

PRELIMINARY PROGRAM



2025 NATIONAL MEETING

February 4–9 | In-Person

Palace Hotel, San Francisco



APsA 2025 NATIONAL MEETING



Welcome to APsA's 2025 National Meeting being held at San Francisco's historic Palace Hotel.

Our program committee has worked diligently to make some changes to the program. After anonymous reviewing an unusually large number of submissions, we grouped presentations by themes in an

effort to include more presentations and to welcome new voices into our community and discourse. This allowed us to accept three times as many new proposals as in the past. We hope to open more slots in future meetings.

Our plenary speakers, Drs. Kimberlyn Leary and Kirkland Vaughans, will undoubtedly enhance our program. In addition to the plenaries, there are two invited panels-one highlighting the legacy of Mary Main featuring noted figures in the attachment world — Diana Diamond, Steve Seligman and Miriam Steele. The other, on memoir, features Joan Peters, an English professor whose much-anticipated book *Untangling: A Memoir of Psychoanalysis* focuses on her experience in psychoanalysis at two different points in her life, comparing two different theoretical and technical analytic views, from the vantage point of her experience as a patient. The second speaker on this panel is Jonathan Rosen, whose acclaimed book *The Best Minds* is a wide-ranging memoir, with thoughtful observations on mental health, theology, literature, and our shared humanity.

In keeping with our commitment to psyche and soma, we are excited to offer early morning Yoga and Tai Chi along with a variety of wonderful social opportunities. Our San Francisco Local Arrangements Committee has worked hard to provide recommendations for nightlife, dining and promotional opportunities ensuring that everyone in the mental health field is aware of our meeting.

We hope you will join us for what promises to be a rewarding and exciting National Meeting! See you in San Francisco.

Seth Aronson, Psy.D.
Program Committee Chair

PROGRAM COMMITTEE

- Phillip Blumberg, Ph.D., Member
- Ann Dart, LCSW, Member
- Elizabeth Diamond, Ph.D., Member
- Neha Gupta, M.D., Member
- Rachel D. Maree, M.D., M.P.H., Member
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- Caroline M. Sehon, M.D. FABP, Executive Committee Liaison
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- Donnel Stern, Ph.D., Member
- Jennifer L. Stevens, Ph.D., Member
- Hannah Wallerstein, Ph.D., Member
- Christopher G. Walling, Psy.D., Member

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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 APsA 2025 National Meeting, attendees will be able to:

- 1. Identify new developments affecting the science, policy, and clinical practice of psychoanalysis.
2. Compare presented clinical guidelines/best practices with the participant’s current practice and identify strengths or gaps.
3. Analyze new research to develop practical applications and improvements for clinical practice or further research.

CONTINUING 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 41.5 AMA PRA Category 1 Credit(s)™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

AMERICAN BOARD OF PSYCHIATRY AND NEUROLOGY – ABMS MOC APPROVAL STATEMENT



Through the American Board of Medical Specialties (“ABMS”) ongoing

commitment to increase access to practice relevant Continuing Certification Activities through the ABMS Continuing Certification Directory, the APsA 2025 National Meeting has met the requirements as a Lifelong Learning CME Activity (apply toward general CME requirement) for the following ABMS Member Boards: Psychiatry and Neurology

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.

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.

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.

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)

There is no information at the time of this printing.

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.

NATIONAL BOARD FOR CERTIFIED COUNSELORS



American Psychoanalytic Association has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 7556. Programs that do not qualify for NBCC credit are clearly identified. American Psychoanalytic Association is solely responsible for all aspects of the programs.

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. Participants may claim credit for recertification; however, their professional organization/institute hold the final say on which accredited activities they accept.

DISCLOSURE STATEMENT 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.
- All participants are urged to be especially vigilant about protecting confidentiality during discussion periods and informal exchanges.
- 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 10.14.2024

MONDAY, FEBRUARY 3

9:00 A.M. – 4:30 P.M.

RESEARCH TRACK: RESEARCH TRAINING PROGRAM (DAY 1)

Co-Chairs/

Presenters: Barbara Milrod, M.D. (New York, NY)
John C. Markowitz, M.D.* (New York, NY)

Presenters: Marianne Leuzinger-Bohleber, Ph.D.* (Frankfurt, Germany)
Eric A. Fertuck, Ph.D.* (New York, NY)

LUNCH BREAK: 12:00 P.M. – 1:30 P.M.

The Research Training Program is a new initiative aimed at introducing a rigorous research approach to psychoanalysis. Taking place on February 3rd and 4th, the program invites individuals interested in conducting psychoanalytically oriented treatment research to apply. Applicants are asked to submit a curriculum vitae and a proposal for a psychoanalytic research project. These sessions will feature brief background talks in a seminar format

but will primarily focus on intensive mentoring of applicants' research projects, helping participants successfully apply for research funding. A program completion certificate will be provided.

For details, visit apsa.org/fellowships-awards/research-training-program/. The deadline for submitting an application is December 30, 2024. Those accepted into the program are expected to attend both days at the 2025 National Meeting.

After attending this session, participants should be able to: 1) Explain the criteria by which grant applications for psychoanalytic process/outcome research and other types of psychoanalytic research are judged; 2) Create a psychoanalytic research proposal suitable for an application for research funding. **CE: 5.5**

DAILY SCHEDULE

TUESDAY, FEBRUARY 4

9:00 A.M. – 4:15 P.M.



DPE CHILD CONGRESS 2025: SIBLING RELATIONSHIPS: RIVAL, COMPANION, INTIMATE EMPATHY, RESILIENCY AND TRANSFORMATION

Chair/

Presenter: Gabrielle H. Silver, M.D. (New York, NY)

Presenters: Dima Amso, Ph.D.* (New York, NY)
Patricia A. Nachman, Ph.D. (New York, NY)
Wendy Olesker, Ph.D. (New York, NY)
Timothy R. Rice, M.D.* (Nyack, NY)
Miriam Steele, Ph.D. (New York, NY)

LUNCH BREAK: 12:00 P.M. – 1:15 P.M.

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 day long exploration of the role of siblings in psychic life, the "lateral dimension," is traditionally less explored than the vertical. This presentation will provide practitioners with a detailed consideration of the theory, clinical work, and cutting-edge research in the area of siblings and the multilayered, and varied developmental impact.

After attending this session, participants should be able to: 1) Summarize the role of siblings in psychic development; 2) Apply new psychoanalytic research exploring siblings' developmental impact. **CE: 6**

9:00 A.M. – 4:30 P.M.

RESEARCH TRACK: RESEARCH TRAINING PROGRAM (DAY 2)

LUNCH BREAK: 12:00 P.M. - 1:30 P.M.

See Monday at 9:00 a.m. for description, objectives and application process. **CE: 5.5**

4:30 P.M. – 7:00 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 7 at 8:00 a.m. See page 38 for more information.

6:00 P.M. – 7:30 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 5

9:00 A.M. – 11:00 A.M.

DISCUSSION GROUP 1: ENABLING OR FORECLOSING CHANGE

Co-chair/

Presenter: Elizabeth Corpt, MSW, LICSW*
(Arlington, MA)

Co-chair/

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

When the analysand's/patient's alienated identification (Faimberg, 2005) remains frozen in familial trauma history, analytic work can feel deadened and resistant to change. In this case presentation, it is the analyst's/therapist's emergent and privately held awareness of her own uncanny alienated identification that becomes the catalyst which frees the field, thus allowing for the emergence of play, creativity, and the ability of the analytic

WEDNESDAY

continued

DAILY SCHEDULE

9:00 A.M. – 11:00 A.M. continued

couple to think, hence, move toward change. To understand this phenomenon, current thinking on intersubjectivity and ethics, (Civatarese, 2021), (Orange, 2021), the place of negative capability and faith, (Civatarese, 2019), (Margulies, 1989), and the creativity of the negative (McGleughlin, 2020) will be considered.

After attending this session, participants should be able to: 1) Describe the ethical aspects involved in contemporary intersubjectivity theory and practice; 2) Explicate the ways the internal work of the analyst/therapist is crucial to enlivening an intersubjective field that is foreclosed to growth and change. **CE: 2**

DISCUSSION GROUP 2: THE PSYCHODYNAMICS AND PSYCHOLOGICAL IMPACT OF MISOGYNY

Co-chair/
Discussant: Cecile R. Bassen, M.D. (Seattle, WA)
Co-chair/
Presenter: Hilli Dagony-Clark, Psy.D., FABP
(Westchester, NY)

This program will explore the impact of culturally condoned misogyny on women's internal dynamics. Hilli Dagony-Clark will present the psychodynamic psychotherapy of a woman who grew up entrenched in culturally sanctioned misogynistic attitudes, focusing on how her patient's internalization of these attitudes and their impact on her was analyzed and worked through. While patients' individual and family dynamics are often examined in clinical presentations, this session will address how misogynistic cultural norms become intertwined with women's fantasies, wishes, fears and inhibitions. Two articles which address the impact of patriarchal and misogynistic cultural norms on women's relationship to assertion, aggression, and ambition will be pre-circulated to participants and discussed, offering a broader context to the issues raised by the case presentation.

After attending this session, participants should be able to: 1) Explain how misogynistic cultural norms become intertwined with women's fantasies, wishes, fears and inhibitions; 2) Summarize the impact of misogynistic norms in treating women who have internalized culturally condoned misogyny. **CE: 2**

DISCUSSION GROUP 3: SEPARATION-INDIVIDUATION AND ATTACHMENT REVISITED: CONTINUITY AND DISCONTINUITY IN MENTAL REPRESENTATIONS OF SELF AND OTHER OVER 60 YEARS

Chair/
Presenter: Wendy Olesker, Ph.D. (New York, NY)
Presenters: Diana Diamond, Ph.D. (New York, NY)
Inga Blom Ph.D., PMH-C* (New York, NY)

This session will focus on two subjects from the Mahler Separation-Individuation Study, one who transforms and one who doesn't. Both were intensively studied in the infancy period with follow-up data in latency/early adolescence and age 25. In middle and late adulthood in addition to in-depth interviews, reliable and valid measures (AAI, ORI, STIPO, and projective tests) were added. The goal is to look at merger, aggression, and early self-regulation and their impact on the evolution of self and object mental representations, the vehicle through which earliest health or pathology is expressed. Psychoanalysts and psychotherapists can learn to assess the earliest and later mental representations of self and other for differentiation and integration.

After attending this session, participants should be able to: 1) List the earliest behaviors that demonstrate differentiation from merger and self-regulatory capacities in the first three years of life; 2) Explain the behaviors and measures that are evidence of high and low levels of differentiation and integration of mental representations of self and other from the STIPO, ORI, Rorschach, and the AAI. **CE: 2**

DISCUSSION GROUP 4: RESEARCH IN PSYCHOANALYSIS: CHARACTEROLOGICAL TRANSFERENCES: FORTY YEARS OF FOLLOW-UP STUDIES

Chair: Robert M. Galatzer-Levy, M.S., M.D.
(Evanston, IL)
Presenter: Phil S. Lebovitz, M.D. (Glencoe, IL)

Forty years ago, Robbins and Schlessinger began a collaboration using psychoanalytic interviews of patients who had completed analysis. A template of categories guides the organization of data collected from the treating process notes from the analysis's inception sessions during which the decision to terminate occurred, and the concluding sessions from the analysis and from the follow up interviews. Effective treatments displayed changes in a phasic pattern of a phenomenon designated

continued

DAILY SCHEDULE

9:00 A.M. – 11:00 A.M. continued

as the characterological adaptive transference. The modifications resulted from the activation of painful and maladaptive emotion schemas in a new interpersonal context, in which they can be tolerated, examined, and reconstructed. The process facilitates the capacity to use self-analytic functions to interrupt characterological transferences and to use it constructively. Findings and methods are described.

After attending this session, participants should be able to: 1) Recognize characterological transference in their clinical practice and how it is manifested in analytic sessions as well as in other interpersonal environments; 2) Demonstrate how follow up interviews are performed using this methodology and may implement this knowledge in their practice to evaluate therapeutic outcomes. **CE: 2**

DISCUSSION GROUP 5: COMMITTEE ON CONFIDENTIALITY: VULNERABILITY, OPENNESS, AND CONFIDENTIALITY IN TIMES OF FEAR

Chair: Kevin V. Kelly, M.D. (New York, NY)
Presenter: Klaus Poppensieker, M.D. (Mill Valley, CA)
Discussant: Peter L. Rudnytsky, Ph.D., LCSW
(Gainesville, FL)

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.

In analytic and therapeutic settings, confidentiality constitutes a crucial element of a trust-based contract. The goal is to create a reflective space where unconscious motivations are explored, and illusions are deconstructed. However, when external circumstances shift towards authoritarianism and attacks on truth and critical thinking become commonplace, new illusions and mythologies challenge the ethical frameworks, clinical practices, and professional identities of practitioners. As a result, clinical work and personal morals may be influenced by unconscious affiliations with large-group identities and their belief systems. Presenter, Klaus Poppensieker, Chair of the Ethics Committee of the IPA as well as a Supervising Analyst at the San Francisco Center and a Training and Supervising Analyst of the German Psychoanalytic Society, addresses the necessity for a thorough analysis of one's own unconscious cultural influences.

After attending this session, participants should be able to: 1) Describe and discuss essential parameters of psychoanalytic/psychotherapeutic settings, including vulnerable openness, regression, free association, reverie, firm boundaries, strict confidentiality; 2) List clinical skills and theoretical conceptualizations that are relevant for a clinician's attempt to uphold an ethical stance and proper professional boundaries under the influence of strong outside influences, such as societal developments towards authoritarianism. **CE: 2**

DISCUSSION GROUP 6: THE INTEGRATION OF PSYCHOANALYSIS AND COUPLE THERAPY

Chair: Graciela E. Abelin-Sas Rose, M.D.
(New York, NY)
Presenter: David M. Rappaport, Ph.D.* (New York, NY)
Discussant: Constance W. Brown, MSW* (New York, NY)

This discussion group is intended for therapists interested in couple dynamics and its effect in each partner. It is a common belief that the individual analyst/ therapist may get to know the partner through his/her patient's narrative. However, that is very unlikely: intense cross-transferences in the couple, projective identification, deposit of traumatic events in the other person, misinterpretation of character traits, deter from a reliable depiction of the partner. The presentation will center on a comparison of the dynamics in the two settings, revealing many important questions. For instance: How does the unconscious organization of each individual interact with the unconscious organization of the couple? What are the differences between the patient's transference to the therapist and to the patient's partner?

After attending this session, participants should be able to: 1) Identify the psychoanalytic principles underlying the unconscious structure and dynamics of a couple; 2) List the beneficial effects of concurrent individual and couple treatments and distinguish between the unconscious organization of the individual and the unconscious organization of the couple. **CE: 2**

DAILY SCHEDULE

9:00 A.M. – 11:00 A.M. continued

DISCUSSION GROUP 7: ENRICHING ADULT ANALYTIC WORK BY CHILD ANALYTIC TRAINING AND PRACTICE

Chair: Caroline M. Sehon, M.D., FABP
(Bethesda, MD)
Presenter: Justine Kalas Reeves, D.Psych., FIPA
(Washington, DC)
Discussants: Mary T. Brady, Ph.D. (San Francisco, CA)
David E. Scharff, M.D., FABP
(Chevy Chase, MD)

This discussion group bridges the gap between child/adolescent and adult psychoanalysis by examining the profound impact of early developmental experiences on adult functioning. A clinical case presentation of a child navigating a challenging family situation will serve as a lens for understanding the lasting influence of latency period experiences. Participants will study the child's play and verbalizations to uncover underlying abandonment fears and their potential connection to adult symptomatology and character structure. The discussion will explore how these insights can inform clinical work with adult patients struggling with internalizing and externalizing disorders.

After attending this session, participants should be able to (1) Identify psychoanalytic techniques in work with behaviorally disruptive children in conjunction with parent work to gain a deeper understanding of the continuity between child and adult psychoanalytic approaches; 2) Describe transference and countertransference issues relevant to work with the infantile parts of adult patients' minds. **CE: 2**

DISCUSSION GROUP 8: 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, LLM (Greenwich, CT)
Presenter: Debra Gill, LCSW (New York, NY)

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 fantasy and phenomena,

contributing to enactments between patient and psychoanalyst-psychotherapist-trainee-candidate. Theory and clinical practice are integrated by discussion of an article; examination of close details in case presentation, followed by lengthy discussion among participants, presenter, and chairs, focusing on The Independent and British Kleinian Schools of psychoanalysis. Susan Finkelstein is a training and supervising analyst in NYC and is the Director of Understanding Primitive Mental States. 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, Klein, Bion, or independent analysts to working with the non-neurotic patient or the disturbed aspects of neurotic patients. **CE: 2**

DISCUSSION GROUP 9: PSYCHOANALYTIC PSYCHOTHERAPY AND PSYCHOANALYSIS, A COMPARISON OF THE PROCESSES

Chair: Ralph Beaumont, M.D. (Portland, OR)
Presenters: Genie Dvorak, Psy.D. (San Francisco, CA)
Lisa Roth, Psy.D.* (San Francisco, CA)
Discussant: Wendy L. Stern, D.M.H. (San Francisco, CA)

This session is addressed to all clinicians at any level who practice or intend to practice both psychoanalysis and psychodynamic psychotherapy. The effort will be to clarify the relations and distinctions between the two processes. The method used for this will involve illustrative presentations of sessions of each process, followed by comments on their relations by a senior analyst, and a discussion of this topic, using the illustrative clinical material by those present.

After attending this session, participants should be able to: 1) Compare the distinctions between psychoanalysis and psychodynamic psychotherapy involving interpretation, free association, use of transference, and directive interventions; 2) Discuss whether the therapeutic cultivation of the patient's capacity for "self analysis" applies to distinguishing the processes of psychoanalysis and psychodynamic psychotherapy. **CE: 2**

DAILY SCHEDULE

NEW DISCUSSION GROUP 10: MEDICAL HOME AS SECURE BASE

Co-chairs: Madeleine Lansky, M.D. (San Francisco, CA)
Omoniyi Omotoso, M.D., MPH, FAAP* (Oakland, CA)
Melissa Rose, M.D.* (Alamo, 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 discussion group invites those who provide care to children, adults and patient-families to learn how psychoanalytic concepts can help in primary care settings. The psychoanalytic tradition uniquely explores child developmental, adulthood, dyadic relationships, unconscious group dynamics, somatization symptoms, trauma, and object relations, just to name a few. The learning is multidirectional. Growing proportions of healthcare workers are from under-represented populations, offering our APsA community life-saving insights about safety-net populations that are critical to the delivery of excellent medical and mental health care. The application of psychoanalytic principles, even with limited access to psychodynamic expertise, can have far-reaching positive impacts on provider competency in approaching patient cases, potentially improving professional satisfaction, decreasing provider burnout, and providing patient-family support within the medical home framework.

After attending this session, participants should be able to: 1) Explain attachment theory in context of medical home in relation to healthcare workers and patient-families; 2) Describe teaching modalities for a diverse health workforce to learn about managing intense affective states. **CE: 2**

NEW DISCUSSION GROUP 11: PSYCHOANALYTIC PARENT INFANT WORK ACROSS THEORIES, FIELDS, AND COMMUNITIES

Co-chairs: Miriam Steele, Ph.D. (New York, NY)
Talia Hatzor, Ph.D. (New York, NY)
Presenters: Alicia Lieberman, Ph.D. (Mill Valley, CA)
Alberto Manzi, M.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 discussion group is intended to provide a place for clinicians of all levels and interests to explore the current state of Parent Infant Psychotherapeutic work and research from a range of perspectives and theoretical orientations in different settings and communities. There will be an emphasis on bringing presenters from different community settings to explore the state of babies and their families and ways to support them in these challenging times around the world. The discussion will focus on addressing the following questions: What kind of psychoanalytic concepts and interventions are utilized in Parent Infant Psychotherapy? What adaptations are made to the different clinical and social settings? What challenges do these families face in current socio-political realities and what impact do these have on infants' development and well-being?

After attending this session, participants should be able to: 1) Summarize the impact of early trauma, specifically social trauma, on young children and their parents; and will be able to articulate the evidence base behind treating this trauma early on; 2) Describe how Parent-Infant Psychotherapy is an important intervention modality for young children and their parents with complex trauma.

CE: 2

DAILY SCHEDULE

9:00 A.M. – 11:00 A.M. continued

SENIOR ANALYST PRESENTATION (PART 1): LESSONS FROM THE SOCIAL FRAME: HOW FACILITATING GROUP WORK IN A CARCERAL SETTING TRANSFORMED MY ANALYTIC MIND (AND HEART)

Co-chairs: Eli Diamond, Ph.D., FIPA (Beverly Hills, CA)
Christopher G. Walling, Psy.D., MBA, FABP
(Los Angeles, CA)

Presenter: Julie Leavitt, M.D.* (San Francisco, CA)

Important: This is a two-part session. When registering for Part 1, you must also select Part 2, scheduled for Wednesday at 2:00 p.m. If you do not register for both parts, you will be removed from the session.

This program is open to psychoanalyst and psychotherapist 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.

In this daylong session, the presenter offers novel adaptations of traditional psychoanalytic concepts and practice methods she developed from a community psychoanalytic experience in which the “clinical encounter” was a two-year group that engaged staff at a social agency. Specifically, the presenter will address how psychoanalytically informed co-facilitation of a social-work/client-advocate group at the San Francisco Public Defenders Office transformed for her the meanings and uses of myriad foundational analytic ideas. Elaborating “case material” from this agency group will simultaneously problematize and enhance participants’ learning: about analytic listening/witnessing, group-unconscious processes, transference, trauma, the frame, analytic authority, grief, and mourning, holding vs. containing, the Law (in the Real), and confrontations with perversion and psychosis in power systems.

After attending this session, participants should be able to: 1) Explain the links between psychoanalysis (its conventional theories and practices) and the social (identity markers/positionalities, groups, constituencies, organizations, institutions); 2) Discuss an experience of working through (difference, conflict, rupture) in a group setting and within the multiple, complex, layered dynamics of a social system. **CE: 2**

11:30 A.M. – 1:30 P.M.

COMMITTEE SPONSORED WORKSHOP #1: COLLEAGUE ASSISTANCE COMMITTEE: RETIREMENT: PRACTICAL QUESTIONS AND ANSWERS

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

Presenters: David I. Joseph, M.D. (Washington, DC)
Audrey Kavka, M.D. (Piedmont, 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.

All psychoanalysts and psychoanalytic psychotherapists must at some point address the question of retirement. Yet there are many significant gaps in their knowledge of retirement ranging from how decisions about retirement should be made to the practical steps involved in retiring from practice. There is a need for education in all of these areas. The session will raise professional competence by demonstrating practical solutions to these problems. The session will involve presentations by two retired analysts, each of whom has wide experience prior to retirement in addressing these issues and each of whom have gained further knowledge of it through their own experience.

After attending this session, participants should be able to: 1) Describe the arrangements that are most useful for patients of retiring analysts; 2) Describe the bases for making rational decisions about retirement. **CE: 2**



DPE PSYCHOTHERAPY SECTION WORKSHOP

Chair: Amy G. Fleischer, LCSW (Norwich, VT)
Presenters: Ari Bachrach, MS, RN, PMHNP-BC
(Oakland, CA)
Ben Goldstone, MA, LMFT (Berkeley, CA)
Fei A. Hu, M.A., LMFT* (Berkeley, CA)
S. Hall McCann, LCSW* (Oakland, CA)
Moderator: Adam Goldyne, M.D. (San Francisco, CA)

In the two-year San Francisco Psychoanalytic Psychotherapy Training Program, learning cohorts have several facilitated “Work Group Meetings” per year. In these meetings, Work Group Leaders

continued

WEDNESDAY

DAILY SCHEDULE

11:30 A.M. – 1:30 P.M. continued

facilitate group members' reflection on the group's conscious and unconscious functioning, with particular focus on how these processes relate to, and impact, the shared central task of learning psychoanalytic psychotherapy. This session will explore the experience of leading and participating in Work Group Meetings, as well as the role played by these meetings on learning and on the functioning of training groups. Faculty will include two Work Group leaders and three former and current trainees. There will be an opportunity for dialogue with the attendees about potential implications of the San Francisco experience for other psychotherapy training programs.

After attending this session, participants should be able to: 1) Describe how Workgroup Meetings are structured and run; 2) Participants should be able to apply insights from the San Francisco experience to enhance similar training programs in their own institutions. **CE: 2**

SERVICE MEMBER AND VETERANS INITIATIVE

Co-chairs: Harold Kudler, M.D. (Durham, NC)
Andrew Van Slyke, D.O. (Virginia Beach, VA)
Presenter: Robert S. Pynoos, M.D.* (Los Angeles, 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.

This presentation will explore how Thomas Salmon, M.D., Chief Consultant in Psychiatry for the American Expeditionary Forces during World War I, employed psychoanalytic principles to move beyond contemporary organic assumptions about shell shock and reformulate it as a traumatic neurosis. This shift in perspective enabled him to implement a multilayered system of care focused on each individual combatant's early development and the specific context and personal meaning of combat experiences. The session will engage a mixed group of learners in tracing the ongoing impact of psychoanalytic principles in modern combat stress control doctrine and its utility in the treatment of disorders of extreme stress in the military, the Veterans Affairs Health System, and other settings with the purpose of enhancing clinical understanding and outcomes.

After attending this session, participants should be able to: 1) Describe how the challenge of shell shock

during World War I led to the modernization of Psychiatry and still holds lessons for clinicians today; 2) Discuss how psychoanalytic understanding of the traumatic neuroses of war came to resonate beyond military and clinical settings to influence literature, film, and the culture at large across the 20th century to the present day. **CE: 2**

12:00 P.M. – 1:30 P.M.



SOCIAL EVENT: CANDIDATES' LUNCH WITH LEADERSHIP** (IPA, APSA, NAPSAC, EPF, AND FEPAL)

One Market Restaurant, 1 Market Street

There is no cost to attend this lunch, but spots are limited—please register as soon as possible. This event is only for ANALYTIC CANDIDATES or BY INVITATION.

For questions please contact: Dr. Konstantinos Taliouridis at ktaliouridis@icloud.com

2:00 P.M. – 4:00 P.M.



DPE EDUCATION FORUM: ART AS A WINDOW INTO THE SOCIAL UNCONSCIOUS: DISTURBANCES IN THE FIELD — ENCOUNTERS WITH THE ART OF FELIX LEMBERSKY

Co-chairs: James W. Barron, Ph.D., ABPP (Brookline, MA)
Paula Christian-Kliger, Ph.D., ABPP (New York, NY)
Presenters: Joanne M. Gold, M.A., M.S.W., M.A.Ed. (Baltimore, MD)
Yelena Lembersky, M.Arch.* (Arlington, MA)
Ori Soltes, Ph.D.* (Bethesda, MD)

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 interdisciplinary forum explores the intersection of psychoanalysis and art in the context of authoritarian governmental control. Felix Lembersky (1913-1970) was a Ukrainian/Russian Jewish painter whose art was initially lauded and later suppressed within the Soviet Union. As his art evolved to include figurative content depicting

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individual suffering and large group ethnic historical trauma, including paintings of the Nazi massacre at Babi Yar, it no longer conformed, aesthetically or politically with the authoritarian, gatekeeping priorities and narrow definitions of art within the bounds of “Soviet Realism.” His art offers a window into the interplay between the internal object world, both conscious and unconscious, and the surrounding social, cultural, historical, and political contexts, while also exploring human vulnerabilities, destructive tendencies, and the capacity for empathy and connection.

After attending this session, participants should be able to: 1) Explain how psyche and the social surround are reflected in the work of the artist; 2) Apply the concept of the social unconscious to the understanding of I-ness, We-ness, and Other-ness.

CE: 2

SENIOR ANALYST PRESENTATION (PART 2): LESSONS FROM THE SOCIAL FRAME: HOW FACILITATING GROUP WORK IN A CARCERAL SETTING TRANSFORMED MY ANALYTIC MIND (AND HEART)

Important: This is a two-part session. When registering for Part 2, you must also select Part 1, scheduled for Wednesday at 9:00 a.m. If you do not register for both parts, you will be removed from the session.

For description and educational objectives see Part 1 at 9:00 a.m. **CE: 2**

DISCUSSION GROUP 12: HISTORY OF PSYCHOANALYSIS: PSYCHOANALYSIS IN TIMES OF CRISIS: LOSS AND RESILIENCE IN FREUD’S CORRESPONDENCE WITH MARIE BONAPARTE

Chair/

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

Co-chair/

Discussant: Madelon Sprengnether, Ph.D.
(Minneapolis, MN)

Presenter: Agnieszka Sobolewska Ph.D.* (Chicago, IL)

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. Agnieszka Sobolewska, a leading authority on psychoanalysis in Eastern and Central

Europe, will consider Sigmund Freud’s complete correspondence with Princess Marie Bonaparte from 1925 to 1938. Her presentation, based also on archival research in the Library of Congress, will explore how these recently published letters reflect themes of crisis and resilience and offer valuable insight into the personal side of Freud’s theoretical work, particularly having to do with the role of emotional connections in the development of psychoanalysis. Dr. Sobolewska shows how a close reading of Freud and Bonaparte’s letters is essential in understanding still unknown facts about Freud’s affective life, his experience of exile, the loss of his psychoanalytic legacy, and the destruction of Jewish life in Europe.

After attending this session, participants should be able to: 1) Discuss the technical, ethical, and theoretical problems addressed by Freud in his correspondence with Marie Bonaparte; 2) Explain the crucial issues theorized in the early history of psychoanalysis in the context of the exile of people and ideas caused by the spread of totalitarian politics in Europe. **CE: 2**

DISCUSSION GROUP 13: 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 are ethical judgments made when there are competing interests to consider? Why is ethical conduct so difficult to talk about at institutes? Because discussing actual ethical breaches is so difficult, this group will use fictional vignettes as a springboard to explore the multiple ethical and clinical choices members of psychoanalytic institutes face in supervisory, treatment, and peer relationships. This discussion group is intended for anyone involved in a psychoanalytic institute, including psychotherapy and psychoanalytic

continued

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trainees and graduate psychotherapists and psychoanalysts.

After attending this session, participants should be able to: 1) Demonstrate increased attention to the risks of breaches of confidentiality and power differentials in psychoanalytic institutes; 2) Explain the importance of, and barriers to, consultation when confronted with ethical dilemmas. **CE: 2**

DISCUSSION GROUP 14: IPSO: INTERNATIONAL PERSPECTIVES IN PSYCHOANALYSIS: 'MAKING A PERSON': CLINICAL CONSIDERATIONS REGARDING THE INTERPRETATION OF ANXIETIES IN THE ANALYSES OF A PATIENT ON THE AUTISTO- PSYCHOTIC SPECTRUM

Chair/

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

Presenter: Erika Lepiavka, B.A., M.A.*
(Mexico City, Mexico)

This presentation is targeted to psychoanalysts-in-training with advanced insights into the clinical practices and theoretical frameworks relevant to working with patients on the autism spectrum, particularly those exhibiting psychotic features. This session aims to bridge the gap in clinical knowledge between psychoanalysts-in-training and seasoned practitioners. The focus will be on the complexities of interpreting anxieties in patients who fall on the autisto-psychotic spectrum, emphasizing the following key areas; technical requirements and interpretive levels and transference-countertransference dynamics. Psychoanalysts-in-training will have an opportunity to engage directly with the presenter, asking questions and discussing specific clinical scenarios they encounter in their practice designed to foster a deeper understanding of the subject matter and provide tailored insights that meet the participants' specific clinical needs.

After attending this session, participants should be able to: 1) Describe the different technical requirements and interpretive levels involved when working with autistic states of mind; 2) Assess how the total transference-countertransference situation may be utilized to establish contact with the withdrawn patient in order to promote change.

CE: 2

DISCUSSION GROUP 15: THE DIFFICULT CHILD TO REACH: A KLEINIAN PERSPECTIVE ON PSYCHOANALYTIC WORK WITH CHILDREN

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

Presenter: Elahe Sagart, M.D., FIPA
(Newport Beach, CA)

This discussion group addresses the professional practice gap in knowledge of children often on the borderline spectrum that do not fit into the category of classical analyzability. Klein understood the need to understand anxieties as key in any analysis, but in particular for patients who are dominated by primitive anxieties and defenses. Her concepts of these earliest defenses such as splitting and projective identification are essential in analyzing these patients who may appear difficult to reach. Clinical material will be presented to facilitate a group process that encourages the participants to imagine the patient's internal world and the quality of the internal object relationships and the anxieties that generate the defenses that make psychoanalytic work difficult. The use of the analyst's countertransference will be understood in the process of reaching difficult states of mind.

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 16: DISTANCE PSYCHOANALYSIS AND PSYCHOANALYTIC PSYCHOTHERAPY

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: Thomas F. Barrett, Ph.D. (Chicago, IL)
Jack Novick, Ph.D. (Closter, NJ)
John H. Porcerelli, Ph.D., ABPP
Bloomfield Hills, MI)

Discussants: Charles P. Fisher, M.D. (Berkeley, CA)
Katherine M. Williams, Ph.D., LCSW
(Chicago, IL)

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 session asks: "Can analytic or analytic psychotherapy competence be measured in any

continued

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setting?” Intended for all psychoanalytic therapists, psychoanalysts, and psychoanalytic educators, it begins a conversation about research that assesses the outcome of both in-person and virtual analysis & therapy by assessing change in the course of training in analysts/therapists trained in onsite, online and hybrid settings. (The reason for the introduction of the measurement of “change” is because assessment of “analytic competence” is notoriously difficult to research.) A brief review of outcome research for both psychoanalytic therapy and psychoanalysis proper will introduce the conversation, followed by examination of differing methodologies and their practicality, towards developing proposals for actual research.

After attending this session, participants should be able to: 1) Apply two elements of competence when assessing effectiveness of online, onsite and hybrid psychoanalysis and psychotherapy in training of candidates and students; 2) Describe two research protocols for studying efficacy of psychoanalytic and analytic psychotherapeutic treatment and training in varying settings. **CE: 2**

DISCUSSION GROUP 17: PHILOSOPHY AND PSYCHOANALYSIS: EDGE OF CATASTROPHE: ERICH FROMM, FASCISM, AND THE HOLOCAUST

Chair: Jack Foehl, Ph.D. (Cambridge, MA)
Presenter: Roger Frie, Ph.D., Psy.D., R.Psych.
(Vancouver, BC)
Discussant: Donna M. Orange, Ph.D., Psy.D.
(Claremont, 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.

What does it mean to be both a social critic and a practicing psychoanalyst/psychotherapist? In light of current social and political crises, this stands as one of our profession's most pressing challenges. This session will examine the work of Erich Fromm, one of the twentieth century's best known public intellectuals but least understood psychoanalysts. Fromm was one of very few analysts to speak publicly about the dangers of fascism. While he was writing *Escape From Freedom*, he was simultaneously engaged in a campaign to save family members and colleagues in Nazi Germany. Fromm's personal struggle shaped his public stance,

but he was ostracized for his progressive stance. Given the growth of fascism and racism today, what can be learned from Fromm's sense of urgency?

After attending this session, participants should be able to: 1) Discuss the relevance of psychoanalytic thinking in responding to the crisis of this sociocultural situation; 2) Explain Erich Fromm's unique relevance as a model for integrating personal and professional commitments in responding to the challenges of authoritarianism. **CE: 2**

NEW DISCUSSION GROUP 18: ON RETIRING AND NOT RETIRING: ANALYTIC IMPAIRMENT AND ANALYTIC DENIAL

Co-Chairs/
Presenters: Christie M. Platt, Ph.D. (Brooklyn, NY)
Joyce Slochower, Ph.D., ABPP
(New York, NY)

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

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 invites participants of all ages to explore the challenges of aging, impairment, and retirement. What does an intentional retirement look like and how does a clinician come to such a decision? Aging and potential retirement should encourage self-reflection, yet many individuals deny the possibility of declining professional capacity or consider the possibility of doing something other than psychoanalysis/psychotherapy. The group will examine the dynamics that complicate facing these realities. Does the desire to "die in the saddle" obscure the need for new pursuits and awareness of vulnerability? Does fear of harming a colleague silence concerns about their impairment? What underlying factors prevent us from confronting these inevitable changes? By fostering open dialogue, the group aims to raise awareness and help participants avoid "going missing" during this critical phase of life.

After attending this session, participants should be able to: 1) Describe an "ideal" retirement; 2) Describe the dynamic impediments to retiring. **CE: 2**

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4:30 P.M. – 6:30 P.M.

RESEARCH SEMINAR

Chair: Petra M. Pilgrim, M.D. (New Canaan, CT)
Presenters: Jamie D. Daniels, Ph.D., LICSW, MSW (Amherst, MA)
Ilana Gratch, M.S., M.Phil. (New York, NY)
Discussant: Evan W. Good, Ph.D.* (Stockbridge, 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 interdisciplinary research seminar will present two studies. Ilana Gratch will present a study in using machine learning techniques to examine nonverbal behaviors of clinical interviewers and suicidal young adults. Her results showed the importance of attending to the preverbal and unformulated information not just in the patient but also the clinician in detecting suicidality. Dr. Jamie Daniels will present a qualitative study examining the experience of Black women in labor unions and how these experiences influence their mental health. Her findings emphasized that participation of the unions is an "arc of engagement" for Black women and have significant implications on their mental health. Each presentation will be followed by clinically oriented discussions exploring the applicability of research findings to applied psychoanalytic practice.

After attending this session, participants should be able to: 1) Summarize the importance of attending to therapist's own non-verbal behavior in predicting suicidality for young adults; 2) Explain how the participation of unions can be important vehicle to empower Black women and benefit their mental health. **CE: 2**

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

Chair: Miri Abramis, Ph.D. (New York, NY)
Presenter: E. Anne Beal, Ph.D. (Wilmette, IL)
Discussant: Marianne Leuzinger-Bohleber, Ph.D.* (Frankfurt, Germany)

Important: This is a two-part session. When registering for Part 1, you must also select Part 2, scheduled for Thursday at 4:30 p.m. Participants are expected to attend both days. If you do not register for both parts, you will be removed from the session.

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.

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 workshop involves listening to detailed clinical process from consecutive analytic sessions of a woman with a multinational identity who has experienced traumatic loss. The presenter, Anne Beal, Ph.D. is an advanced candidate at the Chicago Psychoanalytic Institute and a sociocultural anthropologist. Dr. Marianne Leuzinger-Bohleber, the invited discussant, comes by way of Switzerland and Germany. She is an eminent psychoanalytic researcher, clinician, and leader in the field whose many interests include depression, trauma, development, early prevention, refugee populations, psychoanalysis and neuroscience, and more. She served for many years as Director of the Sigmund-Freud Institute in Frankfurt, the only state supported research center for psychoanalysis in the world. She is the recipient of numerous awards and prizes.

After attending this session, participants should be able to: 1) Identify two ways cultural difference can be engaged in clinical process; 2) Describe how to engage traumatic loss in clinical work. **CE: 2**

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4:30 P.M. – 6:30 P.M. continued

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

Chair: Felecia R. Powell-Williams, Ed.D., LPC-S,
RPT/S, FABP (Houston, TX)

Presenter: Daniel G. Butler, Ph.D., LMFT*
(San Francisco, CA)

Discussant: Ken Corbett, Ph.D. (New York, NY)

Important: This is a two-part session. When registering for Part 1, you must also select Part 2, scheduled for Thursday at 4:30 p.m. Participants are expected to attend both days. If you do not register for both parts, you will be removed from the session.

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.

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

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 psychoanalytic candidate will present clinical process notes to a senior psychoanalyst. Presenter, Daniel G. Butler, works in private practice and is currently a candidate at the Psychoanalytic Institute of Northern California. Dr. Butler serves on the boards of the Journal of the American Psychoanalytic Association, Psychoanalytic Dialogues, and Studies in Gender and Sexuality. Ken Corbett is Professor at the New York University Postdoctoral Program in Psychoanalysis and Psychotherapy. Dr. Corbett writes about play, gender, and analytic theories of development. He is the author of "Boyhoods: Rethinking Masculinities," and "A Murder Over A Girl: Justice, Gender, Junior High." As a consultant, he pays close attention to the analyst's private space (listening, pacing, reverie, etc.) and to the therapeutic action of play and paradox.

After attending this session, participants should be able to: 1) Describe how the analyst's private space promotes play and spontaneity in clinical practice and becomes a site for the examination of countertransference; 2) Identify how play and paradox require the analyst to tarry with not knowing. **CE: 2**

TWO-DAY CLINICAL WORKSHOP #3: ANALYTIC PROCESS AND TECHNIQUE (PART 1)

Chair: Marsha Silverstein, Ph.D. (Berkeley, CA)

Presenter: Monica M. Huston, M.A., LMFT* (Irvine, CA)

Discussant: Judy L. Kantrowitz, Ph.D. (Brookline, MA)

Important: This is a two-part session. When registering for Part 1, you must also select Part 2, scheduled for Thursday at 4:30 p.m. Participants are expected to attend both days. If you do not register for both parts, you will be removed from the session.

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.

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 workshop is designed to inform attendees of the conceptual framework and clinical approach developed by Dr. Joshua Durban, an internationally acclaimed psychoanalyst specializing in children, adolescents, and adults on what he describes as being on the autistic-psychotic spectrum. Through examining process notes from the psychoanalysis of an adult man, participants will gain insights into Dr. Durban's techniques for engaging individuals who are often considered "hard to reach" in therapy and analysis. The sessions will cover his use of varied interpretation levels with autistic states of mind and the significance of the transference-countertransference dynamic in maintaining therapeutic contact. Emphasizing the totality of this dynamic is essential for effectively reaching patients and sustaining engagement throughout treatment, especially with those presenting complex emotional challenges.

After attending this session, participants should be able to: 1) Explain early infantile autistic states and their development throughout adolescence and young adulthood; 2) Discuss the various levels of anxieties, defenses, and unconscious phantasies involved in autistic states of mind. **CE: 2**

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4:30 P.M. – 6:30 P.M. continued

TWO-DAY CLINICAL WORKSHOP #4: ANALYTIC PROCESS AND TECHNIQUE (PART 1)

Chair: Sumru Tufekcioglu, Ph.D. (New York, NY)
Presenter: Joseph E. Wise, M.D. (Brooklyn, NY)
Discussant: Steven H. Cooper, Ph.D. (Cambridge, MA)

Important: This is a two-part session. When registering for Part 1, you must also select Part 2, scheduled for Thursday at 4:30 p.m. Participants are expected to attend both days. If you do not register for both parts, you will be removed from the session.

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.

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

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.

Process material from successive sessions will be presented from an analysis in which termination is being considered. Issues related to transference-countertransference, religious and political beliefs, and aging will be explored. Participants will have the opportunity to address the material and to engage with the discussant and with each other. The presenter, Joseph Wise, M.D., is an adult psychoanalyst in private practice in Brooklyn, NY. The discussant, Steven H. Cooper, is a Training and Supervising Analyst at The Columbia Center for Psychoanalytic Training and The Boston Psychoanalytic Society and Institute. The author of numerous articles and books, his most recent book, *Playing and Becoming in Psychoanalysis*, conceptualizes psychoanalytic concepts such as mourning and defense and the relationships between insight and experience from a play perspective.

After attending this session, participants should be able to: 1) Describe their own clinical/theoretical perspectives on the clinical material presented as they develop in response to the discussion by the presenter and discussant; 2) Describe ways to achieve increased sensitivity as clinicians in thinking of case material from a play perspective related to issues of transference-countertransference, defense, and the interaction of religious and political beliefs in the analytic process. **CE: 2**

TWO-DAY CLINICAL WORKSHOP #5: PSYCHOANALYTIC PSYCHOTHERAPY (PART 1)

Co-chairs: Ann Dart, LCSW (Portland, OR)
Richard F. Summers, M.D. (Bryn Mawr, PA)
Presenter: Rebecca Shapiro, M.A.* (Oakland, CA)
Discussant: Adam Goldyne, M.D. (San Francisco, CA)

Important: This is a two-part session. When registering for Part 1, you must also select Part 2, scheduled for Thursday at 4:30 p.m. Participants are expected to attend both days. If you do not register for both parts, you will be removed from the session.

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.

Registration will be limited to 25 people. If the session is closed and you wish to be added to the waitlist, please email Michael Gray at meetadmin@apsa.org

This clinical workshop, sponsored by APsA's Department of Psychoanalytic Education and the Psychotherapy Department, will focus on psychotherapy process and technique.

The workshop will feature a psychodynamic psychotherapist presenting detailed process notes from several sessions and a discussant who will help highlight aspects of the case. After a close reading of the clinical material, the unfolding process will be the main topic of discussion, along with other psychoanalytic principles that come into play in the therapy. Participants will deepen their understanding of how these principles and techniques inform and contribute to the clinical process. An informal and collegial atmosphere will provide ample opportunity for in-depth and interactive group discussion. This session is appropriate for all levels of clinical experience and is open to all.

After attending this session, participants should be able to: 1) Identify aspects of the transference-countertransference matrix; 2) Identify shifts in the clinical process that deepened the treatment. **CE: 2**

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4:30 P.M. – 6:30 P.M. continued

DISCUSSION GROUP 19: TEACHING PSYCHODYNAMIC PRINCIPLES THROUGH FILM

Chair/

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

Presenters: Ann Marie Gustafson, M.D., M.P.H.
(New York, NY)

Duncan Kimmel, M.D.* (Baltimore, MD)

Joo-Young Lee, M.D., M.S.*
(Highlands Ranch, CO)

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

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 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. This year, the 2008 film *Doubt* will be the focus of discussion. It illustrates the complex nature of the superego and how the fragility of personal morals can interface with the multifaceted dimensions of truth. Elements of ego psychology and object relations will be drawn from to underline healthy and problematic superego workings.

After attending this session, participants should be able to: 1) Describe healthy and pathological superego structures, including how punitive and moralizing attitudes aim to keep the mind in a place of omniscience; 2) List the difference between depressive position (favoring flexibility and complexity) and paranoid-schizoid position (favoring rigidity and sameness) frameworks in the film's characters. **CE: 2**

DISCUSSION GROUP 20: EFFECTS OF THE HOLOCAUST AND GENOCIDE ON SURVIVORS AND FAMILY MEMBERS

Co-chairs: Nanette C. Auerhahn, Ph.D.
(Moreland Hills, OH)

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

Presenter: Andrew B. Klaffer, M.D. (Cincinnati, OH)

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 aims to increase knowledge of long-term psychological effects of genocidal persecution on survivors and family members. A special emphasis is on intergenerational transmission of trauma on survivors' children, grandchildren, and great grandchildren which is not well known by clinicians. A parallel dynamic, with significant differences, among perpetrators and their families may also be explored. This session is intended to increase the efficacy of clinicians working with survivors of massive psychic trauma and their families and will use clinical examples as well as references to the research literature on the topic. The presenter, chair and co-chair have decades of experience working in this area clinically as well as teaching about and researching this topic.

After attending this session, participants should be able to: 1) Describe the impact of intergenerational Holocaust trauma on the individual person's aggression, and object relations; 2) Explain how intergenerational Holocaust trauma shapes communal norms, and in turn shape values, beliefs, superego development, and self-representations.

CE: 2

DISCUSSION GROUP 21: PARENT WORK IN PSYCHOANALYSIS

Chair/

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

Presenter: Thomas F. Barrett, Ph.D. (Chicago, IL)

Discussants: Denia G. Barrett, MSW (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 psychotherapists. Working with parents of emerging adults is a new, expanding arena of clinical activity, addressing dynamics such as failure to launch, parenting challenges with emerging adults, and conceptualizing intergenerational effects. Inclusion of knowledge from allied fields strengthens the multi-modal offerings of clinicians. Recent research shows a significant correlation between treatment outcome and the therapeutic alliance with parents. This year Jack Novick will bring material from treatment of an obsessional, suicidal emerging adult to discuss the critical role of parent work in the case. Discussion with attendees will be central to a shared learning experience.

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4:30 P.M. – 6:30 P.M. continued

After attending this session, participants should be able to: 1) Apply 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 22: PSYCHOANALYSIS AND THE LAW: THE ROLE OF THE UNCONSCIOUS IN FORENSIC MATTERS

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

Presenter: Kenneth J. Weiss, M.D. (Bala Cynwyd, PA)

Discussants: Robert Galatzer-Levy, M.S., M.D.
(Evanston, IL)

Gilbert W. Kliman, M.D. (San Francisco, 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.

A roundtable discussion will re-visit an important topic originally tackled by Freud: should the unconscious be considered by the Court as evidence in forensic cases? There will also be discussion regarding how the unconscious of the psychoanalyst/psychotherapist who testifies with regard to their patient in a Court proceeding may impact their testimony, and how the unconscious of the psychoanalytically trained mental health professional who evaluates clients for the Court may impact their evaluation processes and final conclusions. Criminal, civil, and matrimonial case material will be offered to illustrate the power of the unconscious in the cases themselves as well as the unconscious biases that may influence the psychoanalytically trained expert. This discussion group will be of interest to candidates/trainees, psychotherapists as well as psychoanalysts.

After attending this session, participants should be able to: 1) Explain how psychoanalytic interviewing skills can bring the importance of unconscious determinants into criminal, civil, and matrimonial litigation; 2) Demonstrate how unconscious processes also influence the psychoanalytically trained Court consultant/expert/evaluator including how unconscious bias can affect the work product and its final conclusions. **CE: 2**

DISCUSSION GROUP 23: THE CANDIDATE AT WORK: CASTRATED ANALYST MEETS WINNICOTT'S THINKING

Chair/

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

Presenters: Bobbie M. Davis, Ph.D., LCSW, RPT-S
(Clarksville, TN)

Jan Abram, Ph.D.* (London, England)

This discussion group is designed for psychoanalysts, therapists, and mental health professionals interested in the intersection of classical psychoanalysis and contemporary theories. The focus will be on exploring the implications of Winnicott's concepts—particularly the “good enough mother” and transitional objects—within the framework of the “castrated analyst.” This session will address how these ideas influence the therapeutic relationship and impact the candidate's development in their analytic practice. The rationale for this session stems from the need to bridge classical and contemporary thought, fostering a deeper understanding of the analyst's role and the dynamics at play in the therapeutic setting. Participants will engage in critical discussions, case studies, and collaborative reflections to enhance their clinical practice and theoretical knowledge.

After attending this session, participants should be able to: 1) Apply Winnicott's theories, to their clinical practice, enhancing their understanding of the therapeutic relationship and client dynamics; 2) Develop strategies to recognize and navigate countertransference issues associated with the “castrated analyst” perspective, improving their ability to work through emotional complexities in therapy and fostering a more effective therapeutic environment. **CE: 2**

DISCUSSION GROUP 24: SHAME DYNAMICS

Chair/

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

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

Shame runs deep. More specifically, self-shaming is due to deeply entrenched negative introjects that derive from significant ruptures in relationships to parental figures. Such self-shaming seems often to be enclosed and walled-off from therapeutic intervention. This presentation will highlight a more active clinical process in working with self-shaming patients. The presenter will emphasize the importance of conceptualizing the patient's

continued

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4:30 P.M. – 6:30 P.M. continued

psyche and the therapeutic relationship as a process that is potentially renewable at any given moment rather than as a structure. In contrast to the classical principle of promoting an “observing ego,” the presenter advocates for the importance of promoting a “self-participating ego” in the patient. He recommends that the analytic therapist become a “participatory witness” in an active dialogical relationship with the patient in order to facilitate the patient’s participation in her own psyche.

After attending this session, participants should be able to: 1) Describe how self-shaming emerges from ruptures in relationships with parental figures; 2) Describe the difference between an “observing ego” and a “self-participating ego.” **CE: 2**

DISCUSSION GROUP 25: EMERGING PERSPECTIVES ON LGBTQ ISSUES

Co-chair/
Discussant: Sien Rivera, M.D. (Columbia, SC)
Co-chair: Andi Eliza-Christie, LPC (Pittsburgh, PA)
Discussants: Kristin Fiorella Psy.D., MFT (San Francisco, CA)
Justin Shubert Psy.D, Ph.D.* (Los Angeles, CA)
Colt M. St. Amand Ph.D., M.D.* (Oneonta, 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.

Many psychoanalysts and psychotherapists are still unfamiliar with evidence-based health practices in the care of trans and gender diverse patients/clients/analysands. Increasing provider knowledge of research related to gender affirming care can not only facilitate provider comfort in caring for this population; it can also allow for a deepened analytic/therapeutic relationship. This discussion group will facilitate a dialogue between psychoanalysts experienced in working with trans and gender diverse patients and a medical professional who can offer clear information and perspectives on the range of medical treatments for trans youth and adults.

After attending this session, participants should be able to: 1) Explain evidence-based medical practices for trans and gender diverse populations; 2) Recognize misinformation related to the care of trans and gender diverse people. **CE: 2**

DISCUSSION GROUP 26: CONTEMPORARY TRENDS IN PSYCHOANALYTIC TECHNIQUE - AN INTERNATIONAL PERSPECTIVE

Co-chairs/
Presenters: Christopher G. Lovett, Ph.D. (Newton Centre, MA)
Andrea Celenza, Ph.D. (Lexington, MA)
Jack Foehl, Ph.D. (Cambridge, MA)
Presenter: Deborah Bilder, Ph.D., Psy.D., FIPA (Santa Monica, CA)

Presenter/
Discussant: Rodrigo Barahona, Psy.D. (Brookline, 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 the wide range of contributions to contemporary psychoanalysis made by clinical theorists who have emerged from the diverse psychoanalytic cultures across Europe, South America, and North America. The work of such authors as W.R. Bion, Andre Green, Roosevelt Cassorla, and Giuseppe Civitarese will be highlighted, especially their attention to the nonverbal, primitive levels of psychic functioning linked to early affective states, the body, and the primary relationships in the infant’s experience. The clinical focus will emphasize analysis as a system of transformations that take place within and through the analytic relationship, including the importance of the analyst’s receptivity to both the verbal and nonverbal communication within the analytic field. Clinical material will demonstrate the distinctive clinical approaches discussed.

After attending this session, participants should be able to: 1) Explain and utilize in therapeutic approaches the concept of the analytic field, negative and positive transformations in hallucinosis; 2) Describe and discuss the use of reverie and the idea of dreaming the session as means of deepening treatments with difficult to reach patients. **CE: 2**

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4:30 P.M. – 6:30 P.M. continued

DISCUSSION GROUP 27: NEUROSCIENCE PERSPECTIVES ON PSYCHOANALYSIS

Chair/
Discussant: Mark J. Fisher, M.D. (Irvine, CA)
Discussants: Theo van Erp, Ph.D.* (Irvine, CA)
Kevin J. Ing, M.D., MDiv* (New Haven, CT)

This discussion group addresses the neuroscience literature on topics pertinent to contemporary psychoanalysis, from the perspectives of both theory and clinical practice. The session is led by Dr. Fisher, a neurologist, neuroscientist, and Professor of Neurology at UC Irvine. The ongoing investigations into free association will be discussed. These are studies of the functional neuroanatomy of free association using fMRI. The studies are designed to analyze brain function during free association, and determine what differences, if any, exist between free association and mind wandering from the perspective of brain activity. In addition, we will address the impact of the psychoanalyst on brain function during psychoanalysis.

After attending this session, participants should be able to: 1) Discuss current state of knowledge of the functional neuroanatomy of free association; 2) Analyze the relationships between free association and mind wandering. **CE: 2**

8:00 P.M. – 10:00 P.M.



SOCIAL EVENT: THE ESCAPE GAME

151 Kearny Street
theescapegame.com/sanfrancisco

APsA Registrants, Get Ready to Escape!

Join us for an exciting evening as APsA takes over all five escape rooms at The Escape Game, just a five minute walk from the Palace Hotel.

Put your teamwork skills to the test as you work together to find clues, solve puzzles, and complete tasks to escape before time runs out. And see if you can beat the clock against the other four games happening simultaneously!

This social event was inspired by a conversation among attendees at the 2024 National Meeting who were planning their own escape to an Escape Room.

Come alone, and we'll add you to a team, or bring your own group.

Tickets are \$45

Capacity is limited.

THURSDAY, FEBRUARY 6

7:45 A.M. – 8:15 A.M.



SOCIAL EVENT: BREAKFAST GATHERING FOR IN-TRAINING MEMBERS

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

8:15 A.M. – 11:00 A.M.

ADMINISTRATIVE MEETING: CANDIDATES' COUNCIL

Note: Candidates/Trainees who are pre-registered to participate 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. Our friends from IPSO, any trainees who are not in psychoanalytic training, and psychoanalytic psychotherapy trainees are also warmly welcomed (please know that you may need to be excused in case an executive session is called). 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.
(Longmeadow, MA)

Presenter &
Prize Winner: Nanette C. Auerhahn, Ph.D.
(Moreland Hills, OH)

Title: *Identification of the Self as an Aggressor:
intergenerational Vicissitudes of Victim/
Victimizer Self-Representations*

The Peter Loewenberg 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

WEDNESDAY

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9:00 A.M. – 11:00 A.M. continued

and Book Prize of the American Psychoanalytic Association will also be awarded during this session.

Drawing on work with traumatized patients as well as survivors of war and genocide, this paper traces the vicissitudes of a psychic representation that the author terms identification of the self as an aggressor. This identification arises out of catastrophic traumatic events, traumatic events of everyday life, those instinctual drives that ensnare us as animals, and our capacity for symbolization and self-reflective thinking that marks us as human. It creates the potential for enactment not only of the roles of victim and prey but also of victimizer and predator, setting the stage for potential war crimes in every nation. Movement toward integration of these roles and identities is proposed as a means to prevent enactment.

Note: *This session does not offer Continuing Education Credit.*

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

Chair: Anton H. Hart, Ph.D., FABP, FIPA
(New York, NY)

Presenters: Dorothy E. Holmes, Ph.D., ABPP, FABP
(Bluffton, SC)

Dionne R. Powell, M.D. (New York, NY)

Justin Shubert, Psy.D., Ph.D.*
(Los Angeles, CA)

Jasmine Ueng-McHale, Ph.D.*
(Princeton, NJ)

Samuel P. Wyche, D.O. (Wyndmoor, PA)

Important: *This is a two-part session. When registering for Part 1, you must also select Part 2, scheduled for Saturday at 9:00 a.m. If you do not register for both parts, you will be removed from the session.*

Note: *Your registration for this session is subject to the approval of the session chair and presenters 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 1, Thursday February 6 from 9:00 a.m. – 11:00 a.m. and Part 2, Saturday from 9:00 a.m. – 11:00 a.m. As a requirement for registration, participants are asked to commit to attending both days for the benefit of the group process. If there is already an existing conflict, we ask that you refrain from registering until a future conference date to honor the two-session process for the group members.

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 with 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**

DISCUSSION GROUP 28: PSYCHOANALYTIC APPROACHES TO WORKING WITH CHILDREN WITH AUTISM SPECTRUM DISORDER

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

Discussant: Carlotta Bettencourt, Ph.D.*
(New York, NY)

Using data from the analysis of a child on the autism spectrum, this discussion 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. This session will address the impact on his ego development from a confluence of factors: contributions from neurobiology, endowment, conflict, and environmental stressors. 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 symptom. **CE: 2**

DAILY SCHEDULE

9:00 A.M. – 11:00 A.M. continued

DISCUSSION GROUP 29: CULTURAL NARRATIVES IN PSYCHOANALYSIS

Co-chairs: Sandra Buechler, Ph.D.* (New York, NY)
M. Nasir Ilahi, LLM (Greenwich, CT)

Presenter: Grace Conroy, Ph.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.

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 analytic clinician (or his/her implicit and explicit theories) comes from a western culture and the patient from a radically different, non-western one (e.g., Japan, India, China etc.) where profoundly different unconscious emotional values prevail. While each such culture is unique, they all share the family-centered aspect to varying degrees in contrast to the individual-centered emphasis in the West. These non-conflictual internalizations date back to earliest pre-verbal mother/infant/family interactions, seldom become conscious being silently woven into the entire emotional taproots. This territory will be intensively explored including with clinical material.

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 transferences and counter transference developments in psychoanalytic therapy with patients from non-western cultures can lead to clinical impasses.

CE: 2

DISCUSSION GROUP 30: CONTRIBUTIONS OF INFANT RESEARCH TO ADULT TREATMENT: HEALING AFTER DISASTER

Chair/

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

Presenters: Hanife Nur Akal, M.D.* (Washington, DC)

Büşra Uğur, M.S.* (Istanbul, Türkiye)

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 discussion group's intended audience is all mental health clinicians. The topic, "Healing after Disaster", intends to offer an intervention to support both child and caregiver in their healing after experiencing trauma. Adapted from Gilbert Kliman's guided activity workbooks, this intervention designed for victims of the recent earthquake in Türkiye involves child and caregiver working together to grieve losses and support agency. Results of an outcome study conducted in the earthquake area are included in the presentation. Cultural congruence is addressed by the Turkish-American child psychiatrist presenter and the Turkish researchers. The workbook exemplifies how Kliman's workbooks can serve as a method of disseminating helpful information about psychoanalytically and developmentally informed understanding and treatment of trauma in the context of the caregiving relationship.

After attending this session, participants should be able to: 1) Design a workbook to use as a targeted intervention to guide child and caregiver in their healing after a traumatic experience; 2) Create a collaboration to study the outcome of such a targeted intervention. **CE: 2**

DISCUSSION GROUP 31: TREATMENT RESISTANCE: APPLICATION OF PSYCHOANALYTIC IDEAS TO PSYCHIATRIC DILEMMAS

Co-Chairs: Eric M. Plakun, M.D., DLFAPA, FACPpsych
(Stockbridge, MA)

Elizabeth F. Weinberg, M.D. (Belmont, MA)

Presenter: Kyle Shepard, D.O.* (Stockbridge, MA)

Discussant: David Mintz, M.D. (Stockbridge, 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 addresses the utility of applying psychoanalytic concepts to "treatment resistance," defined as treatment nonresponse, with particular focus on improving outcomes in work with suicidal patients. This session also will focus on the role of psychodynamic concepts in understanding patient response to psychopharmacologic intervention. The session is targeted towards clinicians and clinical researchers. This small group activity supports improved competence through demonstrating specific approaches to work with highly complex,

THURSDAY

continued

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9:00 A.M. – 11:00 A.M. continued

high-risk patients in a clinical case. Application of psychoanalytic concepts will be shown through discussion of how their use improves outcomes, in particular how these concepts can improve management of suicidality, use of modalities such as medication, and the application of understanding of countertransference to the treatment alliance.

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 32: PSYCHOTHERAPISTS PRESENT: “JANIE’S GOT A GUN”: THERAPY WITHIN COMMUNITIES AFFECTED BY GUN VIOLENCE

Co-Chairs: Petra M. Pilgrim, M.D. (New Canaan, CT)
Margaret Cheng Tuttle, M.D.
(Arlington, MA)

Presenters: Ellie Leitner, MSW, LCSW* (Milwaukee, WI)
Nicole M. Pryor, M.S., LPC* (Milwaukee, WI)

Discussant: Jeffrey Taxman, M.D. (Mequon, WI)

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.

Gun violence is prevalent across the United States. In 2022, according to the CDC, 48,204 people died from gun-related injuries in the U.S. Lessons about the aftereffects of gun violence are not yet part of the traditional curriculum of psychotherapy programs. This session will feature two psychotherapists who work in a community clinic and treat underserved populations who are also exposed to gun violence. The cases will highlight the psychological sequelae of gun usage on patients and communities as well as the transference and countertransference that develops after gun violence affects a community. The session is targeted towards psychoanalytic psychotherapists, but all interested APsA members are welcome.

After attending this session, participants should be able to: 1) Explain the transference and countertransference that develops within the community health setting when patients/clients present with issues of personal relevance to the

psychotherapist; 2) Summarize the effects of gun ownership and gun violence on therapeutic work in the community health setting. **CE: 2**

DISCUSSION GROUP 33: PSYCHOANALYTIC COUPLE AND FAMILY THERAPY

Co-chairs/

Discussants: David E. Scharff, M.D. (Chevy Chase, MD)
Richard M. Zeitner, Ph.D. (Greenwood, MO)

Presenter: Olga Khokhlova, Msc.
(Dubai, United Arab Emirates)

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.

Psychoanalysts and analytic psychotherapists treating couples often face the problem of whether also to see individual members of the couple. This presentation of a combined couple and individual treatment addresses issues of the strain and mutual facilitation of treatments in the combined modality of individual and couple analytic therapy conducted by the same analytic therapist. Issues of confidentiality, strain between individual and couple needs, the role of parenting and sexuality will be presented for discussion by the group.

After attending this session, participants should be able to: 1) List three elements of risk to pursuing combined individual and couple treatment; 2) Explain two elements of facilitation of analytic growth by the combination of individual and couple analytic therapy. **CE: 2**

DISCUSSION GROUP 34: THE RELATIONSHIP BETWEEN PSYCHOANALYSIS, PSYCHOANALYTIC PSYCHOTHERAPY, AND NEUROSCIENCE

Co-chairs: Virginia C. Barry, M.D. (Evanston, IL)
Charles P. Fisher, M.D. (Berkeley, CA)

Presenter: Charles M. Jaffe, M.D. (Chicago, IL)

Emotion schemas are relevant to clinicians and researchers in affective neuroscience. Clinicians access emotion schemas through the refraction of psychoanalytic models. Affective neuroscience offers the neurobiological basis for emotion schemas through basic emotion systems, but it has been a challenge to connect the biology to clinical process. Multiple Code theory and its derived linguistic measures of referential activity

continued

DAILY SCHEDULE

9:00 A.M. – 11:00 A.M. continued

offer a bridge between the affective neuroscience recognition of emotion schemas and the process of their arousal, articulation, and reprocessing in the clinical encounter, offering a novel method to observe the clinical process without the overlay of a priori psychoanalytic models. Through a case presentation, the session encourages collaboration to explore clinical process and its connection to the biology of emotion. This session is for clinicians and researchers at all levels.

After attending this session, participants should be able to: 1) Demonstrate a method to study emotion schemas from clinical and affective neuroscience perspectives; 2) Using basic emotion systems, apply the concept of emotion schemas in therapy as they are aroused, articulated, and processed. **CE: 2**

DISCUSSION GROUP 35: ANALYTIC LISTENING: REFLECTIONS ON HYPOTHESIS AND EVIDENCE

Chair: Ralph Beaumont, M.D. (Portland, OR)
Presenter: Catherine Blanchard, LPC, MA
(Portland, OR)

The discussion group will closely examine process notes from single sessions. The focus will be on the details of the data-gathering process and the conceptualization of clinical methodology, emphasizing the differences between generated hypotheses and the evidence supporting them. The group will aim to refine the understanding of communication nuances—both verbal and nonverbal—to identify cues that might otherwise be missed and to critically evaluate assumptions and inferences, regardless of the theoretical model used. This evaluation will help determine whether existing assumptions hold up or obstruct the exploration of new approaches.

After attending this session, participants should be able to: 1) Differentiate between interpretive hypotheses and evidence derived from the patient's subsequent associations; 2) Utilize subtle communication cues, both verbal and non-verbal, to address overlooked signals and reflect on assumptions and inferences. **CE: 2**

11:30 A.M. – 1:30 P.M.



DPE RESEARCH EDUCATION DIALOGUE: CAN NARCISSISTIC PATIENTS CHANGE AND HOW DO WE ASSESS IT?

Co-chair: Diana Diamond, Ph.D. (New York, NY)
Co-chair/
Presenter: Eric A. Fertuck, Ph.D. (New York, NY)
Presenter: Elsa Ronningstam, Ph.D. (Belmont, MA)

Individuals with Pathological Narcissism (PN) and Narcissistic Personality Disorder (NPD) oscillate between grandiosity and vulnerability, devalue and envy others, exhibit compromised empathy, and a fear of dependency. These traits engender significant distress in self and others, impairments in love and work, and pose clinical challenges and impediments to change in psychotherapy. In this session findings from two studies of trajectories of change in individuals with PN will be presented. Case material from patients in Transference Focused Psychotherapy (TFP) adapted for NPD will highlight techniques that affect changes in suicidality, social functioning, love, and work over 18 months. Another study highlights the process of change in alliance building, emotion regulation, interpersonal engagement, and sense of agency in 8 patients with NPD in multi modal treatments.

After attending this session, participants should be able to: 1) Describe different aspects of Narcissistic Personality Disorder and how change in these dimensions is assessed over the course of psychotherapy with an emphasis on change in psychoanalytic psychotherapy; 2) Identify psychodynamic techniques that can enhance the clinician's capacity to effect therapeutic change pathological narcissism. **CE: 2**

DAILY SCHEDULE

11:30 A.M. – 1:30 P.M. continued

THE WENDY JACOBSON CANDIDATES'

TEACHING AWARD:

LESSONS FROM A CHALLENGING PATIENT

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

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

Presenter: Wendy Jacobson, M.D., DF-APA, FABP
(Atlanta, GA)

Dr. Jacobson will share a detailed description of her work with a case she treated relatively early in her career that led to quantum leaps in her analytic development. For much of the analysis she feared intractable impasse. Only late in the work did it become clear that she and her patient had engaged her patient's most serious difficulties and at least partially resolved them by psychoanalytic means. She will share lessons learned and include a description of how writing up the case proved invaluable. Audience participation will be welcomed throughout the seminar.

After attending this session, participants should be able to: 1) List two lessons learned about the longitudinal course of an analyst's development at different career stages throughout the analytic life cycle; 2) Demonstrate how the case writing process fosters analytic growth and clarification of key conflictual dynamics. **CE: 2**

COMMITTEE SPONSORED WORKSHOP #2:

GENDER AND SEXUALITY:

2025 RALPH ROUGHTON AWARD WINNER: GAY MEN: LOSS, GRIEF, AND MOURNING AND THE REOPENING OF FORECLOSED PSYCHIC SPACE

Co-chairs: Carol B. Levin, M.D. (Okemos, MI)

Susan McNamara, M.D.* (Middlefield, CT)

Presenter: Robert Benedetti, Ph.D.* (Washington, DC)

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.

AIDS=GAY=DEATH traumatized a generation of gay men. Almost thirty years after the height of the AIDS epidemic, the presenter is part of an aging group of gay men trying to find a home for their grief as part of a stigmatized group at the epicenter of a plague for which they were blamed because they had engaged in certain sexual behavior. The loss, grief, and mourning of gay men are experienced

in novel ways in the après-coup, now repeated in the return to increased anti-LGBTQ+ rhetoric. This presentation is intended for psychoanalysts and psychodynamic psychotherapists who are interested in expanding their knowledge of queer mourning and the complex dynamics that arise when surviving professional and personal loss.

After attending this session, participants should be able to: 1) Describe the effect of the self-object milieu on the mourning process of gay men; 2) Demonstrate improvement in negotiating the complex dynamics that arise when surviving professional and personal loss. **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. (Boston, MA)

Presenters: Carol W. Coutu, Ph.D. (Belmont, MA)

Jonathan E. Kolb, M.D. (Brookline, MA)

This Workshop is related to Discussion Group 48: "Writing About Your Analytic Work in a Case Report", Thursday at 4:30 p.m.

This workshop will continue to discuss teaching and writing about treatment cases. Carol Coutu and Jonathan Kolb will review what they have learned as they taught the clinical case writing seminar at the Boston Psychoanalytic Society and Institute, and how the seminar has evolved over the years that they have taught it. They will discuss what worked well and what has not. Case writing is crucial to communication with colleagues and such writing is an important avenue for self-discovery and self-growth. They will describe and illustrate their teaching objectives, how they have approached these, what they prioritized, and the choices they made to meet their goals, together with the changing interests of their students over time.

After attending this session, participants should be able to: 1) Compare various ways to teach and write about the psychoanalytic process; 2) Describe ways teaching can promote the clinician's self-awareness and self-reflection about the treatment process and its formulation. **CE: 2**

DAILY SCHEDULE

11:30 A.M. – 1:30 P.M. continued

COMMITTEE SPONSORED WORKSHOP #4: CORPORATE AND ORGANIZATIONAL CONSULTANTS:

“THE ANALYTIC FRAME AND THE CONSULTING FRAME”

Chair: Steven S. Rolfe, M.D. (Bryn Mawr, PA)
Presenters: Peter Carnochan, Ph.D.* (Fairfax, CA)
Marcie Elias, M.A., J.D.* (San Francisco, 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.

Psychoanalysis depends on a clear frame for the work. The limits and discipline of the analytic frame are vital for creating a transitional space where relationships can be felt, imagined, and contained. The world of coaching has from the start had much more pliable boundaries. It has inherited expectations about the parameters of the relationship and personal contact from the world of business. The presenters, both highly experienced consultants in the corporate world and the world of private equity will consider how advisors grounded in psychoanalytic thought might develop a frame that is both adequately flexible but creates space for the deeper layers of the self to emerge as a point of reflection. This workshop is suitable for all those interested in consulting to organizations.

After attending this session, participants should be able to: 1) Discuss the similarities and differences between an analytic frame and a consulting frame; 2) Explain and summarize how a psychoanalytic frame of reference informs consulting work to organizations. **CE: 2**

COMMITTEE SPONSORED WORKSHOP #5: THE PSYCHOANALYTIC CURRICULUM: LEARNING FROM PSYCHOANALYSIS IN THE CLASSROOM GROUP

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

“On the Teaching of Psychoanalysis in Universities,” Freud writes that “it will be enough if [the student] learns something about psychoanalysis and something from it.” In the classroom, learning something about psychoanalysis is to study foundational theories/techniques/concepts. This mode of learning characterizes much of the curriculum and classroom learning experience. Less present, but equally indispensable to the ontological process of becoming a psychoanalytically informed clinician, is learning something from psychoanalysis. That is, outside of a personal analysis, how to produce one’s own knowledge and tap into the experience about the unconscious process affecting one’s own mind, in-and-out of being a group member, who exists in various social/collective registers of belonging. To this, it is the hope to make the classroom less of a “non-process” and undifferentiated learning place.

After attending this session, participants should be able to: 1) Define the group learning approaches that help students directly encounter the psychoanalytic process in the classroom setting; 2) Identify two group learning approaches/practices to incorporate into the curriculum. **CE: 2**

THURSDAY

DAILY SCHEDULE

2:00 P.M. – 4:00 P.M.

CANDIDATES' FORUM:

“LOOKING AT HARD TRUTHS TOGETHER: CANDIDATES GRAPPLE WITH SYSTEMIC AND INTERNALIZED RACISM/OTHERING VIA A MULTIRACIAL, CROSS-INSTITUTE HOLMES COMMISSION REPORT STUDY GROUP”

- Co-chairs: Elisa K. Cheng, M.D. (Cambridge, MA)
Konstantinos Taliouridis, Ph.D., Psy.D., MBA
(Dedham, MA)
- Presenters: Bobbie M. Davis, Ph.D., LCSW, RPT-S
(Clarksville, TN)
Emily S. Frank, Ed.D. (West Roxbury, MA)
Inna Goldberg, M.A., MSW, LICSW
(Cambridge, MA)
Mia Goldman, MA, LMFT (Los Angeles, CA)
Tamarind Knutson, Psy.D., LP (Roseville, MN)
Nancy Ann Lawroski, Ph.D., LP
(Minneapolis, MN)
Amy Leung, M.D. (Albany, CA)
Maritza Rodriguez LCSW-R (Brooklyn, NY)
Belinda J. Torres, Ph.D. (Willoughby Hills, OH)
- Discussants: 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.

Released on Juneteenth 2023, the Holmes Commission Report provides an unflinching look at race and systemic racism within American psychoanalysis and psychoanalytic therapy, sounding a clarion call for change within the field. Moderated by three Holmes Commission co-chairs, this program will discuss the impact of participating in a year-plus, multiracial, cross-institute Holmes Commission Report study group on candidates' racial awareness, sense of belonging, and analytic identities. It will examine the group's model of engaging with the Holmes Commission Report and each other, and its evolution from reading group to process group, navigating racialized enactments both outside of and within the group. The intended audience includes analysts, psychotherapists, candidates, trainees, and those interested in addressing internal, interpersonal, and systemic aspects of racism and othering within psychoanalysis.

After attending this session, participants should be able to: 1) Describe the racialized experiences of

candidates and trainees in psychoanalytic training programs and institutes; 2) Implement a process group model for studying and metabolizing the findings and recommendations of the Holmes Commission Report, and how to work through racial enactments. **CE: 2**

CPI SPONSORED PROFESSIONAL DEVELOPMENT WORKSHOP: PSYCHOANALYSIS IN THE PUBLIC EYE

- Co-chairs: Aimee Martinez, Psy.D. (West Hollywood, CA)
Nicolle Zapien, LMFT, Ph.D. (Oakland, CA)
- Presenters: Jack Drescher, M.D. (New York, NY)
Linda L. Michaels, Psy.D. (Chicago, IL)
Nishi Ravi, M.A. (Milwaukee, WI)
Tracy Sidesinger, Psy.D. (Accord, NY)
Alexander Stein, Ph.D. (New York, NY)

Psychoanalysts and psychotherapists may sometimes be cautious about engaging in public-facing projects. However, with the advent of new forms of technology-mediated public discourse, there are numerous opportunities for professionals in psychoanalytic and psychodynamic fields to educate the public and advocate for psychodynamic approaches. This session will explore the benefits that public-facing projects offer both to professionals and the public, as well as some potential conflicts that may arise when engaging in such activities. The discussion will include an examination of three colleagues' public-facing projects and will invite participants to share their own ideas. Sponsored by APsA's Committee on Public Information, this session is aimed at APsA members who are involved in or considering public-facing work.

After attending this session, participants should be able to: 1) Describe the ways in which public-facing projects enrich the understanding of psychoanalytic/psychodynamic work, thereby increasing public appreciation and the likelihood of seeking such services; 2) Demonstrate ways that psychotherapists/psychoanalysts and others engaged in psychodynamically-oriented work have navigated conflicts associated with addressing the public in diverse and creative ways. **CE: 2**

DAILY SCHEDULE

2:00 P.M. – 4:00 P.M. continued

APSA SCIENTIFIC PAPER PRIZE: CO-SPONSORED BY THE PSYCHOTHERAPY DEPARTMENT: REFLECTIVE FUNCTIONING AND ITS POTENTIAL TO MODERATE THE EFFICACY OF MANUALIZED PSYCHODYNAMIC THERAPIES VERSUS OTHER TREATMENTS FOR BORDERLINE PERSONALITY DISORDER

Chair: Barbara Milrod, M.D. (New York, NY)

Presenter/

Prize Winner: Jack Keefe, Ph.D.* (New York, NY)

Presenter: Olga Fridman, LCSW (New York, NY)

Discussant: Miriam Steele, Ph.D. (New York, NY)

This is a presentation of a research study about reflective function in borderline personality disorder. The intended audience is the general membership, as these matters are of clinical utility in treatment of many patients. The brief clinical presentation, by Olga Fridman, will facilitate translation of the research findings into the clinical setting. Additionally, the scientific paper prize is designed to help educate the general membership about research methods and cutting-edge issues pertaining to psychodynamic psychotherapy and psychoanalysis.

After attending this session, participants should be able to: 1) Articulate the meaning of change in reflective function and its importance; 2) Describe the relationship between change in RF and improvement (outcome) in patients with borderline personality disorder. **CE: 2**

DISCUSSION GROUP 36: APPLYING SOCIAL AND HISTORICAL FACTORS IN CLINICAL WORK

Co-chairs: Dorothy E. Holmes, Ph.D., ABPP, FABP
(Bluffton, SC)

Donald B. Moss, M.D. (New York, NY)

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.

Social, cultural and historical factors have typically been left out of clinical formulations and clinical work. As their force and prevalence becomes increasingly apparent, it becomes increasingly necessary to consider them as part of psychic reality—just as we include family history and

other individual factors. Dimensions such as race, gender, class, immigration, and politics will be featured in discussions of detailed process material from a clinical case. This discussion group links with contemporary efforts for broader theory and practice, toward an expanded model for psychoanalytic work.

After attending this session, participants should be able to: 1) Discuss and integrate the place of social and historical factors in clinical work; 2) Discuss the impact of social and historical factors on themselves, on their countertransferences and on the limitations consequent to a narrow focus on the intrapsychic. **CE: 2**

DISCUSSION GROUP 37: PSYCHOANALYSIS AND PSYCHOTHERAPEUTIC HOSPITALS

Co-Chairs: M. Sagman Kayatekin, M.D.
(Missouri City, TX)

Michael Groat, Ph.D., M.S. (Mason, OH)

Presenters: Spencer E. Biel, Psy.D.* (Chicago, IL)

Evan W. Good, Ph.D.* (Stockbridge, 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.

Contemporary psychoanalytic theory focuses exclusively on the person or at the most the dyad (mother/baby, analyst/analysand). There is a conspicuous lack of the larger contexts: Developmentally, child in the nuclear family, nuclear family in the context of grandparents and multiple generations. Therapeutically, group treatments, family therapy and psychoanalytically informed multiple treater settings - venues where the patient will replicate the internal scripts through bi-personal defenses and will have a chance to repair and grow. This discussion group is targeted to bridge that gap by presenting from multiple treater settings. The intent is to develop a dialogue between contemporary individual/dyadic theories of development/treatment and observations from above mentioned settings that offer an invaluable insight to the larger context.

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) Apply the individual, dyadic,

continued

DAILY SCHEDULE

2:00 P.M. – 4:00 P.M. continued

group dynamics from the lens of bi-personal defenses like projective identification in the formulation of therapeutic interventions. **CE: 2**

DISCUSSION GROUP 38: 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, analytic clinicians have been reluctant to talk openly about impasses and analytic failures. The goal is to normalize the experience and to create a forum in which such cases can be discussed openly and creative solutions formulated.

After attending this session, participants should be able to: 1) Diagnose impasse and assess the relative contributions from patient, analytic clinicians, and theory; 2) Differentiate between situations of full clinical impasse from the more normally encountered obstacles requiring re-thinking and a “second look”. **CE: 2**

DISCUSSION GROUP 39: THE VULNERABLE CHILD: BROADENING HOW CHILD ANALYTIC CLINICIANS THINK

Co-Chairs: Richard L. Cruz, M.D. (Chads Ford, PA)
Christie Huddleston, M.D.
(Bala Cynwyd, PA)

Presenter: Akos Mersich, M.D., Ph.D. (Denver, CO)

Discussant: Jill M. Miller, Ph.D. (Washington, DC)

Child analytic clinicians tend to select a theory with which they are familiar in treating a vulnerable child. This case presentation by Dr. Merisch, 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 or future in-the-moment engagement. Formal discussion by (to be determined) 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. This 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 40: THE CRITICS OF PSYCHOANALYSIS: THE IMPLICATIONS OF HANS LOEWALD'S UNFINISHED WORK: SUBLIMATION

Co-Chairs/
Presenters/

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

Alfred S. Margulies, M.D. (Auburndale, 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 group will focus on Sublimation by Hans W. Loewald (1988), a book written late in his career. In one sense, Sublimation aims to be a culmination of his thought; in another, it is unfinished exploration and preparation for future work. Through close readings of this text the group will consider his conceptions of sublimation and why Loewald thought it important for further developing psychoanalysis—and why these investigations have contemporary relevance to continuing evolving theory and practice. This discussion group is aimed for all practitioners and students of psychoanalysis and psychotherapy, and newcomers are welcome. Previous meetings examined Hans Loewald's work as a bridge from Heidegger to Freud, and Loewald's uniquely creative syntheses of both, especially in his reimagining psychoanalytic conceptions of time.

After attending this session, participants should be able to: 1) Discuss the implications of sublimation for the achievement of new levels of development and integration of an individual's growth toward the freeing up of understanding, reflection, and creativity; 2) Analyze the role of sublimation in “understanding ourselves, our fellow beings, our world” (Loewald, 1988)—and the very clinical process itself in its growth and development. **CE: 2**

DAILY SCHEDULE

2:00 P.M. – 4:00 P.M. continued

DISCUSSION GROUP 41: ON BEING SUPERVISED: IMPLEMENTING TECHNICAL COMPETENCIES IN A LIVE CHILD SUPERVISION

Chair: Hilli Dagony-Clark, Psy.D., FABP
(Westchester, NY)

Presenters: Alexander D. Kalogerakis, M.D.
(New York, NY)

Anastasia C. Keller, M.D. (Denver, CO)

Mojgan Khademi, Psy.D., FABP
(San Diego, CA)

Sarah L. Lusk, Ph.D. (Cambridge, MA)

Carmela Perez, Ph.D. (New York, NY)

Alan Sugarman, Ph.D.
(Cardiff by the Sea, CA)

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 child supervision. This will be discussed using the “Affect and Action” competency. The aim is to demonstrate how the analyst approaches child clinical work using this observable metric. The targeted audience is clinical supervisors. The educational need addressed is the lack of defined competencies as related to how a child 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 pair.

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

DISCUSSION GROUP 42: PSYCHOANALYSIS ACROSS THE DISCIPLINES: HATE SPEECH: CLINICAL PERSPECTIVES ON POLITICAL DISCOURSE

Chair/
Presenter: Jeremy Elkins, Ph.D. (Ardmore, PA)

Presenter: Jill Gentile, Ph.D. (New York, NY)

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

Hate speech has commonly—and understandably—been widely condemned, with many calls for courts and other institutions to impose greater regulations on it. Hate and its expression, in their multiple varieties, have also been central subjects of psychoanalytic thought. Focusing on hate speech both within the clinical setting and outside of it, this session will take up two main (and related) sets of questions: 1) How does hate speech appear in the clinical setting? in public life? How might one think about the movement from hate speech to (what will be referred to as) a more “free” speech — or “speech of desire” — as part of the work of analysis? 2) Beyond the clinical space, is hate speech essentially anti-democratic or are there also forms of hate speech that might serve democratic and egalitarian ends?

After attending this session, participants should be able to: 1) List the differences between the closed semiotic structure of hate speech and the open structure (based on constraints) of free speech, and describe 3 ways that psychoanalysis/ psychotherapy can facilitate this transformation; 2) Summarize the difference between antidemocratic hate speech and the democratic functions of hate speech. **CE: 2**

DISCUSSION GROUP 43: FINDING UNCONSCIOUS FANTASY IN NARRATIVE, TRAUMA AND BODY PAIN: CONSIDERATION OF THE INDIVIDUAL IN THE LARGER GROUP

Chair: Paula L. Ellman, Ph.D. (North Bethesda, MD)

Presenters: Sue D. Kolod, Ph.D. (New York, NY)

Harriet L. Wolfe, M.D. (San Francisco, CA)

This session looks closely at what is in the analyst’s/ therapist’s mind when consideration of the “social unconscious” is brought under scrutiny. Presenters with expertise in leadership and study of polarizing forces discuss the place of “chosen trauma” and unconscious fantasy that underpin the individual’s participation in groups and organizations. Through reflections and theoretical explorations, Harriet Wolfe (current IPA President) and Sue Kolod (past IPA Board North American Representative and incoming President of NAPsaC)

THURSDAY

continued

DAILY SCHEDULE

2:00 P.M. – 4:00 P.M. continued

bring understanding unconscious fantasies that influence, hinder or benefit the individual's relating to their larger social context. This presentation is intended for psychotherapists and trainees in their practice and professional work.

After attending this session, participants should be able to: 1) Summarize the transference and countertransference enactments of analytic clinicians that often occur with issues of toxic polarizations; 2) Use psychoanalytic concepts of to manage intense transferences and countertransferences when encountering leadership and organization. **CE: 2**

DISCUSSION GROUP 44: THE ANALYTIC CLINICIAN'S EXPERIENCE OF LOSS

Co-chairs: Anne J. Adelman, Ph.D. (Chevy Chase, MD)
Kerry Malawista, Ph.D.* (Potomac, MD)

Presenter: Steven Marans, Ph.D. (Woodbridge, CT)

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 session will examine the therapists' 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, clinicians learn to separate their personal life from the work that unfolds in the consulting room. In this discussion, the focus will be 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 within a developmental framework? The group will discuss 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) Analyze the challenges and emotional impact experienced by clinicians when working with children who have lost a parent or faced significant loss, with a specific focus on the ability to "hold in mind" the child's developmental perspective; 2) Apply strategies and approaches to enhance their clinical practice, enabling them to effectively navigate and integrate their own grief and emotional responses when working with

bereaved children, thereby improving the quality of care provided to young clients facing loss. **CE: 2**



DISCUSSION GROUP 45: IRED: BUILDING TRANSITIONAL BRIDGES BETWEEN THE OTHERS, THEIR OBJECTS, DRIVES AND THOSE OF OURS

Chair: Eva D. Papiasvili, Ph.D., ABPP
(New Rochelle, NY)

Presenters: Jerome Blackman, M.D., FIPA
(Virginia Beach, VA)

Olga Santa Maria, Ph.D.*
(Mexico City, Mexico)

Leigh Tobias, Ph.D., FIPA, BCPsa*
(Beverly Hills, CA)

Discussant: Barbara F. Marcus, M.D. (New Haven, CT)

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.

Contemporary pluralistic conceptual landscape brings up increased need for new scientific tools to competently communicate in, and 'translate' among, various 'psychoanalytic languages', to prevent 'stereotypical othering'. Demonstrating IRED's method of pluralistic (multi-theoretical and multi-cultural) representation, and utilizing their experience with the collaborative team work with entries "Object Relations", "Drives", "Ego Psychology" and others, the presenters – IRED contributors – will help participants (of any level of training and expertise) to gain competence in 'building translational bridges' via 'learning about the other from inside' and about one's own psychoanalytic culture 'through the eyes of the other', with implication and application in psychoanalytic education, clinical work, and communication with colleagues of divergent ('other') cultures and conceptual networks in a group/organizational context.

After attending this session, participants should be able to: 1) Describe the pluralistic representation, utilizing examples of any of the entries in IRED, e.g., "Drives", "Object Relations", "Ego Psychology" and/or cross-referenced others; 2) Discuss inter-cultural and inter-perspectival 'translation of meaning', applying the IRED method of 'building translational bridges' through "learning about the other culture/conceptual network from inside and about one's own culture/conceptual network through the eyes of the other". **CE: 2**

DAILY SCHEDULE

4:30 P.M. – 6:30 P.M.

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

Important: This is a two-part session. When registering for Part 2, you must also select Part 1, scheduled for Wednesday at 4:30 p.m. If you do not register for both parts, you will be removed from the session.

See Wednesday at 4:30 p.m. for description and objectives. **CE: 2**

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

Important: This is a two-part session. When registering for Part 2, you must also select Part 1, scheduled for Wednesday at 4:30 p.m. If you do not register for both parts, you will be removed from the session.

See Wednesday at 4:30 p.m. for description and objectives. **CE: 2**

TWO-DAY CLINICAL WORKSHOP #3: ANALYTIC PROCESS AND TECHNIQUE (PART 2)

Important: This is a two-part session. When registering for Part 2, you must also select Part 1, scheduled for Wednesday at 4:30 p.m. If you do not register for both parts, you will be removed from the session.

See Wednesday at 4:30 p.m. for description and objectives. **CE: 2**

TWO-DAY CLINICAL WORKSHOP #4: ANALYTIC PROCESS AND TECHNIQUE (PART 2)

Important: This is a two-part session. When registering for Part 2, you must also select Part 1, scheduled for Wednesday at 4:30 p.m. If you do not register for both parts, you will be removed from the session.

See Wednesday at 4:30 p.m. for description and objectives. **CE: 2**

TWO-DAY CLINICAL WORKSHOP #5: PSYCHOANALYTIC PSYCHOTHERAPY (PART 2)

Important: This is a two-part session. When registering for Part 2, you must also select Part 1, scheduled for Wednesday at 4:30 p.m. If you do not register for both parts, you will be removed from the session.

See Wednesday at 4:30 p.m. for description and objectives. **CE: 2**

CLINICAL CONFERENCE 1 FOR RESIDENTS, PSYCHOLOGY AND SOCIAL WORK TRAINEES, AND STUDENTS, PRESENTED BY APSA FELLOWS:

WORKING PSYCHODYNAMICALLY WITH GENDER AND SEXUAL FLUIDITY

Chair: Hannah Zeavin, Ph.D., (Berkeley, CA)

Presenter: Eli S. Neustadter, M.D., MSc
(New Haven, CT)

Discussant: Stephen Hartman, Ph.D., (New York, NY)

Drawing from the clinical material of a weekly psychodynamic psychotherapy, this clinical conference will consider the interrelatedness of gender, sexuality, and desire. Following Saketopolou and Pellegrini, gender and sexuality will be presented as ever-dynamic processes that emerge both out of the subject's own self-theorizing, and the incursion of others and otherness in development. Their concept of patient affirmation will be introduced, in which what is affirmed is not the patient's conscious identity, but rather, the patient's own self-determining process. In presenting this case, the traumatic impact of normative gender regulation and some relationship dynamics between fathers and gay sons will also be elaborated.

After attending this session, participants should be able to: 1) Recognize the activity of heteronormative gender regulation; 2) Illustrate the interrelatedness of gender, sexuality, and desire. **CE: 2**

ARTIST/SCHOLAR-IN-RESIDENCE: RAINA TELGEMEIER DRAWS A NEW GENERATION

Co-chairs: Vera J. Camden, Ph.D.
(Cleveland Heights, OH)

Valentino Luca Zullo, Ph.D., LISW
(Cleveland, OH)

Presenter: Raina Telgemeier* (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.

In a moderated conversation, Raina Telgemeier, the #1 New York Times bestselling creator of *Smile*, *Sisters*, *Guts*, and more, will reflect on her work creating comics, documenting girlhood, and drawing upon the experiences of the latency child. Clinicians will be introduced to key concepts from graphic medicine as they think about how comics can inform clinical practice and illuminate

THURSDAY

continued

DAILY SCHEDULE

4:30 P.M. – 6:30 P.M. continued

internal states which are oftentimes inaccessible through language alone. With a particular focus on development, this session will reflect a growing need to reframe how clinicians think about the mental health of children and adolescents in an increasingly visual world. Participants will think about the visual in clinical work as they consider how psychoanalysis can learn from those who think images.

After attending this session, participants should be able to: 1) Articulate key concepts from graphic medicine and how visual storytelling can illuminate internal feeling states; 2) Describe how comics and graphic novels documents child development and inform clinical practice. **CE: 2**

DISCUSSION GROUP 46: TREATING THE SUICIDAL PATIENT

Chair: Mark J. Goldblatt, M.D. (Cambridge, MA)
Discussants: Elsa Ronningstam, Ph.D. (Belmont, MA)
Jane G. Tillman, Ph.D. (Stockbridge, 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 is intended for clinicians and trainees who are interested in understanding the complexity of intensive psychodynamic work with suicidal patients. Experienced psychoanalysts discuss a case presentation of the treatment of a specific suicidal patient. The focus is on theoretical and clinical formulations of impulses for self-attack, and therapeutic interventions that support suicide prevention in order to help clinicians be more knowledgeable about treating self-destructive patients. Improved knowledge about the psychodynamics of suicidality allows clinicians at all stages of their careers to engage suicidal patients. This discussion reinforces the need for psychoanalysts and psychotherapists to be involved in this field and addresses vulnerability to self-critical countertransference affects associated with such treatments.

After attending this session, participants should be able to: 1) Explain important psychodynamics of suicide; 2) Describe therapeutic interventions that affect suicidal patients. **CE: 2**

DISCUSSION GROUP 47: CONFLICTING SUBJECTIVITIES AND SELF-INTERESTS OF THE PATIENT AND ANALYTIC CLINICIAN

Chair/
Discussant: Margaret Crastnopol, Ph.D. (Seattle, WA)
Presenter: Steven H. Goldberg, M.D. (San Francisco, CA)
Discussants: Zoe Grusky, Ph.D. (San Francisco, CA)
Irwin Hirsch, Ph.D.* (New York, NY)

Impactful confluences and conflicts exist between the subjectivities of each member of the analytic dyad. These are in dynamic flow, changing within and between sessions over the course of treatment. A patient's disappointment in the clinician can cause him /her to struggle with "bad analyst feelings" and associated relational strains. Steven Goldberg will revisit a relevant case from a compelling 2013 paper. He, his co-author Z. Grusky, and the group will discuss how the treatment evolved, placing it in the context of the shifting "chemistry" between the analytic pair. This rich concept will be explored for its value in helping the dyad weather its stresses and ultimately maximize the treatment's overall effectiveness. Analytically-oriented clinicians at all levels of sophistication will benefit from the material covered.

After attending this session, participants should be able to: 1) Apply the concept of "chemistry within the psychotherapeutic dyad" to their own analytically oriented work and list the differences between the idea of clinician/client or patient "fit", the transference/countertransference matrix, and other related but different terms; 2) Summarize two strategies, with and/or without direct self-disclosure of the clinician's internal reaction to the patient, for dealing effectively with a patient's antipathy toward the analyst/therapist. **CE: 2**

DAILY SCHEDULE

4:30 P.M. – 6:30 P.M. continued

DISCUSSION GROUP 48: 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. (Boston, MA)

Presenter: Sanja Petrovic-Stojkovic, M.D.*
(Boston, MA)

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

Analytic candidates, graduates, psychotherapists, and other trainees are often called upon to describe their work in written form. Clinical psychoanalysis and psychotherapy are spoken processes; however, it is through a written process that much of the treater's reflections, 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 a case report presented by Sanja Petrovic-Stojkovic, an advanced candidate at the Boston Psychoanalytic Society and Institute. The discussion is led by clinicians who have had significant experience in teaching about clinical writing.

After attending this session, participants should be able to: 1) Prepare and write about the analyst's, candidate's, trainee's, or other clinician's work in a case report; 2) Describe the specific experience of the patient, analyst or other clinician in the clinical account. **CE: 2**

DISCUSSION GROUP 49: PSYCHOANALYTIC APPROACHES TO THE SERIOUSLY DISTURBED PATIENT

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

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 session 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 of transference and countertransference to deepen the understanding of the patient's psychopathology and to allow the analytic clinician 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 their own emotional reactions to deepen their understanding of the patient's experience; 2) Explain when to use supportive or expressive interventions based on the nature of the patient's defensive structure and core psychopathology. **CE: 2**

DISCUSSION GROUP 50: JAMES JOYCE'S ULYSSES AND PSYCHOANALYSIS

Chair/
Presenter: 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, 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: Chapter 16 "Eumaeus" Gabler Edition, Random House. pp 501-543. Supplemental reading: "The Argument of Ulysses" Stanley Sultan. This group is open to all attendees with an interest in Ulysses and Psychoanalysis.

After attending this session, participants should be able to: 1) Summarize the role of loss and longing in the lives of their patients; 2) Discuss in detail the role of fatherhood and the paternal transference in development and in psychoanalytic treatment.

CE: 2

THURSDAY

DAILY SCHEDULE

4:30 P.M. – 6:30 P.M. continued

DISCUSSION GROUP 51: PSYCHOANALYTIC PERSPECTIVES ON THE DISSOCIATIVE DISORDERS

Chair/

Presenter: Richard Kluff, M.D., Ph.D. (Bala Cynwyd, PA)

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

This discussion group re-establishes 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 center of psychoanalytic concerns. But they remained clinical realities. Contemporary analysts and therapists have studied forms of clinical dissociation, primarily linked to relational trauma. Despite the facts that Dissociative Identity Disorder (DID) and patients suffering PTSD-level trauma are not uncommon, the analytic literature on dissociation in response to PTSD-level trauma and/or concerning the actual DSM dissociative disorders remains limited. This session makes use of verbatim clinical material to demonstrate how core psychoanalytic concepts and interventions can be applied in addressing dissociative and posttraumatic 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 52: 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 M. Harrison, M.D.
(Cambridge, MA)

Using data from the analysis of a child on the autism spectrum, this discussion group will focus on the application of psychoanalytic technique to treating a precocious, asocial, and dysregulated 5 year old boy who was under the radar for an autism diagnosis at age 2 and again at age 3, but whose behavior clearly demonstrated the profile of autism by the time he was 4 years old. This session will address the impact on his ego development from a confluence of factors: contributions from neurobiology,

endowment, conflict, and environmental stressors. 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 53: PSYCHOANALYTIC PERSPECTIVES ON OPERA

Chair: Ralph Beaumont, M.D. (Portland, OR)

Presenter: Robert L. Bergman, M.D. (Seattle, WA)

This program will examine the opera, Carmen, in relation to unconscious motivations and the underlying psychodynamic meanings. The presenter will consider the dynamic significance of the opera and the various musical expressions of its unfolding plot. Musical highlights will be used to illustrate the themes explored. This discussion group is open to all.

After attending this session, participants should be able to: 1) Articulate unconscious motivations in the characters; 2) Identify the psychodynamic meaning of the composition. **CE: 2**

DISCUSSION GROUP 54: PSYCHOANALYSIS AND CHINA: BETWEEN LANGUAGES AND TERRITORIES

Chair/

Presenter: Aleksandra Wagner, LP* (New York, NY)

Presenters: Xiaolu Hsi, Ph.D.* (Cambridge, MA)

Eric Qi Zhuang, M.A. (New York, NY)

Bernhard Seubert, Ph.D. (Oaxaca, Mexico)

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, composed of clinicians, educators and researchers working in China and in Americas, focuses on two areas of growth in the fields of psychoanalysis and psychodynamic psychotherapy: translations of literature from these fields into Mandarin, and formation and sustenance of Institutes founded in China in the

continued

DAILY SCHEDULE

4:30 P.M. – 6:30 P.M. continued

course of the last two decades. Attention will be paid to the selection of translated works, challenges of articulation of psychoanalytic concepts in Mandarin, to modalities of teaching, and to the audience that psychotherapy and psychoanalysis attract in the contemporary Chinese context.

After attending this session, participants should be able to: 1) Utilize experiences from an emergent field (psychoanalysis/psychotherapy in China) and compare them with experiences and changes in their own contexts; 2) Summarize recent developments in areas of education and translation of psychoanalysis and psychotherapy in China.

CE: 2

7:00 P.M. – 8:00 P.M.



SOCIAL EVENT:
**SAN FRANCISCO MUSEUM OF
MODERN ART**
151 Third Street

The DPE Community Psychoanalysis & the Arts Committee presents *Inhabiting the Black Body in the Present Moment*.

Join us at the San Francisco Museum of Modern Art to view the artworks of two internationally acclaimed contemporary artists, with psychoanalytic and art interpretative commentary. Kara Walker's new site specific commission, *Fortuna and the Immortality Garden* presents the artist's reflections about inhabiting a black body during a historically traumatic time, with moving cyborgian sculptural figures atop a sea of healing black obsidian volcanic glass. We'll also view the more joyous, relational, *American Sublime*, Amy Sherald's world premiere mid-career exhibition. Her paintings expand our art historical canon with new forms of black figurative portraiture, including well known portraits of Michelle Obama and Breonna Taylor.

Gamynne Guillotte, SFMOMA's Chief Education and Community Engagement Officer will give a brief presentation to our group, in dialogue with members of our own analytic community.

Our private 1-hour tour begins promptly at 7:00 p.m. in the SFMOMA Roberts Family Gallery, a 10-minute walk or short Uber from the Palace Hotel to the Museum. Tour capacity is limited, \$10.00 per person.

Following the tour, we encourage participants to gather at the San Francisco Center for Psychoanalysis for an open house, to tour the facilities and continue the conversation.

7:00 P.M. – 9:00 P.M.



SOCIAL EVENT:
**JOINT CANDIDATES' COUNCIL/IPSO
WINTER PARTY**

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. We will enjoy conversation, food, drinks, music, and the chance to see friends, old and new, from across the country and around the world.

Questions: Konstantinos Taliouridis
(ktaliouridis@icloud.com)

More information will be posted [here](#) when it becomes available.

8:00 P.M. – 10:00 P.M.



SOCIAL EVENT:
**SAN FRANCISCO CENTER FOR
PSYCHOANALYSIS OPEN HOUSE**
444 Natoma Street

The San Francisco Center for Psychoanalysis invites participants of APsA's 2025 National Meeting to explore our vibrant office and classroom space. Join us for a tour of our facilities, meet our faculty, and network with fellow attendees. Join us for food and drink as we celebrate APsA's presence in San Francisco!

We're conveniently located just a few minutes away by car from the Palace hotel, and we suggest taking an Uber for your trip to and from the Center.

If you're attending the SFMOMA social educational event, we encourage you to visit us after the museum tour which is also just a short Uber drive.

We look forward to welcoming you!

DAILY SCHEDULE

FRIDAY, FEBRUARY 7

7:00 A.M. – 8:00 A.M.



SOCIAL EVENT: YOGA

Psyche and soma is a phrase that refers to the relationship between the mind (psyche) and the body (soma). It comes from ancient Greek philosophy and is used to highlight the interconnectedness of mental and physical states.

Before diving into another intensive day of meetings, take a moment to rejuvenate your mind and body with a yoga session alongside your colleagues. Whether you're a beginner or an experienced yogi, this session is designed for all levels.

Reconnect with yourself and find your center as our experienced instructor guides you through gentle stretches and breathing exercises. It's the perfect opportunity to relax, reduce stress, and get ready to make the most of your day.

Plus, you'll have plenty of time to make it to the 9:30 a.m. Plenary with Kimberlyn Leary.

A limited number of yoga mats will be available. Please register in advance.

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 2025 National Meeting, onsite voting will be available at the Meeting of Members from 8:00 a.m. – 8:30 a.m.

9:30 A.M. – 11:00 A.M.

PLENARY ADDRESS AND PRESENTATION OF AWARDS

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

Introducer: Cecil Webster, M.D. (Boston, MA)

Speaker: Kimberlyn Leary, Ph.D., MPA (Cambridge, MA)

Title: *When We Reckon*



Many of the most significant racial justice initiatives that followed George Floyd's murder positioned themselves as "advancing equity." Most began with some statement acknowledging that equal opportunity, promised at our nation's founding, has yet to be delivered to too many communities, and too often exists in their breach. The very premise that equity needs to be "advanced" is another way of saying that racial equity exists in the subjunctive, as a mood or a climate expressing that which is imagined or wished. Advancing equity, therefore, refers to a state of "becoming." It is also an admission that additional scaffolding is required for democratic governance to ensure that those previously considered partial persons when our nation was born become fully vested as we occupy a tumultuous third century, one where American democracy itself has been put to the test.

Note: This session does not offer Continuing Education Credit.

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.

Poster descriptions and submitters will be listed in the final program.

Note: This session does not offer Continuing Education Credit.

DAILY SCHEDULE

11:30 A.M. – 1:30 P.M.

COMMITTEE SPONSORED WORKSHOP #6: CLASSROOM TEACHING

Co-Chairs: Felecia R. Powell-Williams, Ed.D., LPC-S,
RPT/S, FABP (Houston, TX)
Brian Ngo-Smith, LCSW, BCD-P, FABP
(Denver, CO)

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 workshop will explore and discuss material related to diversity, equity, and inclusion in the psychoanalytic classroom. In particular, the workshop will offer attendees an opportunity to address the anxieties that arise when teaching in diverse groups and about matters of which there is a diversity of opinions. The particular learning environment within psychoanalytic institutes presents both unique challenges and opportunities to grapple with themes related to diversity, equity, and inclusion.

After attending this session, participants should be able to: 1) Summarize the latest creative contributions around diversity, equity, and inclusion in the psychoanalytic field and to identify and fill gaps in our knowledge base; 2) Explain pedagogical challenges and opportunities in the psychoanalytic classroom when teaching diverse groups and topics, in particular about racialized subjectivity. **CE: 2**

THE 2025 LEE JAFFE CANDIDATES' COUNCIL PAPER PRIZE

Chair: Elizabeth A. Hamlin, M.D. (Milwaukee, WI)
Presenter/
Prize Winner: Edie B. Hitchcock, Ph.D., MFA, MA, LCPC
(Chicago, IL)
Discussant: Derek Hook, Ph.D.* (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.

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 2025 prize winner Dr. Edie Hitchcock will present their paper, "The Excessive Polycule: Polyamory as an

Expression of the Death Drive". This presentation examines the contemporary cultural practice of polyamory as it may arise in the consulting room, using Kleinian and Lacanian conceptions of the death drive to illuminate work with a patient in a distressing polyamorous relationship. This paper examines how polyamory can represent a paradoxical attempt to subvert a hierarchical social order by re-presenting all relationships as lateral and can work via the death drive to disavow lack and ambivalence while both promising and promoting life-in-excess-of-life.

After attending this session, participants should be able to: 1) Analyze the transference as it arises in treatment of polyamorous patients, specifically sibling transference; 2) Apply Kleinian and Lacanian concepts of the death drive to clinical encounters with patients/clients and analysts. **CE: 2**

PRESIDENTIAL SYMPOSIUM: LESSONS FROM CHILD ANALYTIC TRAINING

Co-chairs: Daniel W. Prezant, Ph.D., APsA President
(New York, NY)
Alan Sugarman, Ph.D.
(Cardiff by the Sea, CA)
Presenters: Tanishia D. Choice, M.D.* (Lincoln, MA)
Edward Lowery, LCSW (San Diego, CA)
Catherine Hill Phillips, LCSW
(Menlo Park, CA)

This program will examine the differences between psychotherapy and psychoanalysis in the treatment of children. Specifically, it will examine how technical differences, particularly frequency of sessions affects both the process and the outcome of these different treatment modalities. It is aimed at child analytic candidates and trainees as well as recent graduates and faculty. Child analytic candidates and psychotherapy trainees need to be able to explain to prospective patients/clients the advantages of frequent sessions and a more open-ended treatment focus. Three recent graduates of child analytic training programs will use clinical material to demonstrate how their training experiences have informed their thinking on these issues.

After attending this session, participants should be able to: 1) Explain to parents and child patients/clients the need for frequent sessions per week; 2) Describe the reasons for a lengthy treatment process that goes beyond symptom focus. **CE: 2**

DAILY SCHEDULE

11:30 A.M. – 1:30 P.M. continued

RESEARCH SYMPOSIUM: THE MODE STUDY (MULTI-LEVEL STUDY OF PSYCHOANALYSES OF CHRONICALLY DEPRESSED PATIENTS WITH EARLY TRAUMA): FINDINGS IN THE BASELINE DATA

Chair/

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

Presenters: Gilles Ambresin, M.D.*
(Lausanne, Switzerland)

Marianne Leuzinger-Bohleber, Ph.D.*
(Frankfurt, Germany)

Bradley S. Peterson, M.D.*
(Los Angeles, CA)

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

The MODE Study is a randomized controlled trial comparing low versus high frequency psychoanalysis for chronically depressed patients with early trauma. There is a healthy untreated control group. The major hypothesis is that both interventions will lead to significant improvement, but high frequency treatment will produce demonstrably better outcomes compared to less frequent psychoanalytic treatment. Treatment progress is assessed by symptom reduction (using standard psychological measures), structural change (defined by psychoanalytic methods), and neurobiological change (assessed using MRI). In this session, investigators will present baseline data assessing differences between depressed patients and controls, including MRI and psychological findings. Marianne Leuzinger-Bohleber will present clinical psychoanalytic material illustrating the transformation of dreams in a treatment with a MODE patient in “emerging adulthood.”

After attending this session, participants should be able to: 1) Describe how changes in brain structure and function are thought to predict and mediate lasting changes in psychotherapy (including both symptom severity and personality organization) for severely mentally ill patients, such as those with chronic depression; 2) Summarize how transformations in patients’ dreams in the course of psychoanalytic treatment predict and mediate clinical improvement. **CE: 2**

PANEL 1: THE LANGUAGE OF PSYCHOANALYSIS: LAPLANCHE & PONTALIS 50 YEARS ON

Chair: Ania Wertz, Ph.D., Psy.D.*
(San Francisco, CA)

Presenters: Michael D. Levin, Psy.D.*
(San Francisco, CA)

Alistair A. McKnight, Psy.D., LMHC
(Cambridge, MA)

On the fiftieth anniversary of the English translation of Laplanche and Pontalis’ (1967/1974) *The Language of Psychoanalysis*, this panel explores the impact of this seminal work. Laplanche and Pontalis’ structural-historical approach, which interpreted Freud’s oeuvre as an unfolding dreamwork, neither purely speculative nor purely scientific, is an important touchstone in understanding their work. This panel will therefore be of interest to participants who want to deepen their knowledge of Laplanche and Pontalis. More broadly, Laplanche and Pontalis’ meticulous work on the development of Freud’s conceptual apparatus and their awareness of the tension between scientific precision and elaborative fantasy has much to tell us about the project of defining a psychoanalytic vocabulary for the 21st century and contemporary debates on the future of psychoanalytic language.

After attending this session, participants should be able to: 1) Describe how the project of the *Voculaire* informed the larger projects of Jean Laplanche and Jean-Bertrand Pontalis; 2) Discuss the relevance of their oeuvres for contemporary debates on psychoanalytic concepts. **CE: 2**

2:00 P.M. – 4:00 P.M.

COMMITTEE SPONSORED WORKSHOP #7: THE BUSINESS OF PRACTICE: ETHICS IN CLINICAL PRACTICE

Co-chairs/

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

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

Discussant: Richard F. Summers, M.D. (Bryn Mawr, PA)

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.

In 2024, the American Psychoanalytic Association updated its code of ethics. In it, the authors describe foundational ethical principles for all psychoanalytic work including respect for patient autonomy and

continued

DAILY SCHEDULE

2:00 P.M. – 4:00 P.M. continued

authority, beneficence, non-maleficence, veracity, fidelity, and justice. This workshop, relevant to all psychoanalytic practitioners and trainees, will use detailed case examples to grapple with ethical dilemmas encountered in clinical practice. A hesitancy that can arise in discussing ethics in clinical practice is the belief that there is a clear right or wrong that can be delineated in any given ethical scenario. Practically this is rarely the case and given this, the workshop's aim is to create a nuanced, interactive, and collaborative discussion that will deepen understanding of how to resolve complex ethical dilemmas.

After attending this session, participants should be able to: 1) List up to three foundational ethical principles for all psychoanalytic work; 2) Evaluate a clinical scenario for the potential ethical considerations, including respect for patient autonomy and authority, beneficence, non-maleficence, veracity, fidelity, and justice. **CE: 2**



DPE CRITICAL THINKING SEMINAR: EXPLORATION OF THE SOCIAL UN/CONSCIOUS: BARRIERS AND BRIDGES TO EMPATHIC CAPACITY, READINESS, AND RESONANCE WITH THE OTHER

Co-chairs: James W. Barron, Ph.D. (Brookline, MA)
Paula Christian-Kliger, Ph.D., ABPP
(New York, NY)

Discussants: Shelley Savage, Psy.D.*
(Silver Spring, Maryland)
David Goldenberg, M.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.

Clinicians and citizens face the challenge of critically thinking about how the social surround is internalized as groups or communities-in-mind, which shape individual and collective identities. Groups-in-mind that are constitutive of identities can increase turbulence and exacerbate conflict, even leading to violence, but they can also enhance empathy and resonance with others. *We are Human First* (Paula Christian-Kliger et al 2019, 2020), an innovative, evocative/experience-near film, sets the

tone for deepening psychoanalytic/psychodynamic awareness and understanding of the inner "States of the World" in these turbulent/war-torn times. This "holding environment," making a space for exploring through film-art, awakens minds and emotions differently; strengthens emotional readiness, generating discussions from multidimensional historical/transgenerational, sociocultural/global viewpoints. Shelley Savage and David Goldenberg critically explore the emerging themes of the human journey reflected in this film.

After attending this session, participants should be able to: 1) Use the concept of the social un/conscious to increase emotional readiness to engage in difficult, conflictual conversations with patients, colleagues, and communities; 2) Describe how social and cultural surround are internalized as groups/communities-in-mind, and how they shape a sense of self and other in destructive and adaptive ways. **CE: 2**



DPE RECENT GRADUATES: LOOKING FORWARD, LOOKING BACK: A SENIOR ANALYST JOINS RECENT GRADUATES TO TALK ABOUT PSYCHOANALYTIC CAREER DEVELOPMENT

Chair: Jennifer Lane Briggs, LCSW, PA (Miami, FL)
Presenters: Wendy Jacobson, M.D. (Atlanta, GA)
Belinda J. Torres, Ph.D. (Willoughby Hills, OH)

This interactive workshop focuses on the challenges and rewards of the graduate analyst's and graduate psychoanalytic psychotherapist's continuing development as an analytic clinician and the potential to expand one's roles as teacher, 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 analytic clinician. In this workshop, 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. A recent graduate will present the concerns that have arisen for her since her graduation from training. Open discussion among all attendees is encouraged throughout the session.

DAILY SCHEDULE

2:00 P.M. – 4:00 P.M. continued

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 analytic clinician to keeping their analytically oriented career alive and vital; 2) Plan a strategy for making decisions on allocating personal resources for career development as a postgraduate clinician. **CE: 2**

UNIVERSITY FORUM: DIALOGIC ENGAGEMENT: TALKING ACROSS DIVIDES

Chair: Beverly J. Stoute, M.D. (Atlanta, GA)
Presenters: Salam Al-Marayati, MBA*
(Los Angeles, CA)
Daniel Sokatch, M.A., JD*
(San Francisco, CA)

Presenter/
Discussant: Peter Slevin, M.Phil.* (Evanston, IL)

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 strategies can be employed when engaging in difficult conversations about polarizing issues? Is it possible today to have productive dialogue across the acrimonious divides that characterize our world—and our organization? Can disagreement advance rather than shut down dialogue? The panelists sit on the frontline of difficult issues and offer fresh perspectives on approaching divisive conflicts with possibilities on how to cultivate interactive and productive discussion. In this interactive moderated panel discussion, Daniel Sokatch, CEO, The New Israel Fund; Salam Al-Marayati, President, Muslim Public Affairs Council; and Peter Slevin, Professor of Journalism at Northwestern University, explore the strategies they use to foster respectful dialogue and model how dialogic engagement can entail transforming disagreement into productive dialogue instead of destructive polarization to move us all forward in our world.

After attending this session, participants should be able to: 1) Explain how to engage productively in dialogue with those with whom they disagree on hot-button issues, especially when issues of identity impact differences in perspective; 2) Summarize

specific strategies for listening, responding and for conflict resolution in conversations with others with whom they have fundamental differences in educational and professional settings. **CE: 2**

CAI SYMPOSIUM FROM THE INTERSECTION OF PSYCHOANALYSIS AND ARTIFICIAL INTELLIGENCE

Co-chairs/
Presenters: Todd Essig, Ph.D. (New Paltz, NY)
Amy Levy, Psy.D. (Chapel Hill, NC)

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 session, featuring thought leaders from the Council on Artificial Intelligence, is intended for clinicians, theoreticians, and researchers whose work is informed by psychoanalytic knowledge and values. The AI revolution is accelerating and already challenging foundational psychoanalytic assumptions about self-experience, intimate relationships, cultural participation, and even clinical process. Some argue it is transforming the very meaning of being human. But the future is not yet written. There are multiple pathways where tradition is needed and can thrive. By surveying our work to date identifying opportunities for psychoanalytic input and growth this symposium aims to foster an activist and optimistic psychoanalytic stance to the AI revolution.

After attending this session, participants should be able to: 1) Identify two ways AI is already influencing clinical experience; 2) Describe two professional uses for a LLM (large language model). **CE: 2**

RESEARCH TRACK: INNOVATION IN THE ASSESSMENT AND TREATMENT OF BORDERLINE PERSONALITY: A TRANSFERENCE FOCUSED PSYCHOTHERAPY (TFP) APPROACH

Chair/
Presenter: Eric A. Fertuck, Ph.D.* (New York, NY)
Presenter: Barry L. Stern, Ph.D.* (New York, NY)

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 panel is intended for psychotherapy

continued

DAILY SCHEDULE

2:00 P.M. – 4:00 P.M. continued

trainees, psychoanalytic candidates, practicing psychotherapists, psychodynamic psychotherapists, and psychoanalysts. Personality disorder patients pose significant challenges for the psychoanalytically oriented clinician. The aim of the panel is to update clinicians and investigators regarding the state of science in assessment and intervention in Borderline Personality Disorder and personality disorders from a Transference Focused Psychotherapy perspective. Many psychoanalytic therapists are unfamiliar with current assessment tools and modifications in psychoanalytic techniques that could enhance their acumen with these individuals. These challenges include suicidality, high risk behaviors, negative countertransference, and difficulty in maintaining a coherent and containing treatment frame.

After attending this session, participants should be able to: 1) Use state of the science assessment for diagnosis and treatment planning for individuals with Personality Disorders; 2) Summarize how Transference Focused Psychotherapy can be understood and evaluated with contemporary behavioral and neuroscientific methods. **CE: 2**

PANEL 2: PERSONAL NARRATIVE AND MEMOIR

Co-chairs: Seth Aronson, Psy.D. (New York, NY)
Judy L. Kantrowitz, M.D. (Brookline, MA)
Presenters: Joan K. Peters, Ph.D.* (Ojai, CA)
Jonathan Rosen, M.A. * (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 panel features two writers who explore their lives through writing and in doing so, show us how narrative and memoir can be a powerful tool for understanding our lives. One, Joan Peters, explores her life through the lens of two experiences in psychoanalysis – each unique, each tailored to specific times in the author's life. The second, Jonathan Rosen, in his acclaimed book, *The Best Minds*, humanizes the experience of a dear friend who suffers from severe psychiatric illness, using history, theology and literature to paint a compassionate, humane picture. Each of these writers weave together, in their own lyrical ways, accounts of what make us human.

After attending this session, participants should be able to: 1) Explain the therapeutic value of writing about one's self; 2) Describe how personal narrative and memoir helps the writer understand better her/his experience. **CE: 2**

4:30 P.M. – 6:30 P.M.

THE HOLMES COMMISSION: A CHANGE IS GONNA COME: STUDYING AND IMPLEMENTING THE HOLMES COMMISSION FINDINGS

Co-Chairs: Anton H. Hart, Ph.D., FABP, FIPA (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)
Presenters: Himanshu Agrawal, MBBS, DF-APA (Hartland, WI)
Elisa K. Cheng, M.D. (Cambridge, MA)
Gloria Demby, LCSW (Brooklyn, NY)
Janice Berry Edwards, Ph.D., ACSW, LICSW, LCSW-C, BCD* (Washington, DC)
Michael Langlois, LICSW (Nantucket, MA)
Felecia R. Powell-Williams, Ed.D., LPC-S, RPT/S, FABP (Houston, TX)
Daniel W. Prezant, Ph.D., APsA President (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.

The leadership team of The Holmes Commission will engage with the leaders of North American psychoanalytic organizations who have been studying and implementing the recommendations of The Holmes Commission report. What has been learned and deployed, what are the current questions, what direct and indirect advances have been made, and what are the future plans? We also hope to discuss missteps and resistances and learn from each other as psychoanalytic professionals with a shared mission. All psychoanalytic training institute and society leaders, faculty, members, academics, community members and trainees are welcome. Questions and contributions from the audience are invited with the goal of moving the field of psychoanalysis forward in racial and other equities. A change is gonna come.

After attending this session, participants should be able to: 1) Describe two institutional obstacles that

DAILY SCHEDULE

4:30 P.M. – 6:30 P.M. continued

have impeded 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**

PANEL 3: IS THERE SOMETHING MISSING IN PSYCHOANALYTIC THEORY?

Chair/

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

Presenters: Alicia Lieberman, Ph.D. (Mill Valley, CA)

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

Edward Z. Tronick, Ph.D.* (Cambridge, MA)

The developmental processes by which human beings grow and change underscore all therapeutic methods and should be fundamental to psychoanalytic theories of therapeutic process. Four panelists will present their ideas of what promotes growth and change in psychoanalytic therapies. Alexandra Harrison, Ed Tronick, Stephen Seligman, and Alicia Lieberman will discuss their concepts of developmental psychoanalysis. A brief videotape illustration of a child analytic session will be shown, after which the panelists will comment on the clinical material, using their theories to explain the transformation from opposition to collaboration and the elaboration of pretend play. This presentation is intended for all mental health clinicians. The large group will then be invited to discuss the theoretical challenge the video presents to psychoanalytic theories of change.

After attending this session, participants should be able to: 1) Explain the value of integrating developmental science into psychoanalytic theory; 2) List two critical features of the change process that cannot be explained by current psychoanalytic theories. **CE: 2**

PANEL 4: UNPACKING TODAY'S INTERPRETIVE ATTITUDE

Chair: Amy Levy, Psy.D. (Chapel Hill, NC)

Presenters: Bruce Reis, Ph.D.* (New York, NY)

Neal Vorus, Ph.D.* (New York, NY)

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

Psychoanalytic Clinicians hold a devout belief in the power of interpretation. Yet what does this term mean today? Does it refer to a process of making what is unconscious conscious? Or adding

figuration to unrepresented experience? Or making meaning? Or is it a form of evocation, or action, or affective intervention? One finds an irreducible tension, even confusion, in psychoanalytic theory regarding "interpretation." Three distinguished, senior psychoanalysts engaged in unraveling and redefining "interpretation" are joining to address the confusion that abounds regarding this term. Using clinical examples, the presenters will reveal their ideas, unpack their questions and lay bare the stakes involved in how these questions are understood and answered. The panel is for anyone interested in developments in psychoanalytic clinical theory and the interpretive attitude.

After attending this session, participants should be able to: 1) Discuss the difference between "interpretation" and the "interpretive process.;" 2) Describe two problems with the concept of "interpretation." **CE: 2**

RESEARCH TRACK: INTERVIEW WITH A MAJOR SCIENTIST FROM AN ALLIED DISCIPLINE

Chair/

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

Presenter: Michael Levin, Ph.D.* (Medford, MA)

The standing of psychoanalysis in the world of intellectual discourse depends on its ability to interact productively with other disciplines. This program, intended for analytic clinicians, researchers, academics, and science journalists, will create an informal exploration of common interests between Dr. Mark Solms, a leading psychoanalyst and Dr. Michael Levin, participating via Zoom, a leading scientist in an allied discipline. In their spontaneous exchange, issues likely to be discussed include neurophysiology, the neural basis of consciousness, artificial intelligence, behavioral neurology, and the neural bases of feeling and the sense of self. This conversation may have implications for several pressing psychoanalytic issues. The conversation between the two presenters in this program, and with the audience, will illuminate the potential for psychoanalysis to participate actively in the broad scientific enterprise of understanding the human mind.

After attending this session, participants should be able to: 1) Describe how psychoanalysis, because of its unique insights, is able to pose productive questions for an allied field of knowledge, and vice versa; 2) Discuss implications for a psychoanalytic theory of mind arising from the exchange between the two presenters. **CE: 2**

DAILY SCHEDULE

8:00 P.M.



SOCIAL EVENT: JAZZ NIGHT

Save the date and time to join us for a vibrant night out at the jazz club! Experience the soulful sounds of live jazz as talented musicians take the stage, creating an unforgettable atmosphere.

Details and costs are being worked out and more information will be available soon!

SATURDAY, FEBRUARY 8

7:00 A.M. - 8:00 A.M.



SOCIAL EVENT: TAI CHI

Join Us for Early Morning Tai Chi!

Often referred to as “meditation in motion,” Tai Chi aims to balance the body’s vital energy, providing benefits to mental and physical health. Come start your day with this gentle, low-impact form of exercise in which a series of deliberate, flowing motions will be performed while focusing on deep, slow breaths. Our instructor, Valerie Lee, teaches Chen Taiji classes in Golden Gate Park, and San Francisco State University. Acupuncturist and Doctor of Oriental Medicine, she has practiced since 1987. Benefits of Tai Chi include improved mental clarity, increased physical activity and focused productivity. She utilizes acupuncture, herbal support, and Qigong exercises. This exercise is suitable for all skill levels.

Plus, you’ll have enough time to make it to the 9:00 a.m. sessions.

7:30 A.M. – 8:45 A.M.

BREAKFAST WITH DISTINGUISHED ANALYSTS

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

Discussants: Jack Novick, Ph.D. (Closter, NJ)
Kerry Kelly Novick, AB, BA, FIPA (Closter, NJ)

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 ‘coffee style’ panel discussion will give APsA members who are trainees in a psychodynamic or psychoanalytic program a chance to meet, mingle with and pick the minds of Ms. Kerry Kelly Novick and Dr. Jack Novick about their impressive body of work in the field of psychoanalysis- lessons learnt in their distinguished careers, what they would retain and what they would do differently if they could ‘do their training all over again’.

After attending this session, participants should be able to: 1) Identify the complex historical factors that led to the multiple books that this dynamic couple has co-authored; 2) Discuss the trajectory of growth in their mind set, with a particular emphasis on working with children, and the current and future implications of their work on APsA trainees.

CE: 1

9:00 A.M. – 11:00 A.M.

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

Important: This is a two-part session. When registering for Part 2, you must also select Part 1, scheduled for Thursday at 9:00 a.m. If you do not register for both parts, you will be removed from the session.

See Thursday at 9:00 a.m. for description and objectives. **CE: 2**

RESEARCH TRACK: DEFENSE MECHANISMS: ADAPTATION AND CHANGE

Chair/

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

Presenter: J. Christopher Perry, M.D., M.P.H.
(Pittsfield, MA)

This session will bring together empirical studies on defense mechanisms throughout the lifespan. This includes how we accurately assess defenses, learn defenses, how defenses affect adaptation, and how they change over psychotherapy and psychoanalysis. Participants will gain a renewed appreciation for the value of focusing on defenses in their clinical work as psychoanalysts and psychoanalytic psychotherapists.

After attending this session, participants should be able to: 1) Describe the empirically-supported hierarchy of defense mechanisms; 2) Describe at least 5 empirically-supported defenses that best contribute to healthy adaptation across the lifespan.

CE: 2

FRIDAY

SATURDAY

DAILY SCHEDULE

9:00 A.M. – 11:00 A.M. continued

CLINICAL CONFERENCE 2 FOR RESIDENTS, PSYCHOLOGY AND SOCIAL WORK TRAINEES, AND STUDENTS, PRESENTED BY APSA FELLOWS:

A QUEER SILENCE: DISSOCIATION IN THE CLINICAL ENCOUNTER

Chair: Emily Asher, M.D.* (San Francisco, CA)
Presenter: Jordan D. Brooks, LCSW (Fort Collins, CO)
Discussant: Gary Grossman, Ph.D. (San Francisco, CA)

How do psychoanalysts/psychotherapists contend with the challenges of silence? This clinical presentation will illustrate how silence paradoxically served as a means of protection, connection, and disconnection for a queer adolescent with dissociative features. The patient's complex communication through silence demonstrates technical challenges, countertransference dissociation, and self-doubt. This session will consider how silence may have functioned as a medium by which one can examine queer subjectivities. Clinical material will examine how tolerating silence's complexities may have helped facilitate the exploration of the patient's queerness.

After attending this session, participants should be able to: 1) Discuss the multiple potential functions of silence in the clinical encounter; 2) Analyze the psychotherapist's capacity to dissociate when contending with silence in the clinical encounter.

CE: 2



DPE ERIK GANN MEMORIAL PSYCHOANALYTIC SCHOLARSHIP FORUM

Chair: Robert Galatzer-Levy, M.S., M.D. (Evanston, IL)
Presenters: Patricia T. Clough, Ph.D.* (New York, NY)
Isaac Galatzer-Levy, Ph.D.* (New York, NY)
Stephen Hartman, Ph.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.

Psychoanalysts and psychoanalytic psychotherapists need to understand and address the interactions of people and human-like actants as they are reshaping human psychology as well as the human-

like actants. Three scholars with deep experience in this topic drawn from the fields of psychoanalysis, media studies, sociology and research on application development will join in a conversation including the audience to explore social, psychological, and clinical dimensions of these interactions.

After attending this session, participants should be able to: 1) Recognize how technology is shaping human psychological functioning, how to address this in treatment when it is problematic and how to use it to facilitate human development; 2) Recognize and address in therapy some of the sources of anxiety associated with the increasing roles of human-like actants. **CE: 2**

THE CLINICAL CENTRALITY OF DEVELOPMENT

Chair: Kerry Kelly Novick, AB, BA, FIPA (Closter, NJ)
Presenters: Thomas F. Barrett, Ph.D. (Chicago, IL)
Rona B. Knight, Ph.D. (Chestnut Hill, MA)
Ellika McGuire, M.D.* (Seattle, WA)

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, including Rona Knight, Thomas Barrett, Ellika McGuire, and Kerry Kelly Novick, will address the clinical centrality of a developmental perspective for clinicians treating patients of all ages. Applying current concepts of non-linearity, it will explore how different phases influence and are influenced by each other throughout the life span, along multiple dimensions. Clinical material will highlight developmental tasks and enrichment of understanding when the analyst is mindful of resonances from earlier and implications for the future. Integrating clinical technique with theoretical understanding offers the possibility of engaging with influences from within and outside the person, including the impact of trauma, sociocultural milieu, intergenerational effects and more. There will be ample time for audience engagement with the discourse.

After attending this session, participants should be able to: 1) Apply a developmental perspective to clinical work with patients of all ages; 2) Generate technical interventions that address the patient's lifespan, taking into account generational and cultural impacts on past and future. **CE: 2**

DAILY SCHEDULE

9:00 A.M. – 11:00 A.M. continued

**PANEL 5:
PSYCHOANALYTIC THINKING APPLIED TO
ISSUES OF THE DAY: HOMELESSNESS &
TRANSGENDER PARENTING**

Moderator: Billie A. Pivnick, Ph.D. (Brooklyn, NY)
Presenters: Sandra Buechler, Ph.D.* (New York, NY)
Diane Ehrensaft, Ph.D.* (Oakland, CA)
Gerard P. Sobnosky, LMFT, FIPA
(San Pedro, CA)

The work of Erich Fromm is being rediscovered by many clinicians who find his concepts useful in understanding the current zeitgeist. Fromm's emphasis on the impact of the societal and the cultural on the individual can be applied to many contemporary social and clinical situations. This panel will outline the work of Fromm and then address two current issues: homelessness and transgender children's fantasies about parenting and mothering. After discussing Fromm's contributions in the first presentation, the next presenter will discuss the clinical case of a homeless man in analytic treatment. Next, the fantasies of embrace or repudiation of parenting and mothering will be discussed in transgender children. There will be time for discussion amongst the panelists and with the audience at the end. Open to all clinicians.

After attending this session, participants should be able to: 1) List two psychoanalytic concepts from Fromm's work that are relevant in contemporary clinical contexts; 2) Describe one unconscious fantasy of a homeless patient and a transgender patient. **CE: 2**

**PANEL 6:
THREE TAKES ON CHANGE IN THE
PSYCHOANALYTIC PROCESS**

Chair: Hannah Wallerstein, Ph.D., FABP
(Ann Arbor, MI)
Presenters: Vera Bekes, Ph.D.* (New York, NY)
Fred Busch, Ph.D. (Chestnut Hill, MA)
Daniel Goldin, MFT, Psy.D.
(South Pasadena, CA)

The fact that psychoanalysis offers a method and theory for change may be uncontested, but how exactly change occurs and what kinds of change matter are by no means areas of general agreement. This panel will offer three different perspectives on the topic of change, focusing on the therapeutic relationship, the building of representational capacities, and the place of pragmatism in this

work, respectively. Synthesizing research, theory, and case material, the panel will attempt to elucidate central differences in how one works and thinks, the stakes involved in these differences, and how each perspective may push the others towards new or sharpened articulations. It should be of interest to all those involved in psychoanalytic and psychodynamic practice and theory.

After attending this session, participants should be able to: 1) Describe three different theories for how change occurs within psychoanalytic treatment; 2) Describe how their own theories/beliefs about change impact their work with patients. **CE: 2**

11:30 A.M. – 1:30 P.M.

**THE STUART TWEMLOW PSYCHOANALYSIS IN
THE COMMUNITY SYMPOSIUM:
A TRIBUTE TO DR. GILBERT KLIMAN: A
LIFETIME CHAMPION FOR CHILDREN'S MENTAL
HEALTH, FROM ASPIRING PSYCHOANALYST TO
HUMANITARIAN TRAILBLAZER**

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

Presenter: Gilbert W. Kliman, M.D. (San Francisco, CA)

Join distinguished psychoanalyst and humanitarian, Dr. Gilbert Kliman, for a unique symposium exploring his journey from childhood fascination with the human mind to groundbreaking contributions in child psychoanalysis and community psychoanalysis. Discover the transformative power of an in-classroom approach revolutionizing care for children with cognitive and emotional disorders, including those on the autism spectrum. Dr. Kliman will also unveil his pioneering proposal to train teacher aides providing a culturally relevant solution to reach underserved preschoolers. This symposium promises to inspire both psychoanalysts and psychoanalytic psychotherapists with its blend of personal reflection, scientific innovation, and a bold vision for the future of mental health care.

After attending this session, participants should be able to: 1) Explain how care is being revolutionized for children with cognitive and emotional disorders; 2) Define the in-classroom approach to treating preschoolers discussed in this session. **CE: 2**

SATURDAY

DAILY SCHEDULE

11:30 A.M. – 1:30 P.M. continued

COMMITTEE SPONSORED WORKSHOP #8: PRACTICE BUILDING TODAY: BUILDING A GENDER INCLUSIVE PRACTICE

Chair/

Moderator: Susan L. Flinders, Ph.D., FABP (Chelsea, MI)

Presenter: Susan McNamara, M.D.* (Middlefield, CT)

Discussants: Reyna Cowan, Psy.D., LMSW* (Oakland, CA)
Stephen R. Lugar, Psy.D.* (San Francisco, 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.

Clinicians face a practice gap in effectively addressing the diverse manifestations of gender in individuals seeking treatment for a variety of concerns. When building a practice, or working in academia, psychotherapists/psychoanalysts, and candidates/trainees, and coincidentally academic psychoanalysts, may overlook the importance of understanding the nuances of gender. After completing this activity, learners, psychoanalysts/psychotherapists, candidates/trainees, and academics alike, will have increased knowledge concerning how “gender” is evolving and its significance by exploring current ideas about how gender is constructed from biological, social, developmental, and psychoanalytic perspectives. This knowledge anticipates learners building more gender-informed practices. An experienced psychoanalyst will present material with PowerPoint followed by brief discussions from two early career analysts. A lively discussion with the audience is expected to follow.

After attending this session, participants should be able to: 1) Apply biological, social, developmental, and psychoanalytic perspectives on gender in building a practice and other supportive relationships; 2) List the ways gender affects building a practice, negatively and supportively. **CE: 2**

COMMITTEE SPONSORED WORKSHOP #9: MEDICAL STUDENT EDUCATION

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

Presenter: Eric R. Marcus, M.D. (Virginia Beach, VA)

Narrative Based Medicine (NBM) has been described as medicine practiced with narrative competence “to recognize, absorb, interpret, and be moved by the stories of illness”. NBM is a growing field, and

it is believed the tenets of NBM offered through this workshop will aid attendees in bolstering their clinical tool kit. This seminar will introduce how narrative medicine may be used to teach medical students about psychodynamic and psychoanalytic concepts. It is intended for anyone who is interested in the training of medical students.

After attending this session, participants should be able to: 1) Describe the basic definition and tenets of NBM and how it may be applicable to teaching medical students about psychodynamic and psychoanalytic concepts; 2) Demonstrate two NBM-related skills that they may utilize in their teaching of medical students. **CE: 2**

PSYCHOANALYSIS AND NEUROSCIENCE SYMPOSIUM:

THE SEPARATION DISTRESS HYPOTHESIS OF DEPRESSION: AN UPDATE

Chair: Barton J. Blinder, M.D., Ph.D. (Newport Beach, CA)

Presenter: Douglas F. Watt, Ph.D.* (Natick, MA)

Discussants: Marianne Leuzinger-Bohleber, Ph.D.* (Frankfurt, Germany)

Daniela Flores Mosri, Ph.D.* (Mexico City, Mexico)

Andrei Novac, Ph.D. (Newport Beach, CA)

This session presents an extraordinary opportunity to explore how one may facilitate and integrate new data to create a dialogue of emerging insights, study results and innovation between neuroscience, psychoanalysis, and related disciplines. In particular psychoanalysis may benefit from mutually informed interconnected research and the translational application of potentially novel findings to the clinical setting.

After attending this session, participants should be able to: 1) Demonstrate their enhanced understanding of the complex connection between the sustaining social environment and the cascade of consequences of neurobiologic and psychodevelopmental disruption and trauma; 2) Apply more effective therapeutic interventions resulting from broadened awareness of the relationship of depression to the overlapping spectrum of affective shutdown and illness behavior. **CE: 2**

DAILY SCHEDULE

11:30 A.M. – 1:30 P.M. continued

PANEL 7: REVOLUTION AND ITS (UNWITTING) DISCONTENTS: DID KOHUT'S IDEAS ENHANCE OR UNDERMINE AMERICAN PSYCHOANALYSIS?

Chair: Ruth R. Imber, Ph.D. (New York, NY)
Presenter: David Tuckett, BSc, MSc, Ph.D.*
(London, United Kingdom)
Discussants: Jack Foehl, Ph.D. (Cambridge, MA)
Gregory Rizzolo, Ph.D., LCPC (Chicago, IL)

This panel attempts to explore the impact of Heinz Kohut's self-psychology on subsequent psychoanalytic practice. More than anyone else Kohut is to be credited with ushering in a progression in North America from authoritarianism to pluralism as well as the gradual replacement of orthodox ego psychology by the different interpersonal and relational approaches that now dominate American psychoanalysis. However, while Kohut's revolution may have been a necessary, even essential, reaction to permit growth out of the authoritarian impasse into which psychoanalysis (like his own analysis) was tending, this panel will explore whether his more subjective stance and his clinical and theoretical innovations were unknowingly founded on and so constrained by many of the main theoretical suppositions which he opposed, with important clinical implications today.

After attending this session, participants should be able to: 1) Describe the primary difference between transference conceived by a psychoanalyst as "cinema" and "theater" and summarize three different sources of data analytic clinicians can draw on to support their intuitions about their patients' unconscious; 2) Compare the challenges for developing reliable intuition and convincing interpretation in "cinema" compared to "theatre" contexts. **CE: 2**

PANEL 8: ASIAN AMERICAN EXPERIENCES IN PSYCHOTHERAPY AND PSYCHOANALYSIS

Chair: John Martin-Joy, M.D. (Watertown, MA)
Presenters: Komal Gupta, Psy.D.
(Newton Upper Falls, MA)
Usha Tummala-Narra, Ph.D.* (Lexington, MA)
Kris Yi, Ph.D. (Pasadena, 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.

Psychoanalytic theory is now reflecting on our field's marginalization of racialized minorities. Clinicians are trying to see psychodynamic and psychoanalytic practice in ways that include awareness of cultural trauma and disavowal. This panel will explore new ways of inquiring about Asian American experiences in psychotherapy and in psychoanalysis. In what ways can racial minorities be traumatized in society—and helped or retraumatized in the clinic? What are some of the transference-countertransference dynamics within culturally divergent (or culturally similar) therapeutic dyads? This panel will also consider internal processes within Asian American patients and therapists. In what ways is racial prejudice internalized? When race and loss are disavowed, and when racial melancholia comes into play, what dynamics unfold? The intended audience includes psychotherapists, psychoanalysts, and trainees.

After attending this session, participants should be able to: 1) Describe an example of cultural trauma in an Asian American patient and discuss how it might manifest in the transference and countertransference; 2) Discuss the notion of a "model minority," its social uses, and its possible unconscious meanings. **CE: 2**

PANEL 9: LIVING AN EXPERIENCE OF DEFENSE PROCESS IN RELATION TO PLAY AND TRAUMA

Chair: Phillip Blumberg, Ph.D. (New York, NY)
Presenters: Steven H. Cooper, Ph.D. (Cambridge, MA)
Pamela Shein, Ph.D.* (Sydney, Australia)
Discussant: Kenneth Corbett, Ph.D. (New York, NY)

Presenters address the importance of the analyst's actual presence in the process of working through a range of defensive processes that come alive between the analytic couple. One paper will discuss how analysts enter patients' defensive refuges and place that refuge in a broader lived with and lived through psychic reality. The author theorizes these defense process during play, an interaction that paradoxically condenses both the repetitive and generative dimensions of the patient's experience. The second paper will address the way in which the analyst positioned herself in relation to a traumatized child, her presence allowing for the recollection, reconciliation and reconstruction of defensively split off parts and split internal objects.

SATURDAY

continued

DAILY SCHEDULE

11:30 A.M. – 1:30 P.M. continued

The panel's intended audience includes child and adult psychoanalysts, psychotherapists, and mental health students.

After attending this session, participants should be able to: 1) Describe how the play process operates in the process of analyzing defensive organizations of patients; 2) Describe how the analyst or therapist is working within the patient's traumatic states and assess whether he or she is making increasingly better contact with these states within the patient.

CE: 2

2:00 P.M. – 4:00 P.M.



DPE IDEA INCUBATION WORKSHOP

Chair: Richard Tuch, M.D. (Los Angeles, CA)
Presenters: Rebecca Gitenstein, Psy.D. (Oakland, CA)
Elinor Roberts Kotchen, LCSW (New Haven, CT)
Discussants: Anne Erreich, Ph.D. (New York, NY)
Steven H. Goldberg, M.D. (San Francisco)
Gregory Rizzolo, Ph.D., LCPC (Chicago, IL)

This workshop is designed for analysts/therapists who are interested in learning more about how to fashion a nascent idea into a publishable paper. Two presenters share their ideas about a paper they would like to write and a panel of three editors respond by offering feedback and suggestions aimed at helping the presenter focus his or her ideas so that they might then be positioned to proceed by putting pen to paper.

After attending this session, participants should be able to: 1) Contrast the type of writing that is submitted for professional advancement from the type that aims to advance psychoanalytic thinking about certain circumscribed matters--the subject matter of the paper; 2) Outline the feature that make a submitted paper one that journals would be interested in publishing. **CE: 2**

RESEARCH TRACK:

ON THE WAY TO PDM-3: BACKGROUND, LITERATURE REVIEW, AND UPDATE

Chair/Presenter/
Discussant: John H. Porcerelli, Ph.D., ABPP (Bloomfield Hills, MI)
Presenter: Robert M. Gordon, Ph.D., ABPP (Osprey, FL)

This session is intended for candidates and trainees, practicing psychoanalysts and psychoanalytic psychotherapists. This presentation will describe and discuss the changes to the Psychodynamic Diagnostic Manual, 2nd Edition (PDM-2; Lingardi & McWilliams, 2017). The presentation will begin with a review of the four major sections of the PDM/PDM-2, followed by a review of the reliability and validity of the sections. Lastly, a description and rationale for the changes that went into the PDM-3 will be presented.

After attending this session, participants should be able to: 1) Describe the reliability and validity of the PDM-2 diagnostic system; 2) Describe the changes made to the Personality Styles/Disorders (P-Axis) and Mental Functioning (M-Axis) sections of the PDM-2. **CE: 2**

ERNST AND GERTRUDE TICHO MEMORIAL LECTURE:

SUPPORTING FRONTLINE WORKERS WITH DOWN-TO-EARTH PSYCHOANALYTIC CONCEPTS: COMPOST HAPPENS (THE KITTY BUNNY TALK)

Introducer: Harriet L. Wolfe, M.D. (San Francisco, CA)

Chair/
Presenter: Madeleine Lansky, M.D. (San Francisco, 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.

The Kitty Bunny Talk couples a tone of collegial conviviality with concrete metaphors in the form of cats, rabbits and silly emojis, making abstract psychoanalytic concepts vivid and easy to remember. By shifting Bion's concept of beta elements and alpha function into the metaphor of "composting," The Kitty Bunny Talk demonstrates how a psychoanalytic consultant can use teaching and metaphors to work on public and population-focused program development that can scale to create high impact systems change. It focuses on community creation by valuing the frontline workers who serve the safety net populations around

continued

DAILY SCHEDULE

2:00 P.M. – 4:00 P.M. continued

them. Compost Happens is a micro documentary featuring the consultant and consultees describing the impact that learning these down-to-earth psychoanalytic concepts has had on their frontline work in community health care settings.

All are invited to attend a cocktail reception generously sponsored by the Ernst and Gertrude Ticho Charitable Foundation, which follows the Plenary Address from 6:30 p.m. – 7:30 p.m.

After attending this session, participants should be able to: 1) Describe how Bion's concept of Beta Elements and Alpha Function can be valuable in community health care settings; 2) Demonstrate how diverse teams of frontline workers can come together around the teaching of psychoanalytic concepts to support frontline workers from a variety of communities, races, cultures and countries.

CE: 2

PANEL 10: APPLYING TRADITIONAL AND CONTEMPORARY PSYCHOANALYTIC THEORY TO CURRENT SOCIO-CULTURAL ISSUES IN AND OUT OF THE CONSULTING ROOM

Chair/

Presenter: Afsaneh Alisobhani, Psy.D.
(Newport Beach, CA)

Presenters: Katie Gentile, Ph.D.* (New York, NY)
Mark J. Goldblatt, M.D. (Cambridge, MA)
Golzar Selbe Naghshineh, LP, CGP*
(New York, NY)

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 is a three-part presentation intended for psychoanalysts, psychotherapists, candidates, trainees, social theorists and others interested in understanding the challenges faced by individuals, groups, and societies. Three psychoanalysts will explore the ways in which psychoanalytic thinking can be useful in understanding and addressing conflicts related to topics of global warming, challenges of infertility and psychoanalytic training. Psychoanalytic conceptualizations such as self-destructive dynamics, attacks on the ego, existential threats, Bionian dialects, among others are considered in the context of the examination of these topics. This session will help attendees

understand the theoretical psychoanalytic dynamics involved in a variety of contemporary issues and will aid in the application of important clinical interventions.

After attending this session, participants should be able to: 1) Apply psychoanalytic thinking in describing, understanding and addressing conflicts related to contemporary challenges in the world (e.g. global warming, challenges of infertility and psychoanalytic training); 2.) Analyze a social, political, and/or organization issue through the application of psychoanalytic conceptualization and apply the consequent ideas to help create and propose solutions. **CE: 2**

PANEL 11: "WHERE DO WE GO FROM HERE: TECHNOLOGY AND THE PSYCHE"

Chair: J. Todd Dean, Ph.D. (Saint Louis, MO)

Presenters: Gregory Gabrellas, M.D.* (New York, NY)

Shir Shanun, Psy.D. (Arcadia, CA)

Leora Trub, Ph.D.* (New York, NY)

Discussant: Nicolle Zapien, MFT, M.A., Ed.M., Ph.D.
(Oakland, CA)

This panel will explore the impact of computer technology on the analyst's ability to free associate and, more broadly, to discuss their experiences with another person. Through a series of presentations, participants will address the challenges of free association and creativity in the age of AI, examine how computer technology affects intimacy in personal relationships, and consider how the assumption of knowledge from AI influences assessments of what is known. Additionally, the panel will analyze the impact of remote treatment on the development of the relationship between analyst/psychotherapist and analyst/patient from various perspectives, highlighting both the potentially disruptive effects of remote work and the ways it may facilitate the analytic process.

After attending this session, participants should be able to: 1) Summarize how to interrogate the unconscious motives factors that inform our use (and rejection) of remote therapy, with the goal of increasing awareness of their impact on psychoanalytic work; 2) Evaluate the impact of computer technology on the ability of the subject to work through problems and think creatively, in clinic and more generally. **CE: 2**

DAILY SCHEDULE

2:00 P.M. – 4:00 P.M. continued

**PANEL 12:
HONORING THE LEGACY OF MARY MAIN:
CLINICAL APPLICATIONS OF ATTACHMENT
THEORY TO PSYCHOANALYSIS**

Chair: Seth Aronson, Psy.D. (New York, NY)
Presenters: Diana Diamond, Ph.D. (New York)
Stephen Seligman, D.M.H.
(San Francisco, CA)
Miriam Steele, Ph.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.

Mary Main's contribution to the development of attachment theory represents a towering achievement. By expanding on the work of John Bowlby and empiricizing critical ideas of attachment, she, and her collaborators, applied ideas about attachment in such ways as to make it extremely relevant to psychoanalytic theory, notably in the area of reflective functioning and mentalization. Each of the panelists, themselves distinguished in the field, will describe the impact of Main's work on their thinking and clinical work.

After attending this session, participants should be able to: 1) Describe two ways in which Main's ideas can be applied to psychoanalytic work; 2) Summarize her contribution to the development of ideas around reflective functioning and mentalization. **CE: 2**

4:30 P.M. – 6:00 P.M.

PLENARY ADDRESS AND PRESENTATION OF AWARDS

Chair: Daniel W. Prezant, Ph.D., APsA President
(New York, NY)
Speaker: Kirkland C. Vaughans, Ph.D.* (Dix Hills, NY)
Title: *Whiteness and the Analytic Frame*

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 session will examine the explicit and implicit findings of the Final Report of the Holmes Commission (2023) through the lens of the Latin American psychoanalyst Jose Bleger's concept of the psychoanalytic frame.

The Holmes Commission was established to assess systemic racism within psychoanalysis, investigating how deeply entrenched racial biases impact both the theory and practice of psychoanalytic work. Bleger challenged the traditional approach of focusing primarily on breaches or ruptures of the psychoanalytic frame to discern meaning. Instead, he proposed scrutinizing the frame even when everything appears to be functioning smoothly, suggesting that the absence of visible issues may obscure underlying tensions or systemic problems. In other words, when nothing seems wrong, it may indicate that important dynamics, such as race, are going unnoticed or unexamined.

After attending this session, participants should be able to: 1) Identify how racialized elements within the therapeutic frame can function as a form of resistance to the treatment of people of color {POC}; 2) Recognize unresolved racialized aspects of their own treatment perspective and approaches. **CE: 1**

6:30 P.M. – 7:30 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 Madeleine Lansky, M.D. winner of the Ernst and Gertrude Ticho award.

DAILY SCHEDULE

SUNDAY, FEBRUARY 9

8:00 A.M. – 10:00 A.M.



SOCIAL EVENT **COFFEE WITH COLLEAGUES**

Join us for a cup of coffee before you head home from the APsA 2025 meeting, whether you're catching a flight or embarking on a road trip.

We're excited to announce that APsA will return to the Palace Hotel in 2026!

Mark your calendars for the official dates of the APsA 2026 meeting: January 27 – February 1, 2026.

SAVE THE DATE FOR THESE EXCITING UPCOMING EVENTS

APsA SYMPOSIUM SERIES

Artificial Intelligence and Our Psychoanalytic Future

Sunday, May 4, 2025 | Virtual

APsA 114th ANNUAL MEETING

JUNE 13–15, 2025 | VIRTUAL

APsA 2026 NATIONAL MEETING

January 27 – February 1 | In-Person
Palace Hotel, San Francisco

SUNDAY