



SOCIETY FOR PSYCHOANALYSIS AND PSYCHOANALYTIC PSYCHOLOGY

DIVISION 39

AMERICAN PSYCHOLOGICAL ASSOCIATION



**InSight: The Newsletter of the Society for Psychoanalysis
and Psychoanalytic Psychology (SPPP)**

June 2020

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FROM THE EDITOR

Bill MacGillivray, PhD, ABPP

This is the fifth issue of our newly revived newsletter, *InSight*. I hope that this publication is finding an audience. Despite the fact that many of us have more time as we hunker down in quarantine, many of us feel overwhelmed by the constant presence of the virtual world. Our online world was formerly a place to receive news and entertainment. For many of us now, it is also our livelihood. But if you can tolerate it, I hope you will scroll down some more to find what some of our members and groups have been up to over the last month. I would also invite you to go to the editor's page to comment on what you have read, make suggestions, and so on.

I would like to call your attention to the Tabin Book Prize. The rules and application procedures are posted later in this newsletter. This prize got off to a great start about ten years ago, with many excellent submissions and several finalists whose work was not only well received but also quite successful as a publishing venture. The committee used to struggle with coming up with a final decision due to the quality of the submissions. In the last several years we have had a dearth of both quality and number of submissions. As chair of that committee, I have pondered whether we are failing to contact a broad enough section of the membership to interest enough members to apply.

I am sure there are many members out there who have considered writing a book; and many of you have more time on your hands at this point (I know I save five hours a week by working from home). If you have never authored a book, please consider submitting a proposal. It is hard for me to think of a downside. Although being published by APA Books might not seem the best venue for a psychoanalytic text, the support APA Books offers to its authors is remarkable. Two of our Tabin Award winners have completed a DVD summarizing their work and one is working on a second book. And attending an APA reception during the Annual Convention is a nice perquisite!

That said, some additional advice if you are interested. First of all, do not send anything that reads like the first chapter of a dissertation. We have had several submissions in the past that had the potential to be of interest but the ponderousness of the chapter submitted did not bode

well. Also, while the proposal certainly should address the theory, practice, and/or application of psychoanalysis, keep in mind that APA Books' target audience is the general practitioner or instructor.

Oh, yeah, there is the matter of the \$1,000 advance on royalties that is part of the prize and the recognition of the award winner at our Spring Meeting. The professional editing that APA offers is also a valuable addition for a first time author. If you know someone who has been "shy" about applying, please encourage him or her to do so. It not only benefits the award winner, but also is one important foothold into APA: They really want this prize to succeed. It is quite unusual for APA to work this way and their continued interest, I think, is somewhat selfish, since most of our award winners have actually made money for them!

So, lecture (and appeal) finished.

Well, maybe I'm not done yet. There is still time for members (and nonmembers for that matter) to apply for the Marsha McCary Fund for Psychoanalysis grant for a project that will "advance the profession and keep the psychological community and the public informed of the developments in psychoanalytic scholarship, research, and practice." If you have such a project, there is still time to apply. Go to the American Psychological Foundation (APF) website: apa.org/apf/funding/division-39 to apply.

And for everyone else? Please go to apadivision.org/division-39/pledge-form to make a contribution to the fund. Only our members can keep the fund growing. If our members could contribute as little as \$100 a year, we would be able to grow the fund to be able to provide important financial support for psychoanalytic projects. No one else is going to do this.

FROM THE PRESIDENT

V. Barry Dauphin, PhD, ABPP

I hope that everyone is coping as well as possible with the COVID-19 pandemic. This has been a tremendously stressful time for all. Nonetheless, SPPP remains active in numerous arenas, and I would like to make folks aware of various activities the Division is engaged in during this time.

The Executive Committee met in April via videoconference as we were, of course, not able to meet in person at the March Spring conference. Our plan is to meet more frequently than usual, so that we can navigate divisional activities through this difficult time in an optimal way. As you're probably aware by now, APA has decided to not have an in-person convention for 2020 and will have a virtual presence instead. APA is enabling the divisions to have a virtual platform to do some or all of the programming that they had planned. Our program chair, **Steven Anen**, has participated in an APA webinar to assist with planning for Division programming for August. Please stay tuned for details which should be forthcoming in the next weeks. Given that APA had only recently made the decision and is in the process of rolling out mechanism for divisions to undertake programming, we hope you can appreciate that it will take us some time to plan this properly. We look forward to successful programming in the virtual APA convention in a new form. We also believe that this will help us in planning for the 2021 Spring Meeting.

As plans are underway for next year's conference, we wanted to let you know that we will have, at a minimum, a virtual component to the 2021 Spring conference. We are aware of the value of creating the means for distance participation as well as managing the ambiguity inherent to determining the feasibility of having large in-person gatherings in the current environment. Distance participation can also help us achieve goals of enabling individuals from other

Distance participation can also help us achieve goals of engaging individuals from other countries to be engaged with us. We aim to maximize participation irrespective of geographic distance or necessary public health protocols.

In a somewhat related area, it's my pleasure to let the Division know that we have been awarded home study CE approval by APA. I'd like to thank **Soffia Palsdottir** for all of her hard work on this. This will certainly enhance the CE offerings that SPPP can make available to our members and others. We have begun work on the process to create the platform by which this can happen, so that individuals, utilizing our online webinars/videos for continuing education purposes, could complete the post event evaluation and automatically receive their certificate of completion. We are also developing a process to make offerings available and explore the ways in which we may be able to create more psychoanalytic content appropriate for these purposes. I believe the fact that we will be able to offer home study CE credits could also incentivize the potential creation of content that can meet the standards of continuing education requirements. Although this task has been in the works prior to the struggles with COVID-19, this pandemic's ever-present place in our work and our lives and the adjustment that we all have had to make to online work highlight the importance and value of expanding the ways in which we can educate ourselves and receive credit for licensing purposes.

I would like to thank **Kritika Dwivedi**, co-chair of the Multi-Cultural Committee, for her thoughtfully crafting the SPPP alignment with the Asian American Psychological Association Statement regarding increased prejudice during this pandemic. She did a great job articulating our support. Please see our support and a link to AAPA statement below:

The realities of the global COVID-19 pandemic have swiftly changed almost every aspect of life as we knew it over the last two months. However, for some, the crisis has only exacerbated the inequities that have always been the reality of those populations. For our fellow Asian and Asian American counterparts, the pandemic has only heightened a daily sense of fear of the potential for racist attacks. Division 39 (Society for Psychoanalysis and Psychoanalytic Psychology) of the American Psychological Association firmly denounces any attempts to dehumanize any person or persons of Asian or Asian American descent. The members of SPPP align with the Asian [American Psychological Association's \(AAPA\) statement](#) regarding the increase of prejudice and discrimination towards Asian and Asian American communities.

Jared Skillings director of the APA practice office, contacted me about whether SPPP could write an article for PracticeUpdate about practicing psychoanalytically during the COVID-19 pandemic. I immediately thought that **Todd Essig** would be a great person to lead this effort. As most of you may know, [Todd is a contributor for Forbes](#). Todd immediately agreed to do this and brought in his writing partner **Gillian Isaacs Russell** as well as **Nancy McWilliams**. You can find their article [Providing Psychodynamic Care During Covid-19](#) on the PracticeUpdate website. They undertook this assignment and completed it in a matter of days. We are really fortunate to have a group of stellar writers able to communicate and advocate so effectively on short notice about the work we do in the new world permeated by this pandemic.

Several SPPP members are prominently involved in the *APA Interdivisional Task Force on the Pandemic*. The task force is being led by Division 56 (Trauma Psychology), but SPPP has been involved in leadership from the inception of the task force. SPPP members involved include **Maureen O'Reilly Landry**, **Lu Steinberg**, **Judie Alpert**, **Mary Joan Gerson**, **Allie Merchant**, **June Lee Kwon**, **Masha Burivikova**, and **Janet Plotkin Borenstein**. The Mission of the APA Interdivisional Task Force on the Pandemic is to enable psychologists with expertise in trauma and other areas such as cross-cultural, international, community, and social psychology, to share knowledge and resources about the psychological impact of the pandemic, how we can cope with it, and how we can minimize the deleterious impact. These resources including human resources will be available to help other psychologists, first-line responders, caregivers, families, and children who are impacted by this trauma. Divisions include:

Division 10 (Society for the Psychology of Aesthetics, Creativity and the Arts)

Division 20 (Adult Development and Aging)

Division 32 (Society for Humanistic Psychology)

Division 38 (Society for Health Psychology)

Division 39 (Society for Psychoanalysis and Psychoanalytic Psychology)

Division 42 (Psychologists in Independent Practice)

Division 50 (Society of Addiction Psychology)

Division 52 (International Psychology)

Lead: Division 56 (Trauma Psychology)

They are encouraging other divisions to join as well. Maureen co-chairs the group addressing hospitals, patients, families, and health care workers. Please find additional information about the task force work, its committees and other resources [here](#). We're proud to see psychoanalytic thinking so well represented in this important endeavor.

We received a request for collaboration from Division 44 (Society for the Psychology of Sexual Orientation & Gender Diversity) asking whether Division 39 would like to add to a report to the APA Board of Educational Affairs (BEA) that details concerns about how Covid-19 will impact the quality of higher education, and widen existing inequalities among students and vulnerable groups (e.g., contingent faculty). **Bhupin Butaney** and **Lara Sheehi** did a great job in crafting our input to Division 44's project. A major goal is to outline recommendations and best practices for how APA might respond, and how it might lobby policymakers (for example, Congress, U.S. Dept. of Education) to protect vulnerable groups. Division 44 also expressed concern about how Covid-19 fears may be used to perpetuate racism on campus, particularly toward Asian and Asian American students, faculty, and staff. We were asked to provide our thoughts on the following questions:

- What concerns do you have about how Covid will (or might) impact higher education? We would especially be interested in your thoughts about how it will impact students, early-career psychologists, and contingent faculty.
- What concerns do you have about how Covid may widen inequalities within higher education? Relatedly, what communities might be hardest hit?
- What suggestions do you have about ways to eliminate/minimize these concerns?
- Who/what (for example, APA, Congress, etc.) should be responsible for implementing your ideas?

Please see the SPPP response to the BEA later in this issue.

We were all saddened recently to learn of the passing of [Jean Lau Chin](#) to COVID-19. Jean was a member of SPPP for a long time and ran for president of APA on multiple occasions. Although I did not personally know Jean well, I had the good fortune to have a Zoom call with her last year regarding her campaign for APA president. I was impressed with her passion and dedication to diversity and her investment in articulating the value of psychoanalytic work within APA. Please see a remembrance of Jean from **MaryBeth Cresci** in the current *Insight*.

Psychoanalysis also lost an intellectual giant, [Philip Bromberg](#). His writings and presence had a profound influence on both the field of psychoanalysis and numerous individuals. He was noted for his mentorship, creativity, and his clarity in clinical theory and work. We have a remembrance of him by **Adrienne Harris** in the current issue of *Insight*.

TRANSITIONS

Philip Bromberg (1931-2020)

Adrienne Harris, PhD

Philip Bromberg died May 21st, 2020, in New York City. One of the original group of analysts gathered around Steven Mitchell in the formation of relational psychoanalysis and one of the formative thinkers in that movement. Bromberg brought together two traditions, the interpersonal work, very much located in the William Alanson White Institute where Philip trained, taught and supervised and the relational world located at NYU Postdoctoral Program.

Brilliantly, creatively and as a force that inspired all who encountered him and his work, Philip built an amazing vision of psychoanalytic process, by standing resolutely and deeply right at the intersection of the intersubjective and the intrapsychic. Grounded in the tradition of Sullivan and Thompson, inspired by Mitchell and Greenberg, engaged by the work of object relational thinkers like Christopher Bollas, Bromberg was an amazing, creative, deep thinker, yet a thinker always very close to clinical experience.

In his papers and books, his teaching and lecturing, in his deep capacities in supervision, Bromberg opened several generations of psychoanalysts to the pervasive presence and deadly potency of trauma and the deep consequences of the dissociations and splitting that constituted our human desperation in the face of trauma. Theoretical and clinical acumen united with deep compassion for suffering. Interlaced with this deep use of theory and clinical data, there was wit, laughter, poetry: to read or listen to Philip Bromberg was to be engaged heart and mind. His three books, *Standing in the Spaces* (1998), *Awakening the Dreamer* (2006) and *The Shadow of the Tsunami* (2011) illuminate his gifts. He could be light of heart and move in right to the depth of pain and danger. His interest and attention to trauma brought him into many engagements with colleagues in the study of attachment, and in neuroscience, and, all this intellectual work was interactive with a deep clinical sensibility.

Here is Bromberg, in the written form of an IARPP plenary in 20xx, in which he drew on poetry, American pragmatism, literary scholarship AND psychoanalysis:

“It is to say rather that for a child or a poet they exist in a form of verbal and creative opportunity. Poetry is in a sense the area of performance where ... you ride a metaphor the way the poet in Emerson is said to use things like “suns and moons and stars.” He “*rides on them*,” says Emerson, “*as the horses of thought*.” How dull, then, to proceed as if you must first determine when the horse is likely to break down with you. (pp. 330-331, emphasis added)

As an analyst, it is not too difficult for me to substitute the word “session” for the word “horse,” For Robert Frost, like Donald Winnicott, and yes, like Steven Mitchell, creativity and imagination—and life itself—requires play. And play requires the *felt* presence of an “other”. Without otherness, poetry disappears, and so does the experience of life. According to Richard Poirier: (in *Frost: The Work of Knowing*), Frost's preoccupation with the imagery of snow is primarily about this: he writes: “Snow, by covering things, obliterates any signs, any traces of other, previous human presence.... Snow is not a blank on which he tries to write; it is a blank that threatens his capacity to read” (p. 337). Never have I heard the process of dissociation described as eloquently. “For analyst and patient, what is threatened is the capacity of the two people to read each other.” Said Poirier, “Snow, like death, threatens Frost's capacity to live in that intermediate stage.... Nature, the nature of ‘things,’ entitles Frost to read and to speak—above all, to speak in a voice that cannot ever be merely his own” (pp. 337-338).

So too for a relational analyst and his patient! What evolves is an experience that co-creates poetry. Analyst as well as patient become increasingly able to read and to speak “in a voice that cannot ever be merely his own,” allowing growth to take place for both people. Yes! *Both* people (Bromberg, 2016)

This was a man who learned and grew over a lifetime. For all who worked, studied and learned in his company, he is an inspiration, his work and teaching a gift.

Jean Lau Chin: 1944-2020

MaryBeth M. Cresci, PhD, ABPP

Dr. Jean Lau Chin died on May 13 from complications due to COVID-19. She was preceded in death by her husband Gene, who also lost a battle to COVID-19. Jean was an active leader of APA, NYSPA, and Division 35, the Society for Women in Psychology. She was a faculty member at the Derner Institute of Adelphi University where she served as Dean from 2006 to 2010. As Dean she was responsible for all programs in Derner, including the Postgraduate Programs in Psychoanalysis and Psychotherapy.

Jean was particularly noted for her promotion of diversity in all areas of her endeavor. During the 2018 academic year in her role as a Fulbright Scholar she served as the Distinguished Chair in Cultural Competence at the University of Sydney, Australia.

Jean was an indefatigable leader. She served as the Chair of the APA Council Leadership Team and was a candidate for APA President in two recent elections. She served as President of Division 35 from 2001-2004 and as President of Division 45, the Society for the Study of Ethnic Minorities, from 2009-2011. She was also an APA Council Representative from both of those divisions.

I was Director of the Postgraduate Programs in Psychoanalysis and Psychotherapy during Jean's tenure as Dean. Jean was enthusiastic in her willingness to meet the faculty and candidates in our program and participate in our activities. Gene often accompanied her at these gatherings and provided a great deal of support to her.

APA, NYSPA, and the Derner Institute have lost a tireless, dedicated leader. She will be sorely missed.

Richard Penniman (Little Richard): Reflection and Reminiscence

John S. Auerbach, PhD

I realize that our minds these days are on other things, such as the COVID-19 pandemic, and we are of course a listserv devoted to psychoanalysis, not to music history. But I recall the collective grief on this list for the passing of Aretha Franklin, and I think a good case could be made that Little Richard is at least as an important a figure as Aretha Franklin was.

In the first place, Little Richard Penniman was a pioneer in the fusion of blues, R&B, and gospel that Aretha Franklin would later do so much to push forward. But beyond that, Little Richard was the first gay rock 'n' roll star, and this in a very closeted age. One can only imagine the difficulty of growing up black and gay and poor (or more accurately working class) and despised, because of his "effeminacy," by his father in Macon, GA, in the segregated Deep South. But that is Little Richard's story. On the other hand, it is crucial to remember that a great artist is great always by virtue of having transcended his or her background to create something more. The standard trope about Little Richard was that he was rock 'n' roll's original wild man, the wildest of the wild, and even when we consider the likes of Jerry Lee Lewis and the more obscure Screamin' Jay Hawkins ("I Put A Spell On You"), I believe this to be true. This made him all the more scandalous in a day and age when rock 'n' roll was considered some combination of transgressive, revolutionary, oversexed, and just simply dangerous, a threat to the race, gender, and class structures of the United States, not as it is today somehow weirdly passé ("OK, Boomer, go listen to your dad rock"), never mind that (a) rock 'n' roll has always been a commercial commodity and (b) Little Richard was himself a deeply religious man who never fully resolved the tension between the two sides of his character, Saturday night and Sunday morning, the id and the superego.

Nevertheless, contra the racist tropes about the dangerousness, especially sexual, of rock 'n' roll,

there was most certainly an art to Little Richard. The story I have long heard about his first hit and first masterpiece, “Tutti Frutti,” was that it was as risqué a song as can be, basically a gay blues, that needed to be cleaned up into something heterosexual and less focused on anatomy (“Tutti frutti/Good booty” would not have been acceptable in 1956) without losing all hint of transgressiveness (“I’ve got a girl named Sue/She knows just what to do”). But another thing to understand is that this song did not come alive in the recording studio until Little Richard himself displaced the designated keyboardist that day, Huey “Piano” Smith, a master of the New Orleans music scene in the 1950s, and took to the keys themselves. What Little Richard lacked in piano skills, especially compared with Huey “Piano” Smith, he more than made up for in performance capacity, and his performance on the day this record was cut has never been surpassed.

With “Tutti Frutti,” Little Richard had himself a Number 1 on the r&b chart, Number 21 on the pop chart, but back in the day, the record companies would often find a white artist to cover an r&b original for the broader, safer market. That white figure was Pat Boone, whose recording of the song outsold Little Richard’s (Number 12 on the pop chart), but let’s get to the point: Now 55 years later, the only version of “Tutti Frutti” that anyone ever plays, except for perhaps Elvis Presley’s, is Little Richard’s, and Pat Boone’s recording, which no doubt is easily available on the Web, is to listened to by . . . no one. Even in the 1970s and 1980s, when I was learning my rock ’n’ roll history in obsessive detail, as a complement to the obsessive detail in which I was learning about psychoanalytic theory, only Little Richard’s and, occasionally, Elvis Presley’s were ever played on the radio, whereas Pat Boone’s gold record had already been consigned to the dustbin of history. To drive home his supremacy, Little Richard cut his next single (and masterpiece) “Long Tally Sally” at such a speed that Pat Boone could never keep up. Paul McCartney’s recording of it with the Beatles at the beginning of their career is very, very good, but it is still not Little Richard. Of course it helps that Little Richard was recording with the best musicians in New Orleans on those sessions, among them Lee Allen on tenor saxophone and the incomparable Earl Palmer on drums, but the records mean nothing without Little Richard’s voice and piano; every one of those seemingly out-of-control falsetto whoops in his performances are in fact examples of artistic control, the Apollonian meeting the Dionysian. I can think of more powerful singers from the 1950s. In particular, Big Mama Thornton’s recording of “Hound Dog” and Big Maybelle’s recording of “Whole Lotta Shakin’ Goin’ On” will make you forget the cover versions by Elvis Presley and Jerry Lee Lewis, respectively, even though these are considered great rock ’n’ roll records. But there is almost no one who can match Little Richard.

In the last several days, we have heard about the influence of Little Richard not only on his musical contemporaries but also on many musical luminaries in his wake (Otis Redding, James Brown, the Beatles, The Rolling Stones, Bob Dylan, Jimi Hendrix, Elton John, Prince, and I could go on and on and on). But I listened to his records again on the day of his death, and they stand the test of time in a way that very few other recordings that are 50+ years old do. With three chords and simple lyrics, they still speak to something at the center of human experience, something that psychoanalysis sometimes helps us to understand afterwards and that maybe on occasion helps us to live in the present.

A-wop-bop-a-loo-bop, A-womp-bam-bom,

SECTION VI: LOCAL CHAPTERS

From the Section IV President

Bhupin Butaney, PhD

The Society for Psychoanalysis and Psychoanalysis Psychology (Division 39) of the American Psychological Association is unique in that it has local chapters that serve their local communities. Local chapters are professional interest groups that seek to support the professional identity of psychologists and other professionals interested in psychoanalysis to provide

identity of psychologists and other professionals interested in psychoanalysis, to provide educational opportunities in psychoanalytic theory, technique, and related subjects, as well as to educate their local community about the value of the psychoanalytic orientation.

Local chapters are open to all Division 39 members but also other professionals with an interest in psychoanalysis and psychoanalytic psychology. In this way, local chapters serve to promote interdisciplinary cooperation and provide space for collegial interchange and professional development. Section IV serves to promote the interests of local chapters and of their individual members. A list of local chapters are listed on the Section IV website (<https://www.apadivisions.org/division-39/sections/local/index>).

Some of the challenges local chapters have faced in recent years has been diminishing membership enrollment in certain local communities. A second but related challenge has been in developing a sufficient leadership pipeline to replenish Board positions within local communities. Section IV has worked with local communities to help problem solve and offer resources to address these challenges. Though there has been some decline in members, including Division 39 members, several new chapters have been formed. Last year, Section IV welcomed the Northwest Alliance for Psychoanalytic Study located in Seattle, WA. This year, the Section IV Board approved a new chapter in Iowa, though a formal vote for approval by the Section IV Senate could not yet take place due to cancelation of the Spring meeting.

One success this past year involved working with the Massachusetts chapter, *Massachusetts Association for Psychoanalytic Psychology* (MAAP). MAAP has had a rich and longstanding history within the psychoanalytic community in Massachusetts but also within Section IV. Experiencing some challenges in the past few years, and struggling to fill open Board positions, MAAP considered closing. Thanks to the significant and unrelenting efforts by Dr. Jonathan Slavin, a longstanding member of MAAP, to rekindle interest within the community, Section IV was able to assist by facilitating MAAP elections to fill open MAAP board positions. Dr. Jay Soucy, former MAAP President, worked with Dr. Lotte Smith-Hansen, incoming President, to establish the new Board and restart professional activities of the local chapter.

As Section IV President, I would like to thank Dr. Slavin for his undying belief in MAAP and its mission; Dr. Soucy for his unconditional willingness to help the new Board transition and be successful; and Dr. Smith-Hansen for her passion and willingness to lead the MAAP community in the coming years.

On behalf of Section IV, I would encourage Division 39 members to support their local chapters. The Section IV website has a list of 27 local Chapters. It is also important to mention that any Division 39 member who is interested in forming a local chapter in their local community can work with Section IV to establish a local chapter. This past Spring, the Section IV executive committee revised the Section IV Handbook, which was last updated in 2005. The handbook outlines the process of establishing and maintaining a local chapter.

For the remainder of the year, the central focus of many local chapters will be how to how best manage professional activities in the context of social distancing and health and safety concerns related to COVID-19. The Rhode Island chapter Board, for example, has been discussing alternative ways to deliver future lectures, conferences, and Board meetings. Section IV is planning to hold a virtual meeting with Section IV local chapter representatives this summer to facilitate sharing of best practices, including ideas about apps or other technology that could be used to broadcast virtual presentations or to check-in attendees for on-ground meetings.

On a closing note, Section IV has an open position of President Elect for the coming year. If you know of anyone who might be interested in learning more about the opportunity, please contact Bhupin Butaney (drbutaney@aol.com). A formal call for nominations will be disseminated in late summer/early fall.

San Antonio Society of Psychoanalytic Studies (SASPS)

Wayne Ehrisman, PhD, ABPP

SASPS completed our monthly Study Group meetings throughout 2019-20 year, and since the Spring Meeting was cancelled, will give a complete report at the 2021 Spring Meeting.

The San Antonio Society for Psychoanalytic Studies has continued to meet monthly throughout the pandemic period. In response to the pandemic, we have converted to online meetings using the Zoom platform beginning with April of this year. For our April meeting we changed the format somewhat to accommodate our members needs to deal with the personal, professional, and ethical challenges facing us by changing our practice exclusively to online psychotherapy. We met as a process support group, led by two of our members, to explore and process our subjective experiences, including the stress and excessive energy required to practice in virtual medium. In subsequent meetings, we explored concerns about invading our patient's personal space, revealing information about their life they didn't consciously disclose, and the ethical issues raised when our common experiences of anxiety and uncertainty in living with the Pandemic were coexisting with our traditional primary mission of addressing our patients needs. We now pursue a "hybrid" agenda in our Study Group, taking time to check in with one another regarding our status dealing with the current situation, followed by our usual format of discussion of a psychoanalytic perspective on contemporary practice issues. We've found the recent commentary by Todd Essig, Nancy McWilliams, and Gillian Isaacs Russell sent out by the Practice Directorate as well as the article by Gary Greenberg in *The Guardian*: "Therapy under Lockdown: "I'm just as terrified as my patients are," to be helpful in initiating these discussions.

Vermont Association for Psychoanalytic Studies

Alicia Wein-Senghas, MA, LMHC

The Vermont Association for Psychoanalytic Studies (VAPS) has had a busy, successful 2019 program year and planning for future events is not slowing down in the face of the current pandemic. VAPS takes its role in bringing our community of practitioners the opportunity to engage in psychoanalytic thinking seriously and endeavors to provide high quality educational seminars, workshops, and social events that facilitate engagement, learning, and critique. Events offered in 2019 included the Biennial Ethics Conference with Frank Summers, Ph.D.; the VAPS Annual Scientific Meeting with Howard Levine, M.D., and most recently a presentation by VAPS own Research Committee Chair, Jacob Rusczyk, Ph.D.

The Biennial Ethics Conference presentation by Dr. Summers was entitled: *Understanding Violence, American Exceptionalism, and the Current Political Crisis: What a Psychoanalytic Ethic has to Offer*. VAPS Education Committee Chair, Barbara Richmond Ph.D., reported "Dr. Summers provided a theoretical framework for understanding pathological narcissism, grandiosity, and other defenses that promote and justify the control of the 'other' through violence...and presented an emerging psychoanalytic ethic that incorporates a developmental theory of subjectivity and establishes ethical conduct in the experience of mutual empathic recognition." The presentation was well attended by members, non-members, and students.

The VAPS Annual Scientific Meeting presentation by Dr. Levine was entitled: *From the Dead Other to a Living Discourse: Transformations in the work of Andre Green*. Dr. Levine presented a theoretical paper that extended Green's consideration of the characterological structure that results from internalization of a decathected imago of the mother when the external mother has not been available enough to sustain vitality and aliveness in the child. This paper presentation was followed by a clinical illustration with discussion to explore the way in which a person with this characterological organization may present in analytic work in relation to the therapist. Members

provided positive feedback regarding Dr. Levine's style of presenting and willingness to engage with rather than avoid topics and questions that were controversial or might prompt disagreement.

Following the Annual Business Meeting in March, Dr. Rusczek offered a presentation entitled: *Psychotherapy Research, Evidence-Based Practice, Psychoanalytic Psychotherapy and You*, which reflected the work of the VAPS Research Committee during 2019. The focus, as described by Dr. Rusczek, was "...on the art of psychotherapy research, the standing of psychoanalysis in relation to current findings, and how psychoanalytically-oriented psychotherapists can think and talk about how they practice in relation to the larger conversation about evidence based practice in psychology."

Challenges over the past year have centered around increasing visibility with an online presence, considering an effective marketing strategy, staffing important committee roles, and increasing engagement of members and non-members. The decision to allow students to attend VAPS events at no cost, creation of a list-serve, and making VAPS events affordable for members and non-members are all strategies designed to increase and maintain engagement.

In the face of limitations imposed by COVID-19, VAPS is making the shift to planning for hosting virtual events that would otherwise be in-person. The November 2020 Annual Scientific Meeting is set to feature, Dr. Norka Malburg, with a focus on attachment, play, and sexuality. VAPS and Dr. Malburg are planning for both in-person and virtual options to accommodate social distancing and safety precautions. Additionally, VAPS Applied Psychoanalysis Committee is planning a workshop for March 2021, entitled: *Listening to Ferrante's Women: A Psychoanalytic Engagement with Neapolitan Novels*. At an organizational level, VAPS has successfully held its Executive Committee meeting virtually and committees are continuing their work using electronic and virtual means. Short of cancelling a few small, member events this Spring, VAPS is continuing to move forward despite the pandemic with organizational development and valuable educational offerings to members, non-members, and students.

DIVISION SCHOLARS: BRIEF INTRODUCTIONS

The young professional who were selected for the Scholars Awards this year unfortunately did not have the opportunity to take part in the most important purpose of the award: to be able to attend the Spring Meeting. They are continuing to benefit from the award by becoming members and receiving our journal and Division/Review. I asked them to provide a brief introduction to the membership. If you happen to run into one of them over the course of the year, please introduce yourself and welcome them to the Division (SPPP). The editor

Jordan Alam is a queer Bangladeshi-American clinical social worker who studied with the Smith School for Social Work (class of 2020). Their work integrates psychodynamic thought with body-based interventions to support people of color, queer people, and other marginalized populations experiencing ongoing and intergenerational trauma. They have previously worked in domestic violence response, with Veterans, and as a birthworker. They are based in Seattle, WA and divide their time between social work and writing/performance. Find out more about Jordan and their work at: www.jordanalam.com

Sarah Allbright: I earned my BA in International and Area Studies- East Asian Studies with a minor in Chinese language from OU, and MA in Counseling Psychology from Southern Nazarene University. My internship experience included work in grief therapy groups for children, intensive outpatient group therapy with adults, and community mental health. I have completed three courses in Foundations in Psychoanalytic Thought through the Oklahoma Society for Psychoanalytic Studies. From 2017-2019, I participated in the Speaking for Babies Initiative, an Infant Mental Health Learning Collaborative sponsored by Sunbeam Family Services. I am currently a participant in an 18-month CPP learning collaborative. I am a Licensed Professional Counselor and participate

in weekly reflective consultation.

I have clinical experience working with individual adults, teens, families, and children in a community mental health setting and in private practice. I have experience working with the juvenile court system on deprived cases, and working with natural parents, foster parents, adoptive parents, and children involved in this system. I am certified as a Circle of Security parenting facilitator.

I am interested in working with adults and teens experiencing anxiety, depression, struggles with emotional regulation, and dissociative disorders. I have a particular interest in issues related to early childhood trauma, including physical and sexual abuse, relational trauma, and difficult patterns in relationships. I also work with parents experiencing attachment difficulties with their children.

I am currently a member of The Oklahoma Society for Psychoanalytic Studies, The Oklahoma Association for Infant Mental Health, and Division 39.

Ruby Branson is a student currently completing the Master of Science in Clinical Social Work program at The University of Texas at Austin, where they received a Bachelor's of Social Work in 2019. They have worked with low-income children in a free after school program and as a case manager at an adult education nonprofit. They are currently completing their final clinical internship at Austin State Hospital's Child and Adolescent Psychiatric Services unit, providing case management and clinical services to children and adolescents in an acute inpatient setting, as well as to their families. As a non-binary transgender person from a working class Appalachian background, they were originally drawn to psychoanalysis by its wealth of perspectives on sexual orientation and gender. In their studies and work they are interested in exploring the interactions of analytic theory with gender, class, sexuality, history, and race, and in incorporating radical frameworks into their practice as a clinical social worker. Ruby is an activist and member of Social Workers United, an Austin-based group of radical social workers. Since 2019, they have co-facilitated a monthly play therapy group for transgender 5-8 year olds and led a multidisciplinary study group on psychoanalytic theory. They are additionally a member of Austin Psychoanalytic and a participant in its 2019-2020 mentoring program.

Aliye Guclu Ercin, MA completed a MA in Clinical Psychology and a double major program BA in Psychology and BA in Comparative Literature at Istanbul Bilgi University, Turkey. She is currently working as a research and teaching assistant in the Department of Psychology at Istanbul Bilgi University. She is also a clinical psychologist in private practice in Istanbul. Her research interests include psychoanalytic psychotherapy process with an emphasis on countertransference, attunement, psychotherapeutic relationship and embodiment. She is a member of The International Association for Relational Psychoanalysis and Psychotherapy (IARPP) and Turkish Psychological Association.

Cassandra (Cassie) Feldman, PsyD is an early career psychologist in private practice in Miami, Florida. She also serves as an Adjunct Professor teaching doctoral students at Nova Southeastern University's College of Psychology. In addition to her love of psychoanalytic thinking, she has a passion for mind-body medicine and obtained specialized training in Clinical Health Psychology via training at Jackson Memorial Hospital, the Miami VA, California Pacific Medical Center, and the Manhattan VA. Her area of interest is the intersection of working in healthcare settings and psychoanalytic theory and practice, applying psychoanalytic interventions when working on medical floors and within primary care. She has enjoyed working on interdisciplinary teams alongside providers from a number of specialty areas and infusing psychoanalytic thinking when working alongside providers who would otherwise not be exposed to this way of thinking/practicing.

Lucía Flores graduated from Smith College School for Social Work in 2019 and currently works as an outpatient clinician at North Suffolk Mental Health, a Boston-area community health center. Her professional areas of focus include trauma, cultural stress, and resilience across the lifespan. A queer Dominican-American woman, Lucía has a particular interest in celebrating and amplifying

the voices of BIPOC clinicians and theorists within psychoanalysis and, as such, is excited about her role within the Multicultural Concerns Committee.

Karla Lizette Gomez received a Masters in Clinical Psychology from the Universidad de Monterrey, and presented a case study in a live supervision panel with Nancy McWilliams at Division 39: Society of Psychoanalysis and Psychoanalytic Psychology Spring meeting 2019. Karla is also part of the volunteer committee and an active member in the Association for the Psychoanalysis of Culture & Society (APCS). Her latest research was approved and will be published in *The Psychoanalytic Review*. She used to work as a psychotherapist at Desarrollo Integral en Movimiento A.C., a residential rehabilitation center for substance abuse for three years and is currently working as a psychotherapist in Pilsen Wellness Center Outpatient Mental Health in Chicago, Illinois. In addition to the intergenerational transmission of trauma, her interests include art therapy, psychosis, mythology, and she is engaged in research in new methods to educate families on how to deal with drug addiction.

Natalie Haziza, MA is a doctoral candidate in clinical psychology at the City University of New York and a predoctoral intern at Harvard Medical School – Cambridge Health Alliance. She received her BA from Sapir Academic College in film and an MA in Communications and Culture Studies at the Hebrew University of Jerusalem. Her dissertation examines intergenerational trauma among Yemenite and Mizrahi families of kidnapped children in Israel.

Oluwaseun Jegede majored in Guidance and Counselling at Adekunle Ajasin University, Nigeria and since then regularly takes continuing education classes to acquire requisite knowledge and skills in psychoeducation and mental health service. This is her 3rd year at Mentally Aware Nigeria Initiative (MANI) as an Online Therapist and her 2nd year at Noble Guide Academy as a School Counsellor.

Very much a humanitarian, she is recipient of the prestigious National Youth Service Corps (NYSC) State Honours Award for her contribution to her host community. She organized a career choice counselling and mental health educational workshop for youths in Kebbi State, Northwest Nigeria during her National Youth Service at Adamu Augie College of Education. In addition, in 2018 she worked as a Graduate Assistant Lecturer in the Counselling and Psychology Department.

Ms Oluwaseun loves working with adolescents and older adults to help them improve their mental well-being. Her underlying motivation is her belief that to be productive in every sphere of life, one must be at a satisfactory level of emotional and behavioral adjustment. For her future, she envisions herself building and running a private practice that she has started with a blog entitled *Psychoeducation: Coping Skills Therapy*. She publishes articles on mental hygiene with the purpose of helping people achieve the mental balance they need to cope with their daily lives.

Tarell Kyles, MA, currently resides in Atlanta, GA where he is a professor in the department of Africana Studies at Georgia State University. In addition to his work with African-centered freedom schools, and other grassroots community institutions, He is a member of and coordinator for The Truth Telling Collective (TTC); a group of activists, organizers, and various other agents of social, political, and economic transformation who work to sustain grassroots, community centered processes to amplify voices against structural violence. TTC shares stories, facilitates healing, supports activists on the ground, educates, and seeks justice. Tarell is currently an MA/PhD student in Pacifica Graduate Institute's Depth Psychology CLIE (community, liberation, indigenous, and ecopsychology) program. For fun, he enjoys martial arts, video games, and anime. His graduate thesis "The Invisible War: A Portrait Of Structural Racism and Mental Health in the Life of a Formerly Incarcerated U.S. Born Africana Man" can be accessed here: https://scholarworks.gsu.edu/aas_theses/44/ He can be reached at tkyles1@gsu.edu.

Shalini Masih, PhD is a Psychoanalytic Psychotherapist in private practice in New Delhi, India. In addition to providing Psychotherapy she offers supervisions to other Psychoanalytic Psychotherapists. She has supervised and taught Psychoanalysis to Psychoanalytic Psychotherapists training in MPhil Psychoanalytic Psychotherapy program of School of Human Studies, Ambedkar

University Delhi. She has worked with traumatized children, adolescents and with borderline and psychotic young adults. Her doctoral thesis was a Psychoanalytic Study on 'Beauty in Ugliness in Spirit Possession and Exorcism.' Her interest lies in understanding psychic states that do not render themselves easily to representation of any kind, body in Psychoanalysis, Dissociation, Psychosis, Dreams and Nightmares, impact of motherhood on the clinician, cultural processes and the kind of Psychoanalysis feasible to a given cultural soil.

She has presented papers in number of National and International Psychoanalytic Conferences. Her paper received the Critics Award for Best Psychoanalytic Writing in The Fifth International Psychoanalytic Conference, 'Psychoanalytic Explorations of Darkness in Culture and Clinic: An Indo-Italian Conversation.' held in New Delhi, India, January 2018.

She has contributed her writing in Volumes like *Psychoanalysis from the Indian Terroir: Emerging Themes in Culture, Family, and Childhood*; *Counterdreamers: Analysts Reading Themselves* and *Rethinking the Relation between Women and Psychoanalysis: Loss, Mourning and the Feminine*.

J.J. Mull is a writer, budding clinician, and graduate student in clinical social work at Smith College. Originally from southern California and a graduate of U.C. Berkeley, J.J. has spent the last ten years deeply involved in Bay Area housing justice, activism, and poetry communities. His current research interests include the work of Wilfred Bion, Franz Fanon, and the intersection of psychoanalysis and radical politics. His writing has appeared in *New Life Quarterly*, *Tagvverk*, and his poetry chapbook about group psychoanalysis, *Safe Conduct*, was published by Dogpark Collective in 2019. He currently lives in Northampton, MA.

Kanika Mehrotra is a clinical psychologist and PhD scholar at the National Institute of Mental Health and Neurosciences, Bangalore, India. Her area of study pertains to parental mentalization and the pathways for the inter-generational transmission of parenting in mothers with borderline personality features. Besides a special focus on psychoanalytic and psychoanalytically informed models of psychopathology in personality disorders, her interest lies in the intersections of culture in the clinic. Cultural manifestations in the presentation of psychopathology, culturally informed psychotherapy and the cultural interpretations of the therapeutic relationship are of particular interest to her. Along with this, process issues in psychotherapy is also an important research area she finds fascinating. She is an advocate for greater focus on reflective and reflexive practices in post-graduate clinical psychology programs in the Indian context. She has additional training in arts based therapy and mentalization based therapy. An avid bibliophile, she also enjoys writing short stories and poetry. Some of her works have been published in the *Indian Review*. She hopes to finally be able to attend her first spring meeting in the coming year!

Antoine Saldubehere, PsyD is a postdoctoral fellow at Clarity Child Guidance Center in San Antonio, TX. He attended San Diego State University for his undergraduate education, where he studied Marketing, completed his teaching credential in Special Education at California State University Bakersfield, and earned his doctoral degree in Clinical Psychology from the California School of Professional Psychology. Before pursuing his doctoral degree, he spent some time living in Japan working as an English teacher. He also taught adult education and high school Special Education for a number of years in central California. Antoine has a passion for working with children, adolescents, and families from a psychoanalytic framework. Antoine has always been interested in psychoanalytic therapy for its appreciation of the developmental perspective and recognition of unconscious processes that influence thoughts and behaviors. His preference for psychoanalytic thought and practice has informed his participation in various psychodynamic training opportunities and involvement in local psychoanalytic associations. Antoine enjoys participating in a monthly psychoanalytic reading group through the local chapter of Division 39 in San Antonio. When he is not practicing psychology, Antoine enjoys getting into a new TV series, reading, exercising, or spending time with his lively cat.

Sahil Sharma, MA will be completing his PsyD in Clinical Psychology from The Wright Institute in Berkeley CA in June of 2020. He has completed the majority of his clinical training in

in Berkeley, CA in June of 2020. He has completed the majority of his clinical training in psychoanalytically oriented community mental health settings working largely with diverse populations often with extensive trauma histories, including asylum seekers and refugees. As an immigrant clinician, Sahil is particularly interested in clinical issues pertaining to cultural identity development and is drawn to working with immigrants and children of immigrants in his practice.

David Zelaya, PhD is an assistant professor of psychology at Merrimack College and Research Fellow at Harvard Medical School in the department of psychiatry at Cambridge Hospital. He received his doctoral degree in counseling psychology from Georgia State University. His research focuses on addressing health disparities among individuals living at the “margins of the margins” (for example, women of color, sexual and gender minority people of color, people of color living with HIV), whose experiences have been underrepresented and overlooked due to intersectional invisibility. Clinically, he is interested in Latinx Spanish speaking populations. He is actively involved with Society of Counseling Psychology and is the recipient of numerous social justice awards. He is also an APA Minority Fellow.

Shweta Tembe is a Master's student at the Smith College of Social Work and an avid reader, thinker, and yoga fanatic. She grew up and attended college in central Virginia, coming to Smith after serving rural, first-generation, underrepresented high school students with AmeriCorps. She worked at Rice University counseling center in Houston, Texas for her first-year internship and her second-year internship will be in Western Massachusetts. She is curious about a variety of social work topics and hopes to work with underrepresented populations in her career, including queer folks, people of color, and those impacted by economic oppression.

Joshua Turchan, PhD is a psychologist, Assistant Director of Research, and Training Director at Michigan State University's Counseling and Psychiatric Services. He is co-director of the Interpersonal Problems Clinic, a relational psychodynamic psychotherapy training clinic in MSU's Department of Psychology. He is also a member of the Interpersonal Process and Psychotherapy lab at MSU's Department of Psychology where he helps to investigate in-session processes in relational psychodynamic psychotherapy. Josh holds a master's degree in clinical psychology from the University of Detroit Mercy and a Ph.D. in counseling psychology from Auburn University. He is a member of several professional organizations including the Society for the Advancement of Psychotherapy (Div. 29) and the Society for Psychoanalysis and Psychoanalytic Psychology (Div. 39), where he serves as part of their early career psychologist committee. Dr. Turchan's interests include psychoanalytic theory; psychodynamic treatment, training, and research; personality pathology and assessment; interpersonal processes in the psychotherapy relationship; and multiculturalism and social justice.

DIVISION 39 (SPPP) RESPONSE FOR DIVISION 44's LETTER TO BOARD OF EDUCATIONAL AFFAIRS

Thank you for inviting Division 39 to collaborate with Division 44 in preparing a report to APA Board of Educational Affairs (BEA) around COVID-19 related concerns and its impact on vulnerable populations in higher education. Division 39 shares concerns with Division 44 about the impact of COVID-19 on the quality of higher education, especially the potential to widen inequities among students, faculty, and vulnerable groups (for example, contingent faculty & staff). We also advocate and support efforts to lobby policy makers (for example, Congress, U.S. Dept. of Education) to protect vulnerable groups in higher education. It is essential also that greater awareness and efforts be made within higher education to recognize how COVID-19 and health anxiety fears are connected to a collective unconscious in the United States that has the potential to perpetuate racism, particularly toward members of the Asian and Asian American communities.

We are providing our thoughts on the specific questions outlined in your email. Please let us know if you would like us to clarify or elaborate on any of our responses.

(1) What concerns do you have about how COVID-19 will (or might) impact higher education? We'd especially be interested in your thoughts about how it will impact students, early-career psychologists, and contingent faculty.

The greatest concern facing programs in psychology is the impact of COVID-19 on future enrollment of new students and retention of currently matriculated students. If even a small number of students decide to discontinue or postpone their program of study or new applicants delay or choose not to matriculate in the coming year, there will be significant impact on future service delivery in the coming years. Even more concerning is the impact on staffing at universities and overall financial viability of some institutions. Reduction in hiring and staffing is certainly a relevant concern for current and future faculty, administrators, and staff in higher education, but to the extent that COVID-19 fears lead to broader threats to institutional viability, the impact will be profound. When a larger institutional system closes abruptly, as in the case of the Argosy University system last year, issues around verification of education and the road toward licensure becomes extremely problematic. The financial cost to students and graduates and to society at large in terms of student loan debts and loan defaults creates significant complications.

Given national trends suggesting declines in underrepresented populations choosing to enter doctoral studies in psychology, the impact from COVID-19 fears will likely exacerbate these national trends. This adverse impact would extend to minority students, early career psychologists, and serve to decrease educational initiatives such as IR C21 D to reverse national declines of underrepresented populations within the field and bring proactive efforts to develop, mentor, and protect vulnerable populations in higher education.

Any reduction to the pipeline of future psychologists will also have a profound effect on access to mental health services in rural and areas with higher percentages of diverse communities. Moreover, a decrease in available psychology trainees and early career psychologist, who typically staff hospital-base and community-based facilities will experience service delivery constraints. These facilities often serve a higher percentage of economically disadvantaged and minority populations. Therefore, the delay or reduction in qualified providers may lead to underserved geographical areas or settings which serve economically disadvantaged or minority populations greater challenges in staffing, service delivery, and access to mental health care. This is especially a concern when we consider psychological testing.

State-mandated service delivery modification at higher education institutions has precipitated psychology education to move to virtual platforms and provide alternatives in the assessment of competencies and training in the delivery of services. Reaccreditation is of great concern to programs against this backdrop, especially without specific guidelines by APA. There will also likely be an impact on program attrition, internship placements, or other CoA outcome measures that could impact accreditation during self-study review or site visitor review. Without adequate and specific guidelines, on what will be acceptable modifications to traditional delivery of education and training, programs could be penalized at time of accreditation.

(2) What concerns do you have about how COVID-19 may widen inequalities within higher ed? Relatedly, what communities might be hardest hit?

We have specific concerns for already underrepresented groups within higher education, to include the recruitment and retention of adequate representation from this group. Our concerns are multilayered. For one, we are concerned that funding or scholarships for students and/or lines for underrepresented faculty will be structurally viewed as non-mission-critical, perpetuating the systemic view of these positions and spots as periphery rather than central. We are concerned that funding lines will be cut, setting back hard-earned (and still systemically lacking) efforts at proportionate representation. With specific regard to COVID-19, we are especially concerned that students from disproportionately hard-hit communities, that, perhaps not unexpectedly, map on to communities that have been historically disenfranchised and discriminated against, will be less

likely to return to school or enroll in programs, even with incentives. For example, we understand that black and indigenous communities have been especially affected by COVID-19 deaths, and are concerned that this will materialize also in a trickle-effect of loss to the communities in an extrapolated manner (that is, inability to travel, unwillingness to expose families further, etc.). We are evaluating this concern not just in the present tense, but with a historical, structural lens in mind that implicates multi-generational trends; we are concerned this will further widen the generational impacts of systemic violence. More practically, we are concerned about students having to shoulder the onus of protective gear, and further health precautions which directly correlates with class privileges and access to resources, materially and otherwise.

(3) What suggestions do you have about ways to eliminate/minimize these concerns?

A clear and unbending acknowledgment of the disproportionate effects of this crisis, as well as indication of all attempts at remediation is needed. More specifically, those in underrepresented and historically disenfranchised groups deserve to know that we not only recognize the multigenerational effects of systemic violence (perpetuated also in higher-ed), but that we are also committed to addressing them as a field, actively vs. reactively. Moreover, a public-facing approach to psychoeducation re: the insidious effects on black, indigenous and people of color should be a top priority. That is, running a high-visibility campaign to educate the public, not just the field or professionals, about the potential fallout is key. We believe that psychologists should be leading the conversation on this matter and offering despecialized language about individual and collective social processes in these times. Finally, programs and universities should be explicitly contacted, nationwide, to warn against eliminating funds and lines that would otherwise ensure the matriculation and/or hire of individuals from underrepresented groups.

(4) Who/what (e.g., APA, Congress, etc.) should be responsible for implementing your ideas?

To be successful in managing the unprecedented challenges in higher education associated with COVID-19, many parties must work collaboratively to achieve protection for institutions at large, but specifically the vulnerable groups most adversely impacted.

APA can take a greater role in educating the general public to bring greater awareness of how COVID-19 fears perpetuate racism, particularly toward members of the Asian and Asian American communities and to mitigate these potentialities by offering alternative narratives. Moreover, APA can commit to a proactive role in educating the public and institutions of higher education about the potential for widening inequities, as outlined above.

BEA can work with other APA Boards and Committees, including the advocacy arm of APA, to lobby Congress and state level organizations to prioritize resources to offset the disproportionate impact on diverse and vulnerable populations. Specific programs that should be supported (or at least not cut), for example, could be loan forgiveness programs for graduates who choose to work in underserved populations.

BEA can advocate for coordinated efforts by Department of Education and Commission on Accreditation to provide prescriptive and specific recommendations to maintain educational integrity, while offering flexibility in delivery of education and training. Higher education institutions, and specifically Psychology programs, would appreciate any attempt by CoA to provide direct, specific guidance on acceptable modifications and adaptations to specific IR's or standards of accreditation in light of COVID-19 and subsequent CDC, State, and federal guidelines.

Because almost all programs have had to incorporate virtual platforms in education and training, CoA should articulate considerations and acceptable exceptions or modifications to what has been outlined in *IR C-II D Distance and Electronically Mediated Education in Doctoral Programs*. Specifically, programs that do not utilize distant learning in general but are having to partly incorporate, either temporarily or in minimal ways moving forward, should be informed how and if IR C-11D is necessarily applied to their program to maintain accreditation.

On the state level, fast tracking statute and regulatory rules governing licensure should be instituted. Updates in areas such as residency requirements or the use of teletherapy or tele-supervision for training hour requirements for professional licensure. ASPPB could play a key role in coordinating and standardizing issues around licensure requirements impacted by COVID-19.

THE 2021 JOHANNA K. TABIN BOOK PRIZE

Competition Request for Submissions

Division 39 and APA Books collaborate on two awards for members of Division 39: The Johanna K. Tabin Book Prize and the New Century Book Prize. The prizes are offered

every other year. The Tabin Prize is for a *new* book author; the New Century Prize is for any author regardless of book publishing history.

We are delighted to announce once again the Johanna K. Tabin Book Prize Competition for 2021. The competition is open to any Division 39 member who has not previously been a published book author. The book may be on any topic relevant to psychoanalytic theory, thought and practice. We look for good writing, originality, as well as clinical and scholarly relevance.

The proposed book should promise to be an original and coherent monograph. Edited collections of previously published papers are not acceptable, nor are edited volumes of contributions by more than one author. Simultaneous submissions to other publishers will disqualify the entry.

The proposal should consist of:

- A cover letter to include the author's identifying and contact information and Division membership information;
- A full CV;
- A statement of sufficient length to describe the mission, scope, and potential contribution of the project to psychoanalysis;
- An annotated table of contents;
- One, and only one, sample chapter.
- There must be *no* identifying information concerning the author in #3 through #5, that is, the Statement of Mission, etc., Table of Contents, and Sample Chapter.
- Submissions are accepted as *separate* attachments in, Word, Rich Text only, or similar format. Blind review evaluations are conducted by the Book Proposal Committee, the editor of APA Books, and an Honorary Judge.

The winner receives a certificate of recognition from Division 39 and APA Books a book contract with APA Books, and \$1,000 advance on royalties.

All submissions for the 2021 Johanna K. Tabin Book Prize must be submitted by September 9, 2020 to Ruth Helein, Division Administrator, at ruthhelein@gmail.com. Please use subject line Johanna K. Tabin Book Prize Competition. Questions should be addressed to: Bill MacGillivray, drmacg@comcast.net

The Marsha D. McCary
FUND FOR PSYCHOANALYSIS

The Div. 39 Fund for Psychoanalysis has been renamed **The Marsha D. McCary Fund for Psychoanalysis** in honor of its founder and devoted leader. Beginning in 2014, the Fund has given grants to help demonstrate the value of psychoanalytic principles and advance the field of psychoanalysis. The Fund is especially committed to supporting the next generations of psychoanalysts and psychoanalytically oriented psychologists, and to improving the health and well-being of under-served populations. **Grant Winners & Description of Grants**

2019 • Articulating the Value of Psychoanalysis for the Public (\$6,000)

RFP due June 15, 2019

2018 (in process) • Dissertation Research in Psychoanalysis (\$5,500)

Esen Karan, The City College of New York: *The Development of Facial Morphing Task to Assess Self and Other Differentiation*

Michael Palumbo, The City College of New York: *The effect of therapist mentalization on patient symptoms and attachment security*

2017 • Innovation in Psychoanalytic Education (\$5,500)

Francisco J. Gonzalez: *Educational Innovation Towards a Community Psychoanalysis*

The grant was given to help fund the initial development of a Community Psychoanalysis Track (CPT) for candidates at the Psychoanalytic Institute of Northern California (PINC). The funding has supported the establishment of the Community Psychoanalysis Committee, and this committee has overseen the implementation of a pilot project (supported by other funding). Further, the grant has allowed the CPT to establish and maintain relationships with seven community organizations and to develop a Community Track model.

2016 • Direct Community Service (\$6,000)

James Grabowski: *The Kedzie Center - Pequeños Exploradores/Little Explorers.*

The grant was given to help develop an eight-week program supporting parental attunement and responsiveness to the developing young child. At this time, the Kedzie center has completed one ten-week training session. At the end of the session, participants showed more engagement with their children, other parents and other children.

2015 • Research (\$4,000)

Felicitas Rost: *Combining Formal Qualitative Methodology with Outcome Findings to Explore and Elucidate the Sleeper Effect Observed in a RCT on the Effectiveness of Psychoanalytic Psychotherapy for Depression*

The grant was given to study the “sleeper effect” in psychodynamic therapy, that is, the findings that participants in psychodynamic therapy continue to make gains after termination of treatment. Analysis of the first group of qualitative interviews using thematic analysis has shown significant in-congruence between quantitative measures and self-perception of change.

2014 • Articulating the Value of Psychoanalysis for the Public (\$4,000)

Anne Dailey and Ann Prum: *The Talking Cure*

The grant was given to a psychoanalyst and filmmaker duo to help develop a documentary on the history of the “talking cure” from the 20th to the 21st centuries. At last follow-up, funding and distribution realities had narrowed the focus to the uses of psychoanalytic treatment with cases of

war trauma.

Donate to The Marsha D. McCary Fund for Psychoanalysis

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