

APsA 2024 **NATIONAL
MEETING**

February 6 – 11, 2024
New York Hilton Midtown Hotel



PRELIMINARY PROGRAM



APSA 2024 NATIONAL MEETING



No matter how grateful we are to return to New York and to our 2024 National meeting, we cannot reasonably forget that we find ourselves in another winter of our discontent. “Everyday life”, with its implications of safety and continuity, increasingly seems either an illusion or an expensive commodity. Recognizing our volatile and violent surround, alert to the ways it infiltrates us, our patients, and our discipline, we keep at it, going for the depths. So, recognizing the gravity of our moment, and hoping we can all have a good and productive time together, we welcome you. There is so much work to do.

Discussion groups—the guts of our program—fill most of the schedule for the first two days of our meeting, interrupted by four two-day clinical workshops: Greg Rizzolo will chair and host Giuseppe Civitaresse as discussant; Miri Abramis will be working with her discussant, Rosemary Balsam; Lynne Zeavin will be leading her group with Michael Feldman discussing and Matthew Shaw will lead the Child and Adolescent two day clinical workshop with discussant Judith Yanof.

Our first Plenary, “Re-Memory Work in Word and Image”, will be given by Professor Hazel Carby. Internationally renowned, Professor Carby will focus on the uncovering of buried histories—of people and of the environment—and linking that work to our own efforts at uncovering individual histories. Our second Plenary, “The Edge of Voice”, will be given by Mitchell Wilson. Mitch will focus on how voice provides us all with an irreducible singularity.

We will hear again from the Holmes Commission, who, now that their final report has been widely distributed, will be asking “Where do we Go From Here?” And again many of us will have the opportunity to participate in Experiential Process Groups, “Living in Diversity and Otherness”.

We will have four major panels. The first, “The Music that Binds Us”, resonates with Wilson’s plenary. This panel focuses on the ways that sound, rhythm and music structure clinical exchanges. Adam Blum, Peter Goldberg and Michael Levin will present their recent work on music and psychoanalysis, and Francis Grier will discuss. The second panel: “Looking at What we Actually Do: Non-Linear Dynamics of the Therapeutic Process”, will be chaired by Robert Galatzer-Levy and will offer us an opportunity to learn how non-linear dynamic systems theory provides a strong method to illuminate the actualities of psychoanalytic work. Our third panel, “Psychoanalysis in the Community”, will be chaired by Paula Christian-Kliger and will feature an international array of clinicians working in community-based settings, expanding the reach of psychoanalytic thought and practice. Our fourth panel, “Jouissance and the Storyteller”, chaired by Todd Dean, uses the work of Walter Benjamin and Jacques Lacan to expose the grave limitations of a narrow focus on “insight” as a vehicle of psychic change.

This welcome note is difficult to write—difficult because it is so profoundly insufficient to its task, which is to cast an inviting glance at our multifaceted program. The only proper introduction to the meeting would consist of presenting you with program itself. We must settle for highlights here, though. I hope they convey a sense of the rich variety of programs that await you in February. See you then.

Donald B. Moss, M.D.
Chair, Program Committee

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CONTINUING EDUCATION STATEMENT OF OBJECTIVES AND ACCREDITING BODIES

STATEMENT OF OBJECTIVES

The scientific sessions of the American Psychoanalytic Association's meetings are intended to bridge the practice gaps in the professional knowledge of attendees by exploring new and recent developments in research, theory, technique, clinical knowledge and by offering opportunities to review essential psychoanalytic knowledge.

After attending the 2024 National Meeting, attendees should be able to:

- 1) Analyze how race and indigeneity function in elaborating patients' clinical histories to revise fixed histories and accommodate previously excluded material
- 2) Assess the institutional obstacles that impede changing systemic racism within the mental health profession with respect to training, education or supervision and plan initiatives that can work to advance racial equity
- 3) Describe the mode of direct address and demonstrate when this mode is disrupted by distance—through trauma, writing, sampling, and other forms of mechanical reproduction

CONTINUING PROFESSIONAL EDUCATION CREDITS

PHYSICIANS



The American Psychoanalytic Association is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

The American Psychoanalytic Association designates this Live Activity for a maximum of 43.5 AMA PRA Category 1 Credit(s)[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

PSYCHOLOGISTS



The American Psychoanalytic Association is approved by the American Psychological Association to sponsor

continuing education for psychologists. The American Psychoanalytic Association maintains responsibility for this program and its content.

NURSE PRACTITIONERS & PHYSICIAN ASSOCIATES

NP's and PA's will receive a certificate of attendance upon completion of the activity and online evaluation confirming their participation. Both may claim CME credit for recertification, however, their professional organization/institute hold the final say on which accredited activities they accept.

NEW YORK STATE PSYCHOLOGISTS

The American Psychoanalytic Association, Inc. is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists #PSY-0153.

SOCIAL WORKERS

This program is Approved by the National Association of Social Workers (Approval # 886504845-2608) for 43.5 continuing education contact hours

NEW YORK STATE SOCIAL WORKERS

American Psychoanalytic Association, Inc. is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #SW-0186.

NEW YORK STATE LICENSED PSYCHOANALYSTS

American Psychoanalytic Association, Inc. is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed psychoanalysts. #P-0013.

IMPORTANT DISCLOSURE INFORMATION FOR ALL LEARNERS:

None of the planners and presenters for this educational activity have relevant financial relationship(s)* to disclose with ineligible companies* whose primary business is producing, marketing, selling, re-selling or distributing healthcare products used by or on patients.

**Financial relationships are relevant if the educational content an individual can control is related to the business lines or products of the ineligible company. —Updated December 2022*

Confidentiality Statement

Ensuring the confidentiality of all clinical material presented at our meetings is of the utmost importance to APsA. Attendance is contingent on an agreement to adhere to the following guidelines:

- Clinical material must not be discussed outside of the session in which it is presented and furthermore must not be recorded, conveyed, or disseminated in written or electronic form.
- Participants must agree to maintain a secure environment to be utilized solely by the registered participant and protected from intrusion by, or exposure to, unauthorized persons.
- Presenters of case material must have either obtained informed consent from the patient (or guardian) or taken other carefully considered measures to safeguard confidentiality.
- If at any time a participant suspects he, she, or they may recognize the identity of a patient in a case presentation, the participant must leave the session immediately.
- Failure to observe these guidelines constitutes a breach of APsA's ethical principles and may be cause for disciplinary or legal action or both.

rv 11.6.2023

MONDAY, FEBRUARY 5

1:00 P.M. – 5:00 P.M.

ADMINISTRATIVE MEETING: BOARD OF DIRECTORS

APsA's Board of Directors is responsible for the management of the affairs and business of the association. The Board of Directors is comprised of the association's officers, eight nationally elected Directors-at-Large, Candidate Directors-at-Large, Ex Officio past officers and Directors representing each affiliate society of the association, as well as each affiliate and affiliated study group.

The Board of Directors meeting is open to any member of the association except when there is a need for the Board to be in executive session.

Note: The Business Meeting of Members will take place on Friday, February 9 at 8:00 a.m. See page 35 for more information.

TUESDAY, FEBRUARY 6

9:00 A.M. – 4:00 P.M.



DPE CHILD CONGRESS 2024: ISSUES AND INNOVATIONS IN CONTEMPORARY CHILD ANALYSIS

Chair: Pamela Meersand, Ph.D. (New York, NY)
Presenters: Susan L. Donner, M.D. (Woodland Hills, CA)
Karen Gilmore, M.D. (New York, NY)
Timothy R. Rice, M.D. (Nyack, NY)
Alexander Sheppe, M.D. (New York, NY)
Alan Sugarman, Ph.D. (Cardiff by the Sea, CA)

Many psychodynamic child practitioners and educators lack knowledge about important changes in the field such as: innovations in training curricula, shifts in theory and technique, better ways to meet the needs of diverse child populations, and treatment methods that integrate psychodynamic concepts with research methodologies. This activity will increase participants' knowledge and competence by: reviewing major changes in clinical theory and technique; demonstrating innovations in training curricula (e.g., teaching parent-infant work); and

DAILY SCHEDULE

presenting Regulation-focused Psychotherapy for Children and Transference-focused Psychotherapy for Adolescents, manualized therapies which derive from the integration of research methodologies with psychodynamic concepts. Presentations, clinical vignettes, and active audience engagement will facilitate the audience's integrate of new knowledge with their own unique clinical and educational needs.

After attending this session, participants should be able to: 1) Revise current training curricula for psychodynamic and psychoanalytic child candidates to reflect broader integration with research-based concepts such as attachment and mentalization; 2) Plan psychodynamic and psychoanalytic child training that utilizes innovative training approaches, such as initiating infant research and parent-infant work; 3) Design training for psychoanalytic and psychodynamic child candidates that increases knowledge of research-based, manualized treatment modalities (such as RFT-C and TFP-A) that target children and adolescents with behavioral, mood and self-regulatory difficulties; 4) Apply the principles of an integrated stance between psychodynamic theory and neighboring empirical fields of research with emphasis on modifying dynamic techniques to reach children and teens with mood and self-regulatory problems to trainee supervision; 5) Analyze the principles of manualized psychodynamic treatments and contemporary approaches to development, theory and technique in the clinical setting. **CE: 5.5**

5:00 P.M. – 6:00 P.M.



SOCIAL EVENT: FIRST TIME ATTENDEE GATHERING

For those attending the meetings for the very first time join APsA staff, Executive Committee members and other first timers at this informal cocktail party. Our goal is for you to meet leadership, staff, and other attendees so you'll recognize familiar faces throughout the rest of the meeting week!

WEDNESDAY, FEBRUARY 7

9:00 A.M. - 11:00 A.M.

DISCUSSION GROUP 1:

ALTERED STATES OF AWARENESS: HOW DID HARRIET TUBMAN BECOME THE MOST FAMOUS CONDUCTOR OF THE UNDERGROUND RAILROAD?

Co-chairs/

Presenters: Fonya Lord Helm, Ph.D., ABPP
(Virginia Beach, VA)

Maurine Kelber Kelly, Ph.D., FIPA
(North Bethesda, MD)

Presenter: Annie Lee Jones, Ph.D.* (Jamaica, NY)

Note: This program is intended to satisfy the requirements of those states that require CE/CME credits in the area of cultural competency for license renewal, but the final judgment for such qualification is made by each state's board.

This discussion group is suitable for psychoanalysts and psychotherapists working with patients who have experienced and are struggling to integrate visions and other uncanny phenomena into their lives. The practitioner will gain increased knowledge, empathy and listening skills to assist the patient in understanding and assimilating these unsettling experiences. Paranormal communication exists in all racial, societal, economic and cultural groups and is relevant to fostering collaboration between and among groups to create a more just, equitable and peaceful society and world. The presenters are clinical psychologists and psychoanalysts who have studied Tubman's extraordinary knowing, along with possible explanations that currently are subjects of experimental research into paranormal experiences. Participants are welcome to join the discussion to present their own personal and clinical vignettes.

After attending this session, participants should be able to: 1) Delineate three examples of Tubman's telepathic dreams or hunches about finding helpful people and avoiding harm that illustrate Reichbart's idea of the "surround" as important for the communication of psi; 2) Describe Dean Radin's experimental research based on the model of quantum entanglement involving nonlocality and Michael Persinger's research based on electromagnetic fields as a facilitator of psi communication. **CE: 2**

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9:00 A.M. – 11:00 A.M. continued

DISCUSSION GROUP 2: ENABLING OR FORECLOSING CHANGE: INCLUSION/EXCLUSION AND LETTING GO/ HOLDING ON: THE PARADOXES OF EMOTIONAL LIFE

Chair/
Discussant: Elizabeth Corpt, M.S.W., LICSW* (Arlington, MA)
Presenter: Peter Shabad, Ph.D.* (Chicago, IL)

The presenter will provide a case to illustrate the paradoxical relationship between metaphors of inclusion/exclusion and letting go/holding on. He will explore how the experience of being excluded in significant relationships leads to shame, the individual excluding what has been excluded, and paradoxically becoming preoccupied with/holding on to the self-excluded shame. Contrastingly, when a person feels included, the individual can more easily let go and open up to growth. The discussant will expand on the implications of how the projection of shame leads to ubiquitous othering in “us” versus “them” dynamics. For analysts, therapists, candidates, and trainees. Group discussion encouraged

After attending this session, participants should be able to: 1) Describe how self-accepting inclusion is intertwined with growth and self-exclusion leads to stuckness in therapy; 2) Describe how the shame of feeling excluded by significant others culminates then in excluding others through “us” versus “them” cultural dynamics. **CE: 2**

DISCUSSION GROUP 3: THE PSYCHODYNAMICS AND PSYCHOLOGICAL IMPACT OF MISOGYNY: THE INTRAPSYCHIC IMPACT OF CULTURALLY EMBEDDED MISOGYNY

Co-chairs: Cecile R. Bassen, M.D. (Seattle, WA)
Hilli Dagony-Clark, Psy.D. (Westchester, NY)

Note: This program is intended to satisfy the requirements of those states that require CE/CME credits in the area of cultural competency for license renewal, but the final judgment for such qualification is made by each state’s board.

This discussion group will examine the impact of misogynistic norms on individuals embedded within them. It is intended for clinicians working with patients subjected to culturally accepted physical, emotional, financial and/or sexual forms of misogyny. There is a gap between the prevalence of misogynistic norms and psychoanalytic and psychotherapeutic understanding of their impact.

Clinicians need increased knowledge about how to understand and address the impact of misogynistic norms. Participants will be required to view the film “Women Talking” and read M. Rudden’s 2022 paper on “gender role straight-jackets” prior to attending this session. There will be no formal presenters; the co-chairs will promote discussion of the film, the paper, and clinically relevant vignettes, including the impact of the drive to restrict reproductive freedom.

After attending this session, participants should be able to: 1) Explain the psychodynamic impact of relationships and environments where misogynistic attitudes and behavior are seen as acceptable; 2) Describe psychotherapeutic and psychoanalytic approaches to treating individuals who are impacted by culturally embedded misogyny. **CE: 2**

DISCUSSION GROUP 4: SEPARATION-INDIVIDUATION AND ATTACHMENT REVISITED IN THE STUDY OF SIBLINGS

Chair/
Presenter: Wendy Olesker, Ph.D. (New York, NY)
Discussants: Inga Blom, Ph.D.* (New York, NY)
Diana Diamond, Ph.D. (New York, NY)
Miriam Steele, Ph.D. (New York, NY)

Using a variety of methods of data collection over 60 years, the focus will be on filling in some of the gaps in understanding internalizing processes, starting from detailed observations of nuanced mother-child interaction patterns and sibling interaction patterns, how they become internalized stable elements of psychic structure, and change over time. A second focus is on the role and functions of the sibling relationship, a lateral rather than vertical bond, as transformation of mental representations of self and other evolve over six decades, including its impact on intimacy and identity of the two siblings.

After attending this session, participants should be able to: 1) Explain the process of the establishment of internal objects and processes of internalization from birth to middle age when from the same family environment; 2) Analyze the roles and functions of sibling relationships that lead to more flexible, complex, integrated mental representations via the capacity for reflective function vs those that lead to more rigid and less integrated representations of self and other. **CE: 2**

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DAILY SCHEDULE

9:00 A.M. – 11:00 A.M. continued

DISCUSSION GROUP 5: RESEARCH IN PSYCHOANALYSIS

Chair: Robert Galatzer-Levy, M.D. (Chicago, IL)
Presenter: Rona B. Knight, Ph.D. (Chestnut Hill, MA)

Empirical study of “latency” age development reveals a far more interesting picture of this period than is included in traditional psychoanalytic models. A new picture emerges from nonlinear dynamics systems concepts. This session focuses on how this was researched and its implications for practice and will inform both researchers and practitioners, including researcher-practitioners, of the gap in practice and research about latency and methods to fill that gap by presenting and discussing Dr. Rona Knight’s empirical studies.

After attending this session, participants should be able to: 1) Compare the traditional picture of latency age development to one derived from an empirical study based in nonlinear dynamic systems theory; 2) Design clinically significant developmental research that includes a nonlinear dynamic systems perspective. **CE: 2**

DISCUSSION GROUP 6: CONFIDENTIALITY IN THE PRESENT MOMENT

Chair: Kevin V. Kelly, M.D. (New York, NY)
Presenter: Sarah Ackerman, Ph.D. (Hanover, NH)
Discussant: Klaus Poppensieker, M.D. (Muir Beach, CA)

Note: This program is intended to satisfy the requirements of those states that require CME credits in the area of risk management or medical ethics for medical license renewal, but the final judgment for such qualification is made by each state’s medical board.

This talk will interrogate the way in which a general erosion of the very notion of privacy might impact our capacity to protect our patients’ confidentiality within the consulting room. The author contends that “outside influences” are now ineluctably interwoven with our patient’s free associations differently from how they were in the past, when there was a clearer distinction between private and public. Reaching toward all analysts and analytic therapists, this talk will expand and deepen their understanding of present-day threats to confidentiality. Dr. Ackerman chairs the Confidentiality Committee of the International Psychoanalytic Association. Dr. Poppensieker chairs the Ethics Committee of the IPA.

After attending this session, participants should

be able to: 1) List two new, contemporary threats to confidentiality; 2) Describe two interventions that can promote confidentiality in the consulting room. **CE: 2**

DISCUSSION GROUP 7: THE INTEGRATION OF PSYCHOANALYSIS AND COUPLE THERAPY

Co-Chairs/
Presenters: Graciela E. Abelin-Sas Rose, M.D.
(New York, NY)
Peter Mezan, Ph.D. (Katonah, NY)
Presenter: David M. Rappaport, Ph.D.* (New York, NY)
Discussant: Ellen Mezan, Ph.D.* (Katonah, NY)

This discussion group, targeted to all psychoanalytic inclined clinicians, will study the application of psychoanalytic principles to the treatment of couples. It will define the distinction between the unconscious organization of the individual and of the couple, centering on the potentiating synergy of a combined treatment. It will provide learners with tools to understand and approach conflictual behaviors based on complex unconscious interactions originating in the partners’ early experiences whereas many couple therapies deal with behavioral techniques. This will be demonstrated by one analyst presenting a couple treatment while the other will present the individual treatment of one of the partners. Their observations will clarify the great difference encountered in both aspects of the psyche in each treatment. An important element being an intense transference between the partners, that is absent in the context of the psychoanalytic dyad. The presenters, both psychoanalysts, have developed their expertise over a 15-year long collaboration.

After attending this session, participants should be able to: 1) Analyze how distortions and misinterpretations, through projective identification and transferences, render patients unable to present an accurate reading of their partner; 2) Design interventions that focus on how fixed constructions of the partner affect the partner’s emotional field, helping to maintain an immovable pattern and impeding mutual development. **CE: 2**

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9:00 A.M. – 11:00 A.M. continued

DISCUSSION GROUP 8: ENRICHING ADULT ANALYTIC WORK BY CHILD ANALYTIC TRAINING AND PRACTICE

Chair: Caroline M. Sehon, M.D., FBP
(Bethesda, MD)

Presenter: Jack Novick, Ph.D. (Closter, NJ)

Discussant: Kerry Kelly Novick, FIPA (Closter, NJ)

This discussion group allows participants to experience firsthand how child/adolescent analytic work is necessary to work with adult patients. Adolescent experience is often scrutinized in adult treatments. In this presentation, Jack Novick will share clinical material from a late adolescent to illuminate central themes and techniques salient to that phase. Kerry Kelly Novick will discuss this material, demonstrating the critical relevance of the late adolescent themes of loneliness, identity, omnipotence, and transformation of relationships to a full understanding of adult pathology and development.

After attending this session, participants should be able to: 1) Summarize concepts from infant, child, and adolescent development that apply to the practice of adult analytic work; 2) Describe transference and countertransference issues relevant to work with the infantile parts of adult patients' minds. **CE: 2**

DISCUSSION GROUP 9: SCHIZOID MODES IN NARCISSISTIC AND BORDERLINE STATES: LEVELS OF DISTURBANCE IN THE CAPACITY TO SYMBOLIZE AND ESTABLISHING A SPACE-TIME CONTINUUM

Co-chairs: Susan N. Finkelstein, LCSW (New York, NY)
M. Nasir Ilahi, L.L.M. (Greenwich, CT)

Presenter: Maria Teresa Flores, M.D.*
(Lisbon, Portugal)

This discussion group targets psychoanalysts, psychotherapists, trainees, and candidates working with schizoid, borderline and narcissistic patients providing psychoanalytic tools for understanding primitive anxieties in these disturbed populations and working in the transference-countertransference dynamic. Emphasis is placed on the role of unconscious phenomena, contributing to enactments between patient and psychoanalyst-psychotherapist-trainee-candidate. Theory and clinical practice are integrated by discussing an article, and examining the close details of a case, followed by a lengthy discussion among participants

and chairs, focusing on the Independent and British Kleinian Schools of psychoanalysis. Susan Finkelstein is a training analyst in NYC and is the Director of Understanding Primitive Mental States. M. Nasir Ilahi is a training analyst and Fellow at the British Psychoanalytic Society.

After attending this session, participants should be able to: 1) Describe the nature of schizoid mechanisms and their links with neurotic, borderline and narcissistic functioning; 2) Apply technical approaches with origins in Freud and Klein to working with the non-neurotic patient or the disturbed aspects of neurotic patients. **CE: 2**

9:00 A.M. – 4:00 P.M.

SENIOR ANALYST PRESENTATION: FROM ENACTMENT TO EMBODIED RECOGNITION: WORKING WITH THE INTERSUBJECTIVE THIRD

Chairs: Eli Diamond, Ph.D. (Los Angeles, CA)
Christopher G. Walling, Psy.D., MBA, FBP
(Los Angeles, CA)

Presenter: Jessica Benjamin, Ph.D.* (New York NY)

Note: This program is open to candidate members and students only. Your registration for this session is subject to the approval of the session chair. You will be contacted if there is a conflict.

9:00 a.m. – 12:00 p.m.

12:00 p.m. - 2:00 p.m. – Lunch break

2:00 p.m. – 4:00 p.m.

Dr. Jessica Benjamin, Ph.D., distinguished psychoanalyst, psychotherapist, author and leading voice in the field of relational psychoanalysis will give candidates and psychotherapy trainees insight into her clinical work with patients. Dive deep into the transformative journey from enactment to embodied recognition within the psychoanalytic and psychotherapeutic realm. Dr. Benjamin will elucidate the nuances of navigating the intersubjective third, enhancing the therapeutic bonds between analyst/therapists and their analysands/patients. Reflecting her accomplished career, this presentation is a testament to her profound insights and pioneering contributions to modern therapeutic methodologies.

After attending this session, participants should be able to: 1) Describe the transition from enactment to embodied recognition in both psychoanalytic and psychotherapeutic contexts; 2) Utilize the principles of the intersubjective third to improve engagement in the therapeutic relationship. **CE: 5**

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11:30 P.M. – 1:30 P.M.



DPE PSYCHOTHERAPY SECTION WORKSHOP: BALINT GROUPS: TEACHING AND EXPERIENCING THE UNCONSCIOUS

Co-chair: Carlos E. Almeida, M.D. (New York, NY)

Co-chair/

Presenter: Mark Moore, Ph.D. (Philadelphia, PA)

Presenter: Sonja Ware, Th.M., M.Div. (Mohnton, PA)

Registration will be limited to 80 people. If the session is closed and you wish to be added to the waitlist, please email Michael Gray at meetadmin@apsa.org.

The experiential workshop will demonstrate how Balint groups can be used to integrate experiential learning into training programs. In Balint groups, one participant presents brief clinical material and then listens, without participating, to the group elaborate their understanding of the therapist and patient's experience and their relationship. Group leaders help them use their associations, fantasies and emotional experience to do so. Following an introduction to the Balint group process, eight audience members will be invited to participate in a discussion of clinical material run by two facilitators. Other participants will observe while seated in an outer circle. We will end with a discussion of the experiences of the group participants and audience observers, and how it relates to psychotherapy and psychoanalytic training.

After attending this session, participants should be able to: 1) Explain how Balint groups are structured and run; 2) Assess the potential usefulness of Balint groups in psychodynamic training programs.

CE: 2

SERVICE MEMBER AND VETERANS INITIATIVE: VIRTUE IN VIOLENCE: CONSTRAINED AND UNCONSTRAINED MORAL VISIONS IN MILITARY CULTURE

Co-chairs: Harold Kudler, M.D. (Durham, NC)

Andy Van Slyke, D.O. (Virginia Beach, VA)

Presenter: Rafael Triana, Ph.D. (Charlottesville, VA)

Note: This program is intended to satisfy the requirements of those states that require CE/CME credits in the area of cultural competency for license renewal, but the final judgment for such qualification is made by each state's board.

This presentation explores biological innate moral "sentiments" embodied in military culture.

Constrained and Unconstrained Moral Visions are equally valid perspectives with incommensurate standpoints on violence. Works of Thomas Sowell, Jonathan Haidt, and Steven Pinker facilitate understanding of these differing moral visions and the inherent tension between them. Evidence from Evolutionary Biology, Primatology, Entomology, Cognitive and Affective Neuroscience, and Heroic Science will elucidate the Constrained Vision to promote deeper understanding of embedded virtues in military character. The presenter, a Marine Reconnaissance Viet Nam veteran with a Bronze Star for meritorious leadership in combat (60 missions), is a psychoanalyst on the University of Virginia Medical faculty, an expert on and advocate for veteran mental health, and a panelist for The Theater of War project.

After attending this session, participants should be able to: 1) Explain how innate pre-programmed biological "sentiments" and unique cultural variables interdigitate and become biologically internalized (Hebbian learning) in the form of character traits; 2) Describe how neurobiological processes such as the default mode network, automaticity, emotional regulation, dopaminergic and oxytocin activations, neuronal habituation, attachment/social baseline theory, and mirror neurons are applicable in assessing the impact of military training on the formation of character. **CE: 2**

COMMITTEE SPONSORED WORKSHOP #1: COLLEAGUE ASSISTANCE COMMITTEE: CAN SEXUAL BOUNDARY VIOLATIONS BE PREVENTED

Chair: Robert M. Galatzer-Levy, M.D. (Chicago, IL)

Presenter: Andrea Celenza, Ph.D. (Lexington, MA)

Note: This program is intended to satisfy the requirements of those states that require CME credits in the area of risk management or medical ethics for medical license renewal, but the final judgment for such qualification is made by each state's medical board.

Preventing sexual boundary violations is a goal of the analytic community. The workshop will address how analysts, psychotherapists and trainees can help fill the gap between the limited measures currently in place in many analytic communities and the possible effective means of prevent these often-tragic occurrences by providing current information about effective prevention. Andrea Celenza Ph.D. will bring her years of experience on the subject to facilitate discussion.

WEDNESDAY

continued

Register online apsameeting.org

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After attending this session, participants should be able to: 1) Describe effective means of preventing sexual boundary violations; 2) Plan programs to decrease the frequency of sexual boundary violations in their communities. **CE: 2**

2:00 P.M. – 4:00 P.M.



DPE EDUCATION FORUM: CANDIDATES SPEAK UP: A SOLUTION-FOCUSED REFLECTION ON CANDIDATES' EXPERIENCE OF PSYCHOANALYTIC EDUCATION

Co-chairs: James W. Barron, Ph.D. (Brookline, MA)
Wendy Jacobson, M.D. (Atlanta, GA)

Presenters/
Discussants: Himanshu Agrawal, MBBS, DF-APA
(Hartland, WI)
Mary Landy, M.D. (Indianapolis, IN)

What do candidates think about their psychoanalytic education? What is the experience like for them? This session is for current and prospective trainees of psychodynamic and psychoanalytic programs, lecturers, supervisors, and training analysts. Candidates evaluate their classes, teachers, and supervisors, but this information is generally distributed to a very small 'inner circle' within the training programs and only used locally. Two separate surveys conducted in 2002 with candidates in training and 2012 with individuals contemplating psychoanalytic training revealed the greatest hinderances in pursuing training involved costs of training analysis, supervision of training cases, lost income owing to the demands of training, and tuition. The second survey also raised concerns about unprofessional culture within APsA training institutes. An open discussion about these survey results will take place.

After attending this session, participants should be able to: 1) List the three main challenges facing contemporary training at psychoanalytic institutes affiliated with APsA; 2) Create three interventions at a training institute that address the challenges mentioned above and three interventions that bolster the strengths (appealing factors) associated with training. **CE: 2**

DISCUSSION GROUP 10: ASSESSMENT AND THE ANALYTIC IDENTITY

Co-Chair/
Discussant: Anthony D. Bram, Ph.D., FABP, ABAP
(Lexington, MA)

Co-Chair/Presenter/
Discussant: Jed Yalof, Psy.D., ABPP, ABSNP, ABAP,
FABP (Narberth, PA)

Presenter: Rachel G. Gross, M.D. (Philadelphia, PA)

The purpose of this discussion group is to explore the relationship between psychological testing and psychoanalytic conceptualization and treatment planning. Attendance is encouraged for psychologists who conduct psychological testing themselves as well as clinicians from all disciplines interested in learning how referrals for such assessment may benefit their patients. A case presentation serves as a springboard for participants to consider how psychoanalytic thinking enhances psychological testing and how the latter informs treatment. Two faculty members have published and presented extensively on psychoanalytic psychological assessment. The case, co-presented by the referring psychiatrist and the assessment psychologist, involves a neuropsychological assessment with comprehensive personality evaluation of an adult being considered for analysis who has a mental health diagnosis along with a neurodevelopmental disorder diagnosis.

After attending this session, participants should be able to: 1) List at least three psychoanalytic constructs that can be assessed through psychological testing; 2) List at least two different referral questions that are appropriate for psychological testing to address.

CE: 2

DISCUSSION GROUP 11: HISTORY OF PSYCHOANALYSIS: WHATEVER HAPPENED TO THE BABY'S HEAD? BETWEEN VICTIMS AND VICTIMIZERS

Chair: Peter L. Rudnytsky, Ph.D., LCSW
(Gainesville, FL)

Co-chair: Madelon Sprengnether, Ph.D.
(Minneapolis, MN)

Presenter: Emily Kuriloff, Psy.D.* (New York, NY)

Discussants: Nanette C. Auerhahn, Ph.D.
(Moreland Hills, OH)

Adrienne Harris, Ph.D. (New York, NY)

Jill Salberg, Ph.D., ABPP* (New York, NY)

Utilizing a round-table format, the session will focus on Emily Kuriloff's paper about her experience at a conference in which German and Jewish analysts

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met to reflect on the impact of the Holocaust. The difficulty of that encounter is compared to those of black and white Americans on the subject of race. Theoretical points of reference include Sullivan's concept of hysterical communication and Kristeva's concept of the abject, while Winnicott's concept of potential space offers a model of how "not quite conversations" can lead to a movement toward dialogue and mutual recognition between enemies. The respondents will expand on the dynamics of forgiveness, rupture, and repair in the context of historical trauma. Audience participation will be invited following the presentations.

After attending this session, participants should be able to: 1) Explain how interpersonal hysteria obfuscates communication in anticipation of disapprobation and rejection; 2) Contrast how the abject fosters a reductive binary between the pure and the corrupt with how potential space enables an area of overlap between literal and symbolic modes of communication. **CE: 2**

DISCUSSION GROUP 12: ETHICAL DILEMMAS IN PSYCHOANALYTIC INSTITUTES

Co-Chairs: Susan Kattlove, M.D. (Cambridge, MA)
Stephanie Schechter, Psy.D.
(Cambridge, MA)

Note: This program is intended to satisfy the requirements of those states that require CME credits in the area of risk management or medical ethics for medical license renewal, but the final judgment for such qualification is made by each state's medical board.

This discussion group will explore everyday ethical dilemmas that occur in clinical work and in the life of a psychoanalytic institute. What is ethical professional behavior – in the consulting room, in the classroom, in admissions meetings, in supervision? How do we make ethical judgments when there are competing interests to consider? Why is ethical conduct so difficult to talk about at institutes? Using a method employed at the Boston Psychoanalytic Society and Institute to ease barriers to open discussion, this group will use a fictional vignette as a springboard to explore the multiple ethical and clinical choices members of psychoanalytic institutes face in supervisory, treatment, and peer relationships.

After attending this session, participants should be able to: 1) Explain competing ethical and clinical

values that arise in relationships among members of training organizations; 2) Assess when consultation is appropriate or necessary to address issues of confidentiality and power differentials within training organizations. **CE: 2**

DISCUSSION GROUP 13: IPSO: INTERNATIONAL PERSPECTIVES IN PSYCHOANALYSIS INTRODUCTION TO POST- BIONIAN FIELD THEORY

Chair: Konstantinos Taliouridis, Ph.D., Psy.D., MBA
(Dedham, MA)

Presenter: Iraira Butcher, Psy.D. (Miami, FL)

Discussant: Giuseppe Civitarese, M.D., Ph.D. (Pavia, Italy)

This presentation is targeted to psychoanalysts-in-training, to address a gap between their current level of clinical knowledge and the level representative of a senior analyst. This presentation will narrow the knowledge gap through the application and discussion of a senior analyst's clinical knowledge theoretical point of views. This activity is designed to increase learners' knowledge of clinical theory and its application in working with patients; specifically, that of a modern Bionian perspective. Learners will be involved in discussion/question and answer with the senior analyst (or analysts) to address their specific clinical knowledge needs. The presenter is an acknowledged, published, expert senior psychoanalyst, drawing on his vast experience and expertise to present an approach supported by scientific evidence and shown to be beneficial in the treatment of patients.

After attending this session, participants should be able to: 1) Describe the basic principles of BFT that is a field of inquiry that refuses a priori to immobilize the facts of the analysis within a rigid historical or intrapsychic framework; 2) Compare and differentiate Field Theory from relational psychoanalytic models. **CE: 2**

DISCUSSION GROUP 14: PHARMACOTHERAPY AND PSYCHOANALYSIS

Co-chairs: Fredric N. Busch, M.D. (New York, NY)
David Gutman, M.D. (New York, NY)

Presenter: Bernadine Han, M.D. (New York)

This discussion group will explore common challenges when medication is part of an analysis. These include the following questions: "What factors contribute to the decision to prescribe or withhold medication? What countertransference challenges exist in combining treatment for medical and

continued

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non-medical analyses? How does the introduction of medication affect the psychoanalytic process? In what situations may the use – or non-use – of medication threaten an analysis? What are some of the challenges in monitoring medication once it is introduced? To what degree are cultural pressures at play and how are they managed within the analysis? When should the analyst consider splitting the treatment with a psychopharmacologist?”

After attending this session, participants should be able to: 1) Explain the factors that contribute to the decision to prescribe or withhold medication; 2) Describe how the introduction of medication affects the psychoanalytic process and the countertransference challenges of combining treatment for medical and non-medical analyses.

DISCUSSION GROUP 15: PSYCHODYNAMICS OF RELIGION/SPIRITUALITY: MOURNING, TRANSCIENCE, GRATITUDE: TRINITY OF CHANGE

Co-chair: Paula J. Hamm, M.A., LPC (Winchester, VA)

Co-chair/

Discussant: Paul Marcus, Ph.D.* (Great Neck, NY)

Presenter: Jonathan Lear, Ph.D. (Chicago, IL)

In a world of unceasing conflict, Jonathan Lear will present in this discussion group, “Imagine the End: Mourning the Ethical Life.” His powerful meditation on the flourishing and persistent life in an age of anxiety and turbulence will draw from contemporary and classical moral Exemplars. Author, Psychoanalyst and Philosopher, Jonathan Lear will increase psychotherapeutic knowledge on Mourning, repetition compulsion and gratitude. The anonymous 14th C guide to clear living in *The Cloud of Unknowing* wrote; By our love, the divine may be reached and held, by our thinking, never.” The vulnerability of being human challenges us all to be reflective about -the purpose-of life.

After attending this session, participants should be able to: 1) Compare Freud’s Mourning and Melancholia contribution to the distinction between the two and how Lear’s “Mourning and Melancholia” addresses these two emotional states; 2) Explain how and what the role of the imagination plays in actively choosing health over pathology which includes an outcome of the feeling of gratitude. **CE: 2**

DISCUSSION GROUP 16: PSYCHOANALYSIS AND THE VISUAL ARTS: COMICS ON THE COUCH: PSYCHOANALYSIS AND GRAPHIC MEDICINE

Chair: Laurie Wilson, Ph.D. (New York, NY)

Presenters: Vera J. Camden, Ph.D.
(Cleveland Heights, OH)

Valentino Luca Zullo, Ph.D., M.S.S.A.,
L.I.S.W. (Cleveland, OH)

The field of narrative medicine recognizes that stories articulate the language of the body. Rita Charon, the founder of the field, using psychoanalysis, brought patient and practitioner to a fuller recognition of stories as a source of medical insight and intervention. This discussion will sustain Charon’s recognition of the place of psychoanalysis as an originating discourse in the practice of narrative medicine, but now will herald the burgeoning field of graphic medicine, which documents in image as well as text stories of health and illness—in comics. We will reframe for today’s patients, practitioners, and critics the question that Charon posed over two decades ago in *Psychoanalysis and Narrative Medicine*: what are the dividends of placing psychoanalysis and graphic medicine side by side?

After attending this session, participants should be able to: 1) Explain key concepts of graphic medicine and its uses in clinical settings; 2) Analyze images from comics and graphic novels to illuminate the experience of health and illness. **CE: 2**

DISCUSSION GROUP 17: THE DIFFICULT CHILD TO REACH A KLEINIAN PERSPECTIVE

Chair: Karen Proner, M.S. (New York, NY)

Presenter: Lee Zuckerman Share, Ph.D.* (New York, NY)

The audience is psychoanalysts and therapists who work with children who are on the Autistic spectrum or borderline personality and schizoid spectrum. The gap between classical child psychoanalysis and psychoanalytic work that adapts to the need of the child’s psychopathology. This working panel will improve the members way of thinking about using psychoanalytic principles while working with children with these disorders. This session will offer participants a new way of thinking about their theories and techniques. There is a group process stimulated by the leader to think about the clinical material and focus on the adaptability of the clinician and her countertransference. The chair of this panel is a child psychoanalyst, and the presenter

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is an adult analyst and child psychotherapist.

After attending this session, participants should be able to: 1) Utilize countertransference to reach a child who is difficult to reach; 2) Assess and contain the anxieties that are projected in the transference to the analysis. **CE: 2**

DISCUSSION GROUP 18: THE ANALYST'S PREGNANCY

Co-chairs: Sarah J. Fox, M.D. (New York, NY)
Susan G. Lazar, M.D. (Bethesda, MA)

Presenter: Alla Sheynkin, Psy.D. (New York, NY)

Pregnancy of the analyst is an ideal situation in which to examine how a real-life intrusion can influence the analytic setting. Treatment issues involving both transference and countertransference, as well as more logistical issues which frequently are stimulated by pregnancy in the analyst will be discussed. Pregnant analysts are often still in analytic training and issues arising from supervision will also be examined. Analytic case material will be presented.

After attending this session, participants should be able to: 1) Describe the transference and countertransference issues that typically arise when an analyst is pregnant; 2) Explain the pragmatic challenges that can arise when an analyst is pregnant. **CE: 2**

DISCUSSION GROUP 19: DISTANCE PSYCHOANALYSIS AND PSYCHOANALYTIC EDUCATION: DISTANCE PSYCHOANALYTIC INTERVENTIONS FOR COMMUNITIES IN TIMES OF WAR

Co-Chairs: Ralph E. Fishkin, D.O. (Bala Cynwyd, PA)
David E. Scharff, M.D. (Chevy Chase, MD)
R. Dennis Shelby, Ph.D. (Chesterton, IN)

Presenters: Harold Kudler, M.D. (Durham, NC)
Tatiana Onikova, Ph.D.
(Prague, Czech Republic)
Caroline M. Sehon, M.D., FABP
(Bethesda, MD)

Discussants: Eric Qi Zhuang, Ph.D. (New York, NY)
Zhengjia Ren, M.D. M.P.H., Ph.D.*
(Chengdu, China)
Jeffrey Taxman, M.D. (Mequon, WI)
Mino Zanchi, M.D.* (Fano, Italy)

This discussion group addresses applied teleanalytic process under geopolitical conditions of pandemic,

division between factions and countries, and international tension of the war in Ukraine. This session will reconceptualize online teaching for challenged psychoanalytic psychotherapy training programs with an emphasis on problems in China and Russia, illustrate technology-mediated support for traumatized Russian and Ukraine colleagues, and explore the impact of technology on psychoanalytic psychotherapy practice and analytic process in reaching overseas colleagues and candidates. Presenters will describe the development of the International Town Hall project, and its application to supporting analytic therapists working in a climate of war. Additional commentary from Chinese colleagues will discuss problems of applying analytic training across the geopolitical landscape with added issues of linguistic translation.

After attending this session, participants should be able to: 1) Describe the development of the International Town Hall project, and its application of support to traumatized analytic therapists working in a climate of war; 2) Apply teleanalytic processes under geopolitical conditions of pandemic, division between factions and countries, issues of linguistic translation and international tension. **CE: 2**

4:30 P.M. – 6:30 P.M.

TWO-DAY CLINICAL WORKSHOP #1: ANALYTIC PROCESS AND TECHNIQUE (PART 1)

Chair: Lynne M. Zeavin, Psy.D. (New York, NY)
Presenter: Cassie Kaufmann, Ph.D.* (Brooklyn, NY)
Discussants: Michael M. Feldman, M.D.* (London, England)
Eileen McGinley, M.D., MBChB, FRCP*
(London, England)

Note: Your registration for this session is subject to the approval of the session chair and presenter to ensure there are no conflicts. You will be contacted if there is a conflict.

This is a two-part session. Part 2 will take place on Thursday at 4:30 p.m. Participants are expected to attend both days.

Registration will be limited to 30 people. If the session is closed and you wish to be added to the waitlist, please email Michael Gray at meetadmin@apsa.org

This two-day clinical workshop will feature a close reading of detailed process material as it unfolds over the course of a week in an analysis with an adult patient. Concepts such as projective identification,

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phantasy, and the treatment relationship in the here and now will be described and clarified. Our very skilled and sensitive presenter, Dr. Cassie Kaufmann, is an advanced candidate at NYPSI. Discussion will be offered by Drs Michael Feldman and Eileen McGinley, both Training Analysts from London, both who are widely appreciated as supervisors, and for their significant contributions to Contemporary Kleinian theory and practice. The workshop will offer ample time for group discussion and reflection on the particulars of Kleinian technique, what the analyst orients toward and how she might respond.

After attending this session, participants should be able to: 1) Describe the concept of projective identification and its effects on countertransference; 2) Explain the reasoning behind transference interpretation and its utility for Klein. **CE: 2**

TWO-DAY CLINICAL WORKSHOP #2: **ANALYTIC PROCESS AND TECHNIQUE (PART 1)**

Chair: Miri Abramis, Ph.D. (New York, NY)
Presenter: Rachel D. Maree, M.D., M.P.H. (Atlanta, GA)
Discussant: Rosemary H. Balsam, M.D. (New Haven, CT)

Note: Your registration for this session is subject to the approval of the session chair and presenter to ensure there are no conflicts. You will be contacted if there is a conflict.

This is a two-part session. Part 2 will take place on Thursday at 4:30 p.m. Participants are expected to attend both days.

Registration will be limited to 30 people. If the session is closed and you wish to be added to the waitlist, please email Michael Gray at meetadmin@apsa.org

Process material from successive sessions of a psychoanalysis will be presented, allowing for the exploration of the-past-within-the-present, representing the internalization of parents, siblings, schooling and general social environment- essential in understanding adulthood. The presenter, Rachel Maree M.D. is an advanced candidate from Atlanta. The discussant, Rosemary Balsam M.D. resides in New Haven. Dr. Balsam's contributions to psychoanalysis are of international renown. She is the first woman to receive the prestigious Sigourney Award. Her book, *Women's Bodies in Psychoanalysis*, and numerous articles, reflect a lifelong engagement with the ideas of Hans Loewald, and theory changing reflections on the female

body, shedding new light on the development of body image, intergenerational trauma, and the complexities of gender.

After attending this session, participants should be able to: 1) Assess the patient's past in the consulting room to engage adult patterns of behavior; 2) List three ways the analyst/therapist can engage the past in the present. **CE: 2**

TWO-DAY CLINICAL WORKSHOP #3: **ANALYTIC PROCESS AND TECHNIQUE:** **INTERPRETING IN THE FIRST-PERSON PLURAL:** **HOW BIONIAN FIELD THEORY CHANGES THE WAY WE SPEAK TO PATIENTS (PART 1)**

Chair: Gregory Rizzolo, Ph.D., L.C.P.C. (Chicago, IL)
Presenter: Sean Dowdy, Ph.D., L.P.C. (Chicago, IL)
Discussant: Giuseppe Civitarese, M.D., Ph.D. (Pavia, Italy)

Note: Your registration for this session is subject to the approval of the session chair and presenter to ensure there are no conflicts. You will be contacted if there is a conflict.

This is a two-part session. Part 2 will take place on Thursday at 4:30 p.m. Participants are expected to attend both days.

Registration will be limited to 30 people. If the session is closed and you wish to be added to the waitlist, please email Michael Gray at meetadmin@apsa.org

Bionian field theory, as developed by Antonino Ferro and Giuseppe Civitarese, asks us to look beyond “you” and “me” to the intersubject, the “we” of the clinical encounter. How does this change the way we listen? How does it impact what we might say to patients? In this clinical presentation, Giuseppe Civitarese, one of the most influential field theorists working today, will offer live consultation on the analysis of a gay man who sought help for what he lamented as a life of rot, rejection, and tragic loss. The clinical presenter, Sean Dowdy, is an anthropologist and candidate at the Chicago Psychoanalytic Institute. Gregory Rizzolo, Editor-in-Chief at JAPA, will moderate the dialogue, including ample time for questions, answers, and participant feedback.

After attending this session, participants should be able to: 1) Assess the signs of the “intersubject” in the clinical encounter; 2) Create interpretations directed at the “intersubject” through the use of the first-person plural (“We”). **CE: 2**

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CHILD AND ADOLESCENT TWO-DAY CLINICAL WORKSHOP:

“THE BAD CHILD”: HOW A CHILD BECOMES THE REPOSITORY FOR THE FAMILY’S FEAR AND HOSTILITY (PART 1)

Chair: Matthew F. Shaw, Ph.D. (New Haven, CT)

Presenter: Frances Arnold, Ph.D. (Cambridge, MA)

Discussant: Judith A. Yanof, M.D. (West Newton, MA)

This is a two-part session. Part 2 will take place on Thursday at 4:30 p.m. Participants are expected to attend both days.

In this session, the panel will discuss an analysis with a latency-aged girl who presented with tantrums, disobedience, and a suicide attempt. They will follow close process material across numerous sessions in order to examine the interplay of fragmenting hostility, parental illness, complex identity formation, adoption, and the creative use of art and story. Clinicians conducting analytic work in a broader context of familial and societal strife will find these sessions informative. The panelists practice, teach and write about the interplay between the intrapsychic, intrafamilial, and societal.

After attending this session, participants should be able to: 1) Analyze the impact of intergenerational, family dynamics on the intrapsychic functioning of a child; 2) Utilize interventions that address the child’s intrapsychic functioning while tending to the ongoing impact of the broader family. **CE: 2**

DISCUSSION GROUP 20: TEACHING PSYCHODYNAMIC PRINCIPLES THROUGH FILM

Chair: Christopher W.T. Miller, M.D. (Baltimore, MD)

Presenters: Lindsay L. Clarkson, M.D. (Dorset, VT)

Ann Marie Gustafson, M.D., M.P.H.
(Brooklyn, NY)

Donald R. Ross, M.D. (Austin, TX)

Zofia Kozak, M.D.* (Baltimore, MD)

The discussion group is geared toward educators and clinicians who wish to expand their repertoire for teaching psychodynamic principles to trainees. The use of film can lend an immediacy to highlight how particular dynamics are played out in a given scene. The film to be discussed is the 1981 film *My Dinner with Andre*, directed by Louis Malle. This session will focus on how the film illustrates elements relevant to establishing a psychotherapeutic frame, as well as its importance

in providing containment during the encounter. The film also helps highlight the interplay between true versus false self dynamics, narcissistic fragility, and use of manic defenses.

After attending this session, participants should be able to: 1) Discuss how the therapeutic frame can be contrasted with a creative dialogue in non-clinical settings, with a particular focus on containment; 2) Describe how contact can be made with vulnerable aspects of the psyche, which can deepen reflection or lead to manic defenses and movement toward a paranoid-schizoid framework. **CE: 2**

DISCUSSION GROUP 21: EFFECTS OF THE HOLOCAUST ON SURVIVORS AND FAMILY MEMBERS: "WHERE ARE YOU FROM? WHO DO YOU THINK YOU ARE? WHAT IS HOME?"

Co-Chairs: Ira Brenner, M.D. (Bala Cynwyd, PA)

Nanette C. Auerhahn, Ph.D.
(Moreland Hills, OH)

Presenter: Jennifer M. Neuwalder, M.D., M. Arch.
(Somerville, MA)

Note: This program is intended to satisfy the requirements of those states that require CE/CME credits in the area of cultural competency for license renewal, but the final judgment for such qualification is made by each state’s board.

Dr. Neuwalder will present psychoanalytic psychotherapy with young adults, each of whom has complex identities and relationships to the Holocaust. How have they experienced projection, introjection, and the pressures of cultural constructs related to the Holocaust? How can they find themselves amidst these impingements, including traumatic current world events? Dr. Neuwalder will discuss how her identity as a Japanese American “second gen” Holocaust survivor may facilitate her patients’ shifting from traumatization to generativity.

After attending this session, participants should be able to: 1) Describe ways massive psychic trauma may be transmitted and experienced two or three generations removed; 2) Discuss the therapist’s use of self in psychoanalytic explorations of intergenerational trauma. **CE: 2**

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DISCUSSION GROUP 22: PARENT WORK IN PSYCHOANALYSIS

Co-chairs: Thomas F. Barrett, Ph.D. (Chicago, IL)
Jack Novick, Ph.D. (Closter, NJ)
Presenter: Jacqueline Langley, Ph.D. (Saint Louis, MO)
Discussants: Denia G. Barrett, M.S.W. (Chicago, IL)
Kerry Kelly Novick, B.A., A.B. (Closter, NJ)

Concurrent parent work involves learning how to form and maintain multiple therapeutic alliances. The requisite interpersonal, empathic, and communicative skills are an additional learning for traditionally trained psychoanalysts and psychoanalytic therapists. Working with parents of adolescent patients is a new, expanding arena of clinical activity, addressing dynamics such as failure to launch, parenting challenges with emerging adults, and conceptualizing this developmental phase. Inclusion of knowledge from allied fields strengthens the multi-modal clinical offerings of psychoanalysts and psychoanalytic therapists. Recent research shows a significant correlation between treatment outcome and the therapeutic alliance with parents. This year a case will be presented from Dr. Jacqueline Langley, with participant discussion led by Chairs Jack Novick, Tom Barrett, and discussants Denia Barrett and Kerry Kelly Novick.

After attending this session, participants should be able to: 1) Revise technical strategies to incorporate concurrent parent work into treatment plans with adolescent and emerging adult patients; 2) Analyze inter-generational pathology that interferes with progressive development. **CE: 2**

DISCUSSION GROUP 23: PSYCHOANALYTIC TREATMENT FOR OLDER ADULTS: DEATH IN THE LIFE OF OLDER PATIENTS

Chair: Daniel Plotkin, M.D., M.P.H. (Los Angeles, CA)
Presenter: Sheldon Solomon, Ph.D.*
(Saratoga Springs, NY)
Discussants: Audrey Kavka, M.D. (Oakland, CA)
Doryann M. Lebe, M.D. (Los Angeles, CA)
Jolyn Welsh Wagner, M.D. (Birmingham, MI)
Mi Yu, M.D., Ph.D. (Missoula, MT)

The discussion group will address how death awareness, even at an unconscious level, impacts psychodynamic work with older adults. Current research will be presented that demonstrates the effect of unconscious death awareness on maintenance of self-esteem. Discussion will focus

on how best to incorporate research findings in a psychodynamic therapeutic approach with older adult patients.

After attending this session, participants should be able to: 1) Apply research findings that relate unconscious death awareness to maintenance of self-esteem in older adults; 2) Discuss how death awareness informs the psychodynamic treatment of older adults. **CE: 2**

DISCUSSION GROUP 24: PSYCHOANALYSIS AND THE LAW: A TRIBUTE TO MOISY SHOPPER, MD: PSYCHOANALYTIC CONCEPTUALIZATION OF PARENTAL ALIENATION, IATROGENIC PARENTAL ALIENATION, AND ATTACHMENT TRAUMA

Co-chairs/
Presenters: Linda S. Gunsberg, Ph.D.* (New York, NY)
William D. Kenner, M.D. (Nashville, TN)

Parental Alienation, the attempted annihilation of an existing positive bond between a parent and child by the other parent, has not been given sufficient attention by the psychoanalytic community. Moisy Shopper's investigation of this phenomenon from a psychoanalytic perspective will be presented in this tribute to him as one of the most important psychoanalytic thinkers and forensic experts to the Court. Dr. Gunsberg will present a psychotherapy case in which Parental Alienation exists, and Dr. Kenner will present two cases of iatrogenic Parental Alienation in which a lawyer manipulated the Court by falsely creating Parental Alienation for litigation purposes. Attachment trauma was induced in the children and the parent in all three cases.

After attending this session, participants should be able to: 1) Describe the cognitive and emotional characteristics of the alienated child, the alienated parent, and the alienator parent; 2) Assess countertransference reactions in the therapist/analyst and in the judges and lawyers that are involved with parental alienation cases in order to prevent inflicting unnecessary attachment trauma on children and parents. **CE: 2**

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DISCUSSION GROUP 25:

THE CANDIDATE AT WORK: “NO, I MEAN... WHERE ARE YOU REALLY FROM ?...” - WHEN MINORITIZATION AND OTHERING ENTER THE PATIENT/CANDIDATE DYAD

Chair: Konstantinos Taliouridis, Ph.D., Psy.D. (Dedham, MA)

Presenter: Himanshu Agrawal, MBBS, DF-APA (Hartland, WI)

Discussant: Aisha Abbasi, M.D. (West Bloomfield, MI)

Note: This program is intended to satisfy the requirements of those states that require CE/CME credits in the area of cultural competency for license renewal, but the final judgment for such qualification is made by each state's board.

A common challenge faced by trainees is the experience of othering (‘treated as intrinsically different’) or minoritization (‘subordinated in status to a dominant group’). Since they are being evaluated, it can be a struggle to speak up and address such experiences, including racial enactments. This can lead to feeling unwelcome, silenced or unheard, fearful of possible consequences, and pressed to assimilate. Clinical material from a candidate about their experience of these challenges will be presented and ways to address them will be discussed. This presentation will hopefully provide a model to discuss other instances of othering and minoritization, while keeping an open psychoanalytic mind.

After attending this session, participants should be able to: 1) Explain the difference between Othering and Minoritization; 2) Identify at least one clinical strategy to utilize when faced with othering or Minoritization in the clinical setting. **CE: 2**

DISCUSSION GROUP 26:

SHAME DYNAMICS

Chair/

Presenter: Peter Shabad, Ph.D.* (Chicago, IL)

Discussant: Sandra Buechler, Ph.D.* (New York, NY)

This discussion group will explore how self-enclosing defenses used to dissociate from experiences of trauma and shame are intertwined with unconscious decisions not to love so much in order to dampen down the experience of loss and not to desire so much in order to avoid disillusionment. The presenter will use autobiographical material from his own history to illustrate the cost exacted by defenses used in the wake of traumatic experiences.

He will further examine the clinical importance of the “talking cure” to bear witness and help open up patients to who have used self-enclosing defenses to cover up the vulnerability of their unmet desires.

After attending this session, participants should be able to: 1) Describe how dissociative defenses used in the wake of trauma are intertwined with the decision not to love so much in order not to lose; 2) Describe the clinical importance of using the “talking cure” to question and speak directly to the self-enclosing defenses used by patients. **CE: 2**

DISCUSSION GROUP 27:

EMERGING PERSPECTIVES ON LESBIAN GAY BISEXUAL AND TRANSGENDER ISSUES

Chair: Sien Rivera, M.D. (Columbia, SC)

Discussants: Susan McNamara, M.D. (Middlefield, CT)

Murad M. Khan, M.D. (New Haven, CT)

Marco Posadas, M.S.W., R.S.W., Ph.D.* (Toronto, Canada)

Note: This program is intended to satisfy the requirements of those states that require CE/CME credits in the area of cultural competency for license renewal, but the final judgment for such qualification is made by each state's board.

The psychological impacts of oppressive enactments (including but not limited to those rooted in homophobia, transphobia, racism, misogyny, anti-Semitism, Islamophobia, classism, or ableism) in both analyst/patient/client interactions and within our own communities, cannot be understated. Through selected presentations and guided discussion, this session will center the importance of an intersectional approach to the care of LGBTQIA+ analysts, patients, and clients, while encouraging attendees to explore their own identities and enactments. Discussants will include experienced analysts in the field who themselves inhabit various intersectional identities. Attendance is open to learners of all backgrounds and levels of training.

After attending this session, participants should be able to: 1) Explain how intersectional identities in both analysts/patients/clients and practitioners can impact treatment; 2) Utilize experiences with intersectionality in the context of enactments of power and oppression. **CE: 2**

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DISCUSSION GROUP 28: **DOMESTIC VIOLENCE AND CLINICAL PRACTICE: CONTROVERSIAL THEORIES AND PRACTICE**

Chair: Stephanie Brandt, M.D. (New York, NY)

Discussant: Valentina Shaknes, Esq. (New York, NY)

This discussion group addresses the gap in training and professional knowledge about the impact of domestic violence on adult and child patients. This is a subject rarely addressed in psychoanalytic educational programs and rarely referenced in psychoanalytic literature even though it is a common public health problem. Domestic violence (interpersonal violence) is often in the background of any individual case. This session will raise awareness of this form of family violence, as it is a common contributing factor in the psychopathology seen in many individual cases. Domestic violence is a 'diagnosis' of a long-term relational pattern. This is confusing in a confidential treatment where only partial outside information is available. Problems this poses for clinicians e.g., unique forms of resistance, marked sadomasochistic enactments/regressions, challenges to maintaining an analytic frame and neutrality, will be addressed.

After attending this session, participants should be able to: 1) Compile a definition of Domestic Violence to make correct diagnosis, assess the resultant trauma symptoms and intervene clinically and within the legal system; 2) Assess decisions made in family court and opinions offered by custody evaluators that are without basis in any credible data. **CE: 2**

DISCUSSION GROUP 29: **ITALIAN PSYCHOANALYSIS AND CONTEMPORARY MODELS OF THEORY AND TECHNIQUE**

Co-chairs: Andrea Celenza, Ph.D. (Lexington, MA)

Jack Foehl, Ph.D. (Cambridge, MA)

Christopher G. Lovett, Ph.D.
(Newton Centre, MA)

Presenter/

Discussant: Violet Pietrantonio, Ph.D.* (Bologna, Italy)

Presenter: Catherine Mallouh, M.D. (San Francisco, CA)

The discussion group is intended for clinicians practicing both psychoanalysis and psychoanalytic psychotherapy, and it is intended to provide an increased understanding of the technical approaches to and conceptual understanding of the area of clinical work that concerns patients for whom

nonverbal, primitive levels of psychic functioning are primary areas of psychopathology and present complicated treatment needs. The program will be designed to include both presentations of current thinking in this area, as well as a clinical case presentation that will be discussed by the guest consultant, the three chairs of the meeting, and the audience. The educational needs addressed by this format include increased knowledge and improved performance in the treatment of such patients.

After attending this session, participants should be able to: 1) Describe the conceptual basis and therapeutic value of perceiving the analytic situation as a specific 'field' jointly created by the patient and analyst; 2) Utilize the approach to certain patients described as "transformations in playing" that allows previously unrepresented areas in the patient's psychic experience to achieve expression during the analytic hour. **CE: 2**

DISCUSSION GROUP 30: **INFANT RESEARCH AND ADULT TREATMENT: MICROANALYSIS OF THE FIRST 30 SECONDS OF THE ZOOM SESSION**

Co-chairs/

Presenters: Beatrice Beebe, Ph.D. (New York, NY)

Frank M. Lachmann, Ph.D. (New York, NY)

Presenters/

Discussants: Inga Blom, Ph.D.* (New York, NY)

Adella Nikitiades, Ph.D. (New York, NY)

Andrea Remez, Ph.D.* (New York, NY)

Subtle, rapid nonverbal behavior has remarkable communicative power but is largely out of awareness. Using microanalysis, this discussion group explores nonverbal behavior in the first 30 seconds of face-to-face adult treatment sessions. Recording sessions over zoom opens a new window into the study of nonverbal communication; Four different therapists' zoom sessions will be presented. Without any clinical background, and without hearing any language, microanalysis of the first 30 seconds of the patient-therapist interaction revealed fundamental themes in the treatment not evident to the naked eye. This initial half minute of greeting/reunion before patient and therapist settle into "role" is a heightened affective moment. Microanalysis of the first 30 seconds deepens our understanding of adult treatment.

After attending this session, participants should be able to: 1) Describe a pattern of nonverbal communication that might occur at the very beginning of a session but might be out of awareness

DAILY SCHEDULE

4:30 P.M. – 6:30 P.M. continued

at the time; 2) Describe the difference between the language dimension that might occur in real-time, and the nonverbal dimension that might occur out of awareness at the very beginning of a session.

CE: 2

7:00 P.M. – 9:00 P.M.

DISCUSSION GROUP 31: RELATIONAL PSYCHOANALYSIS

Co-chairs/

Presenters: Anthony Bass, Ph.D. (New York, NY)

Adrienne Harris, Ph.D. (New York, NY)

This ongoing discussion group is led by Adrienne Harris and Anthony Bass. In the past few pandemic years, the focus has been on changes in practice and theory brought to the fore by the pandemic and other social and cultural crises. Unpublished papers by Bass and Harris will be pre-distributed to participants, with reference to Ferenczi, Balint, trauma, destructiveness and the nature of unconscious experience, and serve as a point of departure for our clinical and theoretical discussions, emphasizing relational technique and theory. The leaders will offer clinical vignettes for discussion, and then invite clinical vignettes and discussion from the group in line with the basic themes we will outline, stressing current work in the shadow of the pandemic, climate change, and other critical issues that concern us today.

After attending this session, participants should be able to: 1) Describe how the pandemic has challenged us to consider what works in our current approaches to practice and what needs to be rethought and modified; 2) Describe what changes in theory and clinical practice have been utilized to respond to the challenges that our patients are facing brought on by the pandemic, climate change, political and social upheavals. **CE: 2**

THURSDAY, FEBRUARY 8

7:45 A.M. – 8:15 A.M.



SOCIAL EVENT: BREAKFAST GATHERING FOR CANDIDATE MEMBERS

Join colleagues from around the country for breakfast. All are welcome to stay for the Candidates' Council meeting immediately following the breakfast.

8:15 A.M. – 11:00 A.M.

ADMINISTRATIVE MEETING: CANDIDATES' COUNCIL

Note: New candidates participating in the Travel Scholarship are required to attend this meeting.

Candidates' Council leadership, committee chairs, and delegates from APsA institutes welcome all candidates to attend this meeting. You will learn about committee work, participate in roundtable discussions of issues most relevant to candidates, have opportunities to compare notes with colleagues from around the world, gain an orientation to the greater APsA community, learn about exciting opportunities available exclusively to candidates, deepen your psychoanalytic identity, broaden your connection to the profession of psychoanalysis, explore resources for building your practice, and forge lifelong friendships with other candidates.

9:00 A.M. – 11:00 A.M.

THE PETER LOEWENBERG ESSAY PRIZE IN PSYCHOANALYSIS AND CULTURE

Chair: Murray M. Schwartz, Ph.D. (Amherst, MA)

Presenter &

Prize Winner: Britt-Marie Schiller, Ph.D. (St. Louis, MO)

Title: "Figurability in the Art of Louise Bourgeois"

The Peter Loewenberg Essay Prize (formerly the CORST Essay Prize) is awarded to a paper demonstrating outstanding psychoanalytically informed research and scholarship in the Arts, humanities, or social and behavioral sciences. The Undergraduate Essay Prize and Book Prize of the American Psychoanalytic Association will also be awarded during this session.

The trauma of birth, being ejected from the womb and feeling abandoned, spread like grief and anxiety throughout Louise Bourgeois's life. She transformed this anxiety into works of art,

continued

DAILY SCHEDULE

9:00 A.M. – 11:00 A.M. continued

for which words are inadequate, since the origin is preverbal. She uses a capacity for *figurability*, creating objects that give shape to emotions and fantasies that have not been conceived, but registered on a primordial unconscious level. This capacity is possible through a state of *regredience*, a creative transformational process that forms links to a historical unrepresented trauma for the work of figurability. I seek to give meaning to three of Bourgeois's sculptures by suggesting that they bring shape to and illuminate the trauma of birth, laying to rest, temporarily, the ghosts that haunt the artist.

Note: This session does not offer Continuing Education Credit.

ORAL HISTORY WORKSHOP #86: THE CORRESPONDENCE OF SIGMUND FREUD AND MARIE BONAPARTE

Chair: Nellie L. Thompson, Ph.D. (New York, NY)
Presenters: Francis D. Baudry, M.D. (Falmouth, MA)
Harold P. Blum, M.D. (Roslyn Estates, NY)

The workshop will explore the recently published correspondence of Sigmund Freud and Marie Bonaparte, Princess of Greece, which began in 1925 and ended in 1939. Bonaparte played several roles in Freud's life – analysand, colleague, devoted friend – and in turn Freud played an important role in her's by taking seriously her intellectual aspirations. She generously used her substantial fortune to ensure the translation of Freud's works into French, as well as financially supported the Internationaler Psychoanalytischer Verlag. Although Bonaparte was a prolific author, her most significant contribution to psychoanalysis was her 1937 purchase, from a Berlin book dealer, of Freud's letters to Wilhelm Fliess. Although Freud requested that Bonaparte burn them, she firmly rejected his request.

Frank Baudry M.D. will offer an overview of the topics addressed in the exchange of letters between Freud and Bonaparte, and comment on its significance for both correspondents. Harold Blum M.D. will offer a wide-ranging discussion of these letters, and their potential for enlarging and deepening our understanding of the intellectual and institutional history of the early psychoanalytic movement.

Note: This session does not offer Continuing Education Credit.

EXPERIENTIAL PROCESS GROUPS: LIVING IN DIVERSITY AND OTHERNESS (PART 1)

Chair/
Convener: Anton H. Hart, Ph.D. (New York, NY)
Co-Group
Facilitators: Dorothy E. Holmes, Ph.D. ABPP, FABP
(Bluffton, SC)
Dionne R. Powell, M.D. (New York, NY)
Jasmine Ueng-McHale, Ph.D.* (Princeton, NJ)
Samuel P. Wyche, D.O. (Wyndmoor, PA)

Note: Your registration for this session is subject to the approval of the session chair to ensure there are no conflicts. You will be contacted if there is a conflict. Registration will be limited to 24 people. If the session is closed and you wish to be added to the waitlist, please email Michael Gray at meetadmin@apsa.org

This is a two-part session. Part 2 will take place on Saturday from 9:00 a.m. – 11:00 a.m. Participants are expected to attend both days.

Note: This program is intended to satisfy the requirements of those states that require CE/CME credits in the area of cultural competency for license renewal, but the final judgment for such qualification is made by each state's board.

This program is designed to allow for open-ended discovery and exploration of participants' personal-professional experiences of diversity and otherness. On two separate days, the session will begin with a combined group of 24 total registrants. Then, the session will convene into two separate groups of 12, each led by two Co-facilitators, which will focus on the members' various subjective experiences in relation to how diversity and otherness is part of each participant's identity, clinical work, and psychoanalytic institutional life. All 24 registrants will reconvene at the end of the day's session for the purpose of collective learning under the guidance of the Chair/Convener.

After attending this session, participants should be able to: 1) Apply psychoanalytic thinking to clinical work on race/ethnicity and gender/sexuality; 2) Analyze blockages in working with race/ethnicity and gender/sexuality. **CE: 2**

DAILY SCHEDULE

9:00 A.M. – 11:00 A.M. continued

DISCUSSION GROUP 32: PSYCHOANALYTIC APPROACHES TO WORKING WITH CHILDREN WITH AUTISM SPECTRUM DISORDER

Chair/

Presenter: Susan P. Sherkow, M.D. (New York, NY)

Discussant: Lissa Weinstein, Ph.D. (New York, NY)

Using data from an analysis of a young boy on the autism spectrum, this group will focus on the application of psychoanalytic technique to treating a precocious, asocial, and dysregulated pre-pubertal boy as he approaches and navigates puberty. The impact on his ego development from a confluence of factors: contributions from neurobiology, endowment, conflict, and environmental stressors will be addressed. Neuropsychological testing confirmed the difficulty in finding a clear, consistent “diagnosis,” given the degree to which his personality and functioning persistently reflected neurotypical identifications with his parents as well as the impact of autism on his developmental trajectory.

After attending this session, participants should be able to: 1) Compare the classic symptoms of Autism Spectrum Disorder with conflict-driven symptoms in a child; 2) Describe the psychoanalytic approach’s impact on ego and superego development and conflict in the formation of symptoms. **CE: 2**

DISCUSSION GROUP 33: CULTURAL NARRATIVES IN PSYCHOANALYSIS

Co-chairs: Sandra Buechler, Ph.D.* (New York, NY)

M. Nasir Ilahi, L.L.M. (Greenwich, CT)

Presenter: Kris Yi, Ph.D., Psy.D.* (Pasadena, CA)

Psychoanalysis has rarely considered that culture is deeply internalized. While psychoanalysis has universal applicability, internalized values of Western individualism deeply inform many psychoanalytic formulations. Potential conflicts arise when the analyst/psychoanalytic therapist (or his/her explicit/implicit theories) comes from a Western culture and the patient from a radically different, non-Western culture (e.g., Japan, China, and India) where profoundly different family-centered unconscious emotional values prevail. While each non-western culture has unique features, they all share in common the family-centered aspect to varying degrees in contrast to the individual-centered emphasis in the West. These non-conflictual internalizations date back to the earliest preverbal mother/infant and family

interactions and seldom become conscious since they are silently woven into the entire emotional fabric. This territory will be intensively explored utilizing detailed clinical process.

After attending this session, participants should be able to: 1) Describe the role of deeply internalized culture in psychoanalytic therapy with patients from non-Western cultures; 2) Explain how transference and countertransference developments in psychoanalytic therapy with patients from non-Western cultures can lead to clinical impasses.

CE: 2

DISCUSSION GROUP 34: INFANT-CAREGIVER INTERACTIONS IN NON-WEIRD COUNTRIES: A CHALLENGE TO PSYCHOANALYTIC THEORIES?

Chair/

Presenter: Alexandra M. Harrison, M.D. (Cambridge, MA)

Presenter: Jennifer Black, M.A.* (Tucson, AZ)

The target audience for this session is all clinicians using psychoanalytic or psychodynamic theories to guide their clinical work. Knowledge about infant-caregiver interactions in non-WEIRD (Western, Educated, Industrialized, Rich, and Democratic cultures) countries addresses a practice gap related to certain biases in psychoanalytic theory. The session attempts to change professional competence by presenting evidence of relational patterns not adequately considered in most psychoanalytic models. The session will include a power point presentation and videotapes of infant-caregiver interactions from non-WEIRD countries, and discussion from the participants will be actively encouraged. The presenters are currently involved in research in infant-mother interactions in Pakistan and El Salvador.

After attending this session, participants should be able to: 1) Describe the behavior in both infant and caregiver that underlies the differences in caregiver-infant interactions in the feeding situation between dyads in WEIRD and non-WEIRD countries; 2) Explain the relevance of these observations to various psychoanalytic theories about infant-mother relationships. **CE: 2**

THURSDAY

DAILY SCHEDULE

9:00 A.M. – 11:00 A.M. continued

DISCUSSION GROUP 35: PSYCHOANALYTIC PERSPECTIVES ON WOMEN AND THEIR EXPERIENCE OF COMPETENCE AMBITION AND LEADERSHIP

Co-chairs: Frances Arnold, Ph.D. (Cambridge, MA)
Stephanie R. Brody, Psy.D. (Lexington, MA))
Presenter: Carol Gilligan, Ph.D. (West Stockbridge, MA)

APsA welcomes back Carol Gilligan, psychologist, feminist and ethicist to discuss her new book, *"In a Human Voice"*. Continuing the discussion from last year, Dr. Gilligan will expand her ideas regarding care ethics as a voice of resistance and liberation and explain how patriarchy and gender binaries lead to inequity and breakdowns of choice, such as the dismantling of reproductive rights. This discussion group will look at the work of psychotherapists and psychoanalysts to nurture the human voice from a theoretical, clinical, professional, and citizen perspective.

After attending this session, participants should be able to: 1) Analyze how the rollback of abortion rights, which impacts women's privacy, agency, safety and personal ethics, will also impact the therapeutic dyad and analytic process; 2) Apply a psychoanalytic personal ethics to the issues of privacy and personal choice that are raised by the Dobbs decision. **CE: 2**

DISCUSSION GROUP 36: TREATMENT RESISTANCE APPLICATION OF PSYCHOANALYTIC IDEAS TO PSYCHIATRIC DILEMMAS

Co-chair/
Presenter: Elizabeth F. Weinberg, M.D. (Arlington, MA)
Co-Chair/
Discussant: Eric M. Plakun, M.D., DLFAPA, FACPsych
(Stockbridge, MA)

This discussion group addresses the utility of applying psychoanalytic concepts to "treatment resistance", defined as treatment nonresponse. The session is targeted towards clinicians and clinical researchers. Challenges in management of treatment resistance include trauma, complex comorbidities and early adverse experiences. This small group activity supports improved competence through demonstrating specific approaches to work with highly complex, high-risk patients in a clinical case. Application of psychoanalytic concepts will be shown through discussion of how their use improves outcomes, with particular emphasis on transference, countertransference, enactments

and the treatment alliance. Eric Plakun, Medical Director of The Austen Riggs Center, is a psychiatrist who has written and lectured extensively regarding treatment resistance. Elizabeth Weinberg is a psychiatrist and psychoanalyst at Ellenhorn in Arlington, MA.

After attending this session, participants should be able to: 1) List at least three specific clinical factors contributing to treatment resistance; 2) Utilize transference, countertransference, awareness of enactments and attention to the treatment alliance in psychotherapy with highly complex patients.

CE: 2

DISCUSSION GROUP 37: PSYCHOTHERAPISTS PRESENT: LIVING WITH YOUR PATIENTS: EXPERIENCES IN A THERAPEUTIC MILIEU

Co-chairs: Petra M. Pilgrim, M.D.* (New Canaan, CT)
Margaret Cheng Tuttle, M.D. (Arlington, MA)
Presenter: Emily Calderone, Psy.D.* (Stamford, CT)
Discussant: Todd Essig, Ph.D. (New Paltz, NY)

In-depth psychodynamic psychotherapy in an inpatient setting has become a rare intervention. There are only a handful of such programs across the country. Now, more than ever, this type of treatment is needed. The goal of this discussion group is to demonstrate the value of this type of treatment and promote the development of more programs that feature psychodynamic therapy in an intensive, time-limited treatment milieu. The presenter is a psychologist at a residential program where she provides both individual and group therapy. With an office on-site, she is also part of the milieu. She will present two cases to illustrate how the intimate setting intensifies treatment and how observing patients' interpersonal interactions advances the treatment. She will also share data on patients' symptoms at the beginning, middle, and end of treatment.

After attending this session, participants should be able to: 1) Demonstrate the transference and countertransference that develop in an inpatient psychotherapeutic milieu; 2) Explain the therapeutic work that occurs when a patient is in both group and individual therapy with the same psychotherapist. **CE: 2**

DAILY SCHEDULE

9:00 A.M. – 11:00 A.M. continued

DISCUSSION GROUP 38: PSYCHOANALYTIC FAMILY THERAPY

Co-Chairs: David E. Scharff, M.D. (Chevy Chase, MD)
Richard M. Zeitner, Ph.D. (Greenwood, MO)
Presenter: Silvia Rodriguez, LMFT, Ph.D. (San Ysidro, CA)

This discussion group applies psychoanalytic principles to treatment of families and couples. A psychoanalytic therapy case of a family with a baby will be presented. It proceeds through in-depth discussion of issues raised in the case, grappling with points about technique, cultural and ethical considerations, theoretical implications for conducting family and couple psychoanalysis, as well as implications for individual psychoanalytic therapy and especially with babies. The group will discuss theoretical issues raised by clinical exploration. This group aims to familiarize analysts/psychoanalytic therapists with the shifts in technique required for application of analysis to family and couple psychoanalysis as well as the treatment of infants and their parents, and to apply lessons from these modalities to the conduct of individual analytic treatments.

After attending this session, participants should be able to: 1) Describe the processes and theories most relevant to the practice of psychoanalytic family therapy with young families; 2) Compare cases appropriate for conjoint therapy with those more appropriate individual psychoanalytic therapy and with mother-infant therapy. **CE: 2**

11:30 A.M. – 1:00 P.M.



DPE RESEARCH EDUCATION DIALOGUE: NARCISSISM, LOVE RELATIONS AND ATTACHMENT: CLINICAL AND RESEARCH FINDINGS

Chair/
Presenter: Diana Diamond, Ph.D. (New York, NY)
Presenters: Elizabeth Edershile, Ph.D.* (Piscataway, NJ)
Eric A. Fertuck, Ph.D.* (New York, NY)
Discussant: Elsa Ronningstam, Ph.D. (Belmont, MA)

This session focuses on assessing and treating impairments in love relations and attachment in individuals with pathological narcissism. Freud observed that individuals with pathological narcissism struggle to love and be loved. Mature

love relation involves the integration of erotic strivings with tenderness, the idealization of the romantic partner and gratitude for love received from them, and a mutual satisfaction in depending upon one and caring for one's partner. By contrast, individuals with PN oscillate between grandiosity and vulnerability, between self-aggrandizement and self-doubt in intimate relationships. Both research findings and clinical case material will be presented to illustrate how attachment and narcissistic grandiosity can change in the course of psychoanalytic therapy in these patients.

After attending this session, participants should be able to: 1) Describe contemporary conceptualization and measurement of attachment and love relations in patients with pathological narcissism and how these change over the course of psychoanalytically oriented therapy; 2) Explain the dynamic between narcissistic grandiosity and vulnerability in narcissistic patients and how these affect love relations. **CE: 1.5**

11:30 A.M. – 1:30 P.M.

CANDIDATES' COUNCIL MASTER TEACHER AWARD: BECOMING AN ANALYST: PANDEMIC CHALLENGES AND OPPORTUNITIES AND POST-PANDEMIC REFLECTIONS

Chair: Himanshu Agrawal, MBBS, DF-APA
(Hartland, WI)

Presenter: Lena Ehrlich, Psy.D., FABP (Ann Arbor, MI)

Learning how to practice as an analyst was a hard enough endeavor before the pandemic. During the pandemic, the loss of the in-office setting and the physical co-presence of analyst and patient added challenges to practicing analysis and to becoming an analyst. At the same time, these conditions gave candidates a unique opportunity to appreciate what psychoanalysis has to offer. Dr. Ehrlich will introduce specific examples of such opportunities, then will invite everyone to discuss. What might we deduce about the process of becoming a psychoanalyst from what we have learned about learning and practicing psychoanalysis during the pandemic?

After attending this session, participants should be able to: 1) Describe two lessons learned about analysis from the experience of working teleanalytically during the pandemic; 2) List two essential conditions for effective teleanalytic work. **CE: 2**

THURSDAY

DAILY SCHEDULE

11:30 A.M. – 1:30 P.M. continued

COMMITTEE SPONSORED WORKSHOP #2: GENDER & SEXUALITY: RALPH ROUGHTON AWARD WINNER: SURVIVING CHARITABLE HATRED: SPIRITUAL VIOLENCE AND QUEER RESILIENCE

Co-chairs: Carol B. Levin, M.D. (Okemos, MI)
Diana E. Moga, M.D., Ph.D. (New York, NY)
Presenter: Andi P. Eliza-Christie, M.S., L.P.C.
(Pittsburgh, PA)

Note: This program is intended to satisfy the requirements of those states that require CE/CME credits in the area of cultural competency for license renewal, but the final judgment for such qualification is made by each state's board.

Queer studies have flourished in psychoanalysis in recent decades, however little has been written on the role of religious persecution and spiritual violence in queer lives. This presentation will explore the psychic reverberations of spiritual violence, as it manifests through Christian supremacy and “charitable hatred” (Fensham, 2019). The author will link this to the current sociopolitical atmosphere in the U.S., where legislative attacks on LGBTQ+ rights have been on the rise. Case material will illustrate the traumatic sequelae of “charitable hatred” and the intrepid resilience of queer individuals navigating such dangerous psychic and relational terrain, with, as Winnicott phrased it, a “continuity of being” intact. The therapeutic relationship’s potential to open space for futurities otherwise foreclosed by spiritual violence will be discussed.

After attending this session, participants should be able to: 1) Assess the impact of spiritual violence as a psychic and emotional trauma when experienced by LGBTQ+ patients/clients; 2) Explain the role of the psychoanalytic or psychotherapeutic relationship as a new object that revives a sense of futurity in a traumatized patient/client. **CE: 2**

COMMITTEE SPONSORED WORKSHOP #3: TEACHING ABOUT ANALYTIC CASE WRITING

Chair: Stephen B. Bernstein, M.D. (Chestnut Hill, MA)
Co-chairs: Melvin Bornstein, M.D. (Birmingham, MI)
Mark Moore, Ph.D. (Philadelphia, PA)
Jonathan Palmer, M.D. (Newton, MA)
Harvey J. Schwartz, M.D. (Philadelphia, PA)
Peggy E. Warren, M.D. (Waban, MA)
Presenters: Anne J. Adelman, Ph.D. (Bethesda, MD)
Theodore Murray, M.D. (Cambridge, MA)
Ellen Pinsky, Psy.D. (Cambridge, MA)
Jennifer Stuart, Ph.D. (New York, NY)

This Committee Sponsored Workshop is related to the Discussion Group 54 “Writing About Your Analytic Work in A Case Report Thursday at 4:30 p.m.

The Study Group on Teaching Psychoanalytic Writing will describe its work and findings. It explores psychoanalytic case writing as a journey of self-discovery for the student analyst/psychoanalytic therapist. Writing, rewriting and group feedback foster new levels of insight and self-awareness. The teaching method is a group process: respectful yet open conversation, encouraging analysts/psychoanalytic therapists to write about foibles, doubts, errors and missteps—and their consequences—while still preserving treatment boundaries and privacy. This atmosphere can spread throughout an Institute, strengthening the working community. Anne Adelman, Jennifer Stuart, Theodore Murray and Ellen Pinsky will describe their experience as group members, each highlighting different aspects of the process and teaching methods.

After attending this session, participants should be able to: 1) Describe techniques which facilitate a safe and productive group process in the classroom; 2) Discuss the outcome of the writing/group editing/rewriting process. **CE: 2**

COMMITTEE SPONSORED WORKSHOP #4: CORPORATE AND ORGANIZATIONAL CONSULTANTS: PSYCHOANALYSIS JOINS THE ARMY: A MODEL OF LEADERSHIP ASSESSMENT AND DEVELOPMENT

Co-chairs: Steven S. Rolfe, M.D. (Bryn Mawr, PA)
Jared N. Finkell, M.D. (New York)
Presenter: Prudence Gourguechon, M.D. (Chicago, IL)
Discussant: Steven D. Axelrod, Ph.D. (New York, NY)

The presenter will describe a unique model of leader assessment and development derived from a marriage of psychoanalytic thinking with

DAILY SCHEDULE

11:30 A.M. – 1:30 P.M. continued

the U.S. Army's Manual of Leader Development. The possible practical utility of such a model for assessing the strengths and weaknesses of leaders and assisting them in development, compensating for areas of weakness, and taking advantage of areas of strength, will be discussed. The target audience is for those who either consult leaders as part of their consulting practice or who treat leaders as part of their clinical practice. A psychoanalytic perspective has much to offer leaders and clinicians who work with leaders and this workshop will increase practitioner knowledge by presenting a unique, specific leadership assessment model based on psychoanalytic principles that clinicians will be able to utilize in their daily work with leaders.

After attending this session, participants should be able to: 1) Assess leadership strengths and weaknesses with a model of leadership assessment that combines the U.S. Army's identification of core leadership competencies with core psychoanalytic thinking; 2) Create a plan for leadership development that identifies the basic character traits and essential cognitive abilities as detailed in the Army Manual of Leadership Development. **CE: 2**

COMMITTEE SPONSORED WORKSHOP #5: THE PSYCHOANALYTIC CURRICULUM: CLINICAL TEACHING, THE CULTURAL AND THE INTRAPSYCHIC

Co-chairs: Umi Chong, Psy.D. (Washington, DC)
Mary Margaret McClure, D.M.H.
(Mill Valley, CA)

This workshop will address curricular approaches to clinical work. In this changing field of clinical practice there are curricular gaps when patient/client and therapist differ (racial, ethnic, religious or other differences.) What are useful approaches in addition to supervision to teaching listening with unconscious dynamics in mind, with difference in mind? When/how to intervene with issues of trauma, history of exploitation, and lack of safety? When might group work be useful? Presentations (brief clinical vignettes) by experienced clinicians/educators will be followed by discussion among presenters and participants. These exchanges will be suitable for any psychotherapist or psychoanalyst, especially faculty/candidates/students who are interested in learning and/or contributing to a shared discussion of curricular approaches to clinical work.

After attending this session, participants should be able to: 1) Revise curricular approaches to encompass listening with unconscious dynamics and cultural difference in mind; 2) Utilize psychic significance of difference to address clinical tensions which arise when there are cultural differences within the clinical dyad or group. **CE: 2**

2:00 P.M. – 4:00 P.M.

APSA SCIENTIFIC PAPER PRIZE: RANDOMIZED CONTROLLED TRIAL OF REGULATION FOCUSED PSYCHOTHERAPY FOR CHILDREN: A MANUALIZED PSYCHODYNAMIC TREATMENT FOR EXTERNALIZING BEHAVIORS

Chair: Barbara Milrod, M.D. (New York, NY)
Presenter/
Prize Winner: Tracy A. Prout, Ph.D. (Cold Spring, NY)
Discussant: Theodore Shapiro, M.D. (New York, NY)

The Scientific Paper Prize committee has chosen Dr. Tracy Prout and colleagues' work, representing a solid demonstration of the utility for an evidence-based, reliably reproducible, psychoanalytically based, brief psychotherapeutic intervention for children with disruptive behavior disorders. This intervention, and the scientific work underpinning it, represents a sea change in the evidence base, underpinning treatment of children with disruptive behavior disorders. Dr. Prout, the PI of this study and an expert in this area, will present the research. Dr. Shapiro, a senior psychoanalyst and long-time Division Chief of Child and Adolescent Psychiatry at Weill Cornell Medical College, with a deep understanding and experience in psychotherapy research methods, specifically in children and adolescents will discuss this achievement and its overall clinical importance.

After attending this session, participants should be able to: 1) Identify three common defenses used by children with disruptive behavior problems; 2) Describe two specific interventions used in RFP-C that support the development of more adaptive defenses. **CE: 2**

DAILY SCHEDULE

2:00 P.M. – 4:00 P.M. continued

CANDIDATES' FORUM:

"EVOLVE OR EXPIRE!" EXPLORING THE PRECIPICE THAT PSYCHOANALYTIC TRAINING FINDS ITSELF AT

Chair/

Moderator: Konstantinos Taliouridis, Ph.D., Psy.D. (Dedham, MA)

Presenters: Himanshu Agrawal, MBBS, DF-APA (Hartland, WI)
Nicholas Flier, M.A., L.P.C. (Stillwater, MN)
Erika Lepiavka* (Palo Alto, CA)

In this seminar, the current president of Minnesota Psychoanalytic Society and Institute, the current president of APsA's candidates' council and the current president of IPSO will invite audience members across the spectrum in terms of their educational trajectory (psychotherapists considering psychoanalytic training, current psychoanalytic candidates, recent graduates and veteran analysts) to discuss how the global landscape of psychoanalytic training has changed in the last 110 years. The discussions will use the results of a 2022 USA survey to jump start a national discussion. In this USA survey, prospective candidates were asked to rank the most appealing factors about psychoanalytic training (where they would consider psychoanalytic training), as well as the most and appealing factors (what would dissuade them from pursuing psychoanalytic training). The key take-away points will be shared with APsA leadership.

After attending this session, participants should be able to: 1) Compare and assess the appealing factors to the detracting factors that affect the decision to apply for psychoanalytic training at a psychoanalytic training institute; 2) Compile solutions that address detracting factors to applying for psychoanalytic training at both a national organization level and a local institute level. **CE: 2**

CPI SPONSORED PROFESSIONAL DEVELOPMENT WORKSHOP:

NOT IN KANSAS ANYMORE: HOW TO ENGAGE ANALYTICALLY OUTSIDE THE CONSULTING ROOM

Co-chairs: John K. Burton, M.D. (New York, NY)
Aimee Martinez, Psy.D. (West Hollywood, CA)

Presenters: Max Cavitch, Ph.D. (Philadelphia, PA)
Timothy Cooper, M.D. (New York, NY)
Jack Drescher, M.D. (New York, NY)
Linda L. Michaels, Psy.D. (Chicago, IL)
Gail M. Saltz, M.D. (New York, NY)
Nicolle Zapfen, Ph.D. (Oakland, CA)

With the rise of social media, podcasts, and other new forms of public discourse, the opportunity for psychoanalytic clinicians and scholars to appear outside the consulting room has expanded dramatically. At the same time, the historically ambivalent fascination of the media with psychoanalysis has only increased. This timely workshop is for analysts, therapists, and scholars who feel drawn to educate and advocate for psychoanalysis on a larger scale, but who are understandably conflicted and confused about how to balance the fundamental psychoanalytic value of privacy with the desire to communicate to larger segments of the population. It will not only provide helpful information, but also a space to process shared conflicts about presenting ourselves beyond the clinical encounter.

After attending this session, participants should be able to: 1) Describe the conscious and unconscious resistance psychoanalytic clinicians and scholars experience towards appearing in public forums; 2) Revise strategies for presenting oneself to the public as a psychoanalytic clinician or scholar with greater comfort. **CE: 2**

DAILY SCHEDULE

2:00 P.M. – 4:00 P.M. continued

DISCUSSION GROUP 39: SOCIAL AND HISTORICAL FACTORS IN CLINICAL WORK

Chair: Donald B. Moss, M.D. (New York, NY)
Discussants: Dorothy E. Holmes, Ph.D., ABPP, FABP (Bluffton, SC)
Stephen Seligman, D.M.H. (San Francisco, CA)

Note: This program is intended to satisfy the requirements of those states that require CE/CME credits in the area of cultural competency for license renewal, but the final judgment for such qualification is made by each state's board.

A clinical case will be presented in which historical, cultural, or economic matters are prominent. The discussion will highlight their importance, if not primacy. A broad clinical audience experienced with increasingly diverse patient populations will work together to explore how psychoanalytic clinical approaches and theories can progress to give full weight to social, cultural, and historical factors.

After attending this session, participants should be able to: 1) Utilize a patients' cultural background along with the standard psychoanalytic perspective on internal family-derived problems to design specific interventions; 2) Prepare case formulations and strategies for treatment oriented to the clinical importance of the historical and cultural issues of race, class, historical trauma, racism, and immigration. **CE: 2**

DISCUSSION GROUP 40: PSYCHOANALYSIS AND PSYCHOTHERAPEUTIC HOSPITALS

Co-chairs: M. Sagman Kayatekin, M.D. (Missouri City, TX)
Michael Groat, Ph.D., M.S. (New Canaan, CT)

The main goal of this discussion group is to help clinicians to develop a multilayered, psychoanalytic, and systemic formulation of the patient, and strategize the treatment within that complicated formulation. Drs. Kayatekin and Groat have extensive experience in psychoanalytic individual, family, group, milieu, and hospital teamwork. The target audience are clinicians who have a wide range of exposure to psychoanalytic venues; from the office to hospitals, IOP's, partial hospitalizations, and day treatment programs. These contexts, with their regressive/progressive capabilities on the persons involved (both the patient and treaters), provide

a unique window to the interrelatedness of intrapsychic and interpersonal matrices of human minds. Clinical presentations from psychoanalytically informed multiple treater settings and discussion will expand participants' understanding beyond the intrapsychic/dyadic psychoanalytic approaches that dominate the psychoanalytic theory.

After attending this session, participants should be able to: 1) Describe the capacity for the regression of the individual in dyadic therapeutic relations and families and groups as an essential part of psychopathology; 2) Use the individual, dyadic, group regressions from the lens of bi-personal defenses like projective identification in the formulation of therapeutic interventions. **CE: 2**

DISCUSSION GROUP 41: IMPASSES IN PSYCHOANALYTIC TREATMENT

Co-chairs: Steven H. Goldberg, M.D. (San Francisco, CA)
Judy L. Kantrowitz, Ph.D. (Brookline, MA)

This session is intended for psychoanalysts and psychoanalytically oriented psychotherapists. Its main purpose is to help clinicians diagnose and formulate strategies for working with clinical impasses. For many years, analysts have been reluctant to talk openly about impasses and analytic failures. Our goal is to normalize the experience, and to create a forum in which such cases can be discussed openly, and creative solutions formulated. Through close study of a clinical case involving impasse, we expect that participants will demonstrate greater openness to recognizing their own countertransference contributions to impasses, as well as similar countertransference contributions in those that they teach and supervise. This will ensue from introspection but more commonly requires consultation with colleagues.

After attending this session, participants should be able to: 1) Analyze impasse and assess the relative contributions from patient, analyst, and theory; 2) Compare and differentiate between situations of full clinical impasse from the more normally encountered obstacles requiring re-thinking and a "second look". **CE: 2**

THURSDAY

DAILY SCHEDULE

2:00 P.M. – 4:00 P.M. continued

DISCUSSION GROUP 42: THE VULNERABLE CHILD: BROADENING HOW CHILD ANALYSTS THINK

Co-chairs: Richard L. Cruz, M.D. (Chadds Ford, PA)
Christie Huddleston, M.D. (Bala Cynwyd, PA)
Recorder: Mary Davis, M.D. (Lancaster, PA)
Presenter: Tina T. Nguyen, M.D. (Santa Monica, CA)
Discussants: Violet Pietrantonio, Ph.D.* (Bologna, Italy)
Barbara S. Shapiro, M.D. (Philadelphia, PA)
Matthew F. Shaw, Ph.D. (New Haven, CT)

Child analysts tend to select a theory with which they are familiar in treating a vulnerable child. This case presentation by Tina Nguyen will focus on how the analyst moves from in-the-moment engagement with the patient to understanding clinical material and thinking about potential useful interventions for future in-the-moment engagement. Formal discussion by Matthew Shaw and Barbara Shapiro and group discussion by the audience will explore the ways in which different theoretical approaches address the same issue, as a means of identifying advantages and disadvantages of various theories in exploring complex material. The session will be of interest to therapists and other professionals working with vulnerable children and adults. Group discussion facilitates participants relating case material to their own practices.

After attending this session, participants should be able to: 1) Explain the treating analyst's working theoretical model in engaging a vulnerable child and identify openings to consider a different theoretical model; 2) Describe the advantages and disadvantages of different theoretical approaches.

CE: 2

DISCUSSION GROUP 43: TREATING PATIENTS WITH UNREPRESENTED PSYCHIC EXPERIENCE AND SOMATIC STATES

Chair/
Presenter: Deborah Shilkoff, L.I.C.S.W. (Cambridge, MA)
Presenter: Alistair A. McKnight, Psy.D., L.M.H.C.
(Cambridge, MA)
Discussant: Rita K. Teusch, Ph.D. (Cambridge, MA)

Some patients with early trauma have severe relationship deficits. Unable to symbolize, their suffering is inchoate and chaotic. They are prone to acting out in treatment with complicated transferences, stormy eruptions, premature departures, or long periods of deadness. They protect their vulnerability through projective

identification or expulsion of nascent thoughts and feelings. They experience panic attacks, eating disorders or addiction. Through a clinical case at different stages of treatment learners will be shown how to listen to analytic process and recognize the signs of non-neurotic functioning including transference and countertransference phenomena. Clinical material from the long-term treatment of a patient with significant early childhood trauma, whose mind does not feel their own, will be presented.

After attending this session, participants should be able to: 1) Describe how unrepresented or poorly represented psychic states evolve, and their relationship to somatization; 2) Summarize how this patient group might develop the capacity to symbolize thoughts and feelings. **CE: 2**

DISCUSSION GROUP 44: UNDERSTANDING PRIMITIVE MENTAL STATES AND THE NATURE OF THE OBJECT RELATIONSHIP

Chair: Lynne M. Zeavin, Psy.D. (New York, NY)
Presenter: Kay Long, Ph.D. (New Haven, CT)
Discussants: Lindsay L. Clarkson, M.D. (Dorset, VT)
Shelley Rockwell, Ph.D. (Washington, DC)

This discussion group is grounded in Klein's original understanding of internalized object relations as central to psychic structure. This year we will pose the question of the analyst's neutrality which is currently a subject of psychoanalytic controversy and debate. The complexity of determining what constitutes a position of neutrality is a crucial one when an analyst is using her countertransference experience and receptivity to transference pressures and communication to understand her patient and to locate herself. The format for the meeting will be a presentation of clinical material by one of us followed by two brief discussions, leaving ample time for discussion among group members.

After attending this session, participants should be able to: 1) Identify a working concept of neutrality as conceptualized by Klein; 2) Explain the role of countertransference in formulating interpretations.

CE: 2

DAILY SCHEDULE

2:00 P.M. – 4:00 P.M. continued

DISCUSSION GROUP 45: THE RELATIONSHIP BETWEEN PSYCHOANALYSIS, PSYCHOANALYTIC PSYCHOTHERAPY, AND NEUROSCIENCE

Chair: Virginia C. Barry, M.D. (Evanston, IL)
Presenter: Maggie Zellner, Ph.D., L.P.* (New York, NY)

This discussion group is geared for psychoanalysts, psychotherapists, researchers, and trainees. The discussion group format allows active learning and evaluation of strategies. Utilizing the presentation of current research findings and clinical examples, this session will increase competence, knowledge and performance of psychoanalysis, expanding psychoanalytic therapeutic tools. Dr. Zellner has over 20 years of experience in neuropsychanalysis. She is the current director of the Neuropsychanalysis Foundation.

After attending this session, participants should be able to: 1) Describe prematurely repressed, automatized, unconscious predictions that function as a dynamic unconscious; 2) Use affect to guide interventions that update maladaptive behavioral and psychological patterns. **CE: 2**

DISCUSSION GROUP 46: THE CRITICS OF PSYCHOANALYSIS: PLATO AND THE ORIGINS OF PSYCHODYNAMIC THINKING

Co-chairs/
Presenters: Jonathan Lear, Ph.D. (Chicago, IL)
Alfred S. Margulies, M.D. (Auburndale, MA)

This discussion group will continue its investigation of the origins of psychodynamic thinking to be found in Plato's Republic. In the last meeting the group investigated the tripartite division of the human psyche. In this session, the group will consider the complex psychodynamics of decline and pathology, both in the individual and in society as a whole. In particular, the group will consider Plato's view of the psycho-social pressures that democracy must inevitably face. The group shall also compare Freud's thinking on the relation of the individual to civilization. Participants are encouraged to have their own copy of Plato's Republic, but a handout of quotations from Books VIII and IX will be sent in advance to those who have registered.

After attending this session, participants should be able to: 1) Compare and summarize Plato's and Freud's conceptions of unconscious processes; 2) Critique the deep implications of the psychodynamic operationalizing of the unconscious based on intrapsychic and societal models. **CE: 2**

DISCUSSION GROUP 47: ON BEING SUPERVISED: IMPLEMENTING TECHNICAL COMPETENCIES IN A LIVE SUPERVISION

Chair: Hilli Dagony-Clark, Psy.D. (Westchester, NY)
Presenters: Lincoln R.A. Hess, M.D. (New York, NY)
Debra Japko, Psy.D. (New York, NY)
Discussants: Anastasia C. Keller, M.D. (Denver, CO)
Mojgan Khademi, Psy.D. (San Diego, CA)
Carmela Perez, Ph.D. (New York, NY)

The American Board of Psychoanalysis (ABPsa) – an independent certifying body that offers Board Certification in Psychoanalysis – conducted a research project in Spring of 2022 on psychoanalytic competencies. The format will include an introduction of the organization/the research project, an overview of findings, and a presentation of a supervisory interaction. This will then be discussed using one single category of the findings aimed at defining competency related to how an analyst approaches analytic work. The targeted audience is clinical supervisors. The educational need addressed is the lack of defined competencies as related to how an analyst approaches clinical work, which challenges supervisors in clearly identifying areas of deficiency in supervisees. Presenters are APBsa research investigators, and a candidate and supervising analysts pair.

After attending this session, participants should be able to: 1) Explain the requisite components for competency in the way an analyst approaches analytic work, specifically the analytic mind and, in work with supervisors/supervisees; 2) Utilize operationally defined competencies to improve communication with supervisees and in the course of supervisee evaluation. **CE: 2**

DISCUSSION GROUP 48: FACING THE FACTS: SELF DISCLOSURE AND THE ANALYTIC RELATIONSHIP

Chair: Stephanie R. Brody, Psy.D. (New York, NY)
Presenter: Jane V. Kite, Ph.D. (Cambridge, MA)

Note: This program is intended to satisfy the requirements of those states that require CME credits in the area of risk management or medical ethics for medical license renewal, but the final judgment for such qualification is made by each state's medical board.

Self-disclosure remains a controversial issue in psychoanalysis and psychotherapy. Consequently, important personal experiences that have the potential to definitively shape new theoretical

continued

THURSDAY

DAILY SCHEDULE

2:00 P.M. – 4:00 P.M. continued

developments are typically sidelined or excluded from discussion. In this discussion group, Jane Kite will describe the emergence of a compelling interest in what we actually mean by ethics in psychoanalysis, linking the concept to the inevitably enigmatic structuring of the unconscious in the analyst. She will describe how her interest grew out of a personal event that was impossible to ignore or to hide from the larger community. Inevitable challenges that are encountered when the personal lives of analysts/psychoanalytic therapists are abruptly and traumatically disrupted will be discussed.

After attending this session, participants should be able to: 1) Describe the concept of unconscious ethics; 2) Describe several ways that a personal event can shape the evolution of psychoanalytic theory. **CE: 2**

DISCUSSION GROUP 49: PSYCHOANALYSIS ACROSS THE DISCIPLINES: NEW PSYCHOANALYTIC READINGS OF SHAKESPEARE: COOL REASON AND SEETHING BRAINS

Chair/
Presenter: Vera J. Camden, Ph.D. (Cleveland Heights, OH)
Presenters: Andrew Barnaby, Ph.D.* (Burlington, VT)
Kasey Evans, Ph.D.* (Evanston, IL)
Zackariah C. Long, Ph.D.* (Delaware, OH)
James Newlin, Ph.D.* (Cleveland, OH)
James W. Stone, Ph.D.* (Washington, DC)

It has been over two decades since the publication of the last major edited collection focused on psychoanalysis and early modern culture. In Shakespeare studies, the New Historicism and cognitive psychology have hindered a dynamic conversation engaging depth-oriented models of the mind from taking place. This discussion group seeks to redress this situation by engaging a broad spectrum of psychoanalytic theory and criticism, from Freud to the present, to read individual plays closely. Far from simply calling for a conventional “return to Freud,” the presentations will initiate an exciting conversation between Shakespeare studies and psychoanalysis in the hopes of radically transforming both disciplines. It is time to listen, once again, to seething brains.

Note: This session does not offer Continuing Education Credit.

DISCUSSION GROUP 50: FINDING UNCONSCIOUS FANTASY IN TRAUMA AND BODY PAIN

Co-chairs: Paula L. Ellman, Ph.D., ABPP (Rockville, MD)
Nancy R. Goodman, Ph.D.* (Bethesda, MD)
Presenter: Marco Posadas, M.S.W., R.S.W., Ph.D.*
(Toronto, Canada)

This presentation analyzes what is in the analyst’s/therapist’s mind when working with LGBTQ and racialized patients who carry trauma in their bodies in unsymbolized ways. Through focus on his process with a transgender traumatized patient who has survived complex trauma, Dr. Marco Posadas brings us close to unconscious processes. To prevent development of iatrogenic suffering caused by unconscious processes within the therapist/analyst, we must know how to identify pernicious trends. The gap in identifying these negative factors is addressed through a compilation of Dr. Marco Posadas’ 25 years of work and data collection during psychotherapy encounters. Strategies to counter intense countertransference affects are set forth with concepts of neutrality, the phallus, and the rule of abstinence through clinical and theoretical presentation and moderated group discussion.

After attending this session, participants should be able to: 1) Summarize the countertransference enactments of psychoanalysts that often occur with issues of LGBTQ+; 2) Use the concepts of neutrality, the phallus, and the rule of abstinence to manage intense countertransference when homotransphobia and racism are present. **CE: 2**

DISCUSSION GROUP 51: THE THERAPIST’S EXPERIENCE OF LOSS AND DEATH

Chair: Anne J. Adelman, Ph.D. (Bethesda, MD)
Presenter: Steven Marans, Ph.D. (Woodbridge, CT)
Discussant: Kerry Malawista, Ph.D.* (Potomac, MD)

This group examines the therapist’s grief in the face of personal or professional loss. Clinical material will be presented, followed by a discussion about the experience of the bereft clinician. Generally, therapists learn to separate their personal life from the work that unfolds in the consulting room. This session will focus, in particular, on the experience of working with a child who has lost a parent. What does this work entail for the clinician? What does it mean to “hold in mind” the meanings of a loss that a child may struggle to grasp, from within a developmental framework? Discussion will take

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2:00 P.M. – 4:00 P.M. continued

place on the various meanings, for the clinician, of working with children who are facing the death of a parent or other significant loss.

After attending this session, participants should be able to: 1) Demonstrate how to “hold in mind” the meanings of a loss that a child may struggle to grasp from within a developmental framework; 2) Develop strategies that navigate and integrate personal grief and emotional responses when working with bereaved children facing loss of a parent. **CE: 2**

4:30 P.M. – 6:30 P.M.

TWO-DAY CLINICAL WORKSHOP #1:
ANALYTIC PROCESS AND TECHNIQUE (PART 2)
CE: 2

TWO-DAY CLINICAL WORKSHOP #2:
ANALYTIC PROCESS AND TECHNIQUE (PART 2)
CE: 2

TWO-DAY CLINICAL WORKSHOP #3:
ANALYTIC PROCESS AND TECHNIQUE:
INTERPRETING IN THE FIRST-PERSON PLURAL:
HOW BIONIAN FIELD THEORY CHANGES THE WAY
WE SPEAK TO PATIENTS (PART 2) **CE: 2**

**CHILD AND ADOLESCENT TWO-DAY CLINICAL
WORKSHOP:**
“THE BAD CHILD”: HOW A CHILD BECOMES THE
REPOSITORY FOR THE FAMILY’S FEAR AND
HOSTILITY (PART 2) **CE: 2**

ARTIST/SCHOLAR-IN-RESIDENCE:
A CONVERSATION WITH TIMOTHY SNYDER

Chair/
Moderator: Peter L. Rudnytsky, Ph.D., LCSW
(Gainesville, FL)

Presenter: Timothy D. Snyder, Ph.D.* (New Haven, CT)

Timothy Snyder, Levin Professor of History at Yale University and a permanent fellow at the Institute of Human Sciences in Vienna, is one of America’s foremost public intellectuals and commentators on the current war in Ukraine. A specialist in modern Eastern European political history and the Holocaust, his seminal books include *The Reconstruction of Nations: Poland, Lithuania, Ukraine, Belarus, 1569-1999* (2003), *Bloodlands: Europe between Hitler and Stalin* (2010), *Black Earth: The Holocaust as History and Warning* (2015), *On Tyranny*:

Twenty Lessons from the Twentieth Century (2017; graphic edition, 2021), and *The Road to Unfreedom: Russia, Europe, America* (2018). In this moderated conversation, Professor Snyder will take questions and engage in an open-ended dialogue with the audience.

Note: This session does not offer Continuing Education Credit.

DISCUSSION GROUP 52: TREATING THE SUICIDAL PATIENT

Co-chair/
Presenter: Mark J. Goldblatt, M.D. (Cambridge, MA)
Co-chair: Mark A. Schechter, M.D.* (Needham, MA)
Presenter: Benjamin J. Herbstman, M.D., M.H.S.
(Cambridge, MA)

Discussant: Elsa Ronningstam, Ph.D. (Belmont, MA)

Experienced clinicians discuss a case presentation of the treatment of a suicidal patient. This session is intended for psychotherapists who are interested in understanding the complexity of intensive work with suicidal patients. This session will address the practice gap around the lack of knowledge about the suicidality, impulses to deadly action and interventions that may be life-sustaining. The educational need is to understand self-destructive patients and the therapeutic interactions that are effective. This discussion group will attempt to improve professional competence by addressing this lack of knowledge. The format is clinically based with theoretical discussion by experienced psychoanalysts engaged in treating self-destructiveness patients.

After attending this session, participants should be able to: 1) Explain the self-destructive psychodynamics of suicide; 2) Revise therapeutic interventions by confronting countertransference resistance with suicidal patients. **CE: 2**

DISCUSSION GROUP 53: CONFLICTING SUBJECTIVITIES AND SELF- INTERESTS BETWEEN ANALYST AND PATIENT

Co-Chairs/
Discussants: Margaret Crastnopol, Ph.D. (Seattle, WA)
Irwin Hirsch, Ph.D.* (New York, NY)
Presenter: Donnel Stern, Ph.D. (New York, NY)

The clinician’s many-layered desire to be “good” and get observably positive results in treatment can be problematic. While well-intentioned, this wish on the clinician’s part can constrict the relational field in ways that end up sabotaging aspects of the

continued

DAILY SCHEDULE

4:30 P.M. – 6:30 P.M. continued

analytic endeavor. Donnel Stern, well-known for his articulation of central concepts like “unformulated experience,” will discuss a striking clinical instance of this phenomenon. Dr. Stern will offer a compelling theoretical context for recognizing and averting the damage such a countertransferential attitude can cause. Discussion will focus on identifying the negative impact of the analyst’s unconscious over-commitment to being “effective.” The relevant considerations will be examined by the panelists and also through extensive dialogue with the participants. Psychotherapists and psychoanalysts at all levels of analytic sophistication will benefit from the material covered.

After attending this session, participants should be able to: 1) Assess the negative impact of the analyst’s unconscious over-commitment to being “effective.”; 2) Use personal reactions to patients with an emphasis on working with personal psychic needs, rigidities, and preconceptions to expand the psychotherapeutic dyad’s freedom within the relational field. **CE: 2**

DISCUSSION GROUP 54: **WRITING ABOUT YOUR ANALYTIC WORK IN A CASE REPORT**

Chair: Stephen B. Bernstein, M.D. (Chestnut Hill, MA)
Co-chairs: Melvin Bornstein, M.D. (Birmingham, MI)
Mark Moore, Ph.D. (Philadelphia, PA)
Jonathan Palmer, M.D. (Newton, MA)
Harvey J. Schwartz, M.D. (Philadelphia, PA)
Peggy E. Warren, M.D. (Waban, MA)
Presenter: Gretchen Suarez, LMHC (Miami, FL)

This discussion group is related to the Committee Sponsored Workshop #3 on Teaching About Analytic Case Writing, Thursday at 11:30 a.m.

Analysts/psychoanalytic therapists are often called upon to describe their work in written form. Clinical psychoanalysis is a spoken process; however, it is through a written process of case writing that much of the therapist’s reflection, learning, teaching, transmission of clinical data, and research occurs. This discussion group will focus on the translation of clinical work from spoken to written modes (as this is seen in an analytic case report). It is led by analysts who have had significant experience in teaching clinical writing.

After attending this session, participants should be able to: 1) Prepare and write about clinical work in

a case report; 2) Describe the specific experience of both patient and therapist in the clinical account.

CE: 2

DISCUSSION GROUP 55: **THE BODY IN OUR CONTEMPORARY WORLD: FROM BORN IN THE WRONG BODY TO BODIES TO WEAR**

Chair: Vaia Tsolas, Ph.D. (New York, NY)
Presenter: Patricia Gherovici, Ph.D.* (Philadelphia, PA)
Discussant: Christine Anzieu-Premmereur, Ph.D., M.D. (New York, NY)

This discussion group will explore gender identity and the role of the death drive in the trans experience as revealed in the clinical practice. The concept of embodiment too often used loosely will be challenged and discussed. Dr. Gherovici will bring forward the wealth of Freud’s complex relationship of the body-psyche and Lacan’s later elaborations on the precariousness of gender, the instability of the male/female opposition, identity construction under the broader term of sexual difference. Clinical vignettes from Dr. Gherovici’s analytic practice and Dr. Anzieu’s discussion will illustrate clinically the usefulness of correcting and building on the term embodiment. Patricia Gherovici is a psychoanalyst and analytic supervisor and recipient of the Sigourney Award. She has authored or edited seven books. Her collection (with Many Steinkoler) *Psychoanalysis, Gender and Sexualities: From Feminism to Trans** is forthcoming in December of 2022.

After attending this session, participants should be able to: 1) Assess how “gender trouble” presents in current clinical practice with trans patients; 2) Analyze the notion of the death drive in connection with “gender trouble”. **CE: 2**

DISCUSSION GROUP 56: **PSYCHOANALYTIC APPROACHES TO THE SERIOUSLY DISTURBED PATIENT**

Co-chairs: Marlene Kocan, Ph.D. (Columbus, OH)
Peter Kotcher, M.D. (Delaware, OH)

This presentation will be useful to psychoanalytic clinicians who treat patients with serious psychopathology including psychosis and addictive disorders. A detailed case presentation will address diagnosis, rationale for using psychodynamic techniques including timing and choice of supportive and exploratory interventions, treatment strategies, changes in treatment strategy over the course of a lengthy treatment, and the utilization

DAILY SCHEDULE

4:30 P.M. – 6:30 P.M. continued

of transference and countertransference to deepen the understanding of the patient's psychopathology and to allow the analyst to formulate interventions based on that understanding. The attendees will ask questions which will allow the presenter and chairs to elucidate the treatment strategy and process. The co-chairs and presenter have extensive experience working with seriously disturbed patients.

After attending this session, participants should be able to: 1) Discuss how to use personal emotional reactions to deepen the understanding of the patient's experience; 2) Assess when to use supportive or expressive interventions based on the nature of the patient's defensive structure and core psychopathology. **CE: 2**

DISCUSSION GROUP 57: **JAMES JOYCE'S ULYSSES AND PSYCHOANALYSIS**

Chair: Steven S. Rolfe, M.D. (Bryn Mawr, PA)

"Ulysses" by means of characterizations that in context makes real and credible the inner lives of fictive persons and provides, through artistic form and aesthetic experience, what scientific case studies cannot manage, for it portrays minds in action, the specificity, rhythms, ideas, association, feelings, and recurrences that distinguish and, in the clinical situation, reveal distinct persons. In doing this it offers occasion for showing by extrapolation how an analyst/psychoanalytic therapist listens and ponders, that is follows along, notices things, and reflects about a person who is saying whatever comes to mind or trying to. This year's reading: "Ulysses: Second half, Chapter 15 "Circe" pp400–497 Gabler Edition, Random House. Supplemental reading: "The Argument of Ulysses" Stanley Sultan.

After attending this session, participants should be able to: 1) Discuss the role of unconscious fantasy and irrational thought processes; 2) Explain the role and characteristics of the superego in a patient's mental functioning. **CE: 2**

DISCUSSION GROUP 58: **PSYCHOANALYSIS AND PSYCHOANALYTIC PSYCHOTHERAPY OF PATIENTS WITH CANCER: HOW THERAPISTS COPE WITH DEATH AND DYING**

Chair: Norman Straker, M.D. (New York, NY)

Presenters: Julia Kulikowski, M.D.* (New York, NY)

Gabriella Riley, M.D.* (Brooklyn, NY)

Two recent graduates of psycho oncology from Memorial Sloan Kettering will offer presentations on how therapists cope with death and dying. The target audience includes all attendees. This topic is usually avoided in psychoanalytic education resulting in a practice gap. Dr Kulikowski will present her reactions to the death of four of her patients and how to avoid burn out. Dr Riley will present a psychoanalytic psychotherapy of a dying patient, focusing primarily on the transference countertransference, and her overidentification. The audience will be engaged in discussions of both these presentations and are expected to be more familiar and less avoidant of death and dying.

After attending this session, participants should be able to: 1) Summarize death anxiety as a fear about the future to treat patients facing death more effectively and with less apprehension; 2) Use terror management techniques to mobilize unconscious defenses against death anxiety that will be effective with patients facing death. **CE: 2**

DISCUSSION GROUP 59: **PSYCHOANALYTIC PERSPECTIVES ON THE DISSOCIATIVE DISORDERS**

Co-chair: Richard P. Kluff, M.D., Ph.D.
(Bala Cynwyd, PA)

Co-chair/

Discussant: Ira Brenner, M.D. (Bala Cynwyd, PA)

This discussion group rebuilds long-severed clinical and theoretical bridges between clinical psychoanalysis and the treatment of patients with dissociative symptoms and dissociative disorders. As Freud turned away from trauma, hypnosis, dissociation, and the dissociative disorders, he effectively removed them from the mainstream of psychoanalytic concerns. Nonetheless, they remained clinical realities. Current analysts have studied some forms of clinical dissociation linked primarily to relational trauma. Despite the facts that Dissociative Identity Disorder (DID) and analysts suffering PTSD-level trauma are not uncommon, the analytic literature on dissociation in response to PTSD-level trauma and/or concerning the actual

continued

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4:30 P.M. – 6:30 P.M. continued

DSM dissociative disorders has remained limited. This session makes use of verbatim clinical material to demonstrate how core psychoanalytic concepts and interventions can be applied in addressing dissociative psychopathology.

After attending this session, participants should be able to: 1) Create interventions that enlist participation by dissociated states of mind; 2) Analyze clinical material to assess components of both relational trauma and PTSD Criterion A trauma. **CE: 2**

DISCUSSION GROUP 60: INTERPRETATION PROCESS AND TECHNIQUE IN THE USE OF PLAY IN THE ANALYSIS OF PRE- OEDIPAL CHILDREN

Chair: Susan P. Sherkow, M.D. (New York, NY)
Discussant: Alexandra Harrison, M.D. (Cambridge, MA)

This discussion group will consider the theory and technique of analytic work with pre-oedipal children, with an emphasis on close examination of the process. Videotaped sessions will be used to show how specific elements of play reflect a child's particular stage of development, with the perspective on what play tells us; in other words: "how to read a child's play." Concepts from object relations theory, separation-individuation theory, attachment theory, and the classic Freudian drive theory with its emphasis on libido, aggression, and psychosexual stages will be used in order to show the integration of those elements in making our formulation of the intrapsychic and interpersonal difficulties of the under-five child.

After attending this session, participants should be able to: 1) List three developmental features of preschool children that make play the preferable therapeutic technique; 2) Describe the process of play and special features of play in the clinical setting which reflect a child's particular developmental capacities. **CE: 2**

DISCUSSION GROUP 61: TRAUMA IN THE TRANSFERENCE: THE PRIMAL ROLE OF SAFETY IN THE TREATMENT OF DISSOCIATION

SESSION CANCELLED

7:00 P.M. – 9:00 P.M.

DISCUSSION GROUP 62: PSYCHOANALYSIS AND CHINA: TRANSFERENCE AND COUNTERTRANSFERENCE IMPLICATIONS OF CULTURALLY DIVERSE DYADS

Co-Chairs: Lana Prince Fishkin, M.D. (Bala Cynwyd, PA)
Elise W. Snyder, M.D. (New York, NY)
Presenters: Francis D. Baudry, M.D. (Falmouth, MA)
Simone Hazan, Ph.D.* (Mexico City, Mexico)
Mark Smaller, Ph.D. (Douglas, MI)
Aleksandra Wagner, L.P.* (New York, NY)

Note: This program is intended to satisfy the requirements of those states that require CE/CME credits in the area of cultural competency for license renewal, but the final judgment for such qualification is made by each state's board.

This discussion group will interest all clinicians working with patients from another culture. The impact of this situation upon both transference and countertransference requires diligent attention, in view of the possibly divergent meanings to the dyad. Four CAPA members, from the US and Mexico, will offer short vignettes from their respective experiences in treating CAPA students online. They will illustrate the influence of cultural diversity on the treatment, particularly as it pertains to the observed transferences and countertransferences. Participants will become more culturally sensitive to both the pleasures and pitfalls of treating patients from a very different background.

After attending this session, participants should be able to: 1) Describe transference/countertransference issues in the treatment, teaching and supervising of Chinese students and candidates, in consideration of the influence of cultural diversity; 2) Assess how to manage transference and countertransference reactions when participating in culturally diverse dyads. **CE: 2**

DAILY SCHEDULE

7:00 P.M. – 9:00 P.M. continued

DISCUSSION GROUP 63: DEEPENING THE TREATMENT

Co-chairs: William H. Braun, Psy.D., CGP (New York, NY)
Jane S. Hall, L.C.S.W. (Altadena, CA)
Presenter: Samuel Guzzardi, L.C.S.W.* (New York, NY)

Psychoanalytic psychotherapists are taught to diagnose patients and recommend psychoanalysis based on an initial assessment of “analyzability.” Psychoanalytic training does not often address developing a recommendation for psychoanalysis through the clinical process. This often results in the analyst having limited abilities to deepen a treatment from the initial consultation toward establishing psychoanalytic psychotherapy and psychoanalysis. This discussion group addresses this conceptual and technical gap and offers psychoanalytic therapists and trainees the opportunity to understand the uniqueness of each analytic dyad, the importance of the analyst's conviction, the patient's need to test the waters and the importance of the frame in the treatment approach. Such understanding enables the practitioner to deepen the level of clinical work and engagement with their patients.

After attending this session, participants should be able to: 1) Summarize the factors that result in the creation of psychoanalytic patients; 2) Identify ways psychoanalytic psychotherapist can encourage their patients to increase the frequency of their sessions and speak about more than just their presenting symptoms. **CE: 2**



SOCIAL EVENT: JOINT CANDIDATES' COUNCIL/IPSO WINTER PARTY

Location: Faces & Names Midtown Bar and Lounge
159 West 54th Street New York, NY
Cost: \$80 (includes food, drinks, music,
and camaraderie)
Questions: [Himanshu Agrawal](#), MBBS, DF-APA,
President of the Candidates' Council

APsA's Candidates' Council and the International Psychoanalytical Studies Organization (IPSO) are happy to invite you to the annual Winter Party. Join your fellow candidates, APsA fellows, graduate students, and other trainees at Faces & Names, half a block from the hotel, is a cozy neighborhood bar with a relaxed and fun atmosphere that has become a classic in this neighborhood for the last 35 years. We will enjoy conversation, food, drinks, music, and the chance to see friends, old and new, from across the country and around the world.

Tickets are required and can be purchased during online registration.

7:30 P.M. – 9:00 P.M.



SOCIAL EVENT: PSYCHOTHERAPY DEPARTMENT RECEPTION

All are invited to an informal wine & cheese gathering to learn about APsA's Psychotherapy Department, the benefits of APsA's Psychotherapist Clinical Membership and how you can become involved. There will be an exchange of information and perspectives about psychotherapy within the analytic community.

[Click here](#) to sign up for this Information and Networking event.

For more information about Clinical Psychotherapist Membership [click here](#).

9:00 P.M. – 10:00 P.M.



SOCIAL EVENT: JAZZ NIGHT

APsA is happy to host our second Jazz Night at this year's 2024 National Meeting! Join us for an intimate performance by Ekep Nkwelle, a Cameroonian-American jazz vocalist living in New York City and one of Jazz at Lincoln Center's rising stars. With her artistry, she strives to display her passion for music all over the world. APsA is thrilled that she will be performing along with her pianist at our 2024 National Meeting. This event is free of charge and open to all registrants.

FRIDAY, FEBRUARY 9

8:00 A.M. – 8:30 A.M.

ADMINISTRATIVE MEETING: BUSINESS MEETING OF MEMBERS

The Meeting of Members is an opportunity for all APsA members to learn about current activities of the Association. All registrants are encouraged to attend.

Don't forget to vote.

If you did not vote before the 2024 National Meeting, onsite voting will be available at the Meeting of Members from 8:00 a.m. – 8:30 a.m.

DAILY SCHEDULE

9:30 A.M. – 11:00 A.M.

PLENARY ADDRESS AND PRESENTATION OF AWARDS

Chair: Daniel W. Prezant, Ph.D. (New York, NY)
Introducer: Sarah Haley, Ph.D.* (New York, NY)
Speaker: Hazel V. Carby, Ph.D.* (New Haven, CT)
Title: “Re-Memory Work in Word and Image”

Note: This program is intended to satisfy the requirements of those states that require CE/CME credits in the area of cultural competency for license renewal, but the final judgment for such qualification is made by each state’s board.



This Plenary will discuss the work of contemporary indigenous and black artists whose work is revolutionizing historical representations of legacies of settler colonialism and ecological degradation and creating alternative imaginings of our relation to place, space and the environment. The target audience is for all clinicians—each of whose work depends upon history and will be exposed to methods by which to assess premature closures of history and how to open histories up to new information. Hazel V. Carby is a renowned historian whose exemplary work in rewriting histories will teach clinicians by example.

After attending this session, participants should be able to: 1) Apply techniques of revising fixed histories to accommodate previously excluded material; 2) Analyze how race and indigeneity function in elaborating patients’ clinical histories.

CE: 1

11:15 A.M. – 4:00 P.M.

POSTER SESSION: RESEARCH RELEVANT TO THEORY AND PRACTICE IN PSYCHOANALYSIS

Chair: Konstantinos Taliouridis, Ph.D., Psy.D., MBA
(Dedham, MA)

The American Psychoanalytic Association sponsors this annual research poster session designed to promote stimulating conversations and mutual learning among psychoanalytic practitioners, theorists, and researchers. Submissions have relevance to psychoanalytic theory, technique, practice, and effectiveness of psychoanalysis or interdisciplinary scholarship addressing research questions in neighboring fields.

The Deadline for submissions: Friday, December 1,

2023. [Click here](#) to for Poster Submission Guidelines.

Note: This session does not offer Continuing Education Credit.

11:30 A.M. – 1:30 P.M.

PRESIDENTIAL SYMPOSIUM: THE ORIGINAL BIG TENT – CHILD ANALYTIC WORK

Chair: Alan Sugarman, Ph.D.
(Cardiff by the Sea, CA)
Introducer: Daniel W. Prezant, Ph.D. (New York, NY)
Presenters: Denia G. Barrett, M.S.W. (Chicago, IL)
Karen Gilmore, M.D. (New York, NY)
Leon Hoffman, M.D. (New York, NY)
Rona B. Knight, Ph.D. (Chestnut Hill, MA)

Ever since Freud added unconscious libidinal impulses to seduction as contributors to neurosis, psychoanalytic clinicians and thinkers have quarreled over the importance of the social versus the internal world. In contrast, analytically oriented child clinicians have always integrated them. This symposium brings together six experienced child analysts and researchers to demonstrate to psychoanalytic clinicians of all theoretical persuasions and patient foci how inextricably bound the social and intrapsychic are. A number of research, theoretical, and clinical directions, originating in work with children, will increase the clinical knowledge and competence at integrating both worlds with patients of all ages.

After attending this session, participants should be able to: 1) Describe how the social and the intrapsychic interact and contribute to pathogenesis; 2) Apply contemporary research on child development and technique to integrate patients external and internal worlds without overemphasis on intrapsychic issues. **CE: 2**

THE 2024 LEE JAFFE CANDIDATES’ COUNCIL PAPER PRIZE

Chair: April Crofut, M.D. (Portland, OR)
Presenter: Elizabeth A. Hamlin, M.D. (Delafield, WI)
Discussant: Adele Tutter, M.D., Ph.D. (New York, NY)

The Lee Jaffe Candidates’ Council Paper Prize is a long-standing annual writing competition for APsA candidates, designed to support the development of new psychoanalytic writers. In this session, the 2024 prize winner Elizabeth Hamlin will present her paper titled “Mourning and Medication”, which explores the intersection of psychoanalytic and pharmacologic treatment through a psychotherapy

DAILY SCHEDULE

11:30 A.M. – 1:30 P.M. continued

case where medication precipitated the sudden experiencing of unintegrated loss. Adele Tutter will serve as discussant, commenting on the themes of the paper and on the process of psychoanalytic writing.

After attending this session, participants should be able to: 1) Describe how the process of mourning can interact with an integrated pharmacotherapy and psychoanalytic treatment; 2) Compare the limitations of treatment with pharmacotherapy alone with interdisciplinary work utilizing biological and psychoanalytic treatments. **CE: 2**

COMMITTEE SPONSORED WORKSHOP #6: CLASSROOM TEACHING: YOU THINK YOU'VE GOT PROBLEMS: WORKING TOGETHER TO SOLVE TEACHING DILEMMAS

Chair/
Presenter: Gerald A. Melchiodi, M.D.
(West Bloomfield, MI)

Problems in teaching and learning are ubiquitous at all levels of psychotherapy education. It is generally accepted that faculty have little or no preparation in teaching and approach teaching in the way they were taught. To close this gap, it is necessary that teachers be informed of the latest information about how adults learn best and how best to approach educational problems. This workshop attempts to improve teaching competence by modeling a new approach to collaborative teaching based on models proposed by a professional educator, Parker Palmer. Problems and impasses will be presented and solicited from the participants. The group will then enter into a collaborative problem-solving discussion which will resemble what should happen in the classroom.

After attending this session, participants should be able to: 1) Demonstrate a collaborative subject centered approach to teaching and learning; 2) Assess how adults learn best and how to approach educational impasses through collaborative problem-solving discussion. **CE: 2**

RESEARCH SYMPOSIUM: PSYCHOANALYSIS AND RESEARCH: BECOMING COLLABORATIVE COMPANIONS

Chair: Karl Stukenberg, Ph.D. (Cincinnati, OH)
Presenters: Gilles Ambresin, M.D.*
(Luasanne, Switzerland)
Marianne Leuzinger-Bohleber, Ph.D.*
(Frankfurt, Germany)
John F. Clarkin, Ph.D.* (White Plains, NY)
Louis Georges Castonguay, Ph.D.*
(University Park, PA)
J. Christopher Perry, M.P.H., M.D.*
(Montreal, Canada)

Discussant: Charles P. Fisher, M.D. (Berkeley, CA)

Psychoanalytic research was once an oxymoron. In more recent years, a vibrant psychoanalytic research culture has developed within and outside APsA and the IPA. In this presentation, psychoanalysts and psychotherapists will interact with prominent researchers to describe how clinicians, researchers and clinician/researchers can collaborate to formulate questions that are meaningful both to psychoanalysts and to the larger scientific community. The advantages of fostering mutually respectful attitudes across what has sometimes been a divide will highlight how researchers can learn from clinicians and inform them based on what they have learned. Creating communities of learners will also be discussed as a means of enhancing the lived experience of research and clinical work.

After attending this session, participants should be able to: 1) Create a clinically relevant research team that integrates empirically supported practices through vigilant attention to process outcome relationships; 2) Utilize empirically supported psychoanalytically meaningful measures of patient functioning in clinical practice. **CE: 2**

ETHICS COURSE: RISK MANAGEMENT CONSIDERATIONS IN BEHAVIORAL HEALTH PRACTICE

Chair/
Presenter: Moira Wertheimer, BSN, JD, CPHRM,
FASHRM* (New Britain, CT)

Note: This program is intended to satisfy the requirements of those states that require CME credits in the area of risk management or medical ethics for medical license renewal, but the final judgment for such qualification is made by each state's medical board.

Analysts and psychotherapists don't often receive formal training pertaining to aspects of practice

continued

DAILY SCHEDULE

11:30 A.M. – 1:30 P.M. continued

administration, separate from the clinical aspects of providing treatment. This didactic presentation includes lecture, review of hypothetical case examples, and a question-and-answer component. The information presented provides participants practicing within the behavioral health profession with risk management information related to documentation, record retention and release, use of email/texting, informed consent for treatment, termination, and telehealth. The presenter is the current Risk Management Lead for the endorsed professional liability insurance program and draws on her nursing, legal, and experiences as a Fellow of the American Society of Healthcare Risk Management.

After attending this session, participants should be able to: 1) Demonstrate the importance of obtaining informed consent for treatment; 2) Apply state and federal medical record creation and retention laws to practice administration. **CE: 2**

2:00 P.M. – 4:00 P.M.

PANEL 1: THE MUSIC THAT BINDS US

Chair/

Presenter: Adam Blum, Psy.D.* (San Francisco, CA)

Presenters: Peter L. Goldberg, Ph.D. (Albany, CA)
Michael D. Levin, Psy.D.* (San Francisco, CA)

Discussant: Francis Grier, M.A., Oxon.* (London, UK)

This panel will explore how music comprises the forms of collective living in which the body finds its place in psychical life. The vitality of clinical process depends at all times on this background quality of shared music, and many of the contemporary maladies we encounter in our work reflect the sensory and emotional isolation of those who remain dissociated from this musical weave of human being. The presenters will use selections of music, draw upon clinical theory, and provide a link to philosophy and cultural history to frame a discussion of the musical dimension of our psychosoma-social world.

After attending this session, participants should be able to: 1) Utilize the music of the clinical process to deepen the communication with the patient/client; 2) Utilize collective forms, patterns, and rhythms arising in the clinical hour to alter emotional isolation in the clinical setting. **CE: 2**

COMMITTEE SPONSORED WORKSHOP #7: THE BUSINESS OF PRACTICE: SPONSORED BY THE PSYCHOTHERAPIST COMMITTEE: PSYCHOANALYTIC PRACTICE IN A RAPIDLY CHANGING LANDSCAPE: LESSONS FROM THE RESEARCH AND ADVOCACY OF PSYCHOTHERAPY ACTION NETWORK (PSIAN)

Co-chairs: Kathryn Fleming-Ives, M.D. (Providence, RI)
James Michael Woody, Psy.D. (Houston, TX)

Presenter: Linda L. Michaels, Psy.D., M.B.A. (Chicago, IL)

Discussant: Eric M. Plakun, M.D., DLFAPA, FACPpsych
(Stockbridge, MA)

This workshop's target audience is psychoanalytic psychotherapists, trainees and anyone interested in learning more about the work of the Psychotherapy Action Network (PsiAN). Psychotherapy practices do not exist in a vacuum. The last few years have witnessed an unprecedented upheaval in the areas of politics, social justice, the natural world, and public health. It is vitally important for all practices and communities to thrive to be informed about what people are looking for in mental health treatment. Using market research collected by PsiAN, both pre- and post-pandemic, implications of this data on how we can best use our individual and collective action urges for good while at the same time maintaining our psychoanalytic sensibility will be discussed.

After attending this session, participants should be able to: 1) Recite 4 key elements that should be present when communicating with the general public about psychoanalytic psychotherapy and psychoanalysis; 2) List 3 misconceptions about what psychoanalytic psychotherapists and psychoanalysts do within treatment. **CE: 2**



DPE RECENT GRADUATES: LOOKING FORWARD, LOOKING BACK: SUSTAINING VITALITY AS A CLINICIAN AND DEVELOPING AS TEACHER, SUPERVISOR, ADMINISTRATOR AND SCHOLAR AFTER GRADUATION

Chair: Yael Holoshitz, M.D. (New York, NY)

Presenter: Aisha Abbasi, M.D. (West Bloomfield, MI)

Discussant: Kristen Whiteside, Ph.D. (Encinitas, CA)

The DPE Recent Graduate committee planned this interactive session. It focuses on the challenges and rewards of the graduate analyst's continuing development as an analytic clinician and the potential to expanded one's roles as teacher,

DAILY SCHEDULE

2:00 P.M. – 4:00 P.M. continued

supervisor, administrator, and scholar. The period following graduation is particularly salient as the recent graduate makes decisions on allocating personal resources and seeks new opportunities for professional development, crafting one's identity as an analyst. In this session, a senior analyst will look back at the choices she made which shaped her development, focusing on her motivations, successes, and disappointments and describe how she continues to develop as an analyst. A recent graduate will present the concerns that have arisen for her since her graduation from analytic training.

A wine and cheese reception, for recent graduates, will immediately follow this session from 4:00 p.m. - 5:00 p.m.

After attending this session, participants should be able to: 1) Summarize the challenges that face the recently graduated analyst to keeping their analytic career alive and vital; 2) Plan a strategy for making decisions on allocating personal resources for career development as a postgraduate analyst. **CE: 2**



DPE CRITICAL THINKING SEMINAR: UPS AND DOWNS OF SUPERVISION

Chair/
Presenter: Jill Model Barth, Ph.D. (Beverly Hills, CA)
Moderators: Sybil A. Ginsburg, M.D. (Atlanta, GA)
Nancy Kulish, Ph.D. (Bloomfield Hills, MI)
Presenters: Daniel H. Jacobs, M.D. (Brookline, MA)
Stephanie Schechter, Psy.D.
(Cambridge, MA)
Jonathan Weiss, M.D. (New York, NY)

The target audience of this program is psychoanalytic and psychodynamic supervisors and potential supervisors. Psychoanalysts and psychotherapists often are asked to supervise trainees without having any explicit training in supervising, or knowledge about empirical or clinical research and conceptualizations about supervision. This program provides a rare opportunity to explore the supervisory process. Typical problems and issues that arise in supervision will be discussed from the viewpoint of supervisors and supervisees. The unique format will include presentations and interchange among supervisors and two recent psychoanalytic graduates freshly supervised. The recent graduates will present examples of

challenging supervisory experiences. Experienced supervisors, who have led study groups and/or written about supervision, will outline their views on the supervisory process and the clinical material presented. There will be ample time for audience participation.

After attending this session, participants should be able to: 1) Apply strategies to deal with handling supervisees' anxieties and resistances utilizing parallel processes to recognize transferences and counter-transferences within the supervisory situation; 2) Discuss three components of helpful supervision: serving as an analytic third, modeling an analytic attitude, creating a safe space conducive to learning. **CE: 2**

UNIVERSITY FORUM: LEADING ON THE FAULT LINE OF CHANGE: MANAGING CONFLICT IN DIVERSE ORGANIZATIONS: A PANEL DISCUSSION WITH EXPERTS

Chair: Beverly J. Stoute, M.D. (Atlanta, GA)
Presenters: Laura Morgan Roberts, Ph.D.* (Arlington, VA)
David A. Thomas, Ph.D.* (Atlanta, GA)

Note: This program is intended to satisfy the requirements of those states that require CE/CME credits in the area of cultural competency for license renewal, but the final judgment for such qualification is made by each state's board.

What are the organizational challenges for leadership as educational, professional, and training organizations become increasingly diverse? A psychodynamic understanding of group dynamics is essential, but just the beginning. An interdisciplinary panel of distinguished experts on organizational management will share perspectives on the conflicts that arise as we navigate historical and emerging vicissitudes of bias, power, and exclusion. Citing recent research, Laura Morgan Roberts, Ph.D., University of Virginia Darden School of Business, will focus on interpersonal and intrapersonal identity conflict, offering positive identity tactics to mitigate conflict and polarization. Integrating psychodynamic understanding with his expertise in organizational management, David Thomas, Ph.D., President, Morehouse College, will explore how Black leaders in predominantly white settings experience and navigate objectification as whites, alternatively, manage the anxiety stirred up in the shifting power dynamics of diverse organizations. We will open a discussion of how

continued

DAILY SCHEDULE

2:00 P.M. – 4:00 P.M. continued

leaders strive to meet the challenging demands of leadership in diverse organizations under these conditions as they navigate the dynamic interplay of social defenses in the group? This moderated interactive panel will include question prompts and case examples of leadership dilemmas that allow panelists to share and integrate their approaches and insights with the audience.

After attending this session, participants should be able to: 1) Summarize key findings of recent research on identity conflicts that develop positive identity tactics to manage conflict in professional organizations and educational institutions; 2) Analyze and integrate basic principles of organizational groups dynamics and psychoanalytic principles with current research on identity conflict and diversity to mitigate the interpersonal and intragroup conflict in diverse membership organizations. **CE: 2**

IPA INTER-REGIONAL ENCYCLOPEDIA DICTIONARY OF PSYCHOANALYSIS (IRED): ONE PSYCHOANALYSIS AND MANY

Chair: Anne J. Adelman, Ph.D. (Bethesda, MD)
Presenters: Stefano Bolognini, M.D.* (Bologna, Italy)
Joseph Fernando, M.D.* (Toronto, CA)
Eva D. Papiasvili, Ph.D., ABPP (New York, NY)

Widely regarded as the most pluralistic resource available to clinicians and academics, IRED reorganizes psychoanalytic knowledge, giving voice to the fullest possible representation of diverse psychoanalytic cultures worldwide, based on a protocol of antireductionistic complexity, liminality and non-polarization. The panelists – the Co-editor of JAPA Review of Books, currently undertaking review of IRED, the past and current Chairs and the North American Co-Chair of IRED - will help participants (of any level of training and expertise) utilize IRED as a methodological tool to further their knowledge of the changes of concepts over time, as they ‘migrate’ and ‘mutate’ in between cultural and linguistic spaces, and increase their competence in the context of complex clinical and professional communication with ‘the other’.

After attending this session, participants should be able to: 1) List three trends of conceptual evolution across various psychoanalytic cultures; 2) Utilize the finalized entries of the IRED in conceptual research and clinical work. **CE: 2**

4:30 P.M. – 6:30 P.M.

THE HOLMES COMMISSION: ACHIEVING RACIAL EQUITY IN AMERICAN PSYCHOANALYSIS: WHERE DO WE GO FROM HERE?

Chair: Dorothy E. Holmes, Ph.D., ABPP, FAPB
(Bluffton, SC)
Presenters: Anton H. Hart, Ph.D. (New York, NY)
Dionne R. Powell, M.D. (New York, NY)
Beverly J. Stoute, M.D. (Atlanta, GA)

Note: This program is intended to satisfy the requirements of those states that require CE/CME credits in the area of cultural competency for license renewal, but the final judgment for such qualification is made by each state's board.

In 1968, in his fourth and last book before his death, Dr. Martin Luther King, Jr. asked in the title: *Where do we go from Here: Chaos or Community?* We ask that question today with respect to racial equity in our field and in our society. Where are we and where do we go from here? This session is an opportunity for storytelling. Come tell the story of where your Institute, organization, study group or leaders are in this process of reading and digesting the Holmes Commission study findings. We, as a Commission, can share vignettes as well since the report release in June 2023. This will be an opportunity to process collectively vignettes, as we ask, how, and in what ways, do we implement Holmes Commission recommendations and assess where do we go from here on the journey to racial equity in our field?

After attending this session, participants should be able to: 1) Describe two institutional obstacles that impede changing systemic racism within psychoanalysis with respect to training, education or supervision; 2) Discuss three institutional initiatives or changes that leadership can make to work towards advancing racial equity initiatives in your Institute. **CE: 2**

DAILY SCHEDULE

SATURDAY, FEBRUARY 10

7:30 A.M. – 8:45 A.M.

BREAKFAST WITH DISTINGUISHED ANALYSTS: THE HOLMES COMMISSION REPORT AND WHAT IT MEANS FOR APSA TRAINEES

Chair: Himanshu Agrawal, MBBS, DF-APA
(Hartland, WI)

Presenters: Anton H. Hart, Ph.D. (New York, NY)
Dorothy E. Holmes, Ph.D., ABPP, FABP
(Bluffton, SC)
Dionne R. Powell, M.D. (New York, NY)
Beverly J. Stoute, M.D. (Atlanta, GA)

Note: This program is intended to satisfy the requirements of those states that require CE/CME credits in the area of cultural competency for license renewal, but the final judgment for such qualification is made by each state's board.

The establishment of the Holmes Commission on Racial Equality in American Psychoanalysis and the resultant Holmes Commission Report (HCR) which reports data from a three year study have all been landmarks in the long history of American Psychoanalysis. This report has been widely distributed, read, metabolized and discussed including in an ongoing study group set up by the APsA Candidates' Council as plans for implementation are being formulated throughout the field. This 'breakfast style' panel discussion will give APsA trainees a chance to meet, mingle and pick the minds of the chairs of the HCR- what it was like to create the report, what the response has been like so far, and what this means for APsA trainees going forward.

After attending this session, participants should be able to: 1) Summarize the complex historical factors that led to the establishment of the Holmes Commission; 2) Assess the future implications and outcomes of the Holmes Commission Report may be when it comes to its effect on APsA trainees.

CE:1

9:00 A.M. – 11:00 A.M.

EXPERIENTIAL PROCESS GROUPS: LIVING IN DIVERSITY AND OTHERNESS (PART 2) CE: 2

For description and educational objectives see Part I on Thursday at 9:00 a.m.

PANEL 2: LOOKING AT WHAT WE ACTUALLY DO: NONLINEAR DYNAMICS OF THE THERAPEUTIC PROCESS

Chair/Presenter/
Discussant: Robert M. Galatzer-Levy, M.D. (Evanston, IL)

Presenters/
Discussants: Charles M. Jaffe, M.D. (Chicago, IL)
Rona B. Knight, Ph.D. (Chestnut Hill, MA)
Stephen Seligman, D.M.H.
(San Francisco, CA)

The target audience for this panel is therapists and analysts. Psychotherapists have many models to organize their work. Nonlinear dynamic systems theory, a conceptual framework that has proven highly successful for understanding complex systems of all kinds. provides conceptual tools such as emergence, nonlinearity, the edge of chaos and the patient-therapist system, that are both closer to the actual practice of psychotherapy and less burdened with hypothetical conceptual entities. It can serve as a particularly effective way of thinking about therapy. Practitioners need access to improved approaches to track the actual flow of the therapeutic process. NLDS provides such an approach. Competence will be improved through a video demonstration of a therapist using NLDS in an unfolding treatment. The presenters are senior clinicians, published in clinical NLDS. The video of a therapy was made by one of them.

After attending this session, participants should be able to: 1) Describe clinical processes as they are observed in actual practice in terms of NLDS concepts including nonlinearity, emergence, the edge of chaos and the therapist-patient system; 2) Compare NLDS practice, including nonlinearity, emergence, the edge of chaos and the therapist-patient system, to treatment based in more traditional analytic concepts to help select intervention that facilitate patients' psychological development in therapy. **CE: 2**

SATURDAY

DAILY SCHEDULE

9:00 A.M. – 11:00 A.M. continued

SCIENCE DEPARTMENT SESSION 1: THE PSYCHODIAGNOSTIC CHART: USING PSYCHODYNAMIC SCIENCE TO ENHANCE CLINICAL WORK

Chair: John H. Porcerelli, Ph.D., ABPP
(Bloomfield Hills, MI)

Presenter: Robert M. Gordon, Ph.D. (Osprey, FL)

In this program, the presenter will introduce an innovative method to integrate psychodynamic structural diagnosis with symptom-based psychiatric diagnosis. A particular strength of the Psychodiagnostic Chart (PDC-2) is its ability to capture variations in patient functioning within categories, providing a more nuanced understanding of the whole person, and illuminating the person's particular strengths and limitations. Because no two individuals within any diagnostic category are alike in particular mental functions, the role of interpretative (and other) interventions in psychodynamic treatment is highly individual. Participants in this program will gain access to a method that is useful in clinical work, as well as for teaching, supervision, and research. The presenter will describe the validation of the Psychodiagnostic Chart, as well as illustrating its use.

After attending this session, participants should be able to: 1) Assess patients using the Psychodynamic Diagnostic Manual's formulation; 2) Apply the components of an assessment of personality organization involving (identity, object relations, defenses, and reality testing) in order to plan treatment more effectively. **CE: 2**

11:30 A.M. – 1:00 P.M.

THE STUART TWEMLOW PSYCHOANALYSIS IN THE COMMUNITY SYMPOSIUM: RETHINKING THE ANALYST'S ROLE IN THE EVERYDAY SESSION: WHAT DO PSYCHOANALYSTS TRY TO DO AND HOW DO THEY KNOW THEY ARE DOING IT?

Chair/

Discussant: Caroline M. Sehon, M.D., FABP
(Bethesda, MD)

Presenter: David Tuckett, BSc, MSc, Ph.D.*
(London, England)

This session is for clinicians seeking to work “psychoanalytically” in a variety of therapeutic contexts. New evidence will be presented from a 20-year research program that compared clinical approaches and suggests a significant and growing

gap in the ways “working psychoanalytically” is understood at practical everyday levels. One research finding is that the meaning of core clinical concepts (unconscious, free association, transference, etc.) is presently so varied and imprecise that there is a constant risk of their (mis)use and (mis)application inhibiting psychoanalytic learning and evaluation. To address this gap, David Tuckett (research leader) will present a new common theoretical framework for psychoanalysis, and 11 core questions that practitioners can ask of their work in any session.

After attending this session, participants should be able to: 1) Assess the clinical evidence for what is unconsciously influencing the patients and to communicate this information to the patients; 2) List two mechanisms by which they can derive the meaning of their patient's associations. **CE: 1.5**

SCIENTIFIC PAPER:

LIMITS ON LOVE: A CRITICAL DISCOURSE ANALYSIS OF PSYCHOANALYTIC TEXTS

Chair: Mitchell D. Wilson, M.D. (Berkeley, CA)

Presenter: Faithlynn Morris, Psy.D. (New York, NY)

Discussant: Michelle Stephens, Ph.D.
(East Brunswick, NJ)

This session will focus on an examination of psychoanalytic text, specifically the relationship between language, power, and love. Using a critical discourse methodology and Black feminist lens, this session aims to address epistemological gaps in psychoanalytic practice and discourse.

After attending this session, participants should be able to: 1) Explain the relationship between language and power as asserted by critical discourse analysis methodology; 2) Compile ways in which to engage a loving approach in scholarship and practice. **CE: 1.5**

11:30 A.M. – 1:30 P.M.

PSYCHOANALYSIS AND NEUROSCIENCE SYMPOSIUM:

THE REVISED STANDARD EDITION – A NEUROSCIENTIFIC PERSPECTIVE

Chair: Charles P. Fisher, M.D. (Berkeley, CA)

Presenter: Mark Solms, Ph.D. (London, England)

Discussant: Lois Oppenheim, Ph.D. (New York, NY)

In this presentation, Mark Solms, the Editor of *The Revised Standard Edition of the Complete Psychological Works of Sigmund Freud*, and the translator of Freud's Neuroscientific Works will describe how the new

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11:30 A.M. – 1:30 P.M. continued

translations do and do not differ from the old ones. In addition, some of Freud's papers which are translated for the first time will also be discussed. Some neuroscientific implications of these revised translations will be addressed. Lois Oppenheim, who is a Humanities Scholar, chairs Scientific Programs at the New York Psychoanalytic Society & Institute and has a special interest in Neuropsychoanalysis will discuss the presentation. There will be ample time for discussion with the audience.

After attending this session, participants should be able to: 1) Describe how understanding Freud as a German man of science clarifies how contemporary readers can understand his writing; 2) Explain the generative contribution of Freud's neuroscientific writing for contemporary psychoanalysis. **CE: 2**

COMMITTEE SPONSORED WORKSHOP #8: PRACTICE BUILDING TODAY: WIDENING THE SCOPE OF PRACTICE AS AN OUTGROWTH OF BROADENING ONE'S CLINICAL THEORIES

Chair &

Moderator: Susan L. Flinders, Ph.D. (New York, NY)

Presenters &

Discussants: Joseph Aguayo, Ph.D.* (Los Angeles, CA)

Barbara L. Gamble, M.S., LLP (Ann Arbor, MI)

Stephen Seligman, D.M.H. (San Francisco, CA)

This session is focused on psychoanalysts, psychoanalytic psychotherapists and academics. This aim is to help clinicians build their practices by considering psychoanalytic theories beyond those developed during earlier careers and how broadening one's theories might resonate better with particular patients across varied demographics and diagnostic categories. This session is aimed to fill the gap of the learner's knowledge of the advantages of learning other theoretical approaches beyond what they already utilize. There will be a vignette/case presentation by an early career analyst followed by varying/distinct theoretical presentations from 2 (to 3) senior experienced analysts. A moderator will assist learners' questions.

After attending this session, participants should be able to: 1) discuss how different psychoanalytic theories more effectively work with distinct patient groups. 2) describe how they might utilize an understanding of various psychoanalytic theories to broaden the patient base in their practices.

CE: 2

COMMITTEE SPONSORED WORKSHOP #9: "EVERYWHERE YOU LOOK": INCORPORATING PSYCHODYNAMIC PSYCHOTHERAPY INTO MEDICAL STUDENT EDUCATION

Chair/

Presenter: Himanshu Agrawal, M.D., MBBS, DF-APA
(Hartland, WI)

Presenter: Meghan Schott, D.O., FAPA*
(Washington, DC)

Therapeutic alliance and professionalism are a core competency in medical school education. Psychodynamic principles are fundamental for teaching medical alliance-building and professionalism, since they involve introspection, the development of empathy, understanding transference/countertransference and addressing conflict. This workshop introduces trainees and educators to an innovative curriculum (originally developed for acute care settings), to discuss transference/countertransference, attachment, rapport, stigma, and sociocultural concerns.

After attending this session, participants should be able to: 1) Design medical curriculum that uses psychodynamic principles involving introspection, the development of empathy and rapport, understanding transference/countertransference and examining sociocultural factors; 2) Apply psychodynamic principles to teach trainee's self-reflection, the development of empathy, understanding issues of transference-countertransference and conflict resolution in medical education, all through a sociocultural prism. **CE: 2**

DAILY SCHEDULE

2:00 P.M. – 4:00 P.M.

PANEL 3: THE PSYCHOANALYST IN THE COMMUNITY:

ILLUMINATING COMMUNITY PSYCHOANALYSIS THROUGH A PSYCHOANALYTIC/PSYCHODYNAMIC & INTERSECTIONAL LENS OF IDENTITY [CULTURE/ETHNICITY/RACE] & THE INFLUENCES OF THE SOCIAL UN/CONSCIOUS IN OUR ATTITUDES, USE OF POWER, AND ACTIONS

Chair/Presenter/

Moderator: Paula Christian-Kliger, Ph.D., ABPP (New York, NY)

Presenters: Neil Altman, Ph.D.* (New York, NY)
Michael Gerard Connolly, M.P.A., L.P., NCPsychA* (New York, NY)
Karol Kullberg, ACSW, LCSW-C (Potomac, MD)
Kathryn McCormick, M.A., LMFT (Seattle, WA)
Thomas Veeder, M.D. (Portland, OR)
Samuel P. Wyche, D.O. (Wyndmoor, PA)

Note: This program is intended to satisfy the requirements of those states that require CE/CME credits in the area of cultural competency for license renewal, but the final judgment for such qualification is made by each state's board.

This panel addresses a critical practice gap in American Psychoanalysis. Low income, BIPOC/Immigrant, and LGBTQA+ underserved individuals and groups are consistently marginalized. There is limited access to clinical/community settings where psychoanalytic/dynamic psychotherapy is practiced. Practitioners need exposure to self- and socio-analytic experiences in racial/cultural transferences and counter-transferences in clinical/community settings, like in villages/communities or houses of worship. With psychoanalysts and community-based [CB] clinicians in analytic/psychodynamic training, this program shines a light on community-based and institutional initiatives like Harlem Family Institute, Oregon Psychoanalytic Center, Colombian, SA and DPE's "Psychoanalyst in the Community" working group, as illustrative, expanding tradition to include the social and social unconscious. It explores barriers/resistances within psychoanalytic/psychodynamic communities to embrace what CB initiatives can offer to field, and larger community/societies.

After attending this session, participants should be able to: 1) Describe two examples of community-based interventions with marginalized populations that reflect psychoanalytic and psycho-dynamically-

informed and applied formulations and practices; 2) List two points of emphasis in psychoanalytic/psychodynamic therapy training that are necessary to meet the needs of underserved communities.

CE: 2



DPE IDEA INCUBATION WORKSHOP

Chair: Richard Tuch, M.D. (Los Angeles, CA)

Presenters: April Crofut, M.D. (Portland, OR)
Jennifer Flores, LMFT (Burbank, CA)

Discussants: Lucy Lafarge, M.D. (New York, NY)
Jennifer Stuart, Ph.D. (New York, NY)
Adele Tutter, M.D., Ph.D. (New York, NY)

The workshop is designed to help candidates and recent graduates learn how to write a publication-worthy paper. Two presenters describe an idea they would like help developing to three panelists (e.g., editors, prolific writers) who then provide guidance and feedback. While other programs aim to help candidates write up their cases for professional advancement, this workshop is focused on helping candidates become contributors to the literature. This year's presenters will discuss two developing topics: involuntary celibates as a clinical entity and countertransference reactions that involve the analyst's sexual arousal.

After attending this session, participants should be able to: 1) Write a scholarly paper for publication utilizing the elements that reviewers use to vet submissions; 2) Compare writing a case report that demonstrates analytic thinking in conducting treatment with writing for publication that advances analytic thinking. **CE: 2**

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2:00 P.M. – 4:00 P.M. continued

ERNST AND GERTRUDE TICHO MEMORIAL LECTURE – POROSITY AND PREOCCUPATION: QUEER THOUGHTS ON PSYCHOANALYTIC CARE

Chair/

Presenter: Brian R. Ngo-Smith, LCSW, BCD-P, FABP (Denver, CO)

Introducer: Avgi Saketopoulou, Psy.D.* (New York, NY)

Note: This program is intended to satisfy the requirements of those states that require CE/CME credits in the area of cultural competency for license renewal, but the final judgment for such qualification is made by each state's board.

This lecture is targeted to all mental health professionals and addresses resistance to the erotic dimensions of caregiving, which may lead to impasses or other foreclosures in the psychoanalytic situation. The presenter will consider reasons for this practice gap, using case examples to explore the erotics of care in order to point toward possibilities for deepened analytic work. In concert with these clinical reflections, attendees will be invited to discuss the field's analogous resistance to a diverse understanding of psychoanalytic care and its expanded provision. Brian Ngo-Smith is a psychoanalyst and clinical social worker. He is on faculty at the Denver Institute for Psychoanalysis and the Sue Fairbanks Psychoanalytic Academy. Brian is the immediate Past President of the American Association for Psychoanalysis in Clinical Social Work.

All are invited to attend a cocktail reception generously sponsored by the Ernst and Gertrude Ticho Charitable Foundation, which follows the Plenary Address from 6:15 P.M. – 7:15 P.M.

After attending this session, participants should be able to: 1) Demonstrate how listening for the pleasure of dependence, as it arises in both providers and in patients, can assist clinicians in attending to ambivalence and resistance to care; 2) Describe how porosity and preoccupation are ethical positions that can enable clinicians to remain receptive to infantile sexual fantasies. **CE: 2**

SCIENCE DEPARTMENT SESSION 2: TRAUMA FOCUSED PSYCHODYNAMIC PSYCHOTHERAPY

Chair: John H. Porcerelli, Ph.D., ABPP (Bloomfield Hills, MI)

Presenters: Jack Keefe, Ph.D.* (New York, NY)
Barbara Milrod, M.D. (New York, NY)

This session, designed to familiarize the audience with the nuts and bolts of Trauma Focused Psychodynamic Psychotherapy, a manualized, 24 session, 12 week psychoanalytic intervention for posttraumatic stress disorder, will describe the psychoanalytic basis of the intervention, describe the ways in which the intervention is designed to focus specifically on symptoms and psychological underpinnings of PTSD, and will present the ongoing research that the presenters have thus far conducted toward demonstrating its efficacy. Few psychoanalysts or psychodynamic clinicians thus far are practicing an organized, PTSD-focused form of treatment for this ubiquitous disorder, and this session will attempt to bridge this gap.

After attending this session, participants should be able to: 1) Demonstrate the clinical importance of a focus on the symptoms and psychological underpinnings of PTSD in Trauma Focused Psychodynamic Psychotherapy; 2) Summarize the research evidence in support of Trauma Focused Psychodynamic Psychotherapy as an effective treatment for PTSD. **CE: 2**

4:30 P.M. – 6:00 P.M.

PLENARY ADDRESS AND PRESENTATION OF AWARDS

Chair: Daniel W. Prezant, Ph.D. (New York, NY)

Introducer: Jane V. Kite, Ph.D. (Cambridge, MA)

Speaker: Mitchell D. Wilson, M.D. (Berkeley, CA)

Title: "The Edge of The Voice"



Psychoanalytic clinical theory has moved away from a focus on speaking, representation, and understanding to varieties of experience that are, it is claimed, beyond words. And yet, in the end, patients endeavor to speak to us about their struggles and we endeavor to make a difference through saying things to them in the attempt to open up new avenues for change. This presentation will examine the role of the voice, the ways in which language finds body and marks the speaking subject with an irreducible singularity. The mode of direct address will be discussed, as

continued

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well as when this mode is disrupted by distance—through trauma, writing, sampling, and other forms of mechanical reproduction.

After attending this session, participants should be able to: 1) Describe the role of the voice in psychoanalytic conversation; 2) List three features of direct address and how they can be disrupted.

CE: 1

6:15 P.M. – 7:15 P.M.



SOCIAL EVENT: ERNST AND GERTRUDE TICHO MEMORIAL LECTURE RECEPTION

All are invited to attend this cocktail reception generously sponsored by the Ernst and Gertrude Ticho Charitable Foundation. This reception is in honor of Brian Ngo-Smith, LCSW, BCD-P, FABP winner of the Ernst and Gertrude Ticho award.

SUNDAY, FEBRUARY 11

9:00 A.M. – 11:00 A.M.

PANEL 4: JOUISSANCE AND THE STORYTELLER

Chair/

Presenter: J. Todd Dean, M.D. (St. Louis, MO)

Presenters: Gregory Gabrellas, M.D., M.A. (New York, NY)
Manya Steinkoler, Ph.D.*

Discussants: Katherine Jenness, Ph.D.* (New York, NY)

Christie Offenbacher, LCSW*
(New York, NY)

This panel is intended to address the problematics of insight as a necessary element in achieving meaningful change in both the clinic and the larger cultural sphere. While Lacan's concept of jouissance and Benjamin's essay "The Storyteller" address this problem from different perspectives, both address the limitations of a strong investment in rational understanding as a necessary and sufficient tool for the creation of change. Also, both speak to alternative ways of creating change. This is an issue of great moment not only in the clinic, but also in major problems facing our world today, such as environmental catastrophe, racism and social inequality. It is hoped that clinicians and scholars may benefit from considering alternative approaches to addressing the challenges we face in our world today.

After attending this session, participants should be able to: 1) Summarize how a focus on rational understanding of a problem can limit the possibilities for meaningful change in clinical practice and make the distinction between the "epistemological" and the "ontological" focus of discourse; 2) Demonstrate engagement in clinical dialogue that allows for more complex and nuanced analytic process. **CE: 2**