



CHINA AMERICAN PSYCHOANALYTIC ALLIANCE CAPA NEWS

Spring 2021



Editor's Letter
Karyne Messina, Ed. D



President's Letter
Elise W. Snyder, M.D.



THE CURRENT STATE OF AFFAIRS IN THE UNITED STATES AND CHINA

I hope everyone is doing well during these difficult times. Hopefully, we are nearing the end of almost difficult part of the pandemic even though it is still important to be cautious.

Congratulation to our colleagues in China where the pandemic is contained for the most part which made it possible for them to celebrate spring festival this year- 春节 (belated).

I think it is also important to remember those people who gave their lives for others. In this regard, The Guardian and Kaiser Health News (KHN) catalogued and wrote about all of the frontline workers who died from COVID-19. It is listed in link <https://www.theguardian.com/guardian-us-press-office/2021/apr/05/guardian-us-and-kaiser-health-news-win-batten-medal-for-lost-on-the-frontline>.

If you had the opportunity to attend CAPA's Dim Sum event at the APsAP Meetings this year, you know what a good meeting we had with a number of our members. After talking for several minutes, the Zoom hosts divided everyone into Break-out rooms and asked participants to talk about the experiences they had during the pandemic. The discussions seemed to go very well. While we missed the Dim Sum, participants seemed to enjoy what people had to say as well as seeing old friends.



CONTRIBUTIONS FROM OUR CHINESE COLLEAGUES

CAPA continues to thrive! This year, we had the largest number of applicants ever. Interviewers reported that the applicants had better English, were more experienced and wrote better essays than in previous years. Choosing the best of these truly Lake Woebegone applicants is very, very difficult. CIC now has training programs based on CAPA. They are also dealing with a surfeit of excellent applicants.

Silver Lining Department:

#1-The pandemic caused many people to use Zoom for teaching, supervising, and treating. CAPA members, students and graduates participated in support groups for those who needed urgently to learn about using Zoom. A surprisingly large number of therapists have given up their regular offices. When the pandemic is over, they plan to continue seeing patients on Zoom. Given increased familiarity with distance treatment, teaching, and supervision, we hope more institutes will accept our graduates as distance analytic candidates.

#2-Because the China tour was not possible this year, CAPA organized almost 40 virtual tours- each with about 20 participants, usually two guides and a camera man. Participants could speak with the guides, each other people on the street. I learned more about the places we visited than I did when I was in China. We may continue these virtual tours when we resume the regular tours.

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PLEASE PAY YOUR DUES IF YOU HAVEN'T HAD TIME, AND MAKE A TAX-DEDUCTIBLE CONTRIBUTION!

https://portal.capachina.info/dues_and_contributions

Teaching and supervising students in China is a great experience!

If you can teach a class, supervise or treat a CAPA student please send your CV to catherine.stankowski.capa@gmail.com

Distance Learning Opportunities

Now that most instructors are familiar with distance learning, we hope that more institutes will begin to accept CAPA students- which is a very rewarding endeavor. If your institute is interested, please contact us and we will provide you with more information. All inquiries can be sent to catherine.stankowski.capa@gmail.com

CAPA TOURS EXTENDED!

CAPA

VIRTUAL

TOURS

MAY TOURS	USA EDT Time	USA PDT Time	FEE/Person
TOUR #28 SHANGHAI	5/7 Friday	5/7 Friday	\$25/person per tour
Zhujiajiao Water Town	8:00-9:30pm	5:00-6:30pm	
TOUR #29 CHENGDU	5/15 Saturday		Please complete a separate form for each person attending.
Sichuan Opera	7:40-9:30am		

\$25 FEE/person per tour -All Welcome! Family, Kids, Friends, Colleagues etc. MORE IS BETTER!

Tour Descriptions:

Shanghai – Zhujiajiao Canal Tour: This virtual tour is a boat ride along the canals, bridges and riverbanks of the ancient town of Zhujiajiao on the outskirts of Shanghai chatting with the boatman and exploring local culture and history. "One of the best tours in all ways", says Elise!

Shengdu - Sichuan Opera: Arrive early for this tour and see the actor's make up, then watch the show! Today's Sichuan opera is a synthesis of 5 historic styles, re like a play than other forms of Chinese opera and includes stunts like face changing, fire spitting and sword hiding.

Questions? Contact Ariella Louie ariella.louie.capa@gmail.com



CAPA offers Continuing Education lectures, seminars and courses for students and graduates.

A variety of topics are covered by distinguished members of CAPA's faculty. Upon completion of the Continuing Education lecture, seminar or course, participants will receive a certification of participation.

For more detailed information on each course, please [click here](#).

UPCOMING

Title: Foundations of Family Systems Therapy for Couples

Presenter: Michael D. Zentman, Ph.D.

US Seminar Dates: Wednesdays - April 7, 14, 21, 28 and May 5, 12, and 19 (7 sessions)

Description: In this course we will explore a systemic therapy model that views the couple as an emotional unit which influences and is influenced by the individuals within it. No one exists in a relational vacuum; everyone shapes and is shaped by their family, both past and present. We will examine couple patterns and dynamics as well as the current impact of each partner's family-of-origin. Based on this information a conceptual diagnosis of a couple as well as a treatment plan can be developed.

CONTINUING

EDUCATION

Title: The Dream as a Clinical Tool for Understanding the Functioning of the Psyche

Presenter: Diana Goldman de Zocchi, MA, LCPC

US Seminar Dates: Fridays - May 7, 14, 21 and 28, 2021

Description: Addressing the dream as a psychic expression provides insight into the mental functioning: its laws, transactions, and logical thinking. The structure of the dream teaches us about the patient's symptom, the transference and the analytical interpretation. The phenomenon of the dream also shows us the multiplicity of logics coexisting in a unique mental act. Metapsychology, also known as the "witch" of psychoanalysis, constantly reminds us of the complexity of psychic apparatus and its manifestations along with how this complexity is directly expressed in the patient's speech, symptom and resistance.

SEMINARS

TEACHER

Teacher Apprenticeship Program (TAP): What's New and Developing

APPRENTICESHIP

Since Audrey Brockner, LCSW, BCD has taken on the role as Chair of the Teacher Apprenticeship Program (TAP), the program has become a more structured experience with some new opportunities for CAPA graduates. With Audrey's leadership in tandem with Bonnie Evans, CAPA's Administrative Director, a two-year participation plan for TAP has been put into place. The first cycle of this new two-year participation plan has recently come to a successful completion and we'd like to share this success with all CAPA members!

PROGRAM

The Teacher Apprenticeship Program (TAP) is an integral part of CAPA's mission – Training the leaders of the next generation of Chinese psychodynamic psychotherapists. TAP provides support to further the teaching methods and practices of psychodynamic psychotherapy for even more future generations of therapists in China. TAP is a no cost training opportunity for CAPA's Advanced Program graduates, providing apprentices with 10 sessions of observation with an experienced CAPA faculty member in the first year, and in the second year, 10 sessions participating in the new TAP Lab.

During the first year of observation, each Apprentice Teacher is assigned to a Cooperating Faculty member who will support the apprentice's experiences with the class. For the second year in TAP Lab, an integration of theory and practice, apprentices participate in ten 90-minute seminars designed to be an opportunity to practice teaching skills, explore teaching models, learn how to integrate the models into personal teaching styles, process what works and what doesn't, and discuss experiences in a group seminar setting. TAP Lab is led by Audrey Brockner, TAP Chair.

In the TAP Lab seminars, one Apprentice teaches concepts and leads a discussion with the whole group from an article either provided by the instructor or one they choose themselves. After the teaching presentation, the group then discusses the experience and provides feedback to the Apprentice. A key aspect of TAP Lab is the group's cumulative discussion about what makes a successful teaching experience and the characteristics of a good teacher, thus tying together the observation experiences in the first year with the teaching experiences in TAP Lab.

Upon completing the two-year participation plan, CAPA provides a certificate of participation to each apprentice, encouraging them to explore ways to use this experience to support the Psychoanalytic community in China.

Here is what TAP participants are saying about their experiences...

- *It is a very valuable experience and help you to know more about yourself, what you learned, what you can do for your students. And help you to understand the knowledge more. If you can teach and speak them out, you really understand it.*
- *I learned most from the teacher, the way she organized the class, the way she delivered her ideas, the way she engages with the students, her enthusiasm and passion in psychoanalysis. I enjoyed the discussion of the class as well- the students are very eager to learn and raised very good questions. That makes me reflect more about my own way of doing therapy.*
- *It's meaningful to spread the spirit of psychoanalysis and CAPA to more people. It's also an honor to do so. And teaching is one thing that we can do, more than only as a therapist or an analyst. It can broaden our career, our life.*
- *An immersive teaching experience helped me to feel more comfortable in the teaching role.*
- *This program helps me build my confidence to teach, even in English. I learned how teacher facilitate students' curiosity, how to organize the class discussion, how to prepare Reading materials.*
- *The characteristic of teachers strongly influences the style of class. Some are mindful, some are technical. However, if the class can be open-minded, it always can grow into a learning experience.... Even sometimes there's disagreement on theories and techniques, it's still a precious learning experience.*
- *Meeting and knowing new students is exciting.*
- *Teaching is a great way of improving my understanding of psychoanalysis, meanwhile driving me to continuously expand and deepen it.*

TAP is always looking to add more Cooperating Faculty who teach Theory and Technique and increase the observation experiences that apprentices can be offered. With more Cooperating Faculty, the first year observation experience can be 15 or 20 sessions, not just 10, something many participants have requested. There is little additional responsibility on the Faculty side of the apprenticeship. It can be whatever works for your style and with the ability of the apprentice. Please email Bonnie Evans capabevans@gmail.com or Audrey Brockner aibroc@me.com if you teach Theory or Technique and are interested in being a TAP Cooperating Faculty.



SAVE THE DATE

Two members of CAPA, Dr. Maurine Kelly and Dr. Karyne Messina are part of a group planning a conference entitled: ***"Awakening to the Existential Threat of Environmental Collapse" A New Imperative for Psychotherapists and Psychoanalysts.***

In addition to focusing on the serious threats to humanity caused by global warming and the unconscious processes that are associated with denialism, the panel members and conference attendees will explore the intersection between the environmental crisis and issues such as race, class, economics, and technology. We will also contemplate ways in which psychoanalytic theory and practice might broaden its scope to understand more deeply and to reflect more accurately, what is for humans, an indispensable relationship with the non-human natural world.

Among the guests are Dr. Lindsay Clarkson who is a psychoanalyst and a member of the "Green Gang," a group of devoted to the study of psychoanalysis and our human relationship with the natural world.

Dr. Sally Weintrobe, a psychoanalyst from the UK who just published a new book, *Psychological Roots of the Climate Crisis: Neoliberal Exceptionalism and the Culture of Uncare*, is another featured guest.

"Awakening to the Existential Threat of Environmental Collapse" A New Imperative for Psychotherapists and Psychoanalysts

Friday Evening, October 22, and
Saturday, October 23, 2021
Live Program via Zoom

Co-sponsored by:
The Contemporary Freudian Society
Washington Baltimore Center for Psychoanalysis
Washington School of Psychiatry

This conference is dedicated to the memory of Harold Searles, MD

"My hypothesis is that man is hampered in his meeting of this environmental crisis by a severe and pervasive apathy which is based on feelings and attitudes of which he is unconscious. The lack of analytic literature about his subject suggests to me that we analysts are in the grip of this common apathy." Harold Searles, MD

PUBLICATIONS

&

ARTICLES

Gordon, R.M., Shi, Z., Scharff, D.E., Fishkin, R.E., & Shelby, R.D. (2021).

An International Survey of the Concept of Effective Psychodynamic Treatment During the Pandemic. *Psychodynamic Psychiatry*, 49,3

Summary: Most psychotherapists had no choice during the COVID-19 pandemic. They had to offer teletherapy in order to provide needed treatment. Several psychoanalytic theoreticians wondered if the quality of treatment would change if it were not offered in an office setting.

Methods: To attempt to understand the current concept of effective psychodynamic treatment in the new era of teletherapy, they surveyed practitioners from 56 countries and regions who treated patients remotely using a psycho-dynamic approach during the beginning months of the pandemic. They asked the practitioners to rank 6 factors they felt were important including: use of the couch during sessions, sessions conducted in offices via through teletherapy, cultural similarity between therapist and patient, number of sessions a week, patient factors (motivation, insightfulness and high functioning) and therapist factors (empathy, warmth, wisdom and skillfulness).

Results: They received 1,490 survey responses. As predicted, we found that the therapist and patient variables were considered to be much more effective aspects of treatment than any of the other variables regardless of whether treatment was conducted in an office or by teletherapy.

Wang, X., Gordon, R.M. & Snyder, E.W. (2020).

Comparing Chinese and US Practitioners' Attitudes Towards Teletherapy During the COVID-19 Pandemic. *Asia Pacific Psychiatry*, Oct., 1-5, DOI: 10.1111/appy.12440

Summary: The China American Psychoanalytic Alliance (CAPA) has been offering psychoanalytic psychotherapy training and treatment to Chinese mental health professionals entirely over the Internet since 2006. When the COVID-19 pandemic began, most practitioners worldwide had to turn to teletherapy. US psychoanalytic practitioners were more negative towards teletherapy than those from other theoretical orientations. We predicted that CAPA practitioners as compared to US psychoanalytic practitioners would be more prepared for teletherapy services during the pandemic, since their training and treatment had been on-line.

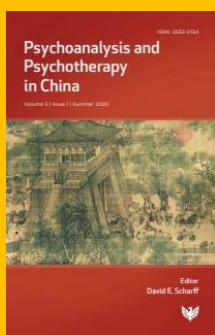
Method: They compared survey results from 164 CAPA practitioners with 165 US psychoanalytic practitioners (matched for age) who had recently psychoanalytically treated a patient on-line.

Results: CAPA practitioners as compared to US psychoanalytic practitioners had more positive opinions about teletherapy before the pandemic; had more positive opinions about teletherapy during the pandemic; and had more positive opinions about the effectiveness of teletherapy in working with transference, relational issues and resistance.

When West meets East, training infant observers in China, transformations

In her paper, Dr. Nydia Lisman-Pieczanski has written a powerful article about a shared experience she had with students in Beijing. During her seminars, she used infant observation techniques developed by Ester Bick at the Tavistock Clinic in London as a tool for teaching students how to think analytically. Although a bit skeptical about distance learning at the onset of the course, in the process of working with this group of students, Dr. Lisman-Pieczanski learned to wait, wonder and listen while taking in the cultural differences between her Chinese students and her own South and North American background. In holding back her impulse to 'teach' these students the vast amount of knowledge she has accrued in her career, she invited members of her class to do something new, "...I presented detailed material that shows how babies can transform their mothers; how mothers can transform their babies, and how mothers transformed each other." Together, a teacher and her students from different cultures taught and learned from each other which led to transformations in all participants. They came to learn and 'play' together in the context of infant observations done in multigenerational family settings in China.

Review written by Karyne E. Messina, Ed.D. For a copy of Dr. Pieczanski's full text in Spanish or English, contact her at n.l.pieczanski@gmail.com . 1 Winnicott, D.W., (1971). *Playing and Reality*. London: Tavistock Publications



Psychoanalysis and Psychotherapy in China

Scharff, D. E., 2020

Population, Trauma, amid Mental Health. Volume 3, #1

David Scharff: Editor's Introduction to Nicholas Eberstadt's "China's Demographic Outlook to 2040"

Psychoanalysis and Psychotherapy in China

Scharff, D.E., & Janine Wanlass, 2020

Brief Intervention with a Chinese Family of a School-Refusing 14- Year-Old Girl. Volume 3 # 1

Psychoanalysis and Psychotherapy in China

Scharff, D.E. & Gertrude Schlesinger-Kipp, Guest Co-Editor

Proceedings of the Wuhan Conference on Women Volume 3, # 2

Psychoanalysis and Psychotherapy in China

Training and learning analysis and psychotherapy in China

Headlined by Elise W. Snyder, MD, Volume 4, #1

PUBLICATIONS

&

ARTICLES

(CONT.)

PSYCHOANALYSIS ON THE INTERNET: A Discussion of its Theoretical Implications for Both Online and Offline Therapeutic Technique

Paolo Migone, MD

Psicoterapia e Scienze Umane, Parma, Italy

In this article, Dr. Migone writes about conducting remote analyses. "Psychoanalysis over the Internet is discussed as a means of reflecting on the way we think about theory of technique generally, and on what we mean by 'communication' between patient and analyst, (Migone, 2021).

He believes that how one conducts therapy or analysis over the internet is a reflection of how one works with patients in person, yet he suggests that doing online treatment is something different. He discusses these issues while keeping in mind the history of the theory of psychoanalytic technique, with reference to the classic 1953 paper by K. R. Eissler, "The effect of the structure of the ego on psycho-analytic technique." This reference is in the Journal of the American Psychoanalytic Association, Vol. 1, pp. 104–143. He also refers to "parameters" and to the redefinition of psychoanalysis itself in terms of the analysis of the transference by the late Merton Gill, M. M. Gill, 1984, Psychoanalysis and psychotherapy: A revision, International Review of Psychoanalysis, Vol. 11, pp. 161–179.

He concludes that, "Online therapy is simply a different therapy, in the same way as two therapies, both offline (or both online), may be different from each other. The fil rouge that runs through this paper is a reflection on the very identity of psychoanalysis," (Paolo, M., 2021).

Psychoanalytic Psychology 2013, Vol. 30, No. 2, © 2013 American Psychological Association 0736-9735/13/ 281–299.\$12.00 DOI: 10.1037/a0031507

Review written by Karyne E. Messina, Ed.D. For a copy of Dr. Pieczanski's full text in Spanish or English,

contact her at n.l.pieczanski@gmail.com . 1 Winnicott, D.W., (1971). Playing and Reality. London: Tavistock

CAPA

MOVIE

NIGHT

Please join us for CAPA Movie Night!



USA: Saturday, May 22, 7:30PM-10:30PM (Eastern Time)

CHINA: Sunday, May 23, 7:30AM-10:30AM (07:30-10:30 Beijing Time)

Admission: \$15 USD

Moderators:

Neal Spira, M.D. (Psychoanalyst) & Jacky Song (Psychoanalyst & Teacher of Film Studies)

Friends and Family Welcome!

Please complete a separate form for each person attending.

Reminder emails will be sent with the Zoom ID

CIC

(CAPA

IN CHINA)

CIC has been holding a beginners' program called "Marching towards 1000 Hours" Psychodynamic Psychotherapy Program, which began in October 2020 and will end in June 2021. Currently, we are planning to re-run this program, while launching "Marching towards 3000 Hours", a two-year basic psychodynamic psychotherapy program modeled after CAPA's basic program and includes theory, technique and case conference modules. All instructors are CAPA graduates or students in the Advanced Program or above, who would like to pass what they have gained from CAPA onto those who want to be psychodynamic therapists, using Chinese as the language. Most instructors have taught in the beginners' program and will go through a grooming process to prepare their teaching. Training the trainers is another important aim of CIC training department, the members of which include Henry LI Ning, Vera LAN Wei, Jennifer WANG Jinghua, Brenda XUE Yan and Maranda SZE Yee Tak.

**NEW
CAPA
MEMBERS**

Thank you and welcome to our new members:

- Ashis Roy
- Giuseppe Craparo
- William Mason
- Jie Xu
- Salvador Cisneros
- Paula Ellman
- Arseny Tarabanov

**NEW
CAPA
STAFF
MEMBERS**

Welcome Aboard to CAPA's new Program Administrators:

- Joyana Delvalle
- Maria Gibson

**NEW
3RD YEAR
STUDENTS**

Welcome and congratulations to the students accepted to Advanced Training starting in September 2021!

Last Name	First Name	English	City
CHEN	Wenxi		Nanjing
CHEN	Xuan	Juno	Beijing
CHI	Yuanyuan	Alice	Changshou
DUAN	Feifei	Fay	Dalian
DUAN	Qianqian	Lucia	Beijing
GAO	Lan	Ava	Shanghai
HOU	Dan	Elliana	Beijing
JIN	Yiping	Vanessa	Hangzhou
KUANG	Yijin	Diane	Xi'an
LI	Zhao	Jasmine	Beijing
LIU	Cuisha	Esther	Huizhou
LIU	Tao	Leslie	Beijing
LIU	Zhongmei	Jessica	Haerbin
QIAN	Hongmei	Adele	Hangzhou
WANG	Lijie	Tom	Shanghai
WANG	Rui		Beijing
WANG	Yan	Yan	Shanghai
WU	Kun	Carrie	Beijing
XIAO	Hong	Reverie	Shanghai
XIE	Weiyi	Cherry	Changzhou
XU	Jing	Ivy	Chengdu
XU	Li	Lily	Beijing
YAN	SiSi	Melody	Chengdu
YU	Chunyun	Charles	Maanshan
YU	Jieru	Jessie	Shijiazhuang
YUAN	Min	Stella	Shanghai
ZENG	Tingting		Shanghai
ZHANG	Liuqing	Sarah	Beijing
ZHAO	Jiuping	Tracy	Shanghai
ZHOU	Huiming	Hemy	Shanghai



**APSAA
&
DIM
SUM**

This year at the APsaA Annual Meetings there were a wide array of stimulating workshops ranging from several offerings on topics related to neuroscience to updates on distance learning. One very interesting meeting was CAPA'S Dim Sum event.

Originally, this meeting included a gathering of CAPA members for Dim Sum during the APsaA meetings with Zoom links to China. Usually, a few brief papers or presentations were presented and discussed.

When APsaA shifted its meetings to February during the last two years, prior to the pandemic, a clash with Chinese New Year interrupted this tradition because reservations at restaurants were not available. This meant we had to shift to a different venue with catered food and a larger attendance.

Then Covid came.

Suddenly we were forced to deal with virtual meetings of APsaA which meant we needed to do a virtual Dim Sum. In a year of political and professional turmoil for all of us, as chairman I couldn't think of a suitable topic for a traditional presentation. Also, I felt very intimidated by the thought of managing a large group via zoom. This led me to turn to my colleague, Neal Spira, who suggested that we use the turmoil itself as the topic. In doing this we thought it would be good to divide participants up into small manageable discussion groups. I thought this would be helpful since we all have something to say about our experiences. It also replicated a major part of Dim Sum since it allowed informal discussion among our members to take place. This is always an added bonus since it allows people to meet and chat with others from various parts of the world.

Thanks to the staff and everyone who helped make this a very successful experience. - Tom Campbell

INTERVIEW

Interview with Catherine Stankowski,
Executive Director of the China American Psychoanalytic Alliance
Conducted by Karyne Messina, Ed.,D., Newsletter Editor

WITH

Q First of all, can you tell our readers how you got involved in CAPA?

I joined CAPA in the fall of 2013, as an administrator. I have spent the last 20 years working as an administrator, volunteer coordinator, and program manager in various non-profit organizations in Toronto and in New York. CAPA's former Executive Director, Marc Luchs, was my neighbor, and CAPA was looking for help at a time when I was looking for a change in my career. A match was made and, almost 8 years later, here I am. I've greatly enjoyed my journey with CAPA so far, from Class E to this coming year's Class N!

A

CAPA

Q Everyone involved in CAPA would more than likely credit Dr. Elise Snyder for spearheading The China America Psychoanalytic Alliance that is known by most people as CAPA. How do you think Elise was able to make this organization so successful?

MEMBER

Elise's commitment to CAPA is absolute. As CAPA's founder and President, Elise has worked tirelessly for many years to develop the organization. I believe that Elise, were she to be asked this question, would be sure to credit CAPA students' thirst for knowledge and commitment to training as a vital part of CAPA's success. If our students were not a pleasure to teach and supervise, we would have a much harder time finding teachers and supervisors! Elise would also credit the hundreds of CAPA members who donate their time in the service of the organization- as teachers and supervisors; serving on committees and on the Board of Directors; attending events and contributing financially. Elise's vision and work has definitely been (and continues to be) the spark, and CAPA's students, members, and staff participate in keeping the torch lit!

Q Can you tell CAPA members a little bit about the staff?

CAPA's staff is comprised of 6 full time members, and 2 part-time members. Staff members come from a wide variety of professional backgrounds but share a common commitment to our students and members, as well as a deep love of organization and neatness! In my 25 years of work, I have never worked with a more professional and skilled group of people. It's my sincere pleasure to work with each one of them.

Q How many professionals in the United States and other countries are involved in the effort to teach psychoanalytic thinking to clinicians in China?

This academic year, 119 teachers have taught CAPA courses, and 114 supervisors have supervised students. 175 therapists are treating current and former CAPA students. CAPA's membership fluctuates between 450 and 500 members, who contribute to CAPA's activities in many different ways.

Q How many people have graduated from CAPA programs in China?

403 students have graduated from the Basic Training since 2010; and 161 of these then also graduated from the Advanced Training. Another 39 students will be graduating from Basic Training, and 30 from Advanced Training, at the end of June 2021.

Q I understand that CAPA training programs are highly respected in China. Can you tell our readers why you think this is the case?

One of the things that makes CAPA training unique, in my opinion, is that the training programs evolve over longer periods of time than other programs which may offer the same number of training hours, but condensed into a shorter, intensive training period. CAPA students attend classes in Theory, Technique, and a Continuous Case seminar each week, and also attend individual supervision each week, for 30 weeks out of the year, and for at least 2 consecutive years. This allows CAPA students to apply the insight and knowledge they have gained in class and in supervision each week in their sessions with their patients, and to see the results of their training bearing fruit in real time. So CAPA students are deepening their skills in a way that offers an immediate and tangible benefit to them and to their patients.

Q What is your most memorable moment as the Executive Director of CAPA?

My favorite moments in my time with CAPA all revolve around the occasions, mostly at Dim Sum, when I have had the opportunity to meet CAPA members and students in person. It is a tremendous pleasure to be able to look into the faces of people I have been corresponding with for years, and to be able to shake hands or give them a hug and thank them for all of their work. I remember most fondly the CAPA students and graduates who have traveled to New York for the APsA conference, and who have attended CAPA events in person!

Q In what ways can therapists and psychoanalysts who are not actively involved in CAPA get information about participating in more active ways?

We are always looking for teachers and supervisors, and anyone interested can contact me at catherine.stankowski.capa@gmail.com for more detailed information.

We also offer a variety of events, from Movie Nights to virtual Tours of China (and in person tours, post-pandemic, as well!) and the information about all of those things can be found on our website at capachina.org.

We also offer a listing of CAPA members' current publications and activities: <https://www.capachina.org/member-activities>

The best way to stay abreast of CAPA news and events is to make sure that you're set up to receive our news as a member of our mailing list! If your membership is current, you're automatically signed up. If you'd like to check the status of your membership, or make sure that you're on the mailing list, please e-mail Tiffany Bryant at capa.tbryant@gmail.com

Q How can people contribute to CAPA?

Contributions to CAPA are gratefully accepted at https://portal.capachina.info/dues_and_contributions. Contributions can also be made by check once the form has been completed.

Congratulations to Karyne Messina, ED.D. in her role as our new Dean of Students

OFFICERS

President

Elise Snyder, M.D.

Secretary

Gennifer Briggs

Treasurer

Dwight McCan, Ph.D.

BOARD OF DIRECTORS

Gennifer Briggs, LCSW

Thomas Campbell, M.D.

Lana Prince Fishkin, M.D.

Robert Gordon, Ph.D.

Charles Jaffe, M.D.

Dwight McCan, Ph.D.

Karyne Messina, Ph.D.

Elise Snyder, M.D.

STAFF

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Administrative Director

Bonnie Evans

Senior Program Administrator

Toni Maeck

Program Administrator

Tiffany Bryant

Accountant/Bookkeeper

Rebecca Chen

Program Administrator

Joyana Delvalle

Program Administrator

Maria Gibson

Program Administrator

Ariella Louie

Tech Support/Newsletter

Suzy Pafka

PROGRAM COMMITTEES

Training Program

Dean of Students: Karyne Messina, Ed.D.

Dean of Faculty: Charles Jaffe, M.D.

Administrator: Catherine Stankowski

Treatment Program

Director: Lana Fishkin, M.D.

Administrator: Toni Maeck

Supervision Program

Director: Thomas Campbell, M.D.

Administrator: Catherine Stankowski

Infant Observation Program

Chair: Dorinda Welle, Ph.D.

Administrator: Catherine Stankowski

Supervision Training Program

Chair: Karen Gennaro, M.D.

Co-Chair: Margaret Yard, Ph.D.

Administrator: Catherine Stankowski

Admissions Committee

Co-Chairs: Bernard Seubert, Ph.D., &

Elise Snyder, M.D.

Members: Audrey Brockner, LCSW, Matthew

Elgart, Ph.D., Robert Gordon, Ph.D., Karyne

Messina, Ph.D.

Administrator: Bonnie Evans

Progression Committee

Co-Chairs: Bernard Seubert, Ph.D., &

Elise Snyder, M.D.

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