



The New York Institute for Psychotherapy Training

**NYIPT
TODAY**

Fall 2010
Volume 8, Number 1

A LETTER FROM YOUR EXECUTIVE CO-DIRECTOR DR. PHYLLIS COHEN

*To my colleagues, candidates, graduates, supporters,
and friends of NYIPT,*

I recently received an application from a candidate who applied to our NYIPT Program. In his personal statement this social worker wrote a quote: *"I expect to pass through this world but once. Any good, therefore, that I can do or any kindness I can show to any fellow creature, let me do it now. Let me not defer or neglect it for I shall not pass this way again."* - from Stephen Grellet - Etienne de Grellet du Mabillier

When I read this quote I was totally inspired, both by its meaning as well as by the idea that an applicant would live by this credo. A search uncovered that the quote is from a Frenchman who fled the French Revolution and became a missionary in America. I thought, wouldn't it be great if more of us were influenced by this idea? And wouldn't it be even better if all of us were inspired to make an effort to help others?

The founders of the NYIPT Program were a group of therapists who were trained in the 1970's and 80's by senior clinicians at New Hope Guild. Our teachers and supervisors extended themselves for us, way beyond the call of duty. I remember Dr. Sherman Schacter saying that he had benefitted from people putting themselves out for him, and that he hoped we would do the same for others. With that thought, NYIPT was founded in 2001 - with nothing but a curriculum and group of motivated professionals - dedicated to the mission that we would offer low-cost training to those who want to help needy children and their parents.

As a student I was always moved by my mentors who shared themselves and their knowledge to help me help others. There was no obligation, just the belief that I would "pay it forward," and give back whenever I could. And today, all of the faculty, administration and supervisors of NYIPT work for little or no financial remuneration, because they want to help others.

To our candidates and especially to our graduates, we hope you will remember how many people extended themselves to facilitate your training. I hope that you will

someday do the same for others. And to all of you who are at a point in your life and career where you can afford to "give back," won't you please consider supporting our program? You can help us in two ways - by volunteering your services or by making a financial contribution.

I'd like to express my sincere appreciation to the many people who have supported us in the past and to the NYIPT Executive Board: Co-Executive Director, Tracy Simon, Dean of Students, Mary Tirolo, Clinical Coordinator, Carole Grand, Treasurers Regina Monti and Tina Lupi, and past Treasurer and Board member, Gloria Malter. Thanks also to our wonderful faculty and supervisors, for working so hard to make the program a success. And a sincere thanks to all the members of our NYIPT Board of Directors, with special appreciation

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THE NEW YORK INSTITUTE FOR PSYCHOTHERAPY TRAINING

IN INFANCY, CHILDHOOD AND ADOLESCENCE

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MISSION:

The New York Institute for Psychotherapy Training (NYIPT) for Infants, Children and Adolescents, is dedicated to improving the quality of mental health services for needy children of all ages and their families who live in the New York City area. We realize our mission by providing psychotherapy training to qualified mental health professionals, and by offering direct training services to parents, teachers and mental health workers at various agencies and schools in New York City. Our ultimate goal is to help children recover from traumatic situations by overcoming feelings of anxiety, helplessness and depression, in order to continue their development.

Our three-year training program has a psychoanalytic orientation that integrates contemporary psychotherapy theory and research with clinical technique. We are committed to providing training at a nominal cost to professionals who are interested in working with infants, children and adolescents, or are already working with this population.

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A LETTER FROM YOUR EXECUTIVE CO-DIRECTOR

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to Annette and Stu Mont for making their landmark home available to NYIPT, to Robin Ashman for opening her home, and to Gail Gartenstein for her tireless efforts in planning our events, bringing in friends and chairing committees.

The success of our work depends on everyone's participation. We invite all of you to attend our events in the future! In these difficult times, in this past year, our Board has hosted several smaller events instead of one large one. We are hoping to continue this in the coming year and that you will participate when you can.

I know you will enjoy reading this issue of NYIPT TODAY with articles about how we work and all that is going on at NYIPT.

With my warmest wishes,

Phyllis

Dr. Phyllis Cohen

NYIPT NEWS

NYIPT CONDUCTS TRAINING WORKSHOP AT THE BROOKLYN DA'S OFFICE

On Tuesday, October 13, 2009, NYIPT faculty, Drs. Bill Salton, Tracy Simon and Phyllis Cohen, led a workshop entitled: "Healing the Wounds of Domestic Violence: Understanding the Psychology of Child and Adult Victims and Helping Them Cope."

The audience consisted of social workers, lawyers, law enforcers and others who work in the Office of Domestic Violence at the Brooklyn District Attorney's headquarters. We focused on how to help victims of Domestic Violence (DV) take charge of their lives and how to understand the defense mechanisms victims use to protect themselves. We examined "cycles of abuse," introduced some counseling skills, and discussed some of the symptoms that victims of DV may have, including suicidal ideation and post traumatic stress.

We ended the workshop by speaking about specific psychological risks faced by child, teen, and adult DV survivors.

Feedback on the workshop was excellent.

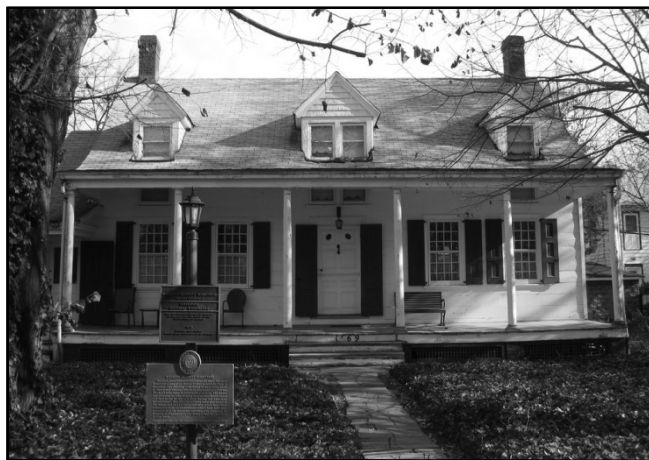


Dr. Phyllis Cohen, Dr. Bill Salton, with Wanda Lucibello, Chief Attorney of the Domestic Violence Bureau for the Brooklyn District Attorney's Office, and Dr. Tracy Simon
October 13, 2009

THE WYCKOFF-BENNETT-MONT HOME: HISTORIC BACKDROP FOR NYIPT FUNDRAISER

On Sunday November 2, 2009, on the occasion of the 400th Anniversary of Henry Hudson's Landing in New York, the NYIPT Board of Directors sponsored a gathering at the Wyckoff-Bennett-Mont Homestead.

Built in the 1760s, this pre-revolutionary Dutch colonial farmhouse is a National Historic Landmark on the Revolutionary War Trail in Brooklyn. The house is privately owned by NYIPT Board member Annette Mont, and is not ordinarily open to the public. Those at the fundraiser got to see many interesting artifacts of Brooklyn's history including original furniture, dolls, quilts, books, Revolutionary War swords, and numerous original documents, and signatures that the Hessian officers left etched into window panes.



Annette and Stuart Mont have preserved this homestead, in both spirit and detail. Annette gave tours of the home and shared her intimate knowledge of its history and its secrets. Guests had the opportunity to step back in time and enjoy delicious food and wine in the beautiful parlors of this Brooklyn colonial Dutch farmhouse, and support the NYIPT program, since 100% of the admission went towards its support.

A sincere thanks to NYIPT Board member, Annette Mont and her husband Stu, for making their historic landmark home available to NYIPT. Also, our thanks to the NYIPT Board of Directors for organizing this wonderful evening.

GOLD FOR A CAUSE

Thanks to everyone who attended Gold For A Cause on Sunday, December 6th, 2009 at the beautiful Central Park West home of NYIPT Board member Robin Ashman. Friends of NYIPT gathered, bringing jewelry they hadn't worn in years. This event benefitted NYIPT at the same time that people put money in their pockets just in time for the holidays!

A very special thanks to Ilene Gartenstein who painstakingly and patiently weighed and tested all the gold treasures we brought, calculating the highest market rate for the carat weight of the gold.

Guests sipped wine and enjoyed hors d'oeuvres and desserts while "shopping." In addition, Robin Ashman and other Board members set up a "holiday boutique" with hand-knit scarves, hand-beaded necklaces and silver jewelry. Not only did people leave with cash, but some walked away with new purchases!! One person's discards became someone else's treasure.

This was truly a WIN-WIN situation,

Great thanks to our Board members Robin Ashman and Gail Gartenstein for making this event possible.

NYIPT ANNUAL NEW YEAR CELEBRATION HONORS THE 2009 GRADUATES

On Sunday, January 10, 2010, NYIPT held its annual Holiday and Graduation Celebration at the Wyckoff-Bennett-Mont Homestead in Brooklyn. We were proud to be graduating 5 candidates this year.

Our congratulations go to: Juana Coca, Rebecca Dickinson, Karina Nunez, Alice Boles Ott, and Rachel Weiss. (See "Words from Some of the Graduates" in this Newsletter).

The violins and cello of Jane Buckwalter, Ginger Dolden, and Ilene Guttmacher provided a beautiful musical backdrop for the event. It was a lovely evening made special by the very warm surroundings, and the camaraderie of the NYIPT faculty, family, and friends. Everyone gathered to celebrate our graduates, and the delicious and abundant pot luck dinner provided by the NYIPT Faculty, under the leadership of Gloria Malter.

Warm thanks to Board member Annette Mont and her husband Stu, for their generosity in again offering their wonderful home to NYIPT.

"EAVESDROPPING ON DREAMS" PLAYS AT HUNTER COLLEGE FOR NYIPT

On Monday, April 19th, 2010, as part of the annual Jim Runsdorf Memorial Lecture Series, the NYIPT Board of Directors sponsored a reading of Dr. Rivka Bekerman-Greenberg's play "Eavesdropping On Dreams" at Hunter College School of Social Work.

This powerful play, set in modern day Manhattan, takes a grandmother, mother, and daughter on an intense emotional journey into grandmother Rosa Eberkohn's past as a Holocaust survivor. As her daughter and granddaughter begin to recognize the impact of Rosa's experience on their own lives, family secrets are revealed through a series of recurrent dreams.

Those attending had the opportunity to see a wonderful and moving play while supporting NYIPT's non-profit program.

Following the performance, Dr. Robert Prince led a lively discussion with the audience about the transgenerational transmission of trauma.

Moderator Dr. Robert Prince is a clinical psychologist and psychoanalyst in private practice in NYC. He is the author of *The Legacy of the Holocaust: Psychohistorical Themes in the Lives of Children of Survivors*.

Dr. Rivka Bekerman-Greenberg is a clinical psychologist and psychoanalyst, in private practice in NYC. She is an expert on the transgenerational transmission of Holocaust trauma.

Director Ronald Cohen has staged many works including "Plaza Suite," "Awake and Sing," and "The Merchant of Venice." Professional actors Matthew Arkin, Lynn Cohen, Laila Robins, and Jessie Austrian brought the play to life.



Dr. Rivka Bekerman-Greenberg, Dr. Robert Prince,
and Director Ron Cohen

NYIPT PARTNERS WITH NYC CHARTER SCHOOL, PENINSULA PREPARATORY ACADEMY

During the past year Dr. Phyllis Cohen, NYIPT Board Member, Annette Mont, Peninsula Preparatory Academy (PPA) Board member Betty Leon and PPA Charter School Principal, Erika Wala, met to develop programs to help teachers at the PPA better meet the emotional and learning needs of the children at the school.

PPA is a charter school located in Far Rockaway, New York serving 300 students from kindergarten through fifth grade. Principal Wala believes that children need a non-judgmental and safe environment in order to succeed academically. She actively promotes team building and peer support among her staff. She sought consultation with NYIPT to plan staff development to advance these goals.

In the spring of 2010, NYIPT conducted a Needs Assessment Survey with the teachers of PPA. Then on Friday, September 3, 2010 NYIPT faculty members, Dr. Bill Salton and Bonnie Allie, LCSW, and supervisor, Geri Ness, LCSW, taught a training workshop: "How to understand and interact with distracted and aggressive children," using didactic and experiential methods, including role playing.

This workshop was based on the idea that in classroom situations with acting-out, aggressive, and/or hyperactive children, teachers can serve as "a mast in the storm," managing events in ways that are neither reactive, retaliatory, nor aggravating an already difficult situation. Respectful of the role that culture plays in our relationships, the trainers discussed the model of "Mindfulness," a concept advanced by Drs. John Cabot Zinn and Dan Siegel, and how it can serve as a foundation for approaching and interacting with all students in the classroom.

Our goal was to help the teachers gain an increased awareness of the role they can play in forming meaningful relationships with the students as a foundation to facilitate learning. NYIPT training helped the teachers develop a deeper understanding of the bio-psycho-social and emotional roots of ADHD and aggressive behavior.

We hope that this workshop will be a springboard for further training. The Needs Assessment also identified teacher interest in techniques for developing relationships with resistant parents and increasing their involvement. Future work will also address classroom strategies to

reach children, many of whom have trauma histories, from different ethnic and cultural backgrounds and learning styles.

NYIPT GRADUATE SOCIETY LECTURE ON CHILDREN OF DIVORCE

On April 11, 2010, NYIPT faculty Carl Bagnini, LCSW, spoke to members of the NYIPT/NHG Graduate Society. The topic was "Children of Divorce - Assessment and Treatment" (see article, "Notes from the Graduate Society Lecture" in this Newsletter). This well-attended lecture was held at Brooklyn's historic Montauk Club.

Mr. Bagnini delineated the effects of divorce on children, their families and their therapists, with the implication of these effects for family and child intervention. Participants were asked to offer case vignettes for group discussion, and the group applied the concepts discussed to the practice of therapy.

Bagnini has served as the former National Chair of the Object Relations Child, Couple and Family Therapy Training Program of the International Psychotherapy Institute in Washington DC. He has authored and co-authored many book chapters on clinical topics and psychotherapy education. He is a supervisor and clinical faculty member at the Derner Postgraduate Program in Marriage and Couple Therapy at Adelphi University. He teaches a workshop on Family Assessment for Child Therapists at NYIPT.



NYIPT ON THE WEB

Please visit our newly improved and redesigned web site at WWW.NYIPT.ORG. In addition to information about our training program, we post a calendar of upcoming NYIPT events as well as upcoming faculty and alumni presentations. Our newsletters are also available for download from the site. And if you would like to make a contribution to help support NYIPT using a credit card, you may do so on the web site.

WHAT IS YOUR THERAPIST REALLY THINKING?

A BOOK REVIEW

NYIPT faculty, psychologist and author, Dr. Jacqueline Simon Gunn has just published In the therapist's Chair. Here, Dr. Gunn explains how she demystifies the role of the psychologist in the book, revealing the thought process, conflicts and doubts occurring within the mind of a trained expert to whom people turn for help. Why is this important? Dr. Gunn says that "peeking behind the curtain of a revered profession... will demystify the patient-therapist working relationship."

Dr. Gunn's approach to working with patients, and teaching future psychotherapists, is grounded in being open and in touch with oneself. After completing her formal supervised training to become a psychologist, Dr. Gunn faced her first patient and realized she was not prepared for the real moment. "I knew theoretically that I could help the patient, but experientially, I froze," says Jacqueline, "... so I decided to reveal "the conflicts and doubts occurring within my head." Dr. Gunn believes that "each patient situation demands a flexible, naturally unfolding discourse..." and "in reality, there are no text book examples that can prepare you for helping a patient."

Dr. Gunn provides the reader with examples of the therapeutic process as it unfolds, while teaching the art of psychotherapy. The book illuminates techniques of psychotherapy as it is experienced in the therapy setting. Compelling and even humorous at times, the book appeals to the clinician, as well as to those in therapy and people interested in therapy.

Dr. Jacqueline Simon Gunn has a private practice in Manhattan where she works with such issues as trauma, eating disorders, alternative lifestyles, interpersonal problems, other psychological disorders, and sports psychology. She also works as a consultant for prospective adoptive parents.

Dr. Gunn is the Psychology Internship Training Director and Clinical Supervisor of the Trauma Program at the Karen Horney Clinic in Manhattan. She is also a faculty member at NYIPT, teaching a course on work with adolescents.. In 2009 she was invited to speak to the NYIPT Graduate Society on "Shame, Guilt and Empathy" and the way these affect states mediate how a patient's symptoms will manifest.

You can learn more about the book, by visiting www.DrJacquelineGunn.com or www.amazon.com.

AN "ENCHANTED EVENING OVERLOOKING MANHATTAN'S SKYLINE" BENEFITS NYIPT

On Thursday evening, June 10, 2010, the NYIPT Board of Directors held a fabulous fundraising event, "An Enchanted Evening Overlooking Manhattan's Skyline." The party was held in the beautiful Manhattan penthouse apartment of Dr. Brian Mehling, hosted by Dr. Mehling and Mr. Eddie Amarante. Many thanks to Dr. Serena Deutsch who worked closely with NYIPT Board of Directors to organize this event. We greatly appreciate their tireless efforts.

At this fundraiser we enjoyed wonderful music donated, as he has at past events, by DJ Victor Spadaro (www.victorydjs2000@aol.com). We honored Mr. Irv Gikofsky, "Mr. G.," the WPIX weatherman for his motivational work with children (see article "One Man Can Make a Difference" in this Newsletter). By helping to support NYIPT's important work, participants at this event made a difference in the lives of needy children.

NYIPT WELCOMES NEW BOARD MEMBER, DR. KEN SCHONBERG

Dr. Ken Schonberg is a pediatrician at the Children's Hospital at Montefiore Hospital, and a Professor of Pediatrics at the Albert Einstein College of Medicine. He has served as a Representative from the American Academy of Pediatrics to the National Council of Juvenile and Family Court Judges, and is a member of the Advisory Board of the Westchester Children's Association.

Dr. Schonberg is interested in the educational work of NYIPT and shares our mission. He has suggested program topics for graduates, candidates, faculty and parents. Upon joining the NYIPT Board of Directors, Ken immediately became involved in the work of our NYIPT Board of Directors, helping with fundraising events. We are honored to have Dr. Schonberg as a member of our Board.

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WWW.NYIPT.ORG**



"ONE MAN CAN MAKE A DIFFERENCE"
NYIPT HONORS "MR. G" AT AN ENCHANTED EVENING
OVERLOOKING MANHATTAN'S SKYLINE
DR. TINA LUPI, NYIPT CO-TREASURER AND FACULTY

On June 10, 2010, NYIPT honored Mr. Irv Gikofsky for his life-long commitment to children, especially those in need. Mr. Gikofsky is known as Mr. G on the WPIX News at Ten weather report. He has been delivering expert forecasts on New York television for almost 30 years. For decades we have admired the way that he managed to include children in his weather broadcasts on TV. New York City viewers have witnessed Mr. G's efforts to motivate children and help them reach their highest potential.

Mr. G began his career as a school teacher at Albert Einstein Intermediate School in the Bronx. While working as a teacher, he created the New York City school system's first computerized weather program for use by children and their teachers. After teaching in public school for a number of years, in 1977 Mr. G was recruited right out of the classroom to become a TV weatherman at New York's WCBS-TV, Channel 2. Then, in 1993 Mr. G joined PIX *News at Ten* where he has won four Emmy Awards and an Edward R. Murrow Award. In 1992, together with Wendy Miller, Irv Gikofsky published the children's book: Don't Blame the Weatherman: Mr. G Talks to You about the Weather.

As an ardent advocate for education, Mr. G is involved in working directly with students, as well as in helping to raise money for charitable endeavors. To date, he has visited over 500 schools, especially in lower income districts, where he speaks in classrooms not just about weather, but motivationally as well. He tries to visit at least one school per week during the school year. Mr. G is also a board member for the "RBaby Foundation," and he works to improve pediatric care in emergency rooms in the Tri-state area.

At NYIPT's fundraiser, Mr. G spoke with heartfelt sentiment about the meaningfulness and enduring value of a relationship in childhood with someone who cares about you. He described himself as an underachiever when he was a young boy, explaining that his abilities were never recognized while in school. He acknowledged that it was through a relationship with a special teacher that he was able to rise above his humble beginnings.

Mr. G said he was personally connected to the work that NYIPT does because his life changed as a result of the caring, nurturing relationship he developed with his teacher, Dr. Shapiro: Mr. G said, "A caring relationship is so powerful that it gives you something inside yourself – like the motivation and desire to do more, to be hopeful, to go out there and reach for higher goals and aspirations... This is what I try to do for children I come in contact with." NYIPT chose to honor Mr. G because his attitude and devotion to helping children is completely consistent with NYIPT's clinical training philosophy and mission.

When giving Mr. G a plaque, NYIPT Co-Executive Director, Dr. Phyllis Cohen, said, "We believe that Mr. G exemplifies how 'One man can make a difference.' He has opened many children's minds to new possibilities and their hearts to hope. His great lesson for all of us is that each one of us, in his or her own way, can make a difference, if we take the step to reach out to a child and make the effort to develop a caring, nurturing relationship. And tonight we are all here to make a difference in children's lives." We salute you Mr. G!

* Biographical information from WPIX.com



Dr. Tracy Simon, Mr. "G," Dr. Phyllis Cohen, and NYIPT
 Board member, Gail Gartenstein
 June 10, 2010

"I USED TO LOVE BREAD," A CASE STUDY

DR. JACQUELINE SIMON GUNN, NYIPT FACULTY

This is a condensed version of a case study of a young anorexic girl from my new book, "In the Therapist's Chair." My aim in writing this case is to help beginning therapists, and others, conceptualize the treatment of children and adolescents with disordered eating.

L is a 16-year-old high school junior from Brooklyn. She came into treatment following a year long history of excessive food restriction, pronounced fear of "being fat," poor social relationships, amenorrhea and conflicts with her mother. L's mother, Mrs. W, had called to set up the initial appointment.

As is the case with most eating disordered patients, our early sessions focused on L's obsession with food. She endlessly described everything she ate, the foods she had restricted herself from eating, including the bread she really loved, and her incessant search for new fat-free, no carb treats. I listened as attentively as possible but I found the sessions painfully lifeless. At the beginning of our therapeutic relationship, L was unrelated and disengaged. I knew, both intuitively, and from my experiences with patients with disordered eating, that I had to find a way to create a relationship between us. From a relational perspective, disordered eating reflects a primary dysfunction in the ability to relate interpersonally. For most patients with disordered eating, the primary relationship is with food.

As treatment progressed, I was able to conceptualize and better understand the origin of L's disordered eating. Although there are commonalities amongst patients with eating disorders, each situation has unique characteristics. In order for treatment to be effective, we as clinicians must first be able to understand each particular patient's underlying dynamics.

I thought, "L unconsciously would like to remain her mother's child at the same time that L's mother would like L to remain her child." L's food restrictions communicated her ambivalence about separating and becoming independent from her mother: Symbolically, as long as she maintained a childlike body, L would be able to remain a child. The origin of this conflict seemed to rest on Mrs. W's desire and need for L to remain childlike and dependent. In addition to her covert communications, Mrs. W's was

critical, and she undermined L's aspirations, thus reinforcing L's uncertainties about her own abilities and competencies. The interaction that had developed between L and her mother had left L with a substantial lack of control over her own life. Cumulatively, these factors were at the origin of L's need to control her world through her restrictive eating patterns. Excessively managing her food intake was an effort to resolve her powerlessness.

In order for L to establish healthy relationships with food and her body, she had to separate from her mother and begin to relate to others in a genuine and engaged manner. She needed to create primary relationships with people rather than with food. L's food restriction was problematic, but it was the underlying psychodynamics that needed to be the focus of the treatment in order for L to create a healthier relationship with food and her body. With this understanding, I now had a framework from which to begin our deeper work together. I also knew how challenging our work was going to be.

We spent many sessions exploring L's feelings about herself, aside from her feelings about her physical appearance. This was quite difficult for her, but I persisted in encouraging her to explore her feelings about her inner being as well as her needs, desires and aspirations. This was very hard, because she felt she "shouldn't" have any. Our path of inquiry was truly exhausting because L was fixated on her outward appearance. Over time L's weight was slowly rising and she began to menstruate. Although she knew she had to gain weight for health reasons, she was deeply distressed about her weight gain.

In our sessions I encouraged L to examine her experience of me by directly addressing her thoughts and feelings about therapy and our relationship. This technique is used with eating disordered patients, and others, to aid them in engaging interpersonally. If timed correctly, it takes them away from their fixation with food and engages them in a more genuine relationship with the therapist. For L, this technique was quite effective.

After several years of therapy, L reached a healthy weight. She became more aware of her emotional world and was able to establish comfortable boundaries with her mother. She also

continued on page 10

THOUGHTS ON SUPERVISION - THE "THUG"

DR. BILL SALTON, NYIPT FACULTY AND SUPERVISOR

It was a typical NYIPT supervisory hour.

"Danielle," my supervisee, an extremely talented African-American social worker, was telling me about a patient who she was working with in an inner city school. I call the patient a "thug," because he's a member of a gang, even though it was questionable as to whether he carried a weapon. "Tyrone" came from an extremely emotionally impoverished background. Danielle's most recent session with 16-year-old "Tyrone," also African-American, took place in a city hospital room. He had spent a recent evening "running" with his gang and had gotten shot in the leg. He was going to be OK, as okay as anyone can be after getting shot in the leg after participating in gang activity, meaning that he was conscious and was going to survive.

After discussing Tyrone's character in some length, it seemed clear that he was not sociopathic. Although he was no stranger to gangs, he had a girlfriend who was not in "the life," he was doing reasonably well in school, and he could write extremely insightful poetry. In fact, he felt quite guilty about not having gone to a party with his girlfriend on the evening he got shot. Danielle and I discussed what might have been going on for Tyrone internally to cause him to end up with the gang, rather than with his girlfriend. Although he had made a conscious decision, the decision reflected unconscious conflicts over his sense of identity and his self esteem.

We discussed Tyrone's feelings about intimacy and how his girlfriend might have contrasted with his internalized representation of his mother. Eventually, Danielle and I talked about ways that she could help Tyrone gain more insight into his inner life, so that he could make more informed choices and give himself more control over his outer life.

Danielle left supervision feeling that she had a clear sense of how to proceed with Tyrone's therapy, and I went on to see my next patient.

I am Caucasian, Jewish, and middle-aged. My office is on Park Avenue in the 90's, and I live in Westchester County. That night, I just missed the 9:30 Metro North train from 125th street to Irvington. I certainly wasn't going wait "around there" for the 10:30, so I headed down to Grand Central. As I walked down 125th between Park and

Lexington, I started thinking about Danielle, Tyrone, and me.

Who am I and what am I doing? How could I help Danielle with Tyrone? I wasn't ever in a gang, I never lived in the inner city, and even though I've had my troubles, to say that I came from an "extremely emotionally impoverished background" would be an exercise in the invocation of self pity. As I was walking to the Lexington Avenue IRT, I flashed back to my daily experiences on the #1 subway train riding in Manhattan from Horace Mann during junior high and high school. My neck hair would always stand up when the train pulled into 191st street. That's where the kids got on from George Washington HS, one of the toughest schools in the city. As I child I had been mugged several times. I would try to be invisible behind whatever book I was reading so that I wouldn't attract the attention of someone just like Tyrone.

So what is on my own conscious and unconscious agendas when I try to help Danielle understand and work with Tyrone? Certainly I am trying to put all my psychodynamic training and experience to good use. I am also trying to help my supervisee help someone who has the potential to have a terrible life develop the potential to have a better life. But I believe I have a cultural and personal agenda as well. Culturally, I am trying to come to terms with the racism that I believe is inherent in all society. As the child of Holocaust survivors, the concept of "us" and "not us" was drummed into me at an early age without it ever being discussed. And, I believe that every culture has its own subconscious versions of "us" and "not us." Personally, I'm trying to be someone other than that scared, overweight, fragile and clueless White boy on the #1 train. I'm trying to be aware of the interactions of my training, experience, rescue fantasies, culture, racism, and fear, and still "do the best I can." In retrospect, I realize it is easier to do all that while talking to an African-American therapist about an African-American patient in my office on Park Avenue than while walking between Park and Lexington Avenues on 125th street at 9:35 in the evening.

I continued to have all these thoughts as the downtown express sped me towards Grand Central where I would safely wait for the 10:30. I smiled to myself. It had been a typical NYIPT supervisory hour.

THE IMPORTANCE OF HAVING DIFFICULT CONVERSATIONS

KAREN BAGNINI, MA, LCAT, LMSW, NYIPT FACULTY AND SUPERVISOR

"...and then a Black man from the helicopter rescued the guy in the ocean and pulled him out."

It was the third time that morning that Alberto, a 4th grade student, repeated this exact phrase to me, as he talked about a movie he had seen the week before. I paused, and then said, "You mentioned three times that a Black man was a rescuer. It must be really important to you that I, as a White lady, know that a Black man can be a rescuer and save people." He nodded and leaned backward on his chair, perhaps unsure about what I'd say next. I nodded back and said, "Yeah, I get that. Maybe because Black men are not usually shown in that positive way, in the same way White men usually are." He nodded again and smiled at me.

Alberto is a South American, dark skinned, wide-eyed nine-year-old boy.* He is creative, soft-spoken, and very responsive to my clear, consistent setting of fair limits and structure. I see him in a therapeutic group after he was identified by another clinician as needing assistance with focusing and safely managing frustration. In my group, he unexpectedly acted as a big brother to other boys. He can be protective, curious, patient, and generous with his fellow, younger group members. In this conversation, Alberto seemed surprised when I pointed out something he might not have realized he was trying to say. On the other hand, he seemed relieved that, in positioning myself with regard to my race, I had named my own privilege. Many forms of oppression are invisible, and the result can be experienced as a loss of status, loss of hope, and/or loss of ability to advocate for oneself. Through my conversation with Alberto, I was naming the institutionalized ways that racism and oppression can impact the self-image of a child of color, and I was validating his experience.

In therapy, we communicate important messages through verbal and symbolic metaphors, as well as through our own non-verbal interactions. We listen for what is not said, and we try hard to empathically sense what is there, even if it has not been named. As clinicians, we try to help children articulate feelings, make sense of experiences, and, as I say to the children I meet for the first time in my office, "My job is to help you be as happy as possible."

Conversations about race, power, privilege, and

oppression do not evolve easily because we are not socialized to have them. At the New York Institute for Psychotherapy Training, we are addressing these issues in our clinical work. Understanding and naming how the dynamics of power, privilege, oppression, and racism impact the identity, self-esteem, and potential of children and families enriches and expands our work. At NYIPT we are incorporating these progressive, paradigm-shifting ideas into our curriculum. We seek to offer the children we see therapeutic relationships that can support these kinds of dialogues and conduits of understanding. To avoid them is to deny the children a chance to integrate a belief in the possibility of a world where *all* skin colors are valued, interpersonally, systemically, and institutionally, and where all people, regardless of race, creed, ability, class, culture, socioeconomic status, gender identification, and sexual orientation will be afforded the same opportunities to actualize positive individual, family, and community change.

* details about Alberto have been altered to protect his identity.

"I USED TO LOVE BREAD," A CASE STUDY

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began to date, something that she now wanted. This was major progress for L. Through our therapeutic relationship, L became more comfortable engaging interpersonally, and was able to achieve emotional intimacy outside of the therapy room. Although during times of stress L would revert to obsessive thoughts surrounding food, these moments were now transient. L could now recognize that this was a maladaptive coping mechanism, and as she became better able to process her emotions, she regained control over her thoughts.

Visit us on the web at
WWW.NYIPT.ORG

“ON CHILDREN OF DIVORCE – ASSESSMENT AND TREATMENT”

HIGHLIGHTS OF CARL BAGNINI’S GRADUATE SOCIETY LECTURE

DR. SIMONE STERNBERG

On April 11, 2010, Carl Bagnini spoke to a group of NYIPT candidates, graduates and faculty. Here are some highlights of his talk:

We live in a culture of divorce that has created an industry of self-help books, coaches, mediators, attorneys, law guardians and therapists, all of whom think they can facilitate an amicable divorce. While divorce is not to be pathologized (it’s becoming more ordinary for people), there is no such thing as a good divorce.

Marital hate can last longer than marital love. In divorce, parents often take their hate out on each other as well as on their child. As a child therapist, one needs to assess whether the parents are able to talk to each other, and what is the holding environment for the child? The environment must be safe and stable before treatment can begin.

Parents need to mourn the loss of the marriage in order to start over, yet for the children there is no new beginning. When we work with people who are divorcing, they may be traumatized and in pain. Some people are dislocated. The children need to process their losses - the loss of the other parent, the loss of their home, school, neighborhood and life as they knew it. When environmental circumstances change, there is discontinuity in everyone’s life. Sometimes the only therapy the parents will have is through their child’s therapist, and when the parents have unmetabolized hate, the children are sacrificed.

To be in a position to help the child, the therapist must find ways to relate to the parents. In the assessment process, an empathic stance must be taken while trying to determine what the supports are for the child. The therapist must establish his or her role in the family and set mutually acceptable limits. He may tell the parents, for example, “I know your needs are important, but I’m here to help you with your child.” In high conflict situations, we may see anger on the surface, but there may also be feelings of sadness that need to be expressed.

As therapists, we need to pay attention to the transference feelings that each family member develops to the therapist. We also need to be in touch with our countertransference issues because our personal beliefs may be in conflict with our

professional stance. We need to listen but not take sides.

One important question to be asked is who should be involved in the sessions with a divorcing family? Should the child therapist see everyone in the room together? While this might work for an occasional session, continuing in this way will inevitably bring up the child’s wish for the family to reunite. The child therapist should not assume the noncustodial parent is detached and unavailable – this may or may not be the case and needs to be pursued.

In a joint session, the therapist can model different ways of being with the child and help the parents understand what the child is trying to communicate through drawings and/or play. For example, if the child plays with a dog and a cat, the therapist can ask the child what the animals are feeling and he can encourage the child to have them speak to each other. In the child’s play, we often see conflict, distraction, and themes of abandonment.

As child therapists we must think about the family as it manifests in the mind of the child as well as the child as it manifests in the mind of the family. We must understand child development and expect different types of behavior from children of different ages. At times we see regression in children, and we may see children who seem to be ambivalent when they are actually caught in loyalty struggles. In teens, we may see them using manic defenses against grief as they seem to “turn up the volume.”

When the divorce is final, the pain doesn’t necessarily go away. A legal divorce is not a final emotional experience with closure for children. On the other hand, the child’s situation after a divorce is not necessarily worse than before. Some children get to see their parents more than they did before and they may be exposed to less conflict between their parents.

Please watch for info on our
10th Anniversary Gala in 2011
 on our web site
WWW.NYIPT.ORG

HOW NYIPT HELPED ME NOT ONLY AS A THERAPIST, BUT ALSO AS A MOTHER

NYLA KAMLET, NHG/NYIPT GRADUATE; DIRECTOR,
PLAY TOGETHER, NYC*

When I think about my training at NHG/NYIPT, I realize that it not only helped me as a therapist. It also helped me as a mother.

About a year ago, my then three year old daughter broke her arm. At the time it was very scary and traumatic for her, and she asked repeatedly if it would always be broken. But as the arm healed, she seemed to get used to it. I thought she had taken it in stride and had "forgotten" about it, that is, until recently.

I was having some play time with her when she had a complete melt down. No matter what I did, I could not calm her down. The situation did not seem to warrant her getting so upset. The paper sticker she was playing with had ripped, and my daughter became hysterical. I knew from the classes I had taken during my training that nothing happens without a "reason," and that her behavior was an attempt to communicate something to me.

I wondered what it was about. Then I remembered the trauma that had happened to this child a year before, when she thought she was "broken." I thought that the "broken" sticker had come to represent her broken Self. Yet my knowing what she was feeling was not enough to help her calm down. She kept saying the sticker was broken and she did not know what to do.

Using my play therapy training we both started to think about what she could do with the broken sticker. When she said she could not put it in the garbage, I realized that this was a re-play of what had happened to her when she had broken her arm. At the time she had worried that it couldn't be fixed. I remembered that we had saved the cast that she had worn, and I mentioned that she had a cast on her arm when her arm was broken. She asked me to find the cast and then decided to put the cast on the "broken" sticker. Immediately she felt better. I was glad that I had saved the cast! And I'm thankful for the understanding that I gained from my training as a child therapist.

* *PLAY TOGETHER, NYC* is a therapeutic play group, organized and run by Nyla Kamlet, LCSW

NYIPT OPEN HOUSE, MAY 3, 2010

DR. TRACY SIMON, EXECUTIVE CO-DIRECTOR NYIPT
AND NYIPT CANDIDATE, MS. LEAH KOLENDA

At the Spring 2010-2011 NYIPT Open House, potential new candidates were introduced to NYIPT's history, mission and training components. Second year candidate Leah Kolenda, LCSW, presented a child case, and Dr. Tracy Simon, NYIPT Co-Executive Director, commented on the case and facilitated audience discussion.

Ms. Kolenda spoke about her work with "A," a 7th grade African-American male who began therapy at age 11. At the start of treatment, "A" often cut classes, failed all of his subjects, and was arrested for gang involvement. Ms. Kolenda met "A" when he was cursing at a teacher. "A" acknowledged that he needed help with his "attitude." This initiated the therapeutic process.

Ms. Kolenda was impressed by "A's" sense of humor, charm, high social functioning, and commitment to doing better. In sessions, "A" was especially drawn to the game Uno. Either "A" would win and would explode with sadistic glee, or he would lose and show an equally expressive reaction to this devastating news, often banging on the table and shouting. Through the play and Ms. Kolenda's interpretations of his struggles, "A" was able to work through his low tolerance for frustration that was causing him so much difficulty in the classroom and in peer relationships.

"A" continues to struggle to overcome the downward spiral that community violence brings to his life, but now he is more aware of it and can talk about it. He sees how his problems in the street have caused him to act out, feel bad about himself, and in turn, act out more. "A's" world is tough and his stress can at times be unbearable.

Dr. Simon commented on the wonderful work done by Ms. Kolenda. They both answered many questions from the audience, and a stimulating discussion ensued."



GRADUATION 2010 – THE GRADUATES SPEAK

JUANA COCA

When I started the program at NYIPT, my objective was to learn a formula that would enable me to make quick fixes in the lives of children and adolescents, most of whom exhibited moderate to severe behavioral, emotional, and learning difficulties, which interfered with their ability to succeed in school and function at age-appropriate levels.

Upon entering the NYIPT program, I quickly learned that in order to really help children, there are no quick fixes! On the other hand, I was exposed to many psychoanalytic theories that have enriched my understanding and expanded my repertoire of tools and interventions in my work with children and adolescents.

Now when I see my clients I provide an environment that is non-judgmental, where they feel free to communicate their problems and other concerns. Together we become curious about what is on their minds. After establishing a working relationship, I form a partnership with them as we embark on a journey of exploration and discovery of their inner lives, including their thoughts, feelings, fears, wishes, and motivations. As the process unfolds, we focus on the material they bring to the sessions.

During the course of therapy, the children express their concerns through play, art, and mutual story-telling. We develop and build a trusting relationship. Then as the children let go of their resistances they begin to take the necessary steps to create new ways of being and relating.

Although many of my cases are very challenging and difficult, from my training at NYIPT I don't feel overwhelmed by the urge to 'fix 'em' or to rid them of their difficulties. I now work within a psychoanalytic framework that guides my practice. As a compassionate listener, I show my clients I am there for them, and I encourage them to become aware of their conflicts. I also help them set realistic, achievable goals.

I am going to describe a case that illustrates how one of my clients has benefited from my participation in the NYIPT program:

Lisa is an 8-year old girl who, at the beginning of

treatment, was failing in school. She instigated fights in her classroom, and she was argumentative and disrespectful with her teachers. In our play therapy sessions I learned that her provocative behavior was a reenactment of the problems and dramas that her mother and stepfather were experiencing at home. In the transference with Lisa we entered a nurturing and supportive relationship, and this provided a corrective experience which she was able to internalize. Over time, Lisa's functioning improved in all areas. She is now performing very well academically. She has developed friendships, and she gets along with her teachers and shows them respect. Her parents learned to maintain boundaries and this has freed Lisa to resume age-appropriate activities.

From the classes and the supervision at NYIPT, I have grown to be a confident clinician. Furthermore, the program helped me to clarify my personal mission, including my commitment to work with children in a clinical setting.

In working with transference, I am mindful not to interfere with the emotional growth of my clients by imposing my own views and values. I realize that when they are angry at me it is not because I have done something wrong, but it is more likely because they are reacting to me as a transference object. As a result, I am less likely to get upset or defensive. I work with what my clients bring to the sessions, and instead of telling them what to do, I help them to access their inner strengths, to comprehend and resolve their own conflicts.

I feel grateful to the NYIPT program. I want to thank the staff at NYIPT, the faculty, my classmates and my supervisors, for their support and guidance throughout the program.

REBECCA DICKINSON

As I look at all of you tonight, I'm thinking, "Boy, three years went by fast!" I remember what I was thinking and feeling when I was first introduced to the NYIPT program. I was excited and curious but I was a bit hesitant. In my first trip out to Dr. Cohen's house, I thought, "This is a really long way to travel! Do I want

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GRADUATION 2010 – THE GRADUATES SPEAK

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REBECCA DICKINSON *(continued from page 14)*

to do this for the next three years? Am I ready to make this commitment? Will it be worth it?"

Although I had my bumps along the way, the administration of NYIPT encouraged and supported me through every step. NYIPT has provided many opportunities for growth and discovery that I've applied to my work with children and families at The Opportunity Charter School. And, in answer to my initial hesitations, I stand before you tonight, saying "Yes, it was so worth it!"

Throughout the last three years, the readings, trainings, discussions and guidance that my instructors, supervisors and colleagues have provided me have been a great source of knowledge. I have grown professionally, and I am emerging with a more complete understanding of myself and my resulting relationships with others.

I am no longer afraid of "silences" when I sit across from my teenage clients. Instead I am able to relish this as an opportunity to "be with them" and try to understand what the silence is telling me. Being an NYIPT candidate helped me re-discover my passion to work with children and families, and it helped shape my practice in a way that has brought a new energy, understanding and effectiveness to the old relationships I had and the new ones I have established. It has been a gratifying journey for both me and my clients. They have challenged me to open my eyes to how powerful the relationship between therapist and client really is.

This being said, I would like to thank a few special people who helped me get here tonight:

First, to my parents and loved ones, who have supported me throughout ...never questioning or doubting what I do, and recognizing and supporting what I hope to bring to others;

Secondly, I would like to extend my deep admiration and appreciation to Dr. Cohen. Thank you for taking the chance and establishing the relationship with The Opportunity Charter School. Thank you for being such a warm and welcoming person and for offering me the encouragement and support that has always made me feel and believe I have something to offer as a child therapist.

Thank you from the bottom of my heart to my supervisors Dr. Bill Salton and Marilyn Rifkin. Dr. Salton, as the kids say, "You kept it real." You helped me establish boundaries, gain confidence in myself as a practitioner and always pushed me clinically within the context and reality of where I work and who I work with. Thank you for being available for the impromptu telephone calls to help me process things at times when it felt like circumstances were spinning out of control. Marilyn, thank you for always challenging me clinically, keeping me on my toes and pushing me to want more for myself and my students by not allowing myself to get caught up in the day-to-day happenings. Thank you for helping me bring my practice and understanding to a deeper, more meaningful level. Without each of you, I would not be here tonight.

Finally, to all of my instructors and fellow candidates, Rachel, Alice, Karina and Juana. Thank you for the intensity, the passion and the humor that you brought. Thank you to NYIPT for making every Tuesday night, every Sunday workshop and the last three years very special.

ALICE BOLES OTT

I was thinking tonight, how did I get here? My career path started as a social worker in a truancy prevention program in Harlem. From there I worked my way up to Executive Director of a child advocacy program in family court. At that time I thought I never wanted to be a therapist, after all, my husband is a therapist, and we didn't need two in the family! But once our son came along, I thought it would be good to work on a school schedule and be around for our son.

It sounded like an easy switch to become a school social worker. I made a few calls to some old friends and before long I was on the job at the Patrick Daly School in Red Hook. In my first week on the job I was assigned a caseload of very difficult children.

By the end of my first week, I knew I needed more training. I needed a FRAMEWORK to understand what was going on with these children and how to help them. So I began private supervision with Mary Tirolo, and the rest is history. She helped me to help the children at PS 15, and encouraged me to go deeper

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GRADUATION 2010 – THE GRADUATES SPEAK

*continued from page 15***ALICE BOLES OTT** *(continued from page 15)*

into the work by enrolling in the NYIPT program.

Over the 3 years in the program, I was greatly influenced by my supervisors. Gloria Malter helped me in my first year, Winslow Carrington gave me a broader perspective on my work during my second year, and finally, Betty Eigen continued to impress upon me the value and importance of my work with the children as I finished up the program.

The NYIPT classes were icing on the cake. They filled in that framework that I so desperately desired when I began my first “therapeutic” venture at PS 15 a few years earlier.

Many thanks to our directors, Drs. Phyllis Cohen, Tracy Simon and Carole Grand, to the wonderful teachers I had during my 3 years at NYIPT, and of course, to my fellow candidates, Rachel, Rebecca, Juana, and Karina. To everyone at NYIPT, and to all my friends, thank you with all my heart!

RACHEL WEISS

When I started this program a little over three years ago, I was a relatively new therapist who had been out of social work school for two years. I was working in a community mental health clinic in Bushwick, Brooklyn, juggling many clients with different needs and knowing that I needed something beyond an hour of weekly supervision to take my skills to the next level.

I wanted a training program with teachers and supervisors who would understand the constraints of my setting and my clients. I found that at NYIPT. The last three years have been a time of great change and upheaval for me in both my work and personal life in some wonderful and challenging ways. Through it all, NYIPT has been one of the only constants in my life and for that I have been very grateful.

This past fall I started as a supervisor for the first time, and realized that the “pearls of wisdom” that were coming out of my mouth were words that I heard in my training at NYIPT. Now I am assuring an anxious MSW student that she’s going to be able to do this. How great is that?

What is even better is my being able to see how much I have grown as a clinician. My deeper understanding of the complex work of therapy is underway, though perhaps what I know best now is how much more there is to learn!

There are many people I want to thank for this experience. My wonderful teachers at NYIPT have shared their wisdom and experience with us and have made the work come alive in their classes. Also, it was truly a gift to have three wonderful supervisors to guide me—each very different in her style and experience and each a role model of how to be a truly engaged and skilled therapist. Jane Buckwalter did much to calm my nerves and help me with structure and the therapeutic frame. Maggie Brenner always seemed to know my clients as if they were her own. She shared her immense knowledge of psychodynamics and was a wonderful support through a turbulent farewell to my job and clients at the clinic in Bushwick. Bonnie Allie brought it all together in my third year, with her wonderful mix of down-to-earth practicality, wisdom, creativity and years of experience.

It was another great gift to share these three years with my classmates: Juana, Rebecca, Karina, Alice. I have learned a tremendous amount from each of you, loved getting to know your clients from your class presentations, and appreciated your friendship and support.

NYIPT-NHG CHILD THERAPY NETWORK

The NYIPT-NHG Child Therapy Network (the “Network”) is an interactive computer listserv for NYIPT-NHG Alumni, Faculty, Supervisors and Candidates..

“The Network” provides a forum to share and seek clinical expertise and information about professional development and career opportunities. It offers referrals for private and agency practice, and other services for the children and families we serve. We post news of events at NYIPT and other conferences of interest to the professional community. For more information and/or to join, please email NYIPT graduate Debra Harris, LCSW (Moderator) at djharris25@earthlink.net.
