

DAY RESIDUE

THE DERNER SCHOOL

ADELPHI
UNIVERSITY



Hi everyone!

Welcome to the 2023-2024 edition of the Day Residue, my first as Program Director. I hope this academic year was a good one for you. First and foremost, I wanted to thank all of our students, faculty and staff for their support as I figured things out this year and, of course, to the Day Residue writers for their hard work in writing some great articles. I hope you'll find the pieces within to be insightful, humorous, and witty.

Enjoy!

Michael Moore [he/him/his]

Associate Professor

Director of the Clinical Psychology Ph.D. Program

IN THIS ISSUE

Selected essays

Selected poems

Dream Interpretation

Interviews with faculty,
alumni, and community
psychologists

Retirement
announcement

In memoriam
announcement

Day Residue 2024

The Derner School PhD Newsletter
Adelphi University

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Metamorphosis of the Psyche	2
Free Association to Your Predoctoral Self	4
The Fantasy of Therapy	6
Melancholy	8
Selected Rorschach Found Poems	9
Dear Dream Interpreter	10
An Interview with Derner Alum, Dr. June Lee Kwon, Ph.D.	16
An Interview with Dr. Jamieson Webster, Ph.D.	
on Language, Breathing, and Community	20
An Interview with Dean Dr. J. Christopher Muran, Ph.D.	23
An Interview with Dr. Jerry Gold, Ph.D.	26
Dr. Naomi Rucker, Ph.D. Memoriam	34
Dr. Naomi Rucker and Dr. Karen Lombardi Book	
Announcement	35
Celebrating Dr. Karen Lombardi's Career	36
Student / Faculty Accomplishments	37

Research Study through Gordon F. Derner School of Psychology

Metamorphosis of the Psyche

A Reflection on the Evolution of Clinical Psychologists-in-Training

By: Dr. Sigmund Fraud

Introduction:

As the year draws to a close, it is an opportune moment for aspiring clinical psychologists to reflect on their transformative journey within the realm of academia. This groundbreaking study aims to explore the curious metamorphosis experienced by aspiring clinical psychologists during their doctoral studies. Employing a blend of observational wit and anecdotal evidence, this research dissects the comical complexities, unexpected discoveries, and inherent limitations encountered along the path from “civilian” (Mendelsohn, 1971) to professional mind-reader.

Aims:

The pursuit of a clinical psychology PhD is not solely an academic endeavor but also a profound personal odyssey that requires many comfortable and highly contested couches that uncovers deep-seated neurotic tendencies. Nocturnal beer-swilling and early-morning dashes to the LIRR make for a soulful sojourn that reshapes one's psyche (hopefully, for the better). This exposé navigates the convoluted terrains of the academic psyche, unraveling the idiosyncratic layers of self-awareness and growth amidst academic theories and clinical practice. This study aims to celebrate the resilience and personal growth of clinical psychology students, offering insight, inspiration, and proper warning for both current students and those considering embarking on such a journey. This serves as a therapeutic dialogue, inviting students to explore the recesses of their evolving personalities and professional personas.

Method:

The data collection method for this highly scientific analysis involved extensive participation in the daily lives of clinical psychology PhD applicants.

Observations were made during ambiguous group interviews where participants remained blind to the nature of the study. Individuals whose egos remained intact throughout recruitment were randomly assigned to research groups. Each of the research groups were closely observed through hours of tedious GAships, which included sending emails, receiving emails, forwarding emails, and helping paranoid septuagenarians to access their emails, especially those from panicked students convinced that the fate of the universe hinges on their access to Moodle. Additionally, at the end of each research phase, a covert survey was conducted where respondents anonymously divulged their most bizarre academic superstitions, sleep-deprived delusions of grandeur, and ritualistic sacrifices made at the altar of research. These surveys were continuously accentuated as important in predicting who continues to remain part of this study.

Results:

The results suggest a significant correlation between the intake of caffeine and an exponential increase in elaborate procrastination techniques. Moreover, an unexpected discovery emerged: a positive correlation between the proximity of submission deadlines and the sudden obsession



with rearranging bookshelves. Participants exhibited a marked dependence on research mentors, oscillating between reverence and revenge. Results indicate that aggressive feelings abound and that sex does cure boredom – especially during online lectures. Psychodiagnostic testing emerged as an enigmatic art form, akin to deciphering hieroglyphics in a funhouse mirror. The dominance of SFB continued as an impenetrable force in program curriculum and affairs. Lastly, the not-so-nonexistent hierarchy that miraculously materializes when students summon the Student Advisory Committee (SAC) genie kept everyone stumped – faculty and students alike.

Discussion:

Interpreting these results warrants a cautious blend of laughter and introspection. The apparent reliance on caffeinated mixtures appears to fuel a unique blend of creativity and hysteria. The spontaneous obsession with rearranging bookshelves seems to serve as a coping mechanism during peak stress periods, possibly demonstrating a subconscious need for control amidst academic chaos. These findings corroborate prior research, as articulated by Mendelsohn (2020), suggesting that “before you can start writing an essay, you have to carefully rearrange everything on your desk.” However, it is crucial to note that these findings are subject to the participants' self-reported humor and sarcasm levels while squabbling over stale brownies in the lounge, which might skew the data toward delightful exaggeration.

Delving into the high-stakes world of psychodiagnostic testing, interpreting inkblots becomes an exercise in divination. Students navigate the murky waters of psychological assessments, wondering if Rorschach himself might offer more straightforward answers. Psychodiagnostic testing looms like a puzzling

riddle, and SFB wields an unseen, yet unquestionable, omnipotence.

Limitations:

As with any groundbreaking research, this study is not without limitations. The sample size consisted primarily of sleep-deprived individuals frequenting the student lounge, potentially biasing the results towards a peculiar subset of the population. Moreover, the self-reported data might have been influenced by a tendency to showcase one's wit, potentially embellishing the experiences for entertainment value. Additionally, the researcher's inability to resist joining in the quirks and idiosyncrasies of the participants might have introduced an inadvertent bias, although it did result in some excellent coffee breaks.

This research is limited by its satirical approach, potentially masking underlying serious challenges well beyond the scope of this study. The study's reliance on humor and students' vulnerable hierarchal positions, might overshadow genuine concerns within the program. The self-reported nature of data collection could have been influenced by participants' inclination toward comedic exaggeration, possibly skewing the findings.

Conclusion:

In summary, this research unveils the humorous underbelly of the clinical psychology doctoral journey, shedding light on the peculiarities, absurdities, and occasional brilliance inherent in the pursuit of academic enlightenment. It showcases the blend of frustration and humor experienced by both faculty and students in their quest for academic success. While the limitations caution against drawing concrete conclusions, it serves as a delightful reminder that amidst the scholarly rigors, laughter is indeed the best therapy.

Written by: Yocheved Rabinowitz

Free Association to Your Predoctoral Self



Thank you, Taylor Van Zile (graduated 2017), Joshua U Pearl (graduated 2021), and Carolida Steiner (graduated 1977) for sharing your associations!

Compiled by: Yocheved Rabinowitz

Q: What's your secret recipe for staying sane during the doctoral rollercoaster?

TZ: Working out and meditating. I didn't have much time between work and school, but those two things kept me sane. Also, NASCAR and WWE. If you ever need alone time, just tell your friends/family you are watching NASCAR. It will buy you 5-6 hours of sweet, precious quiet time.

JP: I'm not sure I had one— maybe that was the problem. Oddly enough, I've actually written elsewhere that my doctorate cost me, among other things, all of my sanity. If I was able to conserve any of it, it's because of the support I got from my cohort.

CS: I had lots of support. It came from Gordon Demer himself, from some of my teachers, from my own classmates and students in other classes, from family and friends outside Adelphi, and from my therapist. When I was uncertain or upset, there was always someone with whom I could talk! In 2022, my classmates and I celebrated 50 years since we started the program.

Q: If you could give your dissertation journey a movie title, what would it be?

JP: Two hundred thousand keystrokes to eternity

CS: The movie title would be "A Long Hard Climb". We didn't have computers in the 1970s. That meant travelling to libraries in New York City to learn what research already existed on my dissertation topic. Doing the dissertation nowadays is still a long hard climb, but the ubiquity of computers makes that climb a bit easier.

Q: If you could go back in time and give your pre-doctoral self a piece of advice, what would it

be?

TZ: Don't take yourself so seriously. This is important work and will give you a meaningful career, though other aspects of your life will ultimately feel more rewarding. Hold grad school lightly and don't neglect your life outside of school.

JP: My young, enthusiastic, slightly naïve, full-of-ideas pre-doctoral self might do just as well without my advice. But I think if I had one piece of advice it would be this— try a little less hard, spend more time on outside interests, and just worry about getting passing grades. Then again, would someone with that mindset become a doctoral student to begin with?

CS: At age 16, I knew I wanted to be a psychologist and work with children. Whatever happened afterwards, I refused to give up. After a year in which applications to doctoral programs were rejected, I applied to different schools the following year, Adelphi among them. Once at Adelphi, I happily accepted the life of a struggling graduate student. This was easy because a lot of us were struggling graduate students. I will spare the busy reader more examples. My advice is pretty straight forward: Don't Give Up!

Q: If you could have one superhero ability to make the doctoral journey easier, what would it be?

TZ: Not needing to sleep.

JP: Maybe the ability to somehow store un-needed quantities of sleep for later use.

Q: What's the juiciest or funniest academic-related story from your doctoral days that you can share without getting anyone in trouble?

TZ: We had a bottle of Vodka hidden in the drop ceiling for when we needed it. And boy, did we need it. (It may even still be there)

JP: I remember that when I was bored in class, I would sometimes try to write down the names of all fifty states. Usually tapped out in the high forties.

Q: If your Ph.D. were a crystal ball, what hilarious predictions would it make about your future?

JP: You will abandon me in five years for a career as a TV talk-show host. You will replace me with another PhD in Japanese literature.

Q: What is your fantasy of a current Derner student?

TZ: A ChatGPT Bot

JP: God, I have no idea. I suppose they must be about how I was seven or eight years ago.

Burning with enthusiasm and ambition and eagerness to learn. In my imagination, they are young, carefree twenty-somethings deliriously prancing across dream-like fields of lavender amidst peals of laughter and the chirping of birds.

CS: For several years, I've had the good fortune of working with current doctoral students on "Day Residue". There's no need for fantasy. They're an impressive group. Getting to know them—even remotely—has been a pleasure.

Q: What are your wishes for future generations of Derner students?

TZ: That you keep the importance of psychodynamic/psychoanalytic psychotherapy alive and well in the public sector and spread its importance beyond New York. Oh, and also happiness, good fortune, blah blah blah.

JP: Happiness, fulfillment, and success, beyond measure.

Q: What was the first thing you did upon completion / graduation of the doctoral program?

TZ: The most exciting, amazing thing I have ever done in my entire life. Seriously, when you hear this, you will be like: REALLY!? THAT'S POSSIBLE?! WOW! I can't wait to graduate! Post-Doctoral Training. Literally rode my motorcycle from graduation to Pittsburgh to start the next day. Oh yeah, then license prep. Of yeah, then more training at my first job.

JP: I think I went out for brunch and ordered an nice thick stack of pancakes.

CS: It's more than 40 years since I graduated. If I don't remember some details, I hope the reader will excuse me. I do remember the warmth and genuineness of the hug I got from Gordon Derner when he gave me my diploma. To this day, I am thankful for the class he taught on Ethics. It prepared me to be a psychologist in the real world. I hope he knows that, thanks to his straightforwardness, I never forgot the need to keep in mind the needs of the very real people who came to me for help.

The Fantasy of Therapy: Musings on the Hulu show “The Patient”

Spoiler alert

By Elyse Blake

In the 2022 Hulu television series, “The Patient,” psychologist Dr. Alan Strauss (Steve Carell) meets with a new patient, Sam Fortner (Domhnall Gleeson) who would become *the patient*. After only a couple sessions, the patient decides to take the treatment into his own hands. He kidnaps his therapist and brings him to his basement where Dr. Strauss wakes up chained to the floor with a terrifying combination of furniture in the room indicating his stay in the basement would be a prolonged one. The patient explains that he needs more help than the other patients. He feels unique in his suffering and therefore justified in his actions.

Sam’s true presenting problem is revealed: he has an overwhelming urge to murder those who slight him and badly wants to be cured of this deadly affliction. Sam

takes what other patients might safely leave in the realm of fantasy—murderous revenge and the imagined, undivided attention of his therapist—and collapses the possibility that fantasy provides by realizing them in a hellish reality.

Dr. Strauss tries to explain that these are not the conditions under which therapy can be conducted, namely due to his feeling of imminent danger interfering with his ability to be effective. The patient is adamant when he states, “The chain is on your leg, not on your mouth. I pictured this with you chained to the floor.” Dr. Strauss is left to fawn for his life. Perhaps if he could cure this patient, he would survive. This new environment establishes a bizarre treatment frame for the remainder of the show.

The frame of the therapy, originally set in the home of Dr. Strauss, is copied by the patient in his basement with some additions. Besides the two

chairs facing one another, Sam has chained Dr. Strauss to the floor allowing only a short radius of mobility about the room. There’s a bed, bedpan, jug for urine, and a lamp. The chain creates a visual paradox where he is three feet from a set of sliding glass door but is powerless to leave.



Who has not felt limited, and frustrated, by their patient’s lack of insight or willingness to be open to the therapist’s exploratory movements? Not only does it thwart Dr. Strauss’ attempts to move with his patient, but the chain also represents a nonverbal communication between patient and therapist, sometimes referred to as counter transference. Dr. Strauss experiences Sam’s helplessness and inability to escape his murderous urges as Dr. Strauss, himself, begins to fantasize about killing Sam. The basement-turned-consulting-room represents a kind of copy of the therapeutic environment as it is imagined through the patient’s

eyes. Sam literalizes the fantasy that he should be the only patient by removing Dr. Strauss from his home and practice. Throughout the season, Sam adds more props to make the consulting room feel more authentic: tissues, a couch, a white noise machine. Yet, each of these additions is perverted. The couch is a pathetic attempt to appease Dr. Strauss. Tissues are for the therapist and not the patient. The white noise machine, which usually provides a protective sound barrier, is added to prevent communication between Dr. Strauss and another hostage held in the next room. When the hostage learns that Dr. Strauss has his hands free and that only his ankle is chained, he remarks, “God, he [Sam] really trusts you.”

Sam's omnipotent fantasy of therapy continues to dictate reality. When he kills the hostage in front of the therapist, what could it be other than an enactment? Sam demands, "You need to fix me!" and expresses disappointment about the therapy not working quickly enough, which is a common sentiment shared by other patients in treatment. Unfortunately, his threat to fire Dr. Strauss also contains the homicidal implication not only for Dr. Strauss but also the poor, unsuspecting high school counselor on whom Sam has set his sights as his next therapist.

At this point, you may be wondering, "Where is the mother in all of this?" The mother looms large in the consulting room, as in other treatments, but the difference is that Sam's mother literally hovers above the session in other parts of the house. Sam reveals a childhood characterized by domestic violence and eventual abandonment by his father. Dr. Strauss interprets Sam's rage towards those unsuspecting souls who would dare cut him off in traffic or make a demeaning comment on the job as misdirected aggression meant for his father. When we offer an interpretation, it can be a risk on the best of days; however, Sam's ability to symbolize is not there. Sam hears this interpretation and thinks Dr. Strauss is suggesting that he kill his father, a literalization of the Oedipal fantasy. The egregious nature of the physical abuse becomes an easy target for exploration, but what is most intolerable for Sam, though, is his unconscious anger towards his mother for not protecting him from his father. She continues to fail to protect Sam, now from himself, by colluding with Sam's symptoms and refusing to free Dr. Strauss. Sam

is unmoved by Dr. Strauss' attempts to make meaningful connections between Sam's childhood and his current predicament. With a sense of desperation, Dr. Strauss switches to cognitive behavioral interventions like thought stopping, distraction, and urge surfing. These work only to delay the inevitable.

Although there are many other aspects of this show that are worthy of exploration, they remain beyond the scope of this essay. For instance, Dr. Strauss seeks consultation with his deceased supervisor. Dr. Strauss's identity as Jewish is an important part of his character with many memories of his wife working as a cantor in their synagogue interwoven throughout the show. He reflects on his strained relationship with his own son and wants to make amends. He dreams frequently of surviving the conditions of Auschwitz—a wish fulfillment for his own present-day survival.

By no means was it a perfect show. Does such a thing exist? Instead, "The Patient" poses an important question regarding the role of fantasy of the therapy process itself. Although Sam admires Dr. Strauss' work, it was not enough to save Dr. Strauss, and by extension, Sam. In his attempt to control everything about his treatment, he thwarted any possibility for therapeutic work to occur. In fact, Sam enters therapy assuming he knows what is needed—his therapist's undivided attention; however, he lost sight of one of the most important parts of therapy—the ability to symbolize and make meaning with someone else.

Melancholy

By Elyse Blake

An evergreen waving her arms,
Outstretched, sorta droopy,
Like it hasn't been a good day.
Can you help me?
Climb onto this ledge.

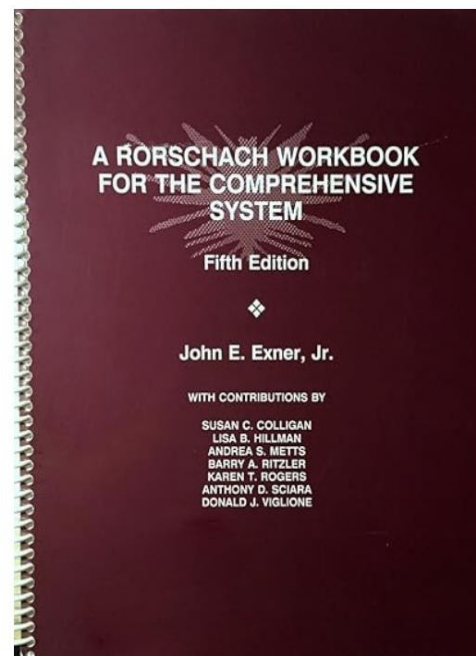
Pretty pretty pretty very pretty,
Different concentrations of grey,
Clouds are sometimes thick,
Rolling in laughter at something.

Blood don't need to take no shape,
It can take any shape it wants when it comes out,
Like a blot of lipstick,
A piece of blue velvet.
It's like if you hurt yourself and begin to heal.

Pretty pretty heavy pretty,
A fir tree with little hands on the ends of
branches, Now they're arguing about something.
It just looks like a terrible feeling.

Reflecting on the process:

Looking through the Exner manual, *A Rorschach workbook for the comprehensive system*, I developed this found poem. While flipping through the pages a scene of melancholy emerged in the form of the poem to the left. Everything is represented in the sequence that it appears in the manual except for the fourth stanza where the lines were reordered to enhance the flow of the poem. Again, I am amazed by the creativity of the responses found within the spiral bound manual.



Selected Rorschach Found Poems

By Elena Petrovska

These poems were crafted from sentences found verbatim in the Exner Rorschach Workbook, featuring verses created from special content characteristics, special scores, and the redundancy sections. While asking others, "What might that be?" we must also ask ourselves what we see in the Rorschach workbook. Language, too, can be a Rorschach of sorts.

Special Content Characteristics

An abstract painting that depicts the agony of life,
Two people holding hands, they're blue to symbolize their serenity.
Two people arguing about something; It looks like a bullet smashing through something.
A bird feeding her young.

Special Scores

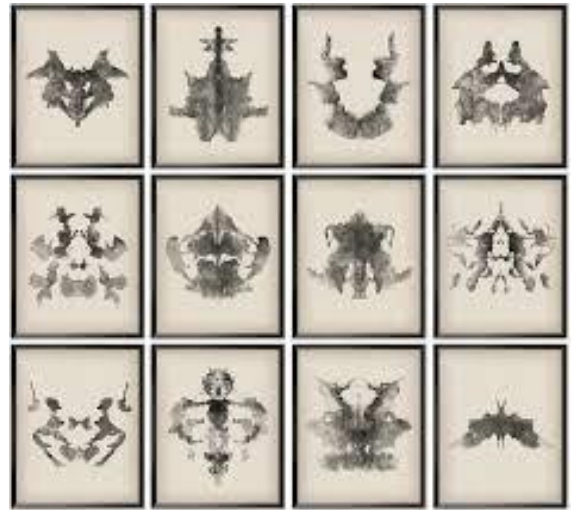
These are snakes in the Bible, from the garden of evil.
This blood is all *smushy*;
A vagina, *whoever made these was preoccupied*.
A marvelous penis *with wings*.

Redundancy

Involving the odd use of language In which the person identifies **twice** the nature Of the object(s) reported.

The *two twin* lips of a vagina.
It's empty, like a *hollow void*.
Like the *double two* balls on a pawnbroker's sign.

A *trio of three* people.
The *dead corpse* of a person.



“Dear Dream Interpreter” Column

For this column, fourth-year doctoral student Elena Petrovska invited current Derner students to submit their dreams anonymously. She then asked Derner alumni to respond to these dreams in a “Dear Abby” style. Here’s what we ended up with.



Dream 1:

"In my dream, I am applying to jobs which required letters of recommendation. I received one letter from a director that raved about my performance and then said in the last paragraph that they are concerned about my substance use problem. Wondering "what substance use problem?" I tried to think back to when they might have seen me intoxicated. Then I recall being late and drowsy one morning after attending a wild party the previous night. I woke up in sweats after that."



Response:

This is a very interesting letter. Rave reviews about your performance, but then a disconcerting door-knob comment about your alcohol problem. Clearly, this is a symbolic representation of your father, who always built you up only to tear you down. His belittlement of you has led you to secretly resent him, but he has always supported you just enough to forestall any satisfying retaliation. Your drunken escapades offer you a temporary respite from this paralyzing limbo state. They allow you to unleash some of your murderous impulses towards your father in fantasy while also sabotaging yourself so as to indirectly get back at him (by frustrating his hopes for you) and also punishing yourself for your own murderous impulses (by leaving your own life in a hopeless state of shambles). Your internal deliberation over whether to recall the incident represents your inner tension over whether to continue to repress this conflict in your unconscious or allow it to break through into consciousness. Ultimately, the fact that you did recall the incident and that you woke up in sweats means that the conflict is gaining force and will soon break through into consciousness, which means that we can expect a marked increase in neurotic symptoms over the coming weeks which will require an intensive course of psychoanalysis. I recommend that you abandon your job search for the next six months until your neurotic symptoms have been brought under control.

- Joshua Pearl

Dream 2:

"I had a dream that I was a castaway in the game show Survivor, which I happened to

watch during the days prior. I was for some reason off with my boyfriend, who was another player in the show, and other cast members noticed that we went off individually. Strangely we were in a public bathroom together despite being in a jungle scape. (Strategically, working in a tight pair is a sign of a threat to Survivor players).

Once we returned to the camp with the other players, one of my other allies in the game pulled me aside and told me she was no longer working with me. The dream flashed forward to the tribal council portion of the show, where my name was written down to be voted off by several others. Fortunately, another player had more votes and was booted off the show. I went up to my former allies and they explained they were hurt by my closeness with my boyfriend, and that's why I had my name written down. I was a bit sour, but the game progressed and the dream ended."



Response:

First off, it sounds like this dreamer needs a vacation. Perhaps a romantic getaway? I promise your friends and classmates won't vote you off the island for claiming a little time for yourself to rest and recharge...but perhaps they will be jealous? Although more likely than not they'll defend against those feelings and have dreams of their own in response. So go forth and enjoy your vacation guilt free!

- Yours, Wise Dream Interpreter (Stephanie)

Dream 3:

"I receive a text message from my parents that they will be spending the next 6 months in Shanghai. Shanghai, I think!

What are they thinking? They don't speak Chinese nor do they particularly like traveling. My sisters have decided to go as well. Suddenly, I'm at Newark Airport worrying, "how long will my commute be from Shanghai to Silver Hill?" Google maps says 18 hours. I feel quite overwhelmed."



Response:

Comparing this exercise to clinical dream interpretation reveals the challenges of this project. When we are working with dreams clinically, we (usually) know the dreamer and can tailor our reading of the dream to three domains of their experience: namely, their current conscious concerns ("day residue"), their long-standing intimate developmental struggles, and possibly veiled references to the therapist. In the present case, I know absolutely nothing about the dreamer, though for some reason I am convinced it is a woman who is a graduate student in psychology. Consequently, I know nothing at all about her current concerns, her long standing issues, and there is (obviously) no relationship that might be vaguely alluded to in the dream. And I cannot ask for associations to any of the actions or elements in the dream. So, whatever I come up with in finding meaning in this dream is likely to have as much to do with my own subjectivity as the dreamer's. Let's proceed, nonetheless.



In the text of the dream that has been provided to me, the dreamer is startled to learn that her entire family is temporarily leaving the country. And without even a moment of reflection, she finds herself at the airport about to fly to China to join them, but still plans to commute from China to Silver Hill, where [I am assuming] she is doing a clinical placement. We might say that the dreamer is clinging to her past, while simultaneously struggling to remain connected to her present and her future.

A few features of the dream catch my attention. (1) The dreamer doesn't say so, but clearly this temporary abandonment by her family has stirred up anxiety for her, perhaps inordinate anxiety for [here I am just guessing] a young adult in her mid or upper 20's. It seems more like the distress of a lost child, separated from her mom, dad, and sisters. Perhaps this presents us with a clue that developmental issues of separation and separation anxiety are at work. (2) Along the same lines, the dreamer took immediate steps to join her family overseas regardless of the impracticality of doing so. Once again, the urgency of being with her family comes across as extreme. (3) There is virtually no mention of the dreamer's emotional state, her motivations, and her actions.

For us to go any deeper into possible meanings conveyed by this dream requires a bit of "analytic license". Building on my idea that this is a grad student, training in any profession is a concrete step toward the assumption of adult roles, the attainment of

financial independence, and the development of a professional identity. All of these are steps affirming the dreamer's moving away from her family and establishing herself as an adult, autonomous and separate from her family of origin. But this wasn't a dream in which she suddenly realized that she had left her family behind, quite the contrary. While she was minding her own business, her family blithely took their leave from her. They're abandoning her and she's panicking about it. She's not leaving them, they're leaving her!

The dreamer doesn't take any responsibility in the dream. It is not *she* who has left her family behind, that was *their* doing. She somehow got to the airport in order to join her family in China without having actually *decided* to go there and is overwhelmed at the prospect of commuting to Silver Hill from China, a decision she is beholden to without actually having thought it through. There is so little evidence of the dreamer's intentionality that it occurs to me that removing any hint of her culpability is atheme here. It's not *her* fault there is distance between herself and the family.



It is as though the dreamer is saying: "We are separating not because of me, but because of YOU. I will do any ridiculous thing I have to in order to remain embedded in the family." Reading these themes into the dream inclines me to view this as a rapprochement dream. The rapprochement sub-phase of early childhood is inherently about ambivalence, or more precisely,

“ambitendency”. The young child has begun to move away from the total dependence on her mother and is exploring the world, but suddenly she turns around and reaches back to cling to the security of mother’s comforting embrace. There are similar processes at work in the development of an adult sense of self. In the present case, I wonder how smoothly the dreamer has moved through college and the beginning of graduate school. This dream confronted her with a rude awakening: namely, while she was busy scoring test protocols and preparing her dissertation proposal, her family had blithely carried on with their lives and left her. No! She will fly 18 hours in order to join them in Shanghai, something she *really* does not want to do...and then she will commute back to NY to attend her placement at Silver Hill. This is the sort of crazy stuff that only happens in dreams.

And just for the fun of it, to “shanghai” someone means to trick them into doing something they don’t want to do. She was shanghai-d into joining her family in China. Pretty crazy, right? Well, no worries, she will be in good hands at Silver Hill when she returns tomorrow.

- David Brand

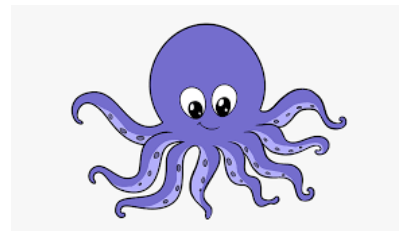
Dream 4:

"I dreamed that I was in my childhood home when there was an insistent knocking on the back door. I went to look through the glass and there was a giant cartoon octopus wearing a white apron and looking very angry at me. All I remember is that he yelled, "Do you eat sushi?!!!" at me through the glass before I woke up."



Response:

Most likely, the person who dreamed this dream went to sleep with indigestion, as represented by knocking from the back door. Here, the octopus refines our understanding of the guilt to being one regarding overconsumption of comic proportions. The octopus’s yelled reproach is the superego attacking the dreamer’s ego for eating guilt, bringing neurotic indigestion to the mind of the dreamer. The glass is a fantasy of protection from a harshly critical internal octopus that fails to deliver protection because it is transparent. The dream reveals that the dreamer eats to perpetuate self-loathing and not even a giant cartoon octopus makes that funny. So, to the dreamer: stop eating your guilt in the form of food, and perhaps for the next little while avoid seafood.



- Sincerely, Your Friendly Canadian Analyst (Michael)

Dream 5:

"I was showing my girlfriend my family's house in their country of origin. I took her to where my room was and where my closet was and there was a Nintendo 64

with a duck hunt game that was able to be turned on. There was a collection of family photos that was arranged almost as if in a shrine. In the office room of that same house. Someone in my cohort showed up and asked for help with their cell phone and we hooked it up to the TV screen where myself and my dad would try to help them. Then there is a transition to a party at a private practice office; the hosts offer 2 the guests office plants for adoption except for a specific bamboo plot plants that has been with the host for a long time. The party was a celebrity party and Pedro Pascal was there."



Response:

Reflecting on the dream reverberates a few themes for me.

There is a time that is the past and a place that is different then the place where the dreamer is and that is far away. It emerges in the first and last scenes. The dreamer takes his girlfriend to visit his family house, and the room he used to have while growing up in their country of origin. The theme of immigration and displacement is also revisited in the personal biography of the actor Pedro Pascal (a Chilean American actor, known for his roles in Game of Thrones and Narcos) whose family went back and forth between Chile and the US.

The theme of a secret/something in the closet also runs from the first scene in the parents' house to Pedro Pascal whose father,

who is a fertility doctor, was indicted in a fertility scandal for "switching of frozen embryos of women without their knowledge." The dreamer wants his girlfriend to know his family and possibly get a sense of his family's dark secrets.

Maybe the family had some ancestors who were famous (again, connecting to Pedro Pascal) whose pictures are arranged as if in ashtrine. Maybe it captures longing for them, for a past in another place, where things were "on a shrine". Adoption is a related theme with plants that are offered for adoption, though a very special maybe a "chosen" plant, the bamboo plant is not. The bamboo plant can ground the earth, connecting "things" people, plants etc. to the ground.



Father and son, or daughter (the dreamer) work together to help someone in the dreamer cohort with their cell phone, though their tech support is a bit strange and possibly inefficient, connecting the cell phone to the TV screen. Maybe there are high ambitions hiding somewhere, a wish to be on a shrine or on TV, or a celebrity though a concern that fame might expose some dark secrets.



The house they visit also contains offices, including psychotherapy private practice

offices, integrating family history, personal space and therapeutic spaces. Any other ideas, associations to the dream?

- Wise Analyst, Limor Kaufman

Dream 6:

"A friend of mine (a man) invited me (a woman) out for pizza at midnight because I have trouble falling asleep. I'm not particularly interested in him romantically, but I had a feeling he might be pursuing me in that way. While we were enjoying our midnight pizza, a gangster suddenly appeared, seeking "revenge" against my friend. I was completely taken aback by the situation, and before I knew it, the gangster had kidnapped me as a form of threat. My friend reassured me not to worry, and without offering any explanation, he heroically rescued me. In the heat of the moment, I ended up kissing him."

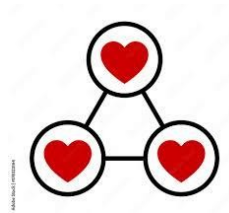


Response:

This dream is clearly a reenactment of your mother's tragic love triangle involving herself, your father and her gangsterish friend Paulie, who was involved in his family's shady business dealings. Your father, Doug, was a sad traveling salesman who lacked the spine to make anything significant of himself. Your mother belittled his masculinity, stirring up terribly conflicted feelings in you, as on the one

hand, you took pity on your father and loved him, but on the other hand, you agreed with your mother's belittlement of him and wished he would measure up to your friends' fathers, while simultaneously resenting your mother for making you resent your father.

The friend in whom you cannot quite muster a romantic interest is a representation of your father.



In your dream, you have reconjured a fond childhood memory of you and your father gently enjoying an evening at the local pizzeria where you saw the side of him that was never able to emerge in the presence of your domineering mother, while disguising the memory by replacing your father with your friend and transposing it to the present day. But suddenly the disguised reconjuring of the treasured memory is interrupted by the sudden appearance of the gangster and his kidnapping of you, which mirrors the way in which your mother's domineering belittlement of your father disrupted the harmony of your father-daughter relationship. But the part of you that sought to defend your father's virtues against your mother's attacks sets about restoring your father to some of the glory he was never quite able to reach in real life by having him rescue you, and rising up against your mother's, and society's, marginalization of him. In the heat of the moment, you passionately kiss him out of gratitude for his having become the father that you always wished he would be.

- Joshua (Pearl)s of Wisdom

An Interview with Derner Alum, Dr. June Lee Kwon, Ph.D.

In this interview, I had the pleasure of speaking with Dr. June Lee Kwon, a distinguished alumna of Derner. We delve into her transformative experiences at Derner, her transition to life beyond Derner, and her impactful involvement with The Foundation for Community Psychoanalysis.



June Lee Kwon is a clinical psychologist in private practice in New York City. She received her doctoral training in Adelphi University, and she is currently in training to become a psychoanalyst in New York University's Postdoctoral Program in Psychotherapy and Psychoanalysis. She is on the board of directors at The Foundation for Community Psychoanalysis, supervises and teaches at Greene Clinic, and supervises advanced doctoral students at Adelphi University.

She is an avid and experimental writer in the field of psychoanalysis. Some of her recent publications include "Good Night, See You Next Week," in Reading With Muriel Dimen/Writing With Muriel Dimen (Routledge, 2023) and "2020: The Innocence Is Black and Blue" in Psychoanalytic Explorations of What Women Want Today (Routledge, 2022).

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Elena Petrovsk: What are you currently reading?

June Lee Kwon: I've been reading *Americanah* by Chimamanda Ngozi Adichie; it's great.

EP: What is it about?

JLK: The writer is a Nigerian immigrant and so, the book centers on the Nigerian immigrant character, female, and it captures her life before coming to the US and coming to the US. The one thing I find brilliant about her, is that once that she immigrates, it's a bit of a love story. It discusses culture shock, a lot of her own perspectives about how race is considered in the US, and what she's getting used to. The writer shows what this woman observes in *Americanah*, which is what race does. There are such beautiful parts where she discusses her gaze of black America, and the difference she feels between them and her, and the way people

of color kind of take on the white gaze, and how that affects who they are. It's incredible.

EP: It does sound like an incredible read. In thinking about a place where I'm sure you did a lot of reading, I'm curious to hear about what your time at Derner was like?

JLK: I don't feel that I'm too far out of graduation. It's a pretty fresh memory to me, still. You know, I went through my own sort of visceral painful transformation through grad school. I came to the US at the age of 19 for college, and I went to Penn State, which is a university that's a very sheltered place. Racism was intense there, and it was a very white community. So, I experienced a fair share of that. But, it was nothing like coming to live in New York City, going to school on Long Island, and taking on a rigorous program. When I first started, I was the only student of color in my

cohort. At the time, I didn't have language to describe what I was experiencing there. I felt like a myriad of something called I guess, impostor syndrome. I really couldn't understand it at the time, like what was going through me, and it was really disorienting. Not only that- I also came right out of undergrad and Penn State education. So, Penn State to Adelphi. New York City was overwhelming. You experience America in Pennsylvania, but it's nothing like experiencing New York City.

EP: Long Island is also quite different from New York City.

JLK: We would alternate between New York City and Long Island in our training, and a lot of it was very overwhelming. I found it difficult to find peers who would understand where I'm coming from. I had a hard time understanding myself at the time. I really struggled. Eventually, I actually took a medical leave of absence, and that was compounded by my stress at the time. Also, I have some health issues, which is likely manifested by my stress. And I actually changed cohorts. The cohort I entered had one other Asian woman, and one black woman, and the cohort also was somewhat younger and bigger. I just immediately felt different. There was something very grounding about that. Feeling like I could open up and relate with people, even though we had a lot of differences. Also, I just took my time to get used to living in New York City. I got a lot of help, and it was good. Eventually, I started to do very well. Probably because I was very lucky with good supervisors and a good mentor. My research advisor was Bob Bornstein. He was such a good role model in many ways- he was really wonderful. And I had Steven Alter as a testing supervisor- he was great for me. He had a way of seeing what I'm good at and the uniqueness of me, and kind of just fostering that. Both of these people were incredibly patient. They had a way of finding my strengths and helping me with that.

EP: Your time at Derner was filled with various transitions.

JLK: Yeah, a lot. I mean, I was in my mid-20s, I was growing. I needed so much support. It isn't necessarily easy to get time and space in your

mind to appreciate the support, to get it. But I think I learned to get that through Derner. And I had great professors. Karen Lombardi, Michael O'Loughlin, Kirkland Vaughans- Derner had such a challenging and rigorous program, but also, really interesting people. I got through.

EP: What advice would you give to students of color at Derner?

JLK: I think it's so hard; on one hand, of course, I feel the impulse to say, open up, connect with people, get help. But I think that's actually very daunting. Especially when you're under so much pressure to keep up, to perform. There's so much risk that the student may be undertaking in the process and the attempt of opening up. But I really think it was worth making time to connect with other peers outside of school. Even if you feel like you're too burnt out to do that. When you feel that you're in a safe place, ask for help. I really don't think it's something someone can go through alone. I had great friends, who are like lifetime friends. I couldn't have done it without them.



EP: What was your transition to life after the program?

JLK: Interesting. You know, I was very lucky to find what I am good at during grad school. I had externship at IPTAR for two years. I think those are really great moments- when you find a main language. People who are doing things that you feel hopeful for like, 'you can do this,' 'you're good at this.' I remember, there was that moment after the first year of externship at IPTAR. I think some of the students were applying to get more competitive, you know, like more hours, more rigor, and I remember kind of contemplating that, like, do I stay, or do I apply for something that looks better on my CV? And

I think this was really the time for me, like really growing up within Derner and really feeling like, 'no, I'm good. I got this.' And I just chose to stay. And that was great. I had deeper contact with my training there. I got to think a lot about myself; learn about myself. Our field is so versatile and vast. I feel like it's totally okay to take your time after school to find your thing, your niche, but when you do, I think it's a wonderful feeling. And you really should go for that. So, I was very focused when I graduated, and was transitioning. I applied for NYU postdoctoral training while I was in internship; I didn't want to waste time. I remember reading one of Kirkland's interviews during grad school, and he said he did his analytic training at NYU, and I was like, 'I'm gonna go. I'm gonna do what he did.' Also, I don't think Jamieson Webster knows this about me, but she came to talk at IPTAR's externship, and I was so charmed. She was so brilliant, and I remember reading her bio, and I learned that she also went to analytic training pretty shortly after her grad school training, so I was like, 'this is what I'm gonna do. I'm gonna- I'm gonna just go for it.' I think it was a good decision for me. I did a postdoc and then I started analytic training. I couldn't find a way to continue analytic training without leaving my job and doing private practice, so I made that transition. But I realized I had very singular focus. And I spent a lot of time trying to get my health back because grad school was hard on my body.

EP: Speaking of psychoanalytic training, how is that experience similar to or different from training to be a psychologist?

JLK: You can do what you feel passionate about, and just that. So, in that sense, it's wonderful. This will really feel like it's just for you if this is what you want to do. You don't have to fit into some, you know, some mold, no APA or wherever. You've done your hard work, you have your degree; that's already established. This is really for your interest and the way you want to work with your patients; the way things speak to you. So, in that sense, it's amazing. And you know, your life is also opening up; you're kind of like getting out of this tunnel of like, you really can choose, even within analytic training. You can choose what speaks to you-

that's encouraged. There's freedom, control, agency. You meet people who think similarly as you. I think it also depends on which Institute you go to. Some institutes have more regimented curriculums, where a cohort takes the same classes at the same time, and I believe there are writing requirements and stuff. NYU Postdoc has a lot of freedom in terms of curriculum. You can pick and choose classes and your supervisor from a huge pool of people. You can really DIY and that really suited me.

EP: That sounds great. Another initiative that you're involved with is The Foundation for Community Psychoanalysis. Can you tell us a bit more about your work there?



JLK: The Foundation is a nonprofit organization. Our interest is in building a mutual aid between populations who were traditionally underserved, in terms of mental health and psychoanalysis. This means that there are many ways to go about this, but one thing that we really are trying to do is to give support to psychoanalysts who want to have connections with populations who are unable to afford psychoanalysis in the city. And this, you will feel even more once you graduate and go into a private practice world or even in any healthcare system. There's such a gap in what people can afford, what kind of treatment people can have, when people are bounded by public health care systems. USA healthcare is so privatized, which allows incredible diversity. I mean, it's exciting for us, like we can take risks, we can do things, we have freedom. But, it also creates a lot of class gap and quality of care. Everyone will find internship very heartbreaking, I think. So, there's real issue in that and I also think it really disadvantages psychoanalysis, because no matter how racially and culturally diverse the psychoanalysts become, if we don't work with patients who are lower class, patients who are racially diverse, patients who are culturally

diverse, psychoanalysis then becomes a compartmentalized culture within the field. And I think there's a real danger there. There's a risk of what psychoanalysis becomes then, which is just kind of this stagnant, separated thing. I feel very passionate about this. So, we are currently going to start the interview process soon to find emerging psychoanalysts who want to build a practice where they support a significant amount of underserved people. We want to give them financial support, supervision support, peer support. This is all actually something I wanted when I was starting private practice, and I had to learn that this is very hard to get, myself. We want to create that network of support for people.

EP: That sounds like incredible work. You also do some work at the Greene Clinic?

JLK: The Greene Clinic is great. It's a sliding scale clinic in Fort Greene, Brooklyn. I have minimal involvement with supervision and teaching, but when I do, it's wonderful. I teach a class on culture and system- my perspective on that- and I supervise a trainee.

EP: How do you like supervising?

JLK: I love supervising. I think it makes me a good clinician, and a good thinker. I learn so much from my supervisees. I love all the challenges that come with it. It's such a weird thing to teach what we do. It's very abstract and it's really challenging to help people think and also, help people find the way they think, but it's so rewarding. I always feel very rewarded at the end of the supervision when I see students really growing and I feel like the learning curve always takes off at the end. It's such a great feeling. Also, because of my experience at Derner, I find it very important that I supervise someone who

is a person of color, immigrants who understand what students of color may be going through more, or even white students who want to be open to this kind of experience. I find it very important. I got a lot of help from just having brief supervision from Kirkland Vaughans, and it was very meaningful.

EP: Amidst everything you do, you also love to write. Are you currently working on any projects right now?

JLK: Yeah. I don't write traditional psychoanalytic papers that are very lit-review based and theoretical, but I do find that my writings are building theories. Especially when I was younger, I found it very important that I write something where I don't explain where I come from, but I have readers feel what it's like to be foreign, what it's like to be a woman of color. I try not to write for a traditional white kind of gaze, where you end up explaining quite a bit, and you end up translating the certain immigrant experience to the language that the majority of people in the field can recognize and understand. I still feel that it's really important that I create theory that feels as if it's first person, very internal, and something that's just experiential, but at the same time, it gives people profound contact with the experience. I'm actually working on a follow up to my first paper, Home Is Where She Is- it's sort of auto-biographical, but it's a lot about Korean womanhood- my experience of it. I want to continue to write more about that gender and race intersection- the way people are fetishized and stereotyped in various ways- living with it. So, I'm working on more of the Korean womanhood. I hope you don't learn much, but you experience a lot.

An Interview with Dr. Jamieson Webster on Language, Breathing, and Community

In this conversation, I chat with Dr. Jamieson Webster, a renowned psychologist and psychoanalyst who is involved with The Foundation for Community Psychoanalysis.

Jamieson Webster is a clinical psychologist and psychoanalyst in private practice in New York where she works with children, adolescents, and adults. She teaches at The New School for Social Research and is on the board and faculty of Pulsion Institute for Psychoanalysis. She is also on the board of directors of The Foundation for Community Psychoanalysis, and a founding member of Das Unbehagen, an organization that explores psychoanalysis outside of an institutional or organizational framework.

She has written for Apology, The London Review of Books, The New York Review of Books, The New York Times, as well as, for many psychoanalytic publications. The Life and Death of Psychoanalysis, is published with Routledge (2011). Stay, Illusion!- written with Simon Critchley- is published with Pantheon Books (2013), Conversion Disorder is published with Columbia University Press (2018), and Disorganization and Sex is published with Divided Press (2022).



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Elena Petrovaska: What classes did you teach this semester?

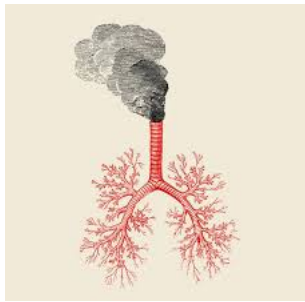
Jamieson Webster: I taught a class on language and psychoanalysis at the New School for Social Research, and I just finished a 10-week course at Pulsion for the second-year candidates, Lacanian Psychosomatics, which technically doesn't exist, so we had to make it up.



The language and psychoanalysis class was good- it was much harder than I expected. It's very hard to get an overview on the question of language and representation and the different elements of it. We started with Saussure and made our way through the Structuralists. And then to jokes in Freud and Lacan, and then to Lacan's theory of the symbolic and then eventually, discourse. I guess what surprised me at the end was that the whole question is exploded by basically the idea of drive, sexuality, enjoyment, and affect, because language can't contain it.

At a certain point, Lacan blames this for polluting the Earth. It's a very strange moment. We called it his Gaia moment, but the idea is that the letter litters; it has littered the Earth. And then, of course, we started to talk about psychosis a lot

at the end of the class, and what overwhelms the representational capacity to structure someone and orient them in the world. So, it's kind of depressing because the structuralist moment was really exciting. There's this incredible, utopian hope for the possibilities of language. I mean, even in the jokes, because jokes are the most social form of language for Freud and for Lacan. And then there's this moment in which it's pollution and psychic destruction. So, we kind of ended on a down note in the class.



And then it was exciting to work with the second-year candidates on the question of the Lacanian Psychosomatics. They've been learning from IPA analysts from the French psychosomatic school and my colleague, Loryn Hatch, and I tried to give them an orientation to the way that Lacan thinks about the body and how it appears in different clinical structures, whether it's hysteria or anxiety disorder, or hypochondria, or psychosis, or psychosomatic illness- any of those, all of them- we did all of them. Even perversion. So, I mean, it's complicated, because psychosomatics is a very particular thing for the French school, and for Lacan, whatever would be psychosomatic would transcend all of the categories.

EP: Tell me more about your work with The Foundation for Community Psychoanalysis.

JW: The Foundation for Community Psychoanalysis is just getting up and running. They just rented two floors of a building in downtown Brooklyn which are being remodeled and which will have offices for the fellows to see patients, group therapy rooms, and then a communal space- it'll be a library and an event space. I'm really excited about the possibilities for the use of this space by virtue of the grants

that we'll be giving out.

We'll be giving out \$10,000 grants to projects that want to further the mission of The Foundation, which is to help psychoanalysis reach audiences, clients, institutions that it otherwise hasn't been able to, especially with respect to people of color, people of different sexual orientations, and work with populations like psychosis, where there's not a lot of funding or long-term intensive treatment. Our goal is to figure out how to reach these communities and present psychoanalysis in a way that makes sense to them, and then also to begin to build projects. We want to privilege grants that want to use the space in particular and begin to work with the community in downtown Brooklyn.

For, example, one of the projects that I'm trying to help sponsor is a Maison Verte. Françoise Dolto ran them in France, centers for mothers and children under the age of five. She would have a place and she'd say, between the hours of 9 and 12, you can bring your child here and there will always be a psychoanalyst on staff that you can talk to- but you also don't have to- you can also just hang out, because being a mother to a young infant is incredibly difficult and very lonely, and you need a community. And she basically did that. She started with one and there ended up being 180 around France.

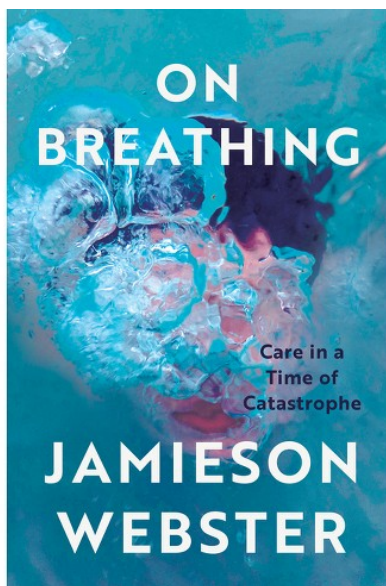


She changed parenting. I mean, she changed the way that they conceptualize raising children and parenting in France, which has a long tradition. It was very, very strict. It's not that it doesn't continue to be very structured, but she also put an understanding of what it means to speak to a child and what a child goes through in the early years. There's actually a very

popular book titled *Bringing Up Bébé*- a New York Times bestseller. It was about an American woman who went and lived in France and she was like, “why are their children so well behaved and why don’t they have ADHD?” So, she did this deep dive into French parenting, and she discovered Françoise Dolto’s mega-presence there. The equivalent would be Winnicott in England. Anyways, we don’t have anything like that. We had Dr. Spock at one point, and Selma Fraiberg wrote interesting books in an early period, but it would be nice to get something like that, that’s not you know, Tik Tok gentle parenting.

EP: I’d also love to hear about the new book that you have coming out.

JW: I have a book coming out on breathing.



EP: When does it come out?

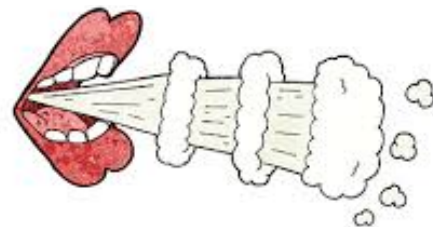
JW: They just moved it because of the election, I guess nobody wants to publish a book around the election. So, they moved it to March 2025. I worked as a palliative care psychologist during COVID, so some of the work started there because I wrote about it in *The New York Review of Books*. But it actually became much more wide-ranging than that- looking at asthma (to go along with the psychosomatic theme) and breathing therapies that are so popular today- and trying to kind of get underneath that. There’s also a whole history of psychoanalytic thought on breath that’s really quite interesting that

spans Fenichel’s idea of breathing as an early oral incorporation and all of this stuff on birth trauma, with Otto Rank and the fight with Freud, Wilhelm Reich’s idea of ‘orgasmic orgone’ and ‘weather control,’ which has a lot of breathing, diaphragmatic, spasming elements. So, there’s a really wild range of ways that psychoanalysis has treated breathing, but it stays this subterranean presence. Then, I also wanted to address how to think about climate change a bit. Not so much whether the climate is changing or not, but what it psychically means to confront the possibility that air will or could become a privilege at a certain point in time, like a scarce commodity. And questions about community and care, in the face of these kinds of threats.

EP: So, there’s this thread of community within all the work that you’ve been doing, whether it’s *The Foundation*, or *Pulsion*, or even your book on breathing.

JW: That’s true. Yeah, there’s a question of what kind of community is possible in situations that are so threatening and toxic...I don’t love that word, but yeah.

EP: We started with language and ended on breathing.



JW: Oh yeah! That’s where the book ends. I discuss breathing, anxiety, death, climate change, but I think at the end, the missing story with breathing is that the next iteration of it for the human being is speaking. We often dissociate them from each other, especially now with the trend towards lots of breathing therapies- like, why is the talking therapy falling by the wayside in all of this and why isn’t that an aspect of breathing?

EP: It’s like we’re regressing.

JW: Yes.

An Interview with Dr. J. Christopher Muran, Ph.D.

Dr. J. Christopher Muran Ph.D. assumed the role of Dean of Derner on August 7, 2023. Although this marks a new chapter in his career, he is no stranger to Derner, having served as the Associate Dean and Director of the Clinical Psychology Ph.D. program for 14 years.

The following interview will delve into Dr. Muran's journey to deanship, his vision as dean, and his aspirations for not only the Clinical Psychology Ph.D. program but also for the broader Derner community. Additionally, Clinical Psychology Ph.D. students had the chance to anonymously submit questions for the dean, and some of these are addressed in the interview below.

Can you tell me about your journey leading up to becoming the dean of Derner?

Delving into the trajectory that led him to assume the position of Dean of Derner, Dr. Muran unravels a rich narrative full of diverse experiences that have shaped his journey.

From his earliest days, Dr. Muran identifies himself as an introspective and pluralistic person, qualities he attributes to his upbringing. He acknowledges the profound influence of his family's legacy recognizing it as both a gift and a burden that has shaped his perspective on the world and now his approach to deanship.

Dr. Muran's academic pursuits mirrored his multifaceted nature, majoring in both English and Psychology, an experience that nurtured both his humanistic and scientific inclinations.

Influenced by his alma mater's association with Dr. B.F. Skinner, he adopted a behavioral approach to thinking. Later, during his post-doctoral studies, Dr. Muran found inspiration in the integrative perspective of his colleague, Dr. Jeremy Safran Ph.D. leading him to pursue psychoanalytic training at New York University, a hub for the relational movement.

Dr. Muran's integrative impulse continued into his professional career "I've never been comfortable doing just one thing, I resist single identities." Says Dr. Muran. He went from being a postdoc to being offered the position of director of psychotherapy research at Beth Israel Medical Center, now Mount Sinai. Five years later he was asked to be chief psychologist. He notes, "I was still a puppy". Dr. Muran navigated running a research program, overseeing all clinical and

training services for a major medical center as well as balancing his private practice. After holding these diverse responsibilities for two decades Dr. Muran found himself wanting something different, leading him to respond to the call for Associate Dean at the Gordon F. Derner School of Psychology where he also took on the role of director of the Ph.D. program.

Continuing to build his diverse set of experiences, in 2022 he took a sabbatical in Berlin a long-awaited "semester abroad" jokes Dr. Muran. A critical turning point presented itself during his time in Berlin, as Dr. Jacques Barber prepared to step down from his position as dean. Dr. Muran was confronted with two choices, whether to remain solely a professor or to pursue the position of dean. Dr. Muran opted to throw his hat in the ring, ultimately becoming the dean of the Gordon F. Derner School of Psychology.

In retrospect, Dr. Muran found synergy within his diverse roles, each enriching and informing one another guiding him to embrace the multifaceted challenges of his new role.

What initiatives have you introduced, or do you wish to introduce during your tenure as dean?

When asked about what he has implemented as dean, Dr. Muran sheds light on his team- oriented approach, a quality he attributes to both his background in sports as well as his way of working at Mt. Sinai. His team approach has resulted in the implementation of a highly collaborative dean's office comprised of four people. Dr. Muran notes there are no unilateral decisions; instead, the office operates by pooling their diverse expertise to shape the program's success.

Additionally, reinforced by this spirit of teamwork and in unison with the program's expansion and inclination towards integration and pluralism, Dr. Muran has promoted cross-fertilization across programs. He passionately advocates for faculty members to teach across programs as he believes these varying programs can inform and shape one another.

However, Dr. Muran's vision extends beyond administrative restructuring. His present goal is to consolidate Derner under one roof, rather than the current fragmented setup across multiple buildings. Dr. Muran emphasizes that this consolidation is no small matter as it has the potential to foster a cohesive sense of community and culture within the program.

As you take on the role of dean, what are your initial impressions of our institution's strengths?

Dr. Muran notes that he feels like "The Ph.D. program, for example, is now in a place that is really exciting." Because he believes it is continuing to move towards true theoretical integration. He highlights Derner's unique position in the academic landscape, standing out as one of the few programs in the country to embrace such a comprehensive approach. Rather than settling for token representations, Dr. Muran emphasizes Derner's commitment to representation across varying traditions and disciplines providing the opportunity for increasingly sophisticated and nuanced discussions. To Dr. Muran, these nuanced discussions are a necessity in today's academic climate as he observes a growing pluralistic way of thinking among students. For Dr. Muran, integration goes beyond mere synthesis; it entails holding space for the contradictions that exist across perspectives.

As new dean, what are your initial impressions of Derner's Clinical Psychology Ph.D. Program's areas for growth?

When asked about his concerns regarding the Clinical Psychology Ph.D. program, overall Dr. Muran commends its current trajectory, however, his worries stem from the diminishing presence of psychoanalysis worldwide. In his view, it is imperative that Derner play a proactive role in preserving and strengthening psychoanalysis. He

emphasizes that this commitment is rooted not only in Derner's history and legacy but also in Derner's integrative vision.

However, he candidly discusses the challenges faced in recruiting new analysts who are scholars writing and publishing, noting the economic barriers that often deter analysts from pursuing academic roles.

What strategies do you believe are most effective in maintaining morale and motivation among students and faculty?

When asked about the strategies he deems most effective in fostering morale among the Derner community, Dr. Muran emphasizes open communication and candor. He believes in clearly explaining the reasons behind decisions to both faculty and students. Reflecting on his own upbringing and drawing inspiration from the leadership of his predecessor, Dr. Jacques Barber, Ph.D. he emphasizes the value of transparent dialogue in nurturing a supportive academic environment.

The following are anonymously submitted questions from Derner Clinical Psychology Ph.D. students.

What is most rewarding about being dean?

Dr. Muran shares that if anything is a rush to him it's creating collaboratively. For him, the most rewarding aspects of his role are the opportunity to innovate and the camaraderie that comes with it. He enjoys experiencing a shared vision that results in constructive collaboration, where contributors respect and care for one another. He emphasizes that "Collaborations are how you win."

How do you feel your background in creative writing impacts your career now?

Dr. Muran emphasizes the significance of his background in creative writing, viewing it as a core part of his identity. Again, reflecting on his upbringing, he describes his mother and grandmother as very artistic.

Conversely, he describes his father as decidedly practical. For Dr. Muran becoming a clinical

psychologist was a blend of these contrasting influences, a compromise formation between his creative and practical inclinations. He credits this creative impulse, along with the drive to satisfy it, for his success in psychotherapy research and, more recently, for his role as Dean of Derner.

Who is your favorite author or what's your favorite quote, and how does this relate to your deanship?

Dr. Muran draws inspiration from a diverse array of authors. He lists Ernest Hemingway, Thomas Hardy, and George Orwell as influential to the way he writes and Albert Camus as more ideational but still extremely influential to who he has become. When asked if he could share one quote with the Derner student body he shared one from the Carthaginian general Hannibal: "Either we will find a way, or we will make one."

How do you practice self-care?

In the world of psychology, where self-care is so emphasized, Dr. Muran finds it very personally important. Dr. Muran loves music, he ran his college radio show and since then it has formed an integral part of his life. He creates playlists for every individual project he undertakes.

Additionally, sports and physical activity are very important to him, he continues to play tennis and squash, and above all, he enjoys running while listening to music joking, he is in psychotherapeutic care while doing so.

If you could say anything to yourself as a graduate student what would you say?

If Dr. Muran could offer advice to his younger graduate student self, he would emphasize patience. He would say...

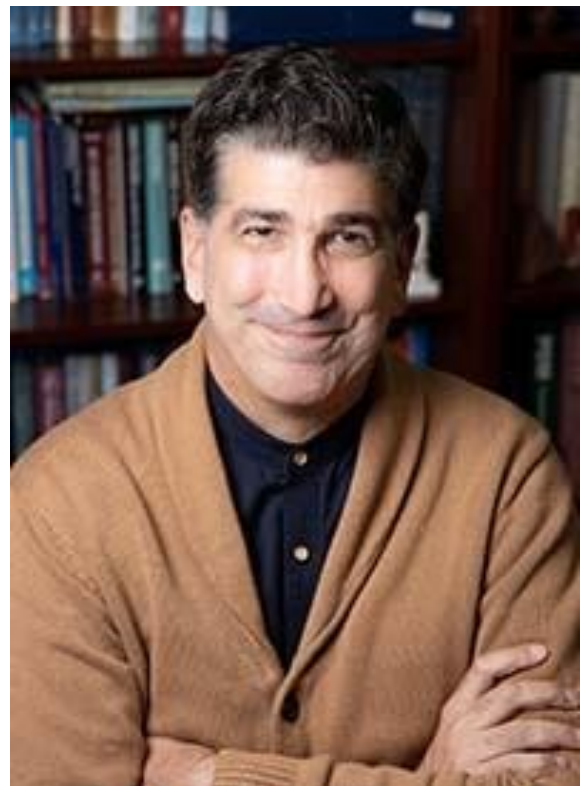
The journey is long, the journey is bumpy, there are a lot of lessons to be learned. You will fall and you will fail, and hopefully forward, you will fail forward, you will learn from those things, just have patience and faith in that.

He believes that this perspective could have eased moments of panic during his academic journey. However, he acknowledges that everyone's path is

unique, and these lessons are often best learned through personal experience.

Furthermore, he connects this statement to his deanship now. Dr. Muran often reminds himself and his staff to approach change methodically with patience and deliberation. "We're playing a long game" he affirms.

In closing, Dr. Muran's multifaceted history has uniquely positioned him to successfully serve as dean. His dedication to innovation, integration, transparency, collaboration, and maintaining a strong sense of community sets Derner to continue its legacy of academic excellence, psychoanalytic thought, and empirical research as the first university-based professional school of psychology.



An Interview with Dr. J. Jerold Gold, Ph.D.

The following interview with Jerry Gold, Ph.D., Professor Emeritus of Psychology was recorded on April 11, 2024. Dr. Gold discussed his career in psychology, years at Adelphi, and plans post-retirement from academia.

By: Jonela Kolasi

JK: Thank you so much for meeting with me today. To begin the interview, how did you initially become interested in the field of psychology/ psychotherapy?

JG: I think there were two sets of experiences that kind of dovetailed. One, probably the most important one, was that I was in therapy when I was 14. I can truthfully say that the experience saved my life, literally and figuratively. I think I wanted to be my therapist. I admired him and loved him and was usually grateful to him. I saw the professional life that he led. It was profoundly interesting to me and really sparked an interest.

At the same time, late 60's, early 70's, my mother was a psychiatric social worker. She founded and ran a day treatment center for chronically mentally ill people. At that time, without any HIPAA laws, things were a lot looser, and I think in some ways better. One day she asked if I could come in and help with an arts and crafts project that some of the patients were doing because the recreational therapist was not familiar with building model airplanes. I had spent hours as a kid building model airplanes. I came in and worked with these people who were suffering from severe illnesses but were well enough to stay out of the hospital, which was the whole point of the place, and it was amazing! I spent a good part of my high school and college experience volunteering and working there. The patients soon became interesting and quirky people to me rather than people with particular diagnoses. I think they opened up to me more than they opened up to a lot of the professionals because I was just a kid. I realized that I wanted to work in mental health in some way and this was the kind of work that I wanted to do.

Being the bookworm that I was, I just started to read everything I could get my hands on. My mother had this library at home of her own graduate school textbooks. Her program had

been very psychoanalytic, so I started to try to work my way through the psychoanalytic literature at about 16 or 17. It didn't make a hell of a lot of sense to me, but it was fascinating. One of the wonderful things about volunteering was that there were analysts who were working there at the time. There was a psychiatrist there in particular who decided to tutor me in the psychoanalytic stuff that I was reading, and we would have these conversations. I remember discussing Heinz Hartman's book, *Ego Psychology and the Problem of Adaptation*. It was a classic of ego psychology. We talked about Anna Freud's papers, and he also introduced me to Winnicott.

There were other psychologists who came in and out, who I would talk to, and they also recommended things to read. It was much more interesting than the sort of behavioral experimental psychology education I was getting at Queen's College at the time. That was it. I was doomed to be a psychologist.

JK: Did you ever consider following the path of social work?

JG: No.

JK: How come?

JG: Because I had seen what my mother's education was like. There's a lot in social work that's very important to being a social worker that has no relevance to mental health. Talking to the various people in the various professions, psychologists stand ahead of social workers economically. It's nice to be able to call yourself Doctor. I also debated about going to medical school. This was when applications to clinical psychology programs were at their peak. It was much harder to get into a Ph.D. program than it was to get into medical school. But the idea of studying all of that hard science and then having to get bloody and be around sick people all the

time... “No, thank you!” So clearly, clinical psychology was the only path that made sense to me.

JK: How did you end up at Adelphi as a student?

JG: Well, Adelphi had this great reputation and was psychoanalytically oriented, but I made a big mistake which luckily, I was able to get corrected. I applied to 12 or 15 places out of college, and I think I got accepted at three or four. I was on the waiting list at Adelphi, and I was accepted at another program which offered me a free ride for four years. And so, even though Adelphi might have been my first or second choice, I went with the money. I went to this program for a year and absolutely hated it. I looked around at some of the people who were hanging around there for eight or 10 or 12 years, looking like they were 100 years old because the program had just destroyed them, and I realized

“I can't do this. I'm never going to get through this place!” I reapplied to Adelphi and luckily got in the second time around.

JK: What was your experience like as a student in the Ph.D. program?

JG: I loved it! What could be better than studying exactly what you want to be studying? Being around faculty members who were enthusiastic about it and having a class of bright people who were interested in the same things. It's where I met my wife so, that was wonderful. It's where I made a lifetime connection with George Striker, who was my mentor. I remember not wanting to leave and somehow, I found my way back.

JK: How was working with George Stricker?

JG: He was great. Encouraging and supportive and demanding, in a reasonable way, and he was one of the pioneers of what became the whole psychotherapy integration movement, which coincided with my interests. He really became a mentor, a friend and a role model. And he played a very big part in my career for a very long time.

JK: What was your dissertation on?

JG: My dissertation was called *A Retrospective Study of the Behavior Therapy Experience*. George taught a class in clinical research, which was the springboard towards your dissertation, and part of the assignment was working up a proposal. The content of the course was focused very much on assessment and psychotherapy research. Psychotherapy research in 1976 was certainly not as sophisticated and advanced as it is now with the people on our faculty, such as Dr. Muran and Dr. Hilsenroth. But George presented a study by Hans Strupp, who was one of the pioneers of psychodynamic psychotherapy research. It was a retrospective study of patients' experience in psychodynamic therapy. I had had some experience doing behavior therapy in this previous program and had noticed that a lot was going on that wasn't supposed to be going on. Behavior that I would identify as resistance, defensiveness, transference, countertransference, and conflict. I tried to talk to some of the faculty who were behavioral, and they wanted no part of that. I tried to talk to some of the faculty who were psychodynamic, and they wanted no part of my discussing behavior therapy with them. So I thought, here's this study of psychodynamic psychotherapy from the patient's point of view, which still is a neglected area of psychotherapy research.

Nobody asks patients what it's like to be in therapy all that much. Why don't I ask people who are in behavior therapy and use Strupp's psychodynamic questionnaire and modify it to see if I could get at some of the things that I saw happening in these experiences that I'd had clinically. And so that's what I did. It turned out that the way that at least these patients—and there were a lot of them, there were 80 patients in that study—experience being in behavior therapy was nothing like the descriptions that behavior therapists were offering us. It was all about the relationship.

About being heard, being respected, about empathy and warmth—the kind of classic Rogerian things, and very little about technique.

This was happening while I was just starting to read things like Paul Wachtel's classic book on integration, and so it sort of dovetailed with what my interests were, and got me going in a direction.

JK: From the time of your graduation to your return to Derner, what are some of the most memorable moments in-between?

JG: I worked in hospitals after my internship for four years or so. I ran a college counseling center for a year after that and then I was on the faculty of two other doctoral programs for 15 or 16 years. One of my memorable moments was getting my book published. That was something both momentous and horrible at the same time. It taught me that I never wanted to write a book again.

JK: Do you want to say more about that?

JG: I think like a lot of people I hoped that there would be some kind of response to this book in some way. I never expected it to be a bestseller, but it just sort of disappeared after it was published. I know that some people bought it and read it, but it was like shouting into empty space. There was no real response to it and it was a huge amount of work.

JK: But it ended up in the Library of Congress.

JG: That's true—thank you for reminding me of that. Yes, I think it's a decent book; I'm proud of it, but response to it was disappointing. I've gotten more response from other things that I've written.

I was the chairman of two SEPI conferences and so really got to see how it worked from the inside and have an impact on the field. Those two things were, really, both very exciting. I took over the editorship of the *Journal of Psychotherapy Integration* at a time when it was about to disappear. I will brag a little bit and say that I rescued that journal, and it was acknowledged by the people at SEPI. One day I came home and

found a Federal express delivery of all the unreviewed manuscripts that had collected over four or five years sitting on my front steps, and it was basically the size of a small car. I methodically worked my way through all those back submissions and got out something like 14 issues in less than a year to catch the journal up to where it was supposed to be.

JK: That's impressive!

JG: It was quite a feat. I'm very glad because I know that the journal is still thriving today.

JK: What was your return at Adelphi like and your time here until you retired?

JG: My time at Adelphi has been very complex. My return to Adelphi was not what I would have expected—in a good way but very different. My two previous teaching jobs—one was at Ferkauf at Yeshiva, and the other was at LIU in Brooklyn—were purely doctoral level faculty positions. I was hired to be the chairman of the undergraduate program at Adelphi, which had recently been merged with Derner. Up until that point, the undergraduate program had been part of the College of Arts and Sciences. Derner had no undergraduate presence. There was a decision to pull the undergraduate program into Derner, and when they made a decision to hire a new chair, they were looking for somebody very specific, somebody who had experience chairing a program and was a psychoanalyst. It just so happens that while I was at LIU, even though I only taught doctoral students, I'd been the chair of that department for four years and I was a psychoanalyst. I think it was an end of one of the people who had those qualifications.

I never really left Derner. I was an adjunct most of the time that I was away. I went through what was then the postdoctoral program—which is now the postgraduate program—to get analytic training, and then I taught in that program for about 10 years during the time that I wasn't really full time at Derner. So, the umbilical cord was never quite cut. I stepped into a role of being exclusively involved in the undergraduate

program and being as much of an administrator as I was a faculty member, although I taught a full load at the same time. Gradually, I got more involved in the Mental Health Counseling program and in the Doctoral program. After about eight years of chairing the undergraduate program, I stepped down and just went back to being a full-time faculty member.

I love teaching. I have to say that I'm glad I still have the ability to be a psychotherapist, but I don't love it. I find it to be important and rewarding, but it's also really kind of hard work where you have to keep yourself back. I just was passionate about teaching. I'm sure that sometimes my passion was not what students wanted but I loved it. And that to me was the main thing about being on the faculty at Adelphi.

JK: One of my next questions was going to be about whether you enjoy teaching or clinical work more and you already answered it.

JG: Yes, although I'm still doing clinical work, and I'm glad that I'm doing clinical work, but it doesn't bring me the same sort of joy— probably for good reason.

JK: The next one is a two-part question. What is your favorite memory and least favorite memory from your time at Adelphi?

JG: Favorite memory... I've lots of great memories; I don't know that I have a favorite one.

JK: What comes to mind?

JG: One memory that comes back to me was the day of my Orals. That was a wonderful experience because we got into a very sophisticated discussion. The people who read my dissertation were very respectful and interested in my work. They offered a lot of ideas about what was there, expanding on what I had written about and challenging some of the things I'd written. It was what I always imagined an intellectual world would be.

My favorite group of memories have to do with being in the classroom and watching students start to make connections between things.

Nothing ever turned me on more than when a student would say something like: "I learned about what you're talking about in another class, but this is a different perspective on it, and can you start to put these two things together?" And what about this, and what about that? I could sort of see all the gears clicking together, and the excitement in that person's face when they were getting excited about thinking in that way. My ultimate goal in teaching was trying to teach people how to think. Some of it had to do with thinking clinically and some of it was to think about thinking. I have memories of watching students think and expand their thinking. There are a couple of students who told me that my classes made them want to be psychologists, and nothing is a higher compliment than that. So, I guess those are my favorite memories.

My least favorite memories...probably faculty meetings.

JK: What about faculty meetings?

JG: Well, more than once, with whatever person was occupying the Dean's chair, I would show them research that said that meetings in general were a total wasted time, and nobody ever paid attention to that. I once offered one of the Deans that I would teach an entire course for free if they'd let me out of faculty meetings. I just wanted to blow my brains out sitting there, just because it felt like an hour or so of talking about stuff leading nowhere and I just didn't want to be there.

JK: I'm sure other faculty will empathize with your response.

JG: Probably. I never met anybody say, "Gee, I want to go to a faculty meeting!"

JK: What are some of the ideas, values, or beliefs that have stayed with you throughout the years, and what are some that have changed over time?

JG: Well, I think I mentioned Carl Rogers before. The idea that the alliance and the relationship are the most important things in therapy has just become more important to me as time has gone along. Stepping away from the role of the expert and really honoring the patients' view of themselves in the world, and what they need, has become more critical to me. I've mentioned integration. When I stepped down as editor of the journal, they asked me to write a summary and closing piece. I wrote something, but what I really wanted to write—and I just thought, this is not going to be politically polite to do so—is that I thought psychotherapy integration had outlived its usefulness, and that what we really ought to be talking about is psychotherapeutic creativity, and integration being one form of that.

It was always important to me to not impose a way of working on someone who may need a different approach. The idea that all the different approaches to therapy, whether it's psychoanalysis or cognitive behavior therapy, or anything else say "this is the only thing that's correct," is really troubling to me. It smacks of arrogance. The idea that it's my job to help this person figure out what's the best approach for them and to either supply it—if I'm able—or help them find someone who can supply it to them has become increasingly more important to me over the years.

JK: What are you most proud of about your time here as a student, and later as a faculty and administrator?

JG: As a student...well, my dissertation won some kind of award for outstanding dissertation of the year. I'm proud that within a year of graduating I was asked to come back and teach in the program as an adjunct. I'm proud that I really helped the undergraduate program to thrive when it was in rocky shape. I'm proud of having helped establish the Mental Health Counseling program. The original person who ran it asked me to play a role in that program because it wasn't particularly well resourced at the time. And while I wasn't initially enthusiastic about the

idea of adding yet another free doctoral or master's level clinical training program to Derner, I quickly came to realize its value. I think the pandemic demonstrated the severe lack of mental health practitioners for the general population. I wanted to do my best to give those students a quality experience in terms of clinical training. What I think attests to that is that over the years I've had a few doctoral students come sit in on my mental health counseling classes because they felt that it complemented or added to their doctoral training. These are people who were basically taking a year's course for no credit and adding to their academic schedule because they thought it was worthwhile.

That was a huge compliment and something I'm proud of. I'm proud of having been selected Professor of the Year by the Psychology Club and I'm proud of the course that I taught to the first-year students. I hope that it gave them a solid foundation in different ways of looking at psychopathology.

JK: ...and a good introduction to Dr. Gold.

JG: Well, that's kind of the inevitable downfall of that class.

JK: I see it as a perk. What are some of the things you enjoy most outside of your profession?

JG: Traveling. That's my number one passion. I'm lucky enough to be married to somebody who is an ideal travel partner for me. We get to a new place, and we run ourselves ragged saying, "What's over there?" and "What's that?" and "Can we walk to that?" Just as an example, on the last trip we took to Rome, which in many ways we consider our second home. We arrived there—jet lagged and worn out—and walked 14 miles because there was always something else to see and there was another gelato stand down the street. I love music, and my semi-retirement has allowed me to spend a lot more time learning about new music and listening to old music. Even attempting to get back to playing music a

little bit. I love reading. I've been doing a lot of that. Those are my main passions, I think.

JK: You play the bass?

JG: More guitar. Not as much as I would like. Playing bass by yourself is not a lot of fun.

JK: How's life after retirement from academia?

JG: It's fine. I do miss that excitement and passion in the classroom, but I'm still working parts of four days a week. That's stimulating and rewarding in a different way. And coincidentally, my wife and I were faced with a massive construction project which we had to engage in to keep our house from collapsing. That's taken two years of non-stop work where every day there's some decision that has to be made, and some other negotiation that has to take place, and some correction of some new problem that some other contractor has created. I've had to learn about engineering and landscape design and all kinds of things that I never thought about. I'm really glad that I have the time to do this and the space in my life to do it because this was not a voluntary project. This was either, watch my house fall into the ground or do something about it.

JK: Still working on it?

JG: We're in the final cosmetic stages now.

JK: Maybe you've already answered this question. What do you miss most about Derner?

JG: I miss being in the classroom— watching and listening to students and seeing lights go on.

JK: Is there anything you would want students or colleagues to know about you that they don't know?

JG: I'm trying to think if there is anything—not that I can think of.

JK: Would you like to share some of your plans or

goals for the near future?

JG: My wife and I are taking our first post-COVID European trip and I'm really looking forward to it. I hope to do a lot more of that. I don't have a lot of plans other than to continue working as long as I feel I'm sort of cognitively able to do so and do the things that I like doing.

JK: If you could rewrite the narrative of your life, would you change anything, and what would that be?

JG: I wouldn't have made the mistake of going to that other program. I would have gone right through Adelphi. That's number one. I've sometimes played with these alternate reality things like, "What would it have been like to not have been a psychologist at all and to take my life down a different path?" That's not something I really want, it's just, I wonder "what if" in that way. There's nothing about the general narrative of my life that I would change. There's lots of decisions that I regret, but they're not about major things. I'm glad I've had the career that I've had. I'm glad that I have the spouse that I have. I wish that I would have had an opportunity to do a Fulbright and spend six months or a year teaching in another country. I wish that we could have lived in another part of the United States for a while, just to see what life would be like differently in that way. But no, I really wouldn't say I'd like to totally rewrite any major part of the narrative.

JK: Any advice for the future generation of clinical psychologists graduating from Derner?

JG: I may have said this in class, but one of the wisest things I ever heard about graduate school was when someone said to me, "Graduate school is the place you go to learn what you will need to learn once you're out of graduate school." I hope that students will take that seriously. There are too many people who never read anything, learn anything, rethink what they've learned or what they believe once

they're out of graduate school. I think that they're doing a disservice to themselves and a disservice to the people they work with. Keep on learning. There are all kinds of wonderful stuff out there. Through a variety of opportunities, I've been hearing about people who have been treated recently with EMDR, in conjunction with psychoanalytic therapy. Those patients have made amazing progress through that combination. Here's something that I wish I could have done. I wish I could have gotten some training in that at a point when I was not as curmudgeonly established in my way of working. I don't have the motivation to learn an entirely new set of skills at this point. But people in your bracket of experience can learn all kinds of things. Do it.

Immerse yourself in learning as much as possible and practical, and keep on doing that for as long as you possibly can.

JK: The next 4 or 5 questions can be answered in one word. What's your favorite restaurant?

JG: Wow, hard to pick one. Craft in New York City.

JK: Favorite book?

JG: The Lord of the Rings.

JK: Is there one specific book from the trilogy?

JG: The last book of the trilogy, which is called The Return of the King. I had a map of Middle Earth on my wall in my office at Blodgett Hall.

JK: Favorite movie?

JG: I don't think I have a favorite movie.

JK: Favorite song or album?

JG: My favorite song is a song by Mark Knopfler, which is called Prairie Wedding. It's on his Sailing to Philadelphia album.

JK: OK, I need to look that up.

JG: Yeah, It's not a terribly well-known song. It's

got the most beautiful guitar solo I've ever heard. It makes me want to weep when I hear it.

JK: Who's your favorite guitarist?

JG: It's either Mark Knopfler or Eric Clapton.

JK: Is that part of the reason why you included his memoir in the psychopathology class?

JG: Well, I was teaching an undergraduate honors course called Memoirs of Madness, which was reading people's first-person accounts of their own dealings with psychopathology. When Clapton's book came out, I thought "Well, here's an opportunity to both read the book for myself, and actually teach it."

JK: Favorite person?

JG: My wife is my favorite person. My second favorite person is my son.

JK: Last question. Is there a question you wish I had asked that I didn't ask?

JG: That's a good question. I thought about this before the interview, wondering what you were going to ask. I think I would have liked you to ask something about who have I read or learned from that really influenced me the most.

JK: OK, who have you read and learned from that influenced you the most?

JG: Well, now that you ask, the people that I go back to were people who, are very sadly neglected these days. Those are the interpersonal psychoanalysts: Sullivan, Horney, Fromm. I think Erich Fromm in particular, would have a lot to say about the mess we're in in this world. His book, *Escape from Freedom* is incredibly relevant given what our election is likely to turn out to be or not. Some of the people who were connected and founded William Alanson White. Some of the more modern, although they're not modern anymore, people who when I was in analytic

training were writing from that perspective: Edgar Levenson, Benjamin Wolstein, who you don't hear about anymore, but whose work had a profound influence on me. I mentioned Paul Wachtel before, certainly in terms of my interest in integration. He's the granddaddy of the whole field. His work had a profound influence on me as well.

JK: You said that you don't really hear about them anymore. Is there a way to reintroduce them to clinical programs?

JG: As I'm sure you've seen, clinical programs are already overstuffed with courses. There'd have to be a course in interpersonal and existential psychoanalysis, or something like that, which would be a great course to have. But how many courses can you have?

Graduate school is where you go to learn what you need to learn. This is where people have to find this information on their own.

JK: We're done with the questions, Dr. Gold. Any final thoughts? Anything else you wanted to mention?

JG: I appreciate your being interested enough to take the time to come up with these questions and to ask them. As I said to you when you asked me to do this, I can't really imagine why anybody would want to hear from me about this but thank you for giving me the opportunity to talk about myself.

JK: Thank you! You might be surprised. You have a lot of fans in the program.

JG: Well, that's very nice to hear.

Naomi Rucker Memoriam

To the Doctoral and Postdoctoral Derner Community

It is with great sadness to inform you that Dr. Naomi Rucker, a distinguished graduate of the doctoral program of the Gordon F. Derner Institute of Advanced Psychological Studies, as well as the Postdoctoral Program in Psychoanalysis and Psychotherapy, died from cancer on April 4 at the age of 70. She is survived by her son Phillip, of the Washington Post and a frequent commentator on MSNBC, her daughter Clara, a geologist, and her beloved five year-old grandson Lee, whom she most regretted having to leave too soon. She spent five decades in private practice in psychotherapy and psychoanalysis, as well as serving as a professor of clinical psychology, first at Fordham University and then in San Diego, as well as serving on the faculties of several psychoanalytic institutes.

Naomi and I met as candidates in the Derner postdoctoral program and quickly became close friends. Her obituary in the Savannah Morning News describes Naomi as I and many others experienced her; known not only for her fierce independence raising two children on her own, she was also generous and loyal to her friends, many of whom were made during her time at Derner. Her loss is felt deeply by many of us.

Naomi was not only one of my dearest friends, but also a professional collaborator. We wrote journal articles together, as well as two books: *Subject Relations*, published in 1998, and *The Color Human*, a memoir published in 2023. Reading her recent book, a psychohistory and psychoanalytic memoir, would honor her, as well as our former Dean, Dr. George Stricker, whose love for mentoring psychohistory dissertations

served as an inspiration for this book. You will find the press release for *The Color Human* in the Books section of this issue. It can be purchased on Amazon and Barnes and Noble as well as from the publisher.

-Karen Lombardi



Dr. Naomi Rucker and Dr. Karen Lombardi Book Announcement

Mindstir Media announces the release of *The Color Human* by Naomi Rucker PhD and Karen Lombardi PhD, a powerful psychohistory that examines growing up with a white mother and a black father in the 1950s and 1960s. The authors, both psychoanalysts, are long-term friends and colleagues who share a love and appreciation for psychoanalytic theory and insights.

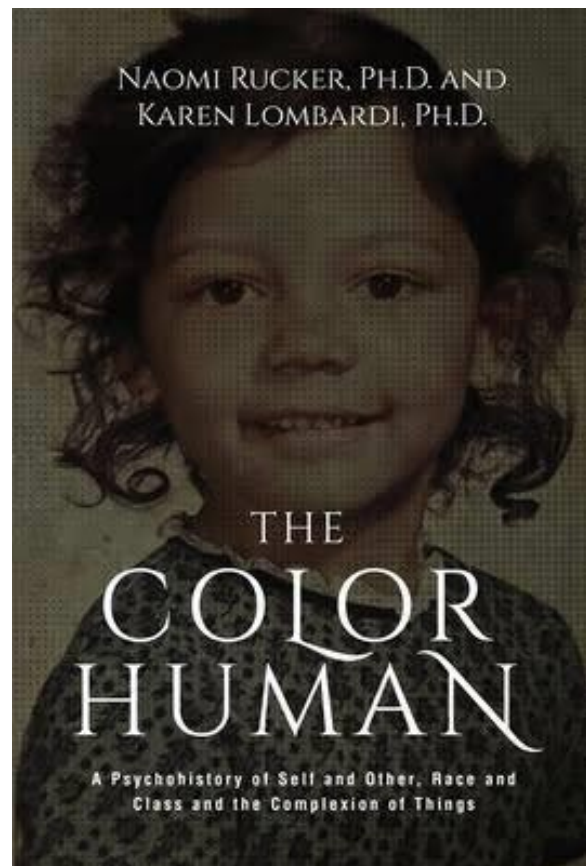
The Color Human: A Psychohistory of Self and Other, Race and Class and the Complexion of Things deftly and delicately explores Dr. Rucker's personal journey as the only child within an interracial marriage – rare in the 50s and 60s – examining the numerous sociocultural, psychological, and cultural factors that contributed to her lived experience. Her life story also provides a context for exploring the unconscious communications of emotions and trauma that frame our identity, sense of self, and personal relationships.

This intimate fascinating book is both an unusual biography presented by Dr. Rucker and a masterful analysis by Dr. Lombardi. Enriching the retelling of Naomi's past, Karen Lombardi uses her broad experience and knowledge as a window into larger concepts surrounding race, culture, and humanity.

At the heart of the narrative, readers will find a candid and vulnerable account of Naomi's life as the child of an interracial marriage in the close-minded culture of mid- century America. Using traumatic experiences, as well as other critical aspects of Naomi's life, the two authors embark on interdisciplinary reflections that span psychoanalysis, social convention, trauma responses, PTSD, cultural environments, and beyond. The analytical look at the human condition grounded by Naomi's story, and the intricate dance between memoir and analysis,

create a unique compelling read that personalizes struggles felt by many Americans – and strives to understand the myriad factors that make us who we are.

Tender and heartfelt at times, sophisticated and surprisingly insightful at others, Rucker and Lombardi's work shows the care they have for one another, their broad compassion, and the rigor with which they approach their academic discipline. This truly incredible book reaches beyond the boundaries of biography and delves deeper than just scholarly scrutiny as Naomi's personal history evokes a much richer look at the psychological and social mechanisms that drive us all.



Celebrating Dr. Karen Lombardi's Remarkable Career

Congratulations on your (sort-of) retirement Dr. Karen Lombardi!

We cannot thank you enough for your 40 years of service to Derner, as well as for your continued support to our community and school!

You will be fondly remembered and we know you will wear your new Professor Emeritus title well ;)



Dear Dr. Lombardi,

Four decades of wisdom, laughter, and grace,
A guiding star in Derner's embrace.
Your bubbly spirit, a light so bright,
Made every moment a pure delight.

With an open heart and lots of uh-huh's, you've helped us learn and grow; Thanks to the seeds of wisdom you have helped us sow.

Your legacy, a tapestry of care,
In every corner, your touch is there.

**Your office holds the good and the bad,
Breasts, that is.**

Klein sure knew our sweet, sweet fate
Derner can surely use a lactation room; it's never
too late.

As you embark on this new, sweet phase,
You for sure, will continue to amaze.
You're in your Professor Emeritus era-
You're the sunshine to our potted aloe vera.

For forty years, your love has shone,
In our hearts, you'll never be alone.

**Dr. Lombardi, with gratitude deep and true,
We celebrate, we honor, we cherish you!**



Derner PhD Program Student Achievements Fall 23/Spring 2024

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- I. Dissertations
- II. Book Chapters
- III. Papers Published in Peer-Reviewed Journals
- IV. Paper Presentations at Professional Conferences
- V. Poster Presentations at Professional Conferences
- VI. Adelphi Conference Presentations
- VII. Symposium Presentations
- VIII. Grants
- IX. Honorary Awards/Other Achievements

NOTE: Achievements were reported by our students

I.DISSERTATIONS

I.A. Dissertations Defended:

The following students have successfully defended:

Ozog, Veronica	Chassman, Emily
Rodrigues, Gabriela	Chen, Liqiaonan (Minna)
Rothbaum, Beatrice	Cinberg, Maxwell
Sangster, Raynell	Gaughran, Sean
Sheridan, Richard	Genovese, Juliana
So, Christine	Hougen, Clint
Tuminelli, Logan	Khan, Amna
Viswanath, Pavithra	Krovatin, Brendan
Vizlakh, Breanna	Kulsa, Mila Kirstie
Wierzbinska, Eliza	Liang, Qianlin
Waslin, Stephanie	

I.B. Dissertations Scheduled:

The following students are scheduled to defend:

Peebles-Dorin, Margaret	Chen, Crystal
Rabinowitz, Yocheved	Fayyaz, Sundas
Rothbaum, Beatrice	Folse, Killian
Sangster, Raynell	Gottlieb, Kayla
Tuminelli, Logan	Kissoon, Kimberly

I.C. Proposal Pass:

Luong, Hang Emily	Aguilera, Nathalia
Marte, Chrystal	Blake, Brittany Elyse
Pereyra, Andrea	Blank, Emily
Petrovska, Elena	Chassman, Emily
Podell, Samuel	Dhillon, Ashley
Schiff, Talia	Goldman, Samantha
Tseng, Ting-Yun	Greer, Kendall
Wainstein Jeffrey	Gruenstein, Jessica
Wang, Wei-Qian	Kanani, Anxhela
Wild, Mackenzie	Levy, Dorin
Zylstra, Micah	Linn, Emily

II. Book Chapter

3rd Year Students:

Nicastrì C, **Dejoie J.M.**, Fareri DS, & Delgado MR. (2024). Reward Learning in a Social World In Armony, J., & Vuilleumier, P. (eds), The Cambridge Handbook of Human Affective Neuroscience, 2nd Edition. Cambridge, England: Cambridge University Press.

Weinberger, J., Purcell, & Knafo, G. (in press). Affiliation motivation is complicated: So what else is new. In O. Schultheiss & J.S. Pang (Eds.), Implicit motives. Oxford University Press.

III. Papers Published in Peer-Reviewed Journals (in press included; essays & book reviews included):

2nd Year Students:

Powers, K. L., Brodsky, J. E., **Nie, Y. M.**, Blumberg, F. C., & Brooks, P. J. (2023). Middle-school students' mental models of online file-sharing and associated risks. *Translational Issues in Psychological Science*, 9(3), 277–288. <https://doi.org/10.1037/tps0000367>

3rd Year Students:

Bornstein, R. F., & **Thomson, S. M.** (2024). Intrapersonal dynamics of closeness versus distance: Qualities of the self-concept distinguish destructive overdependence, dysfunctional detachment, and healthy dependency. *Journal of Clinical Psychology*, 80, 306–322. <https://doi.org/10.1002/jclp.23611>

Nair, T., Waslin, S., Rodrigues, G., **Datta, S.**, Moore, M., & Brumariu, L. (2024). A meta-analytic review of the relations between anxiety and empathy. *Journal of Anxiety Disorders*. 101, 102795. <https://doi.org/10.1016/j.janxdis.2023.102795>

Giannopoulos, E. & Hilsenroth, M. (in press). Therapist ratings of technique and alliance among adults with eating disorders: Support for integrative treatment. *Journal of Psychotherapy Integration*.

Knafo, G., & Weinberger, J. (2024). Exploring the Role of Conscious and Unconscious Processes in Hypnosis: A Theoretical Review. *Brain Sciences*, 14(374), 1-12. <https://doi.org/10.3390/brainsci14040374>.

Thomson, S. M., & Bornstein, R.F. (2023). Toward a More Nuanced Perspective on Detachment: Differentiating Schizoid and Avoidant Personality Styles through Qualities of the Self Representation, *Journal of Personality Assessment*. DOI: 10.1080/00223891.2023.2289468

4th Year Students:

Petrovska, E (2024). Selected Poetry. In Sinclair, V., Reisner, S., Lichtenstein, D., Critchley, S., Gherovici, P., Pederson, T., Steinkoler, M., Getty, K., & Bottici, C. (2024). *Rendering Unconscious 1:1* (Expanded Edition): *Psychoanalytic Perspectives*. Trapart Books.

Renzi, A.; Mariani, R.; Fedele, F.; Maniaci, V.G.; **Petrovska, E.**; D'Amelio, R.; Mazzoni, G.; Di Trani, M. (2023) Women's Narratives on Infertility as a Traumatic Event: An Exploration of Emotional Processing through the Referential Activity Linguistic Program. *Healthcare*, 11, 2919. <https://doi.org/10.3390/healthcare11222919>

IV. Paper Presentations at Professional Conferences:

2nd Year Students:

Polland, D., Urmance, A., Muran, J.C. (2024, March). *Provider Lived Experience & Recovery Self-Disclosure: Prevalence & Impact on Therapy Relationships*. Paper presented at the International Conference on Eating Disorders, New York, NY.

Morales, S., Podell, S., Polland, D., Eubanks, C., & Muran, J. C. (2023, October 13). Continued cases of rupture and repair in psychotherapy sessions where significant shifts were indicated based on patient pre- and post-session ratings of the alliance [Brief paper presentation]. Society for Psychotherapy Research, North American Chapter, Amherst, Massachusetts.

3rd Year Students:

Giannopoulos, E. & Hilsenroth, M. (2024, March 15). Integrative techniques and alliance components with adult eating disorder patients. Paper presented at the Academy for Eating Disorders International Conference on Eating Disorders, New York, NY.

Gonzales, L., Kois, L.E., Madracchia, F., **Dhillon, A., & Purcell, A.** (2024). Community member attitudes and understanding of “serious mental illness”: A mixed-method study. *Psychiatric Rehabilitation Journal*. Advance online publication. <https://doi.org/10.1037/prj0000598>

4th Year Students:

Blake, E. (2023, Jun 8-10). *"I can't live like this anymore": Mortality salience, felt constraint, and authenticity in dissolution consideration*. [Paper Presentation]. IARR 2023 Mini Conference, Tuscaloosa, AL, United State.

Blake, E. (2024, Jul 5-8). *What's the risk?: A qualitative exploration of relationship conflict in discordant gaming couples*. [Paper Presentation]. IARR 2024 Conference, Boston, MA, United States.

Rabinowitz, Y., Muran, J.C. (2024, June). Understanding the therapist's experiences of termination in a time-limited psychotherapy. Paper presentation at Society for Psychotherapy Research.

V. Poster Presentations at Professional Conferences:

2nd Year Students:

Aguilera, E., Lombardi, K (2023). Conflicting Body Ideals for Mexican American Immigrant Women, Acculturative Stress and Belonging. Poster. National Latinx Psychological Association, Walking with our Ancestres Honoring Indigenous Wisdom & Decolonizing Our Psychology Toward Our Collective Liberation, Chicago Illinois.

Bafna, A., Waslin, S., Aguilera, N., Hurley, J., Brumariu, L.E. (2023). *Associations Between Childhood Traumatic Events, Attachment Styles, and Difficulties with Emotion Regulation in Emerging Adults*. Presented at 2023 National Council on Family Relation Relations Annual Conference, Orlando, FL.

Fitapelli, B., Edlund, J., & Zlokovich, M. (2023, October). Crowdsourcing cross-cultural research: Opportunities for students, collaboration, and the classroom. Lighting Talk at Big Team Science Conference (Virtual)

Fitapelli, B., Moore, M., McMahon, T., Strowger, M., Lackner, R., Seah, S., Naragon-Gainey, K., & Fresco, D. (2024, February). Factor analysis and measurement invariance of the Five Facet Mindfulness Questionnaire (FFMQ): An item-level bifactor analysis. Poster presented at the Society for Personality and Social Psychology annual conference (In-Person)

Hodis, D. M., Nair, T. K., Kuma, N. A., Brumariu, L. E. (2024, May 23-26). *Disorganized Attachment Stances, Friendship, and Loneliness in a Young Adult Sample* [Poster presentation]. APS Annual Convention, San Francisco, CA, United States.

Mijumbi, R. & Etengoff, C. (2024, April 19). The Intersectionality of Asexual Christians: A Multi-Year Exploratory Analysis on Identity [Poster presentation]. 2024 Mid-Year Conference: Spiritual and Religious Perspectives, Princeton, NJ, United States.

Morales, S., Podell, S., Polland, D., Eubanks, C., & Muran, J. C. (2023, June 23). Rupture and repair in psychotherapy sessions where significant shifts were indicated based on patient pre- and post-session ratings of the alliance [Virtual poster presentation]. Society for Psychotherapy Research, Dublin, Ireland.

Nie, Yan Mei (2024, August 8-10) *Exploring Emotional and Interpersonal Dimensions of DSM-5 Internet Gaming Disorder in Adults*, APA 2024 Convention, Seattle, WA, United States.

Polland, D., Urmanche, A., Muran, J.C. (2023, October). *The Use of Recovery Self-Disclosure Among Eating Disorder Treatment Providers Across Disciplines*. Virtual poster presentation at the North American Society for Psychotherapy Research, Amherst, MA.

Shalam, S. & Moore, M. (2024, May 23). The relationship between symptoms of social anxiety, perfectionism, and socially prescribed perfectionism. Poster presented at Association for Psychological Science (APS), San Francisco, California, United States.

Williams, K., Schwartz, M., Eubanks, C. (2023) "Exploratory Investigation of the Prevalence of Ruptures and Resolutions Between a Multiethnic Patient and White Therapist Across a Treatment Protocol" Poster presented at Society for Psychotherapy Research (SPR), Dublin, Ireland

3rd Year Students:

Datta, S. & Moore, M. (2023, Nov 16-19). *Differential Correlates of Suicidal Ideation and Attempts in Latino and Asian Americans* [Poster presentation]. Association for Behavioral and Cognitive Therapies (ABCT) Conference, Seattle, WA.

Datta, S., & Moore, M. (2023, August 3-5). *Investigating the Impact of Sociocultural Factors on Suicidal Ideation in Latino and Asian Americans* [Poster presentation]. American Psychological Association (APA) Conference, Washington D.C.

Dejoie, J.M., Ruiz, M., Brudner, E.G., Gallardo, S., Lima, C., Delgado, M.R., & Fareri, D.S. (2023). The effect of social rejection on the value of choice. Interdisciplinary Symposium on Neuroscience and Decision-Making. Philadelphia, PA.

Dejoie, J.M., Ruiz, M., Sokol-Hessner, P., Smith, D., & Fareri, D.S. (2024). Neural circuits supporting
Day Residue 2024 | 41

willingness to pay for social experiences. 2024 Annual Meeting of the Social Affective Neuroscience Society. Toronto, Ontario.

Romain, A. N., & Springer, C. (August 2023) What are you? Evaluating Racial Microaggressions and Ethnic Identity among Multiracial Individuals. Poster presentation at the annual meeting of the American Psychological Association.

Thomson, S. M., & Bornstein, R.F. (2024 March). Contrasting Patterns of Dependency and Detachment in Community Adults with Schizoid vs Avoidant Traits.[Poster Presentation]. Society for Personality Assessment 2024 Annual Convention in San Diego, California.

4th Year Students:

DeLaCruz, D., Etengoff, C. & **Luong, E.** (2024, March 2) *Zooming in: Evaluating the educational and social impact of virtual classrooms on college students* [Poster presentation]. Eastern Psychological Association 2024 Conference. Philadelphia, PA., United States.

Luong, E. & Etengoff, C. (2024, March 2). *White-Asians invisibility and oppression during COVID-19* [Poster presentation]. Eastern Psychological Association 2024 Conference. Philadelphia, PA., United States.

VI. Adelphi Conference Presentations

4th Year Students:

Luong, E. & Etengoff, C. (2024, April 16). *White-Asians invisibility and oppression during COVID-19* [Poster presentation]. Adelphi University Scholarship and Creative Works Conference. Garden City, NY, United States.

Schwab, K., Etengoff, C., **Luong, E.**, & Yannios, I.. (2024, April 16). *From laws to lives: Unveiling the diverse effects of political actions on LGBTQ+ individuals* [Oral presentation]. Adelphi University Scholarship and Creative Works Conference. Garden City, NY, United States

VII. Symposium Presentations

Wild, M., Szymanski, K., Springer, C. (2024, March 13-17). Relationship Between Executive Functioning and Implicit Assessment of Aggression in an Inpatient Sample of Children and Adolescents with Trauma History. In K. Szymanski (chair), *Impact of Interpersonal Trauma on Social Relating and Death Awareness in Diverse Populations of Children and Adults Survivors*. [Symposium]. Annual Convention for the Society for Personality Assessment (SPA), San Diego, CA, United States.

Zylstra, M., Szymanski, K., (2024, March 13-17). Is Individual Trauma History a Risk Factor for COVID-19 Death. In K. Szymanski (chair), *Impact of Interpersonal Trauma on Social Relating and Death Awareness in Diverse Populations of Children and Adults Survivors*. [Symposium]. Annual Convention for the Society for Personality Assessment (SPA), San Diego, CA, United States.

VIII. Grants:

Datta, Saumya. (2024). Psi Chi, Winter Unrestricted Travel Grant

Fitapelli, Brianna. (2023). Psi Chi Graduate Research Grant \$1500, Awarded.

Luong, Emilyhang. (2023-2024). AAPA Division on Multiracial and Adopted Asian Americans

Research Grant.

IX. Honorary Awards/Other Achievements

Datta, Saumya. Psi Chi APA Convention Society Research Award (for poster presentation at APA Conference 2023)

Fitapelli, Brianna. Chair position for Psi Chi's Network for Collaborative Exchange (NICE) CROWD project for AY23-24.

Morales, Stephen. Department of Veterans Affairs Health Professional Scholarship Program (2024-2027)