A Negotiation of Identity and the Search for Meaning

Having an identity, knowing who we are, understanding ourselves and having others understand who we are is the heart of what it is to be human. In honoring three authors with the Erikson Institute Prize for Excellence in Mental Health Media at a colloquy, which took place at the Austen Riggs Center on August 16, 2014, we recognized their contributions and also embarked on an exploration of identity and how the universal search for meaning informs that exploration.

In his introductions for each award recipient, event curator Joshua Wolf Shenk, author, journalist and former Erikson Scholar, remarked on David Finkel’s ability to achieve a “profound intimacy” and “closeness to the most difficult things,” Scott Stossel’s talent in writing about “the narrative of suffering, the narrative of composure and the relationship between deficits and what is best about us” and how Andrew Solomon’s work is “helping us all live forward with more vigor and humanity by understanding backward.”

During the question and answer session that followed the recipients’ talks, former Riggs Medical Director/CEO, Ed Shapiro, MD, provided a stirring synthesis of their presentations in which he stated, “You three are marvelous recipients of the Erikson Award, and I want to say why. Among other things, Erikson wrote about identity. He defined identity as an increasing congruence between the way you see yourself and the views that other people have of you. In other words, identity is negotiated – except when it’s not possible. And, when it’s not negotiable – when who you are is not acceptable or graspable by others – you are left with the symptoms of mental illness: rage, depression, a feeling that life is unbearable.

If you are lucky, you can begin to negotiate your identity with your family – except when you can’t. Then, you can attempt to negotiate your identity with peers. If you are lucky there, you can find allies in the world, people like you, to join you – except when you can’t. And, when you can’t do it either way, you need heroes like you [David, Scott and Andrew] who can begin to articulate this painful, isolating experience in a way that other people can hear so that there is some hope for negotiation. So, thank you very much for all you are doing for all of us.”

The painful process of negotiating identity was a clear and present theme throughout the colloquy.

David Finkel spoke of being embedded with the men of the 2-16 Infantry Battalion in Baghdad, Iraq during the “surge” – an experience he chronicled in his book, *The Good Soldiers*. When the men who made it home started contacting him to tell him they weren’t doing so well, he realized there was a second part of the story to be told. He joined some of the same men again, this time as they adjusted or didn’t adjust to life back home; his book, *Thank You for Your Service*, was the result. As Finkel said during his talk, “War does what war does; it transformed them [the soldiers], in some cases degraded them,” and of one soldier in particular, “he was telling his wife he had turned into a monster.” Experience or an accumulation of experiences shapes who we are; we can change or be changed, our identity is fluid.

The soldiers Finkel wrote about are faced with their physical and psychic wounds and must now renegotiate their identities as they try to adjust to life back from the battlefield. Before their deployment(s), they could square how they saw themselves with how others perceived them, but now, many cannot do that, and so, suffer the full effects of PTSD, depression, substance abuse and various other mental illnesses; their identities are changed, they are not who they thought they were. As Finkel said of *Thank You for Your Service*, “It is a book, not about winning or losing, but about trying” The soldiers are trying to create meaning out of what has happened, what they have witnessed, what they have done, who they were, who they

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From the Medical Director/CEO

We have much to tell you about in this edition of The Austen Riggs Center News. The focus is on the breadth and depth of the activities of the Erikson Institute. The Institute is meant to function like a “semipermeable membrane” between the Center and the outside world allowing new ideas and perspectives from outside the Center into the discoveries and learning from the clinical and research activities at the Center out into the broader world, ideally, to the mutual enrichment of all parties concerned. We report here on a particularly rich array of such activities.

In August, there was a colloquy honoring David Finkel, Scott Stossel and Andrew Solomon with the Erikson Institute Prize for Excellence in Mental Health Media. Coming from very different perspectives, each of these very distinguished honorees provided deeply personal and moving meditations on the processes involved in negotiating, or failing to negotiate, an identity — or identities — over the course of life in relation to changing experience. These presentations are available on our website and I recommend them to you.

The report on this year’s Erikson Scholars highlights another way the Center ensures that ideas from outside the Center are brought in. The Erikson Scholar Program is an endowed scholar-in-residence program. Scholars from a wide range of disciplines are selected for the compatibility of their interests with the work at Riggs and for the potential of their project while at Riggs to enrich and be enriched by our clinical, research, and education programs.

The Center has a long tradition of training and educating post-residency psychiatrists and post-doctoral psychologists in an ACPE, Inc. accredited Fellowship Program in advanced training in psychoanalytic psychotherapy and psychoanalytic studies. You will read about the most recent class of Fellows. The four new Fellows bring a rich array of knowledge, experiences, skills, interests and creative energy to the Center. Our Fellows, upon their graduation, are one of the Center’s most valuable exports into society. They are the next generation of analysts trained in the very difficult and moving meditations on the processes involved in negotiating, or failing to negotiate, an identity — or identities — over the course of life in relation to changing experience. These presentations are available on our website and I recommend them to you.

The final presentation of the colloquy was given by Andrew Solomon, who addressed the idea of identity through his own personal struggles with depression and then brought the focus of identity to the family system while talking about his two most recent books, The Noonday Demon and Far From the Tree. Solomon spoke of his desire to “understand the relationship between illness and personality” in The Noonday Demon, which framed his own depression in the context of history, culture and science. “I had to readjust my understanding of who I was; what does it mean to have been through this?” he said of his own struggles. One of the things he uncovered was that the “ability to build or construct meaning” was central to how people were able to live with or not live with their depression. This theme took on a central role in Far From the Tree, where Solomon wondered “how did something universally understood as an illness [homosexuality, as reported by Time magazine in the 1960s] end up becoming an identity,” what other conditions are primed to undergo a similar transformation and what role does the “ability to build or construct meaning” play in the understanding, development or acceptance of identity? His exploration of the relationships between parents and their exceptionally different children in Far From the Tree led him to suggest, “There are two kinds of identities. There are vertical identities that are passed down generationally from parent to child (ethnicity, religion, nationality, etc.)... then there are horizontal identities...horizontal because they are learned from a peer group (deafness, dwarfism, gayness, etc.).” The negotiation or failure of negotiation of these competing tracks of identity are what Dr. Shapiro referred to in his summation. Through this struggle, Solomon argues that “people were striving toward resilience and they did it by constructing meaning.”

While the Media Colloquy was an occasion to recognize three thoughtful writers and to talk about depression, anxiety, posttraumatic stress and the stigma surrounding mental illness, at its heart, it was an opportunity to speak about identity, as Dr. Shapiro noted, and the dilemma of what happens when it is not negotiated, and the transformation possible through open dialogue.

Best wishes this Holiday season,

James L. Sacksteder, MD

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have become, what they have lost and what they have come home to.

As a self-identified “twitchy bundle of phobias, fears and neuroses” since the age of two (and diagnosed with various anxiety disorders at the age of 10), Scott Stossel’s examination of mental illness was a personal one. In his book, My Age of Anxiety: Fear, Hope, Dread, and the Search for Peace of Mind, Stossel interleaves his personal struggle with anxiety with exploring the historical, societal and scientific context of anxiety. In his talk about the process of writing the book, he related how many sufferers of anxiety engage in elaborate “impression management,” in which they present an identity in public that does not align with how they feel internally and then live in constant fear of being exposed for the “anxious, weak person they believe they are:” Stossel spoke of how he “spent 35 years doing everything I could to hide it [his anxiety] from even my closest friends...projecting an aura of calm and confidence that was often at odds with how I felt.” In “coming out” as someone who lives and struggles with anxiety, Stossel has revealed his internal identity to the external world and discovered, as he remarked, “how healing the act of sharing one’s vulnerabilities can be, not only for the sharer, but especially for the recipients.” His now public identity as “anxious” as revealed in his book has opened up a dialog with many other people who have been diagnosed with anxiety disorders and provided a common language and recognizable identity from which to speak and engage those who do not understand what it is to have an anxiety disorder. In addition, this more open and fluid conversation has helped to reduce the stigma surrounding mental illness. Stossel remarked, “I did not set out to write this book in order to become a crusader against the stigma of mental illness...but I feel enthusiastically recruited to that cause.”

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Article co-authored by former Riggs Medical Director/CEO, Ed Shapiro, MD
Thinking About Place: Fall Conference Examines the Role of Place and the Formation of Identity

“Psychoanalysts and psychotherapists work with unconscious processes, feelings, memories, and the other contents and productions of the mind – the mind becomes a powerful metaphoric place in our discipline. But the mind as frontier has been shaped and is held by the people, the bodies, the country, the culture in which it has been formed” commented Jane G. Tillman, PhD, Evelyn Stefansson Nef Director of the Erikson Institute, in her opening remarks to the audience at the Austen Riggs Fall Conference on Place and the Formation of Identity.

The conference presenters each explored different aspects and experiences of how place and identity intersect:

Sudek, Janáček, Hukvaldy, and Me

Keynote speaker, Adele Tutter, MD, clinical assistant professor of psychiatry at Weill Cornell Medical College and the Columbia University College of Physicians and Surgeons and faculty member at Columbia University Center for Psychoanalytic Research and Training and the New York Psychoanalytic Institute, had her audience’s rapt attention as she interwove the histories of noted Czech composer Leoš Janáček and Czech photographer Josef Sudek with her own father’s history as a boy in Czechoslovakia. Specifically, she spoke of the importance of place to each man’s identity and how various forms of exile from their homeland precipitated crises of identity, grief and longing.

Calling the topic of place one that is “highly under-theorized in the psychoanalytic literature,” Dr. Tutter’s keynote provided an excellent starting point and a context from which to view place as crucial to identity across history and multiple generations and gave participants a window into the effects of exile and displacement on identity.


Dorothy Holmes, PhD, professor emeritus of clinical psychology at the George Washington University and teaching, training and supervising analyst emeritus at the Baltimore-Washington Institute for Psychoanalysis, discussed the notion of place in terms of race, “othering” and the ways race emerges as a clinical issue in psychoanalysis. Dr. Holmes used poetry and descriptive language to help the audience move toward her concept of place. She noted “whites only” signage still hangs in our minds, in cherished institutions and is still evident in clinical psychoanalysis. Dr. Holmes took the audience on a tour of behavior that is tainted by the “isms” that are gender and class based. She discussed the concept of being “othered” – reinforcing the dominance of one group over the other, nudging participants into the reckoning that psychoanalysis is in “cahoots” with the general society, and offering several examples to illuminate her point including a description of Freud’s personal experiences of anti-Semitism and his subsequent participation in disparaging a colleague based on ethnic “othering.” Dr. Holmes emphasized that no dyad can be exempted from primal experiences of race and other “isms” and that "nothing can be changed until faced.”

Catastrophic Loss of Place and its Impact on Mental Health Professionals’ Identity After Hurricane Katrina

Ghislaine Boulanger, PhD, a psychologist-psychoanalyst in private practice in New York City and a member of the relational faculty at New York University’s Postdoctoral Program in Psychotherapy and Psychoanalysis, began her talk with an opening observation that tissue within a community can be damaged like tissue in the body. From her study of the impact of Hurricane Katrina on therapists in New Orleans, Dr. Boulanger stated that the loss of place created what Winnicott describes as the illusion of unbearable anxiety. Dr. Boulanger observed that a severely traumatic situation provokes a narrative task that differs from how we frame the story of everyday life, particularly when the ground one stands on is literally swept away and the material holding world is destroyed. A shift in psychic energy results when everything that is familiar is swept away and damaged and the community cannot sustain itself. In her work in New Orleans after Hurricane Katrina, Dr. Boulanger described how therapists, without the familiar markers of place such as office, phone, session times and other placeholders found their personal lives colliding with their professional lives. Using videotaped research interviews she conducted with therapists describing the effect of Hurricane Katrina on their professional lives, Dr. Boulanger observed the challenges faced and creativity required to construct a new clinical identity and space. She discovered that a significant portion of mental health workers (estimates range from 35% to 85%) simply did not return to New Orleans. Simply stated, this loss of place completely threatened identity.

Kai Erikson, PhD, past president of the American Sociological Association, the Society for the Study of Social Problems and the Eastern Sociological Society, served as a discussant for Dr. Boulanger’s presentation. He started his discussion with his experience in a post-Katrina New Orleans by using the Creole translation of “where are you from” into “where are you a person.” For those who remained, the land underneath was so altered, people no longer felt at home. Dr. Erikson discussed the variance between the official death toll and the greater impact on lives – the official death toll does not take into account any of the suicides that occurred as a result of the disruption and loss. Dr. Erikson acknowledged that disruption brings opportunity to discuss what is at our core and what are simply trappings. He evoked the broken wing metaphor: that the people in New Orleans do live on but they cannot ignore the break and dislocation that occurred so fundamentally in their place of home.

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Four Fellows Join Riggs Staff

Continuing our long tradition of training and education, Riggs recently welcomed three post-doctoral psychologists and one psychiatrist into the ACPÉinc accredited Riggs Fellowship program, where they will receive advanced training in psychoanalytic psychotherapy and psychoanalytic studies, join the therapy staff and become members of the larger Riggs community.

This most recent class of Fellows includes clinicians who have lived, worked and studied in various regions throughout the United States, each with her own specific interest in psychoanalytic practice and thought, but all with a genuine enthusiasm for the treatment model implemented at Riggs. Training Director Jennifer Stevens, PhD, remarked, "The four new Fellows are all terrific, each in her own way. They each bring an impressive interest in and curiosity about the complexities and diversity of psychoanalytic thinking and practice in the twenty-first century, as well as their own unique interests, talents and questions. As a group, I have been impressed with their seriousness, commitment and searching curiosity. We're very pleased to have them join the Riggs staff in our joint efforts to continue learning."

Heather Churchill, PsyD

A native of Washington D.C., Dr. Churchill found her calling as a therapist while working as a wilderness guide in a residential treatment program in Wyoming. As for her introduction to Riggs, her academic advisors at George Washington University, where she obtained her doctorate, were interested in psychodynamic work and a few of her classmates applied to, were accepted in the Fellowship and are currently in their second year. She maintains an active love of skiing and biking and has a strong interest in writing about and creating an open discourse for exploring the ways in which psychoanalytic work can inform other forms of treatment. Dr. Churchill obtained her bachelor’s degree in philosophy from Colorado College and her doctoral degree at George Washington University.

Kathryn Gallagher, PhD

A self-confessed “people watcher” who grew up in Dublin, OH and Charlotte, NC, Dr. Gallagher has always known that she wanted to become a psychologist. Initially convinced that she would pursue an academic career in violence research, it was through this work and other meaningful influences that she discovered her desire to become a relationally-oriented psychoanalyst. During a 2013 InContext conference offered by Riggs in Atlanta, GA, Dr. Gallagher learned more about the Fellowship program offered at Riggs. In line with the values held by Riggs, Dr. Gallagher holds a deep appreciation for individual human experience and the transforming effects of relationships. During her time at Riggs, Dr. Gallagher hopes to advance her research interests in cultural and historical influences of violence. Dr. Gallagher completed her predoctoral internship at the Emory University School of Medicine/Grady Memorial Hospital and earned her doctoral degree in clinical psychology at Georgia State University.

Megan Kolano, PsyD

As a freshman in high school, Dr. Kolano saved her money to buy The Owner’s Manual for the Brain, a book purchase that made clear to her she was already in the field of psychology internally. Then, five years ago, while in school in Chicago and immersed in psychoanalysis, she met Riggs staff psychologist Marilyn Charles, PhD, learned about Riggs and saw, in Riggs, “the potential to work among a community of people who believed in the possibility of this work to help very lost people find their way back.” She has a specific interest in psychosis and working dynamically with the developmentally disabled population. An avid rock climber for 14 years, Dr. Kolano remarked, “climbing is a sport that involves a repeated confrontation with existential fear that pushes one to harness those anxieties, take calculated risks, and move at the limits of one’s strength, which can only happen when one can trust the other won’t drop them. Climbers inevitably fall; if one doesn’t fall, they are not climbing hard enough. But having faith that one won’t be dropped is what allows people to take risks and grow stronger.” Dr. Kolano, who grew up in Richmond, VA, earned her bachelor’s degrees in psychology and criminal justice from Virginia Commonwealth University and her doctoral degree in clinical psychology from The Chicago School of Professional Psychology.

Erin Seery, MD

“I have always been interested in people and their interactions,” states Dr. Seery, which explains why she entered the field of psychiatry. During her undergraduate and post-graduate work, she actively sought out mentors who were dynamically oriented and it was her advisor, an analyst, who introduced her to Riggs. “It really resonated with me,” Dr. Seery said of Riggs, adding that it was “a welcome change” from the strictly biological focus prevalent in the field of psychiatry today. She has received additional training in geriatric psychiatry, is a pop culture enthusiast and, as a creative outlet, made and sold her own t-shirts on Etsy. Dr. Seery grew up in central Pennsylvania and received her bachelor’s degree in pre-medicine with a minor in psychology from The Pennsylvania State University. She attended the University of Maryland School of Medicine where she cultivated her interest in psychiatry through the Combined Accelerated Program in Psychiatry. Dr. Seery is a board certified psychiatrist.

To learn more about the Fellowship program, which is accepting applications until January 1 for Fellowships beginning in the summer of 2015, visit www.austenriggs.org/Fellowship.
Current Research at Riggs: Engaging, Learning and Reporting Out

The Austen Riggs Center offers an intensive clinical program for patients with treatment resistance, a challenging diagnosis. This provides a unique opportunity to do clinical research to learn from the work. The Erikson Institute at Riggs provides intellectual and practical support for clinical staff interested in doing research. A number of projects are currently ongoing or are in the planning stage. Some are using Riggs’ rich research data collections, while others ask new questions and will engage the current Riggs patient community.

The Follow-Along Study (FAS) tracked a group of 226 Riggs patients between 1993 and 2001, both while in treatment at Riggs and beyond. Staff Psychiatrist Elizabeth Weinberg, MD, is studying a subset of FAS patients who were diagnosed as being treatment resistant, to assess their mood fluctuations over the years after they left Riggs. This study aims to tell us something about the real-life long-term impact of the Riggs therapeutic approach on those patients deemed treatment resistant.

Staff Psychologist Marilyn Charles, PhD, Fellow in Psychology Jeremy Ridenour, PsyD, and Adelphi University collaborator Michael O’Loughlin, PhD, are also using a subset of the FAS group to study changes in reflective function – the ability to imagine mental states in self and others – over time of treatment as indicators of improvement. Another of Dr. Charles’ studies is an analysis of creativity capabilities and their relationship to emotional health. This utilizes the Rorschach test, which is part of the standard psychological testing for all Riggs patients.

An ongoing project of Evelyn Steffansson Nef Director of the Erikson Institute for Education and Research Jane Tillman, PhD, Director of Training Jennifer Stevens, PhD, and Riggs alumnus Jill Clemence, PhD, is focused on understanding suicide, specifically working with patients who have survived a suicide attempt, to understand state of mind immediately prior to the attempt. This complex study involves analyzing information drawn from in-depth interviews with the patients to identify markers which could represent predictors of suicide risk.

An important part of Riggs treatment involves the patient’s family dynamics. In the therapeutic setting, shared family behaviors such as defenses may be identified, and addressing these can improve a patient’s outcome. In the past, it has been difficult to measure change in these family dynamics. Now, Riggs clinical staff members Thomas Lusignan, LICSW, Cathleen Morey, LICSW, David Rosenthal, LICSW, and Beth Turner, LICSW, are developing a tool for measuring family dynamics over time - essentially a ‘grid’ onto which behaviors can be ‘mapped.’ The group hopes that this tool may be used in the future to provide a measure for changes in family dynamics over a patient’s time in treatment.

Director of Psychological Testing Christina Biedermann, PsyD, and Staff Psychologist Spencer Biel, PhD, in collaboration with Riggs alumnus J. Christopher Fowler, PhD, (now at the Menninger Clinic), Herbert Hendin, MD, and Blake Turner, PhD, are in the process of completing a study that looks at the effects of intense emotions on behavior, broadly defined to include functioning at work and at home, as well as both social and self-destructive behaviors. This should help us increase knowledge about the links between these emotions and behaviors over time.

Looking ahead, further research studies by Riggs Fellows are in the pipeline. Fellow in Psychiatry Mark Elliot, MD, is planning a study of ‘social dreaming’ which will analyze the patterns of patients’ dreams with their experiences in the broader therapeutic community, while Fellow in Psychology Kate Gallagher, PhD, is planning a study to develop a taxonomy, or scheme of classification, for treatment resistance. Currently this term is used in different ways in the psychiatric and psychological literature. Dr. Gallagher hopes a taxonomy would help better define treatment resistance for the benefit of the broader medical community.

Enhancing Identity by Fostering Understanding of Place

Linda Mayes, MD, the Arnold Gesell Professor of Child Psychiatry, Pediatrics and Psychology in the Yale Child Study Center, and Karen Yu, PhD, professor of psychology at The University of the South in Sewanee, TN, spoke about their work in rural Appalachia. In order to bring the conference participants into a dynamic understanding of place, Dr. Mayes began by asking the audience to close their eyes and imagine the places that feel like home – places where loved ones are, workplaces, homes, places of origin, remarking that place provides an internal construct and relationship with identity.

Drs. Yu and Mayes focused their talk around place-based pedagogy and the work being done in Grundy County in Tennessee, a location where there are enormous stressors and yet place is central to the residents in a profound way. Answering the question of “where are you from” is a signpost to identity in many locations, but especially Grundy County.

Dr. Yu described the place-based pedagogy program called “Discover Together” which seemed to take a quote from Wendell Berry to heart for its young campers, “If you don’t know where you are, you don’t know who you are.” The program is a partnership between Sewanee, Scholastic, Inc., the Yale Child Study Center and various community partners in Grundy County. The program helps children explore, celebrate and develop the concept of place as central to one’s identity and value, even as the history of a place is unfolding in new ways.

The Journey for “Home”: Drawing on the South African Experience of Emigration

The conference’s final speaker, Maria Marchetti-Mercer, PhD, head of the School of Human and Community Development at the University of the Witwatersrand in Johannesburg, South Africa, discussed the impact of emigration on identity. She used her own experiences to illuminate being a stranger in one’s own land and then described the historical emigration from South Africa at the end of the last century to discuss home, place and identity. Migratory patterns significantly impact one’s sense of place – for those rooted to their homeland as well as for those emigrating. Life experiences create the notion of “home” and take on different meanings across time and multiple places. The connection an individual feels toward another person or a community can alter the experience of place. Dr. Marchetti-Mercer concluded her discussion with the suggestion that place and home have complex psychological meanings within individuals and societies.

During the final session of the conference, all presenters came together to discuss their ideas and to respond to questions and observations from the audience. Dr. Mayes used a portion of Wendell Berry’s A Poem on Hope, to illustrate the deeper meaning of place:

...Hope
Then to belong to your place by your own knowledge
Of what it is that no other place is, and by
Your caring for it as you care for no other place, this
Place that you belong to though it is not yours,
For it was from the beginning and will be to the end.

FOLLOW US!
Enrichment is a Two-way Street

From its beginning in 1985, the Erikson Scholar Program, an endowed scholar-in-residence program, has welcomed great minds from a variety of wide-ranging disciplines to Riggs to conduct projects in conversation with the clinical staff. Scholars are selected both for the compatibility of their theme to the work at Riggs and for the potential of their project to enrich and be enriched by interaction with our clinical program. Mental health professionals, academicians in the fields of anthropology, history, law, literary criticism, political science, sociology and other related disciplines have been invited to engage in a mutual exchange of ideas and knowledge as part of the scholar-in-residence program. Scholars generally reside at Riggs for fourteen weeks, are granted a stipend, housing, administrative support and use of the Riggs library.

Our most recent Erikson Scholars include:

**Spring 2014** - Diane O’Donoghue, PhD, an art historian who is the chair of the visual and critical studies department at Tufts University, in affiliation with the School of the Museum of Fine Arts.

**Summer 2014** - Lewis Hyde, MA, poet, essayist, translator, and cultural critic who has a particular interest in the public life of the imagination. A MacArthur Fellow and former director of undergraduate creative writing at Harvard University, Hyde teaches during the fall semesters at Kenyon College, where he is the Richard L. Thomas Professor of Creative Writing.

**Fall 2014** - Annie Rogers, PhD, professor of psychoanalysis and clinical psychology as well as the dean of critical social inquiry at Hampshire College in Amherst, MA. She spent 15 years as a teacher and researcher at Harvard University and is an author, watercolor painter and published poet as well.

Jane G. Tillman, PhD, the Evelyn Stefansson Nef Director of the Erikson Institute for Education and Research remarked, “Erikson Scholars bring a creative and intellectual energy to the Center. We hope that our engagement with them informs their project and that their voices then echo in various places in our work life, giving clinical staff the opportunity to look through a different lens at the work we do. Patients also benefit from the Scholars who often give a winter chat or a seminar for patients.”

The synergy that evolves between the Scholars and the staff invites a collaboration where new knowledge can be fostered and new ways of thinking can inform the work of Riggs’ staff and the Scholars. In this way, innate curiosities form a symbiotic relationship that persists over time and across disciplines.

For more information on the Erikson Scholar Program and Scholars past and present, visit: www.austenriggs.org/erikson-institute-erikson-scholar-program.