued to meet to make sure progress was being made. Valentina contributed on her own, and had a lot of contributions to make. She added some chapters on her own, and I added chapters on my own. Along with organization, she ensured that the book was intelligible and contributed by editing. Valentina is smart, she

contributed a lot to the book, and she was fun to work with.

AW: That sounds so great. What advice would you give to other students that hope to publish a book?

JW: If it’s a textbook it is important to understand the topic and have a reputation for teaching the course as well. Textbooks don’t get published by novices. If you are writing a book in an area, which is an academic book and not a pop book, do your due diligence but most of all be interested in the topic because you will be living with it for a few years. So you better want to do it and you better enjoy learning about it. Another avenue is to choose a mentor that is interested in writing a book, and ensure you have a lot of time to write it.

AW: That’s great advice, thanks! Okay, one last set of questions. Many students have expressed interest in reading your book. Where can your book be found and can students reach out to you with any questions about the book? How is the book doing?

JW: The book can be found on amazon: Unconscious Research Implications Psychoanalysis Psychological. My book is a required reading for a class at Yale, which I am very proud of. And, of course students can e-mail me with questions. They can also leave me a review on Amazon even if it is a criticism.

AW: Wow! What class?

JW: John Bargh’s class on the unconscious.

AW: I read a lot of his research last year in social psychology, that is so cool! Thank you so much for allowing me to interview you, and for being so open to talking with students about your book after they grab their copies.

JW: You’re very welcome, Alexxa. Thank you.

A FIGHT FOR WOMEN'S RIGHTS IN PUERTO RICO AND ACROSS THE WORLD

By Laura Beatriz López-Aybar, 2nd Year

I had the opportunity to participate in a performance of “Un violador en tu camino” (“A rapist in your path”), a song created in Chile late last year by a feminist group to protest and criticize the government and other institutions for their inaction and indifference toward violence against women. It has since been performed across the world to raise awareness against femicide, becoming an overnight international feminist anthem.

Femicide is a global issue and Puerto Rican activists have been pressuring unsuccessfully to get the government to declare a state of emergency on this issue. The current and past administrations have refused to include the subject of gender perspective in the educational curriculum. Additionally, they have refused to meet with advocates, activists and professionals specializing in gender violence. This has ignited the advocates, as data shows that 80 percent of women on the island have experienced some form of gender violence and on average a woman is murdered every week. Proyecto Matria, a leading entity working with survivors of gender violence, reported that 3 of 100,000 women on the island are killed by gender violence. As has been widely studied, the prevalence of machismo and marianismo, two toxic expressions of masculinity in Latin American society, are believed to play a key role in these high rates of femicide.

In Puerto Rico, the performance of “A rapist in your path” was adapted by two well-known performers and activists, Petra Bravo Hernandez and Maritza Perez. They adapted the lyrics incorporating Puer-

to Rican lingo, they added the local rhythm bomba and Bravo Hernandez, a choreographer, added some moves so it fit into Puerto Rican reality. The pre-video of the adapted choreography and lyrics was shared widely across social media as a way to attract participants. First, we rehearsed in an iconic location, at Castillo San Felipe del Morro, a landmarked Spanish-era citadel in San Juan. About how many 300 diverse women of all ages, socio-economic status and sexual orientation gathered under the afternoon sun. I myself went with my mother and 13-year-old cousin. We later marched toward the Capitol, where a dance and poetry guerrilla performance by modern dancers took place before our collective performance of “A rapist in your path”. Finally, we marched toward La Fortaleza, the governor’s mansion. Before the main performance, we sang protest slogans. “If they touch one of us, they touch us all” and “Church and state: separate things,” echoed. Finally, the drums started playing a bomba beat, we performed “A rapist in your path” followed by hugs, then silence, and then a second and last performance of the anthem which calls out the government and related institutions for their inaction in addressing, and further sustaining a continued state of violence against women.

It’s hard to put in words how equally powerful and emotional the performance protest was. It looked like an intergenerational female bonding experience, but it was also a reunion of old friends, colleagues, professors, activists and family members who have long advocated for an end to the never-ending news reports of boyfriends, husbands,

exes killing their partners. During the hugs and silences tears flowed freely down many cheeks, others cracked a smile, a moment of joy after so many years of invisibility. In that moment we were one, strangers and familiar faces, we were all connected in solidarity and confidence.

Events like this performance inform how intersectionality and collective action are driving forces towards change. As a professional in psychological science, I feel a compelling responsibility to continue attending these type of events and being involved in the different dialogues that may lead to changes that will benefit not only women who are victims of violence but families, children, parents, all of society.

Here are the lyrics translated to English and the links to the videos:

Patriarchy is a judge That judges us when we’re born
And our punishment? Is the violence you don’t see

Patriarchy is a judge That judges us when we’re born
And our punishment? Is the violence you now see

It’s femicide, Impunity for my murderer It is Denial
It is Rape

And the fault wasn’t mine, nor where I was, nor how I was dressed
And the fault wasn’t mine, nor where I was, nor how I was dressed
And the fault wasn’t mine, nor where I was, nor how I was dressed
And the fault wasn’t mine, nor where I was, nor how I was dressed

At fault is the silence And a bad education
At fault is the government The churches and their hell

An oppressive government is a rapist male An op-

pressive government is a rapist male

The rapist is you
The rapist is you
The rapist is you
The rapist is you

[A man screams] Emergency!
Femicide! [A woman] State of emergency NOW!

Here is a subtitled video of the original performance by Las Tesis:

<https://youtu.be/uSHUS2lehOY>

Here is a video of the performance in front of the governor’s mansion:

<https://www.elnuevodia.com/noticias/locales/nota/mujeresllevanperformancedeunvioladorentucami-noalcapitolioylafortaleza-2536376/>

SURVIVING DERNER: A GUIDE FOR DUMMIES

Adult participants were recruited using the Derner Student Phd Listserve. A total of 44 participants completed the survey. Participants of all sexual orientations, ethnic and racial backgrounds, between the ages of 18 and 100 were included in the study. Participants self-identified as 1st year students (23.26%), 2nd year students (18.60%), 3rd year students (16.28%) 4th year students (30.23%), 5th year students (6.98%), and faculty (4.65%). Using an online confidential survey platform participants were asked to respond to the following open-ended question “In one sentence, tell us a tip/trick that helps (helped) you survive the Derner Clinical Psychology program”. Next, from a list of 13 descriptors, they were asked to identify which statement describes them most. Finally, they were not compensated for their time. After all, how busy are they really? Results showed that Derner students are creative in their survival skills and they maintain a balance between functional coping skills and problematic behaviors. Thus far all students have remained alive and they are impressively successful (see our 100% internship match and student accolades section).

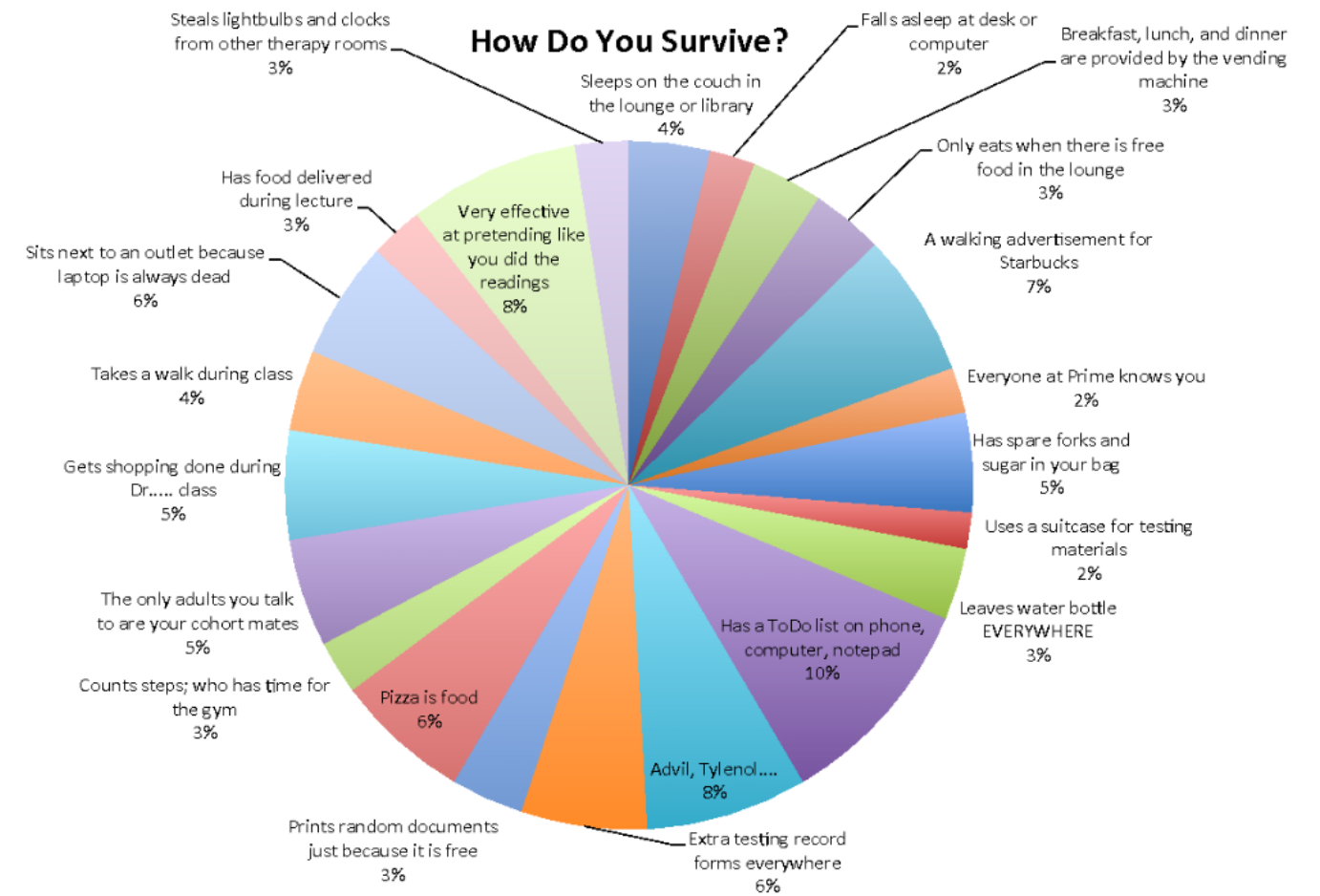
Surviving Derner: A Guide for Dummies Survey

- Drinking tequila and wine!
- Plan ahead
- Achieving mastery in small, irrelevant outside tasks
- The students help me survive.

- Friends
- Coffee that I can no longer afford because this school is expensive.
- Don't read every word of every reading assignment (it's not physically possible) and rely on your friends, I couldn't have gotten through without them.
- Snacks to survive the long day at school!
- Making time for sleep, which is essential and non-negotiable.
- Take advantage of independent studies as well as outside programs, resources, colleagues to receive the specialized training not available at Derner.
- One step at a time
- Vitamin D, H2O and endorphins
- Make time to see friends in the program outside of the school day!!
- 3 excused absences
- Starting things last minute so I don't overthink as much!
- Skipping class sometimes to go to a K-Pop concert
- Bathrooms are meant for crying
- Friday night study group at HY
- Commiseration.
- Go with the flow.
- Have a tea party
- Relinquishing perfectionism, being okay with “good enough” in some areas, and figuring out what those areas are
- Some supportive faculty
- Supportive peers

- If you are having issues with your mentor, speak to Chris, he will always have your back
- Look at the big picture
- Entering every due date of the semester into a spreadsheet and then crying
- Ask for guidance!!
- If dissertation advisor is not working out, absolutely do not hesitate to pull the trigger and switch.
- RELAX
- Dissociation. Denial. Rinse. Repeat.

- Hang around the lounge - a lot can be learned
- Becoming good friends with those in my program and allowing time for leisure in my schedule!
- Actually sleeping at night
- Masturbate constantly!
- Thank God for single bathrooms at HWC!!!
- Booze
- Avoid as many readings as possible
- Drink more coffee than you think you will need



2019 STRICKER AWARD WINNERS

George Stricker was a member of the Derner faculty for many years, Dean of Derner for 10 years, and a Distinguished Research Professor at Adelphi until his retirement more than a decade ago. Dr. Stricker is one of the most distinguished clinical psychologists in the country. He has authored over 20 books and has received two prestigious APA Awards, one for Distinguished Contributions to Applied Psychology, the other for his Career Contribution to Education and Training in Psychology. He has served on countless APA organizations and committees, has served as President of Division 12 (Clinical Psychology), and was President for three years of the Society for Personality Assessment. Equally importantly, he was one of the most loved members of our community; he worked with countless of our students and chaired numerous dissertations. I had the privilege of working here during his Deanship to see much of this first hand and am proud to call him friend. After retiring from Adelphi, the administration, Dr. Stricker's colleagues, as well as a host of former students, decided to establish a Stricker Fund; alumni, faculty, and students alike have provided substantial contributions towards the fund.



Ben Warach was the first recipient of the George Stricker Award. Ben was impressively productive, publishing five peer reviewed journal articles and presenting twice at conferences since arriving at Derner. Ben has been a prolific student in Dr. Larry Josephs Lab and his work is focused on romantic relationships and sexual infidelity. Ben should be lauded for his commitment to rigorous research and his practice of collaborating with accomplished research scholars at Derner such as Dr. Bob Bornstein and Dr. Bernie Gorman. For these many and impressive contributions, the committee voted Ben an award of \$17,000.

Here is a list of Ben's output since he has been at Derner:

Peer Reviewed Journal Articles:

Josephs, L., Warach, B., Goldin, K. L., Jonason, P. K., Gorman, B. S., Masroor, S., & Lebron, N. (2019). Be yourself: Authenticity as a long-term mating strategy. *Personality and Individual Differences*, 143, 118-127.

Levitsky, D. A., Travedi, N. J., & Warach, B. J. Food ads increase snack eating but not meal eating. *Appetite*, 57, S25-S26.

Warach, B., Josephs, L., & Gorman, B. S. (2019). Are cheaters sexual hypocrites? Sexual hypocrisy, the self-serving bias, and personality style. *Personality and Social Psychology Bulletin*, 45, 1499-1511.

Warach, B., & Josephs, L. (2019). The after-shocks of infidelity: A review of infidelity-based attachment trauma. *Sexual and Relationship Therapy*, DOI: 10.1080/14681994.2019.1577961.

Warach, B., Josephs, L., & Gorman, B. S. (2018). Pathways to infidelity: The roles of self-serving bias and betrayal trauma. *Journal of Sex & Marital Therapy*, 44, 497-512.

Presentations:

Warach, B., Josephs, L., & Gorman, B. S. (2018, April). A Structural Equation Modeling Analysis of Infidelity Predictors. Poster session presented at the 2018 Adelphi University Research Conference, Garden City, NY.

Warach, B., Josephs, L., & Gorman, B. (2017, June). Pathways to infidelity: The roles of self-serving bias and betrayal trauma. Poster session presented at the Annual Convention of the International Association for Relationship Research, Syracuse, NY.



Fallon Kane was the second recipient of the George Stricker Award. Fallon published two peer-reviewed papers, and presented seven posters at various conferences. Two of her posters won awards at the conferences. Her work is largely in the area of dependency but she has also contributed to the study of people on the autism spectrum. Fallon has done her work under the supervision of Dr. Robert Bornstein. For these impressive contributions, the committee voted Fallon an award of \$3,000.

Here is a list of Fallon's output since she has been at Derner:

Peer Reviewed Journal Articles:

Kane, F. A., & Bornstein, R. F. (2016). Beyond passivity: Dependency as a risk factor for intimate partner violence. *Personality and mental health*, 10(1) 12-21.

Kane, F. A., & Bornstein, R. F. (2018). Unhealthy dependency in victims and perpetrators of child maltreatment: A meta-analytic review. *Journal of clinical psychology*, 12(1), 30-39.

Posters:

Kane, F. A., & Bornstein, R. F. (2015). Dependency as a risk factor for intimate partner violence: A meta-analytic review. Paper presented at the annual meeting of the American Psychological Association, Toronto, Canada; August 6.

- Recipient of Division 12 Society of Clinical Psychology Student Poster Award

Kane, F.A. & Bornstein, R.F. (2016). Interpersonal Dependency in Child Abuse Perpetrators and Victims: A Meta-Analytic Review. Paper presented at the annual meeting of the Society for Personality Assessment, Chicago, IL; 15 March

- Recipient of the First Place Poster Award, Thursday Evening Session

Kane, F.A. & Bornstein, R.F. (2017) Interpersonal Dependency and Therapeutic Outcome: Differential Effects on Psychodynamic, Cognitive, and Pharmacological Interventions. Paper presented at the annual meeting of the Society for Personality Assessment, San Francisco, CA; 16 March

Kane, F.A, Lehr, G., & Conigliaro, A (2018). Words for Feelings: A Meta Analysis of the Relationship Between Alexithymia and Autism. Paper presented the annual meeting of the Association of Psychological Science, San Francisco, CA; May 29th .

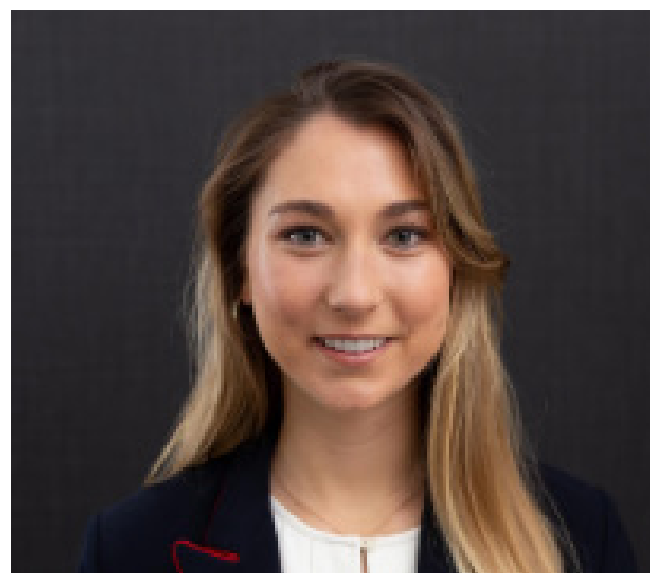
Kane, F.A, Lehr, G., & Conigliaro, A (2018). Mindfulness Skills for College Students with Autism Spectrum Disorder: A Pilot Study. Paper presented the annual meeting of the Association of Psychological Science, San Francisco, CA; May 29th .

Kane, F.A., and Bornstein, R.F. (2019). The Needy Patient: Dependent Patients in Psychodynamic, Cognitive, and Pharmacological

Interventions. Paper presented at the Division 39 Annual Meeting, Philadelphia, PA; April 6th

Winner of the Division 39 Research Award

Kane, F.A, Homburger, E., and Prisco, R. (2019) Autism and Personality: Myers-Brigg Personality Typology in a Population of College Students with Autism Spectrum Disorder. Paper to be presented at the annual meeting of the Association for Psychological Sciences, Washington, D.C., May 24th .



Taylor Groth received an Honorable Mention. She has published one peer reviewed (award winning) paper and presented at two conferences. Her interests include suicidality and eating disorders. She has done her work under the supervision of Dr. Mark Hilsenroth.

Here is a list of Taylor's output since she has been at Derner:

Peer Reviewed Journal Article:

Groth, T., & Boccio, D. E. (2018). Psychologists' Willingness to Provide Services to Individuals at Risk of Suicide. *Suicide and Life-Threatening*

Behavior. Published Online 8/8/2018, <https://doi.org/10.1111/sltb.12501>

This paper won the APA Division 29 Mathilda B. Canter Education and Training Student Paper Award (2018).

Presentations:

Groth, T., & Boccio, D. E. (2018, March). Psychologists' Willingness to Provide Services to Individuals at Risk of Suicide. Poster presented at the 51st annual meeting of the American Association of Suicidology Conference, Washington, DC. Groth, T., & Hilsenroth, M. (2019, June).

Psychotherapy Techniques Related to Therapist Alliance Among Adolescents with Eating Disorders: The Utility of Integration. Paper to be presented at the 35th annual meeting of the Society for the Exploration of Psychotherapy Integration meeting, Lisbon, Portugal.

Please join us in congratulating these highly accomplished students on their excellence in scholarship!

INTERNSHIP RESULTS 2020

100% MATCHED

Akiva Goldschien - William Alanson White Institute and The Village Institute
Andrea Keffer - Ohio University Counseling and Psychological Services
Benjamin Warach - Columbia University Irving Medical Center/NewYork-Presbyterian Hospital
Chloe Pagano-Stalzer - University of Texas Health at San Antonio - Forensic Track
Esther Streicher - Child Guidance Center
Fallon Kane - Nassau University Medical Center
Joshua Pearl - Columbia University Irving Medical Center/NewYork-Presbyterian Hospital
Julian Rapaport - Nassau University Medical Center
Kimberly Otero - Mt. Sinai Services/Elmhurst Hospital Center
Natassia Bindon - Georgia Tech Counseling Center
Nicholette Lewis - Woodhull Medical Center
Patrick Mele - SUNY Westbury's Counseling Center
Sara Schapiro - New York University Medical Center/ Rusk Institute
Taylor Groth - New York University Medical Center/ Rusk Institute
Veronica Ozog - Los Angeles County Psychology Internship in Corrections

STUDENT AND FACULTY PUBLICATIONS AND ACCOMPLISHMENTS THROUGH FALL SEMESTER 2019

Barzilay, S., Yaseen, Z. S., Hawes, M., Gorman, B., Altman, R., Foster, A., & Galynker, I. (2018). Emotional responses to suicidal Patients: Factor structure, construct, and Predictive Validity of the Therapist response Questionnaire-suicide Form. *Frontiers in psychiatry*, 9, 104.

Bloch-Elkouby, S., Eubanks, C. F., Knopf, L., Gorman, B. S., & Muran, J. C. (2019). The Difficult Task of Assessing and Interpreting Treatment Deterioration: An Evidence-Based Case Study. *Frontiers in psychology*, 10.

Boccio, D.E. (2019, October). Dealing with administrative pressure to practice unethically. Workshop presented at the Annual Conference of the New York Association of School Psychologists (NYASP), Syracuse, NY.

Boccio, D.E. (2019, October). School-based suicide risk assessment, intervention, prevention, and postvention. Workshop presented at the Annual Conference of the New York Association of School Psychologists (NYASP), Syracuse, NY.

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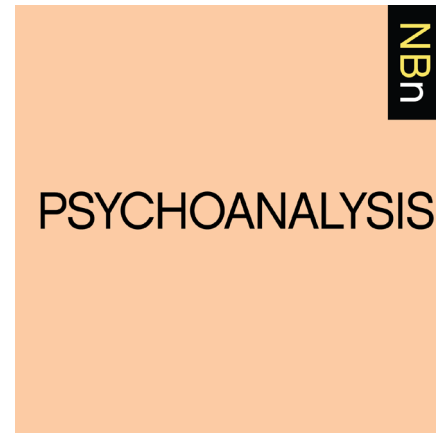
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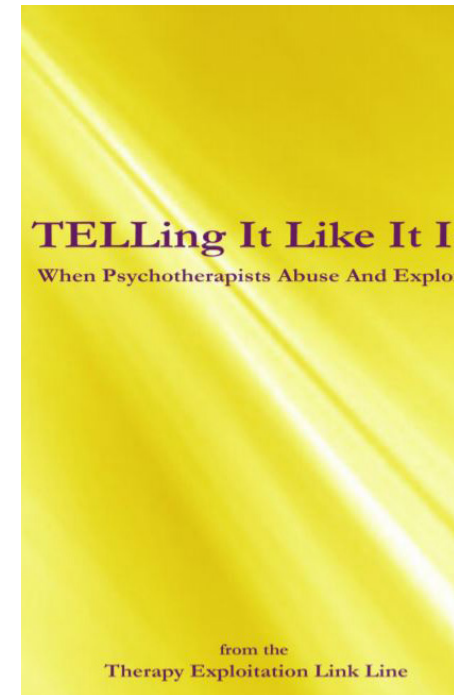
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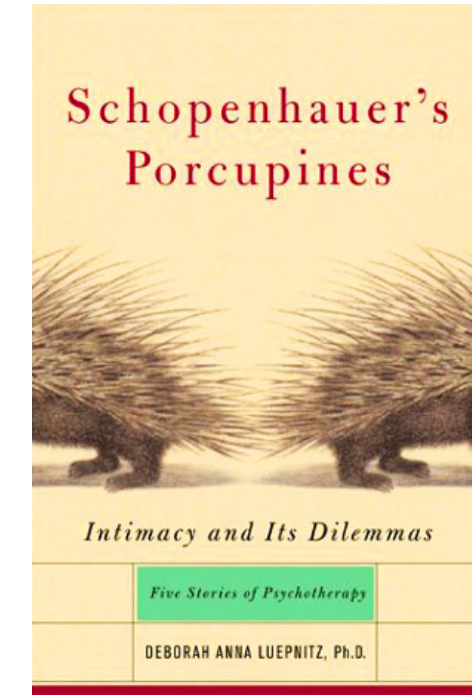
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