



ACADEMIC PROGRAM HIGHLIGHTS

FOR ACADEMICS, SCHOLARS AND EDUCATORS

The Peter Loewenberg Essay Prize in Psychoanalysis and Culture

IDENTIFICATION OF THE SELF AS AN AGGRESSOR:

INTERGENERATIONAL VICISSITUDES OF VICTIM/VICTIMIZER SELF-REPRESENTATIONS

Thursday, February 6, 2025, 9:00 AM - 11:00 AM

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

CPI Sponsored Professional Development Workshop

PSYCHOANALYSIS IN THE PUBLIC EYE

Thursday, February 6, 2025, 2:00 PM - 4:00 PM

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.

Artist/Scholar in Residence

RAINA TELGEMEIER DRAWS A NEW GENERATION

Thursday, February 6, 2025, 4:30 PM - 6:30 PM

In a moderated conversation, Raina Telgemeier, #1 New York Times bestselling creator of *Smile*, *Sisters*, *Guts* and more will reflect on her work making comics, documenting girlhood, and drawing upon the life 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 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.

University Forum

DIALOGIC ENGAGEMENT: TALKING ACROSS DIVIDES

Friday, February 7, 2025, 2:00 - 4:00 PM

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.

Committee Sponsored Workshop #5:

THE PSYCHOANALYTIC CURRICULUM:

LEARNING FROM PSYCHOANALYSIS IN THE CLASSROOM GROUP

Thursday, February 8, 2025, 11:30 AM - 1:30 PM

"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.