

**Shrink Rap Radio #20, January 1, 2006, Dr. Maria Hess on Teaching Psychology with Passion**

**Dr. David Van Nuys, Ph.D., aka “Dr. Dave” interviews Dr. Maria Hess**

(transcribed from [www.ShrinkRapRadio.com](http://www.ShrinkRapRadio.com) by Kristi Sanchez)

**Excerpt:** *Hello psychonauts! This is David Van Nuys, aka “Dr. Dave” coming to you once again from the beautiful wine country in Sonoma County, California. I’m sure you know by now, our show revolves around interesting personalities in and around the world of psychology. Shrink Rap Radio is the podcast that speaks from the psychologist in me to the psychologist in you - whether you be amateur, student, or professional. It’s all the psychology you need to know and just enough to make you a little bit dangerous.*

**Introduction:** My guest today is Dr. Maria Hess, a long time friend and colleague who recently won the annual Teaching Excellence Award as Sonoma State University. When she first started teaching many years ago, she apprenticed herself to be for several semesters, co-teaching a course in Introduction to Counseling. Perhaps I can claim a tiny bit of credit for the fine teacher she has become, but I have to say she brought some extraordinary talent with her from the get-go. She brings tremendous energy, intensity, and challenge to the classroom, and of course the students responded kind. Let’s get right into the interview.

Dr. Dave: Okay, Maria Hess, welcome to Shrink Rap Radio.

Dr. Maria Hess: Thanks David.

Dr. Dave: I am so glad to have you here. Now you and I have known each other for years and years, we’ve talked together, we have a wonderful history together, and I know you as teacher and as a psychotherapist, and I understand that you will be giving a presentation at an upcoming psychology conference and your topic is Teaching Psychology with Passion. What does that mean, teaching psychology with passion? Are we talking about enthusiasm or something beyond that?

Hess: Well, you know David, its enthusiasm and something beyond that. It’s an aspect of really coming in from the teacher and the student and engaging in some sort of a genuine encounter - being two human beings engaged in a curious process and wanting to see where it goes.

Dr. Dave: Okay, okay. So, and you do have this presentation that’s coming up. . .

Hess: I do.

Dr. Dave: . . . I think it's at the Western Psychological Association. Do you know yet sort of what some of the highlights of that presentation are going to be? What are some of the main points that you plan to hit?

Hess: Yeah, well it's for the Tamaran Teaching Conference, which proceeds the Western Psychological Association. . .

Dr. Dave: Okay.

Hess: . . . and what I am really hoping to do here is to basically inspire teachers. And the main points are to really encourage and kind of support teachers to really be their genuine authentic self. To kind of pop out of a role and come more fully into the encounter, the immediate encounter with the student. And then teach from that place.

Dr. Dave: Yeah, well that's a great thing to do and I think sometimes it's a hard thing to do, um, even in this role of interviewer for this podcast, I sometime feel like my professional training gets in the way.

Hess: Mm-hmm.

Dr. Dave: You know?

Hess: Yeah.

Dr. Dave: Teacher, therapist, blah, blah, blah, and that stuff can get in the way of one's own real spontaneity of coming through. How do you feel with that?

Hess: Well you know, it's like we've talked before, I really think that the type of teaching that I am talking about is where the teacher kind of first gets out of their own way and then allows them self to kind of engage in the environment and the immediate time of the need of the student. So every class is going to need a different thing, even if I'm teaching the same class. So it's kind of like how to set up a learning environment, how to stimulate a thinking process, an engaging process, a sort of commitment to either the material, or to the relationships themselves, or to a process that we are all learning together, and then basically kind of step aside. As you've said before to me, it's like stirring the pot and then moving aside, and kind of facilitating the way that pot moves around. . .

Dr. Dave: Yeah.

Hess: . . . goes deeper or bubbles up to the top. However that goes.

Dr. Dave: Well, what's one of the classes that you teach where maybe you can give us an example of how you do that?

Hess: Well, I think Introduction to Counseling is a good example . . .

Dr. Dave: Okay.

Hess: . . .where I set the arena by developing a syllabus and making ground rules, and working with students to explore kind of ground rules - make them feel comfortable about sharing their questions and feeling vulnerable learning something that might be really important to them, especially in counseling - so many people come in hoping to be therapists someday. . .

Dr. Dave: Right.

Hess: . . .so, really, to just kind of set that environment and encourage them to come forward and speak from what's important to them, um, and kind of role modeling I you will, and making that be safe and okay for them, so that they can really explore on a level that is important to them. And I just kind of offer theory, show examples, participate with them in role plays, and then see what they come up with.

Dr. Dave: And you do role plays of therapy sessions there?

Hess: We do.

Dr. Dave: And do they do therapy with one another as part of that or not?

Hess: They do counseling more - counseling, problem solving, goal setting, exploring like a particular niggles, if you will. . .

Dr. Dave: Yeah.

Hess: . . .that's immediate for them.

Dr. Dave: Okay.

Dr. Maria Hess: Yeah. Practice, you know, listening and paraphrasing, exchanging ideas.

Dr. Dave: Okay. Now, I was intrigued by your doctoral dissertation. I remember when you were working on that and when you finished it up and I think the title was something like Healing in the Classroom.

Hess: Mm-hmm.

Dr. Dave: Do I have that right?

Hess: It was on the student's experience of healing a relationship with a teacher.

Dr. Dave: Okay, so tell me about that.

Hess: Mm-hmm. Well, the way I think about this is that my own undergraduate experience, I had experiences with teachers in the classroom where my life changed - where I felt like there was a part of me that literally changed from some of the seemingly, engagingly - seeing my potential in a way that I couldn't see myself in my 20s, right?

Dr. Dave: Yeah, that's great. And I'm not sure every student gets that.

Hess: That's really true.

Dr. Dave: So you were lucky.

Hess: I was lucky.

Dr. Dave: Yeah.

Hess: I felt really lucky. And from having my own experience I kind of had an imprint of what that was like - of feeling inspired in that way and engaged in that way. And then over years I heard it back from students as well; "Oh gosh, I had a healing experience," or "I felt like my life changed as a result of being in your class," or "I had therapy for 16 weeks." Right?

Dr. Dave: Yeah.

Hess: And so I felt real curious about what happened. How did that happen? Not that it happened, but how does it happen?

Dr. Dave: Mm-hmm.

Hess: And, um, so that got me into really looking at, well, how does it happen? What are the constituents? What makes something feel so important in the classroom, in an academic setting, that a student actually feels like their life has changed? So what I saw, through written and verbal narratives with people who really self-identified as having a healing experience with teachers, is that there were certain constituents, conditions for this to happen. 100% said that

the genuine encounter with the teacher was the #1 thing - having an authentic role model and guide in the classroom for how to become a person fearlessly. . .

Dr. Dave: Mm-hmm.

Hess: . . .taking risks to say things out of the box; being vulnerable about something that they grew from that was maybe a less than noble aspect of the teachers self; you know, really coming into a human condition that somehow allowed the student to see them self as a grown person them self.

Dr. Dave: So it sounds like the teachers self disclosure was one important ingredient.

Hess: Self disclosure, yes, and the way that my co-researchers in the dissertation talked about it, was that they really felt like there was some sort of an energetic connection also, where they felt like they were in a groove with the teacher, or in a groove with the material, or in a groove with the class - like some sort of a joined engagement was really acknowledged over and over and over again. And then, students feeling so inspired that having that experience them self, they were also then moved to reciprocate - give it to other people. . .

Dr. Dave: Yeah.

Hess: . . .wanting to engage with other people that way, to improve not only the quality of their life, but others too. It was very exciting, that part.

Dr. Dave: Wow! So maybe there is a psychology teacher listening, or somebody who plans to be a psychology professor down the line, would be surprised. What would be your advice to them about how they would get to that place where they could be so in sync and in the groove with their students?

Hess: Well you know, I don't know how it happens for other people until I hear back from others, but I can speak for myself, is that what I really think it is, part of what happens here is as I get more comfortable with my own humanity and deep in my own awareness, my own internal life, my own connection with others, whatever is important to myself that I keep alive and what has meaning for me, then that becomes like the prerec, if you will, for how I then walk into the classroom. Because I just feel more available to the student; I am not so in that position, if you will.

Dr. Dave: Mm-hmm.

Hess: I'm more just kind of there with them. So, I guess it would be like trusting love; how to love myself and love other people, love what I teach, and maybe also really believe that part where there are no accidents and things; magic can happen.

Dr. Dave: Right, right.

Hess: Mm-hmm.

Dr. Dave: Now love is an interesting word to use in the connection with teaching. . .

Hess: It is.

Dr. Dave: . . .and loving your students. . .

Hess: Truly.

Dr. Dave: . . .and not in the way of seduction. . .

Hess: Right.

Dr. Dave: . . .which can be destructive, but in some other way. Can you talk to us a little bit about that other way?

Hess: Well, the love that I am talking about here has been talked about in a lot of ways - like uh, and I don't mean this - I mean this more in a spiritual, nonreligious sense of the word of agape love. Like the ability to love all things or to see love as a possibility in all things. Or that love has different aspects of itself. Angie Arrien talks about having many faces of love - like appreciation, kindness, being willing to put your position aside in order to have the relationship, to make that choice to come out of that position of I, and move toward a we-ness.

Dr. Dave: Right.

Hess: And I think that that really is what I am talking about in the bigger scope, and then loving the topic.

Dr. Dave: Mm-hmm.

Hess: You know, the subject that you teach; to really want to make it come alive and have you understand it in the joined way so that you and I can both go oooh, isn't that a cool thing to hear.

Dr. Dave: Yeah.

Hess: (laughs)

Dr. Dave: Yeah, yeah.

Hess: You know? But I also want to say like Bell Hooks and her book *Teaching to Transgress* - she wrote this amazing comment that I think I've really seen - is that teachers who love students and students who love them, are all suspect in the academy. And I thought that that was a very interesting comment that somehow if the teacher is loving, or the students love their teacher, or love their classes, that somehow their not learning, or they're not doing it right - they should have rigor and be miserable, I think

Dr. Dave: Right. And the professor is often suspected of pandering to the students.

Hess: Right, or being a fluff teacher.

Dr. Dave: Right, right.

Hess: Yeah, totally.

Dr. Dave: Yeah, that's way too bad.

Hess: It is. (laughs)

Dr. Dave: I'm really resonating to everything that you're saying here and I've forgotten some of the things that I really was kind of vibrating and wanting to pile in on that because I really understand what you're saying and I think I should share with the audience that there is substance to what you are saying backed up by the fact that you won the university's Excellence in Teaching award, so this is not just self inflation talking here - you've really got some evidence for your effectiveness as a teacher and I've had a chance to see that too - and I really resonate to the idea of at least some classes being able to be therapeutic. . .

Hess: Very much so.

Dr. Dave: . . .in the process. I had that experience this past term where I taught a course in Myth, Dream, and Simple, and at the end of the term, some students said, "Gee, I feel like I just went through 15 weeks of therapy. I didn't know I was getting into that."

Hess: Mm-hmm.

Dr. Dave: And for me it's about I'm able to step aside in that class - I set up small groups that operate fairly independently, I step in from time to time, I rotate through the groups - but it's like I set up a situation where I know certain good things can happen.

Hess: You bet.

Dr. Dave: Yeah.

Hess: You bet. Absolutely David, I totally resonate that. I think that's exactly the role is that the type of teacher - even if it's a - I think the most important part of what you said there were two things: 1) that you had the willingness again to step aside, and that 2) you took the responsibility to set the environment and keep it happening - to really be in your integrity and to watch what worked and to kind of help support what did and then maybe redirect something that didn't, and I think that's really where the action is.

Dr. Dave: Yeah, yeah, yeah.

Hess: You bet.

Dr. Dave: And I just kind of touch with that other thing that I lost touch with that I wanted to share. . .

Hess: Go ahead.

Dr. Dave: . . .when you were talking about love and nurturance, and kind of embracing the students, I realize that I have a similar feeling about this podcast; I'm talking to people that I don't know, that I haven't met, that I have a loving, nurturing feeling about. . .

Hess: You bet.

Dr. Dave: . . .that I sort of want to be able to feed people out there with support, good information, new perspectives. . .

Hess: You bet. That's why it's so easy to say yes when you say "You want to come on down?"

Dr. Dave: (laughs)

Hess: That's where that very thing that really comes across at what you do.

Dr. Dave: Yes, now you're a therapist and you're a teacher and how do those two inform each other.



Hess: Mm-hmm. Well you know, actually that's what's really got my attention these days is that I'm seeing real similarities between being a humanistic educator, a teacher who really teaches to the whole person - the body, the mind, the heart, the spirit - and a therapist, who sees the world the same way - body, mind, heart, spirit - and really noticing that, you know, there are some similarities, like for one, being well-educated and prepared myself, and then willing to step aside; two, another way of looking at it might be being present for the genuine encounter - to see what happens in the therapeutic hour is equally, I think, as important as watching a group do it. You know? It's like, wow, what is the genuine encounter going to be with these 50 people, and how very similar that it is to every client that comes in - what's the encounter going to be like. . .

Dr. Dave: Mm-hmm.

Hess: . . .for this person with them self, with me, with myself - all of those things. Umm, I think there are a lot of similarities really.

Dr. Dave: The two phrases that you use that stand out for me are being present and genuine encounter.

Hess: Yes. Right.

Dr. Dave: Can you say a little bit more about that?

Hess: Well, yeah, and those are the two places I think that are to try and quantify it does get hard. It gets hard for me and I'm like, okay, what do I mean when I mean presence? Because for me, and I think for many people, it's a particular type of quality that I'm responding to, that is different in different people. I mean, the genuine encounter with one person may be aggressive or uncomfortable, but nonetheless, when I'm with myself, there might be something there for me to learn about myself that improves the quality of my life or changes the way that I might deal with you or another person the next day.

Dr. Dave: Mm-hmm.

Hess: Um, it was a genuine encounter - didn't feel great...

Dr. Dave: Yeah.

Hess: . . .and I think sometimes people think genuine encounter, love the classroom, all the stuff means that everything is happy, we're all smiling, we're all having a really good time, and I don't necessarily mean that. For me, what I'm really talking about in the genuine encounters

where the person comes to a place in them self where they have bumped into a truth that's really a piece that may have been instrumental for them, and growing, and actualizing, or potentializing.

Dr. Dave: Mm-hmm. I've been with you in the classroom and I know that you can be confronted at times.

Hess: Yes, that's true.

Dr. Dave: And, and I know, I think both therapy and the classroom demand a combination of a willingness to be confronted and yet somehow communicating an underlying support. . .

Hess: You bet.

Dr. Dave: . . .at the same time.

Hess: You bet.

Dr. Dave: And that's a real delicate - kind of razor's edge.

Hess: Mm-hmm. It sure is and that is my growing edge always.

Dr. Dave: Yeah.

Hess: Very much so. It's how to be kind and in the moment and yet really have that kind of fearlessness that can be helpful for someone else to wiggle against.

Dr. Dave: Mm-hmm.

Hess: Or even for me to wiggle against.

Dr. Dave: Mm-hmm, mm-hmm. I've received some emails from listeners, and so as a result of that, I know that a certain number of them are students that are listening to the show. . .

Hess: Yes.

Dr. Dave: . . .and I heard from two or three who are really dissatisfied with the narrow approach to psychology that happens to be taught at whatever school they are going to.

Hess: Mm-hmm.

Dr. Dave: And what they hear from their professors is that if they go to a nontraditional psychology school, such as the one where you and I have taught at Sonoma State University, that they won't be able to get jobs. What do you tell your students about that? Or, you know, their talking about going on to grad schools. I guess that's what I'm meaning when I say nontraditional.

Hess: Mm-hmm.

Dr. Dave: I'm thinking those nontraditional free-standing graduate programs in psychology.

Hess: Yes. Well you know it's funny, I laugh often about this because you know it's now almost been 30 years that people have been telling me that, and they've been telling me the same thing.  
(laughs)

Dr. Dave: Mm-hmm.

Hess: And they're still telling me and you know, um. . .

Dr. Dave: Now, when you were a student - because you went a very nontraditional route.

Hess: Very nontraditional. Well I started very traditional. I was a rat lab runner at Chico State and you know, really that was what psychology was at the time, and somebody then mentioned, "Oh by the way, did you know there's this marriage family counseling thing," and I was, then I got really interested. But, um, so I did have that traditional background but my Masters training and my Ph.D. training were very nontraditional. And you know it's been a mixed bag because I think the part that's been the hardest really, was in trying not to develop a defensive attitude, and having to show people that they were wrong, and, you know, I didn't have to become the banner girl for all nontraditional alternative education.

Dr. Dave: Yeah, right.

Hess: Um, and then I tell my students often, you know, here's my experience is that I knew for me I was never going to be happy working in this traditional, very linear way of studying psychology because it's not what spoke to me.

Dr. Dave: Mm-hmm.

Hess: So, I felt like I would be dead in the water in a very short period of time as a teacher. . .

Dr. Dave: Mm-hmm.

Hess: . . .because there was nothing that could spur me in the same way. So for me to be able to talk about spirit, along with psychopathology, and to teach people to be therapists, along with being whole individuals, was really kind of a no-brainer for me. And so I felt like I had no choice but the alternative.

Dr. Dave: Mm-hmm.

Hess: And what's been true for me also is that I think it's who I am that has given me the jobs that I wanted, that helped me pursue my career as a counselor, and as a teacher, and as a woman in the world - to just kind of go back to that faith of, well, I'm doing the best I can in that moment, and always moving forward from that place. So, that's what I tell my students is, you know, hey, follow your heart and keep your eyes open, you know, be informed, see what's out there, talk to everybody that you can talk to, find the conflicting ideas of, you know, not only psychology but other aspects of life, and then see what resonates with you.

Dr. Dave: Mm-hmm, mm-hmm. I know this is kind of related to what you are saying and I know you've taught a course on right livelihood. . .

Hess: Yes.

Dr. Dave: . . .which I believe is a Buddhist ideal about finding work that's fulfilling and does no harm.

Hess: Right, right.

Dr. Dave: So what's your advice to listeners who are seeking to develop their own right livelihood?

Hess: Yes. Well I think I would go back to that comment of you know, follow your heart and keep your eyes open.

Dr. Dave: Okay.

Hess: Really, that to me really does kind of sum it up.

Dr. Dave: It's again, it's walking a fine balance, the razor's edge of follow your heart, but keep your eye out to reality too.

Hess: You bet.

Dr. Dave: Yeah.

Hess: That's right.

Dr. Dave: So how did you. . . I'm always interested in how people get into psychology in the first place and what it is that calls to them, where it connects to their heart or their head or someplace.

Hess: Mm-hmm.

Dr. Dave: How did you find your way into psychology?

Hess: Yes, this was such a great thing to think about and I really had to go back and think about this, and you know, I think for me, I got into psychology without even knowing that's that what it was. I came from an incredibly scary and really violent, ignorant, kind of family and at the time, I was like 14-15, the Vietnam vets were starting to come back and they were addicted to this drug and that drug, and there was a whole movement in Southern California where I lived for the open door drug clinics that were there for Vietnam vets and um, and they did support groups for - these were some of the first support groups for people who were coming that were addicted.

Dr. Dave: Yeah.

Hess: Well, and it was also pre-child protective services, and pre- all the services that we have now for people to talk to when there was stress, and that was the only avenue that I had as a 14 or 15-year-old girl to find somebody that could talk to me about my experience in my family. And they were so helpful to me, um, that at one point I remember, I had just said to a counselor, "How come you do what you do? This is a really nice thing you're doing."

Dr. Dave: Yeah.

Hess: And she said, "Study psychology." And so I thought, what's psychology? So I kind of just kept my mind open about that. There were a lot of books that were coming out at the time that were self help and psychology-oriented.

Dr. Dave: Right.

Hess: And I think I moved into that exploration through literature and music first, and then in school later on.

Dr. Dave: Interesting.

Hess: Yes.

Dr. Dave: Interesting. I know you mentioned literature, and I initially majored in creative writing and I was reading lots of fiction, and for me somehow there's a relationship there between that interest in fiction - I guess it was about studying people's lives and being really self reflective about my own life and what it is to be alive - so, the transition from that and to the therapy, it's not a big gap.

Hess: It really isn't. And, I mean, when I think about the literature that's really engaged me, it really is that it's an extension of some of that genuine encounter - that somehow that person who's written that book has brought out whatever that juice was of the learning experience that the story has created around it, kind of grabs at that piece of me that makes me curious about well, how'd they do it and what ended up happening.

Dr. Dave: Yeah.

Hess: You know, how did they grow and could that work for me too.

Dr. Dave: Yeah, and that reminds me that you're also interested in film and I know that you use film. You teach a class on abnormal psychology.

Hess: Mm-hmm.

Dr. Dave: And, say a little bit about your use of film in there.

Hess: Well, in the class, the character in the film becomes the client that we are studying for that particular diagnostic category. So, the students then watch the film with that idea in mind - that this person who is their client, comes to them and we are looking at their symptoms and the difficulties of living, and then how we might assess them to help treat them. More help them help themselves in some way.

Dr. Dave: That seems like a really creative idea. What's an example of one of the films where you do that?

Hess: Um, let's see. I guess one of the most obvious is Fatal Attraction, where Glenn Close becomes the client and we watch her go through her jirations with Michael Douglas and try to make guesses about what was going on with her.

Dr. Dave: Boy, I don't know if I'd want her walking through my therapy door.

Hess: (laughs)

Dr. Dave: (laughs)

Hess: That's right. Most of the students feel that way too.

Dr. Dave: Yeah, yeah. So, I can see that that would be a technique that would really engage the student's interests.

Hess: It does.

Dr. Dave: Yeah.

Hess: It seems so.

Dr. Dave: Yeah. So you kind of eluded to your nontraditional educational path. Maybe you could just quickly take us through it.

Hess: You mean like literally where I might go and what did I do?

Dr. Dave: Yeah.

Hess: Um, well I did my undergraduate work, like I said, at a more experimental psych program at Chico State, and my studies there were also in social welfare and corrections, because at the time I thought I might want to work in the juvenile system.

Dr. Dave: And since we may have listeners outside of this county, Chico State is part of the California State University System.

Hess: Yes. Mm-hmm.

Dr. Dave: Okay.

Hess: And then I went to a school that is no longer in existence, it was called the Sonoma Institute, and it was a satellite institute that I actually was kind of under the umbrella of Sonoma State external degree at the time. And then I went on to the California Institute of Integral Studies in San Francisco and got my Ph. D. in East/West Psychology.

Dr. Dave: Okay. Are there ways in which your exposure to psychology has helped you in your personal life?

Hess: Oh, yeah.

Dr. Dave: And I press you for an example - you know, we're very voyeuristic in this field.

Hess: Yes. (laughs)

Dr. Dave: (laughs)

Hess: No, it's the best part.

Dr. Dave: (laughs)

Hess: I agree. Um, well you know, I was thinking about how do I answer this question because I, I mean, melodrama aside, I really can't help but feel that for me, um, psychology and particularly counseling psychology, really changed the course of my life that had I not had intervention with the mental health system - not at as a client or as a staff person - working in mental health facilities and seeing how quality of life was really hampered by and examines life for by resentment and anger and bitterness that can happen from just day-to-day life. . .

Dr. Dave: Mm-hmm.

Hess: . . .um, I realized that I had to kind of save my own life.

Dr. Dave: Mm.

Hess: And I think that in a lot of ways, counseling and psychology did that for me. It helped me save the quality of my life. I really think that it would have been very easy for me to have been in trouble, to be drug or alcohol addicted, or some way to manage some of the grief and pain in my life, had I not had the opportunity to really come into my own healing, into my own personal growth.

Dr. Dave: And part of, if I hear you right, part of what stimulated that was the kind of vicarious learning experience we've seen the problems other people were creating for themselves.

Hess: Absolutely. Yes, starting quite young. I mean, in these open door groups, you know, and open clinics, and as a young person in psychology as an undergraduate.

Dr. Dave: Mm-hmm.

Hess: Traveling through the world I really kept just seeing a relevance of psychology and the unconscious, and the inner life, and dreams that just kept playing over and over and over again, my study of shamanism, and other aspects of life that just all connected back to the psyche, and



the soul, and the self, the spirit, and I just kept following that path. It kept speaking to me as true.

Dr. Dave: Yes, yes. You've touched on some areas that clearly I'm going to have to interview you again.

Hess: (laughs)

Dr. Dave: After some passage of time and find out about the shamanism and there are other interesting things you're involved in that I happen to know you are into, that I really look forward to interviewing you in the future.

Hess: Right.

Dr. Dave: As you stand back and look at the field of psychology, do you have any ideas about where psychology needs to go?

Hess: Well you know I don't know that I have an opinion about where it needs to go. I know I'm really curious about where it will go and is going. I think what really seems pressing to me these days when I look at the field, is that finding a way - I guess transpersonal psychology really resonates with me right now - if finding a way to bridge past the individual, integrating the individual into the community and finding ways for us to become more connected and instead of focusing so much on our differences and our individualities, but then coming back to full circle again and again and again, right, of how we work in communities, how we negotiate, how we live together with sustainability when resources and attitudes can become really tight with the environment and the politics.

Dr. Dave: Okay. Well, we've come to just about the end of our time here and I wonder if as your farewell, if there's some favorite book within the field that's meant a lot to you that you'd want to recommend to listeners?

Hess: Sure. Um, there's a couple. There's Alice Millers' *Drama of the Gifted Child*. . .

Dr. Dave: Oh, yes.

Hess: . . .and the other is going to date me, but it really is a great book; it's called *If You Meet the Buddha on the Road, Kill Him* by Sheldon Copp.

Dr. Dave: Right, right.

Hess: That was really an instrumental book for me so. . .

Dr. Dave: Mm-hmm.

Hess: . . .so I would say that that was one I would go back to.

Dr. Dave: Both wonderful recommendations. Maria, thank you so much for being on the show and as I say, I'm definitely going to have you back.

Hess: Thanks David.