# PRELIMINARY PROGRAM

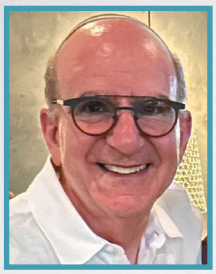


APsA 2027 NATIONAL MEETING

## TUESDAY, FEB 2 – FRIDAY, FEB 5

**IN-PERSON** Mayflower Hotel | Washington, DC

APsA 2027 NATIONAL MEETING



Welcome to APsA's 2027 National Meeting in Washington, DC at the historic Mayflower Hotel.

Since we last gathered in San Francisco, the program committee has been working diligently on this year's program. After anonymously reviewing an impressively large number of proposals, we are pleased to welcome new voices to the program. These additions reflect our commitment to expanding reach and improving the National Meeting experience for both long-time attendees and newcomers.

We will open the National Meeting with a plenary presentation, "Saving Psychoanalysis," by Nancy McWilliams, to explore the future of psychoanalysis in a rapidly changing clinical and cultural landscape. Throughout the week, you will have the opportunity to attend sessions on artificial intelligence, trauma and resilience, research, neuroscience, diversity and inclusion, climate anxiety, immigration, child and adolescent treatment, and the evolving role of psychoanalytic principles beyond the consulting room.

The week also offers experiential learning through clinical workshops, large group experience, discussion groups, and supervision sessions. Our clinical workshops will be Chaired by Miri Abramis, Hannah Wallerstein, Mitchell Wilson, Abbot Bronstein, Ann Dart and Richard Summers with the following presenters and discussants Daria Columbo, Donnel Stern, David Terman, Gal Katz, Francesca Engel, and David Tuckett. Whether your interests center around clinical technique, education, culture, ethics, social issues, or emerging technologies, you will find sessions designed to challenge your assumptions and deepen understanding. We will end our week of learning with the closing plenary featuring Dionne Powell who will deliver, "Ghosts in the Institutions: Psychoanalytic Education in a Raced World."

Beyond the scientific program, we hope you will enjoy our social events including the First-Time Attendee Party, networking receptions, yoga morning sessions, a Moonlight Monument & Museum Tour, and the Dinner Dance, which returns after last year's enthusiastic response.

We hope you leave the Nation's capital with fresh ideas, new colleagues, and renewed inspiration for the enduring relevance of psychoanalytic thinking.

See you in D.C.!

Seth Aronson, Psy.D.Program Committee Chair

## PROGRAM COMMITTEE

Phillip Blumberg, Ph.D., Member

Ann Dart, LCSW, Member

Eli Diamond, Ph.D., Member

Neha Gupta, M.D., Member

Rachel D. Maree, M.D., M.P.H., Member

Larry K. Mortazavi, M.D., Member

Paula Moreci, MSW, LCSW, Ex-Officio

Gregory Rizzolo, Ph.D., LCPC, Ex-Officio

Aneil M. Shirke, M.D., Ph.D., Ex-Officio

Nirav Soni, Ph.D., Member

Christopher G. Walling, Psy.D., Member

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APsA 2027 NATIONAL MEETING

TUESDAY, FEB 2 – FRIDAY, FEB 5

IN-PERSON Mayflower Hotel | Washington, DC



# CONTINUING EDUCATION

## 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 2027 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

In support of improving patient care, the American Psychoanalytic Association is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

This activity was planned by and for the healthcare team, and learners will receive **36.5 Interprofessional Continuing Education (IPCE) credit** for learning and change.

JOINT ACCREDITATION™
INTERPROFESSIONAL CONTINUING EDUCATION

### CREDITS AVAILABLE:

- **Physicians: 36.5 credits**
- **ABPN-Certified Physicians: 36.5 credits**
- **Psychologists: 36.5 credits**
- **Social Workers: 36.5 credits**
- **Counselors: 36.5 credits**
- **PAs: 36.5 credits**
- **Nurses & NPs: 36.5 ANCC contact hours**
- **Pharmacists/Pharmacy Technicians: 36.5 credits**
  Pharmacists must claim credits within 30 days and provide their eProfile ID and Birthdate. APsA will not report credits claimed after 30 days or with incomplete information.
- **Interprofessional Continuing Education: 36.5 credits**
- **New York State Licensed Psychoanalysts: 36.5 credits**
- **New York State Licensed Psychologists: 36.5 credits**
- **New York State Licensed Social Workers: 36.5 credits**
- **Cultural Competency: 29 credits**
- **Risk Management: 16 credits**

**Other Profession Types**: Other profession types 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. There is no commercial support for this activity. APsA verifies that all materials generated by AI are accurate, including cited publications and posttests.

**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*

# SOCIAL EVENTS

## TUESDAY, FEBRUARY 2

### 7:00 A.M. – 8:45 A.M.

**COFFEE AND BREAKFAST BITES**

Join us before the Opening Plenary for coffee and a light breakfast featuring yogurt, breakfast burritos, fresh fruit, and the Mayflower's world-famous banana bread!



This is a wonderful opportunity to reconnect with colleagues, meet new faces, and catch up with friends before the week begins.

As part of our new Meeting format, we're excited to offer this time and space for registrants to gather and socialize before we kick off the conference with our Opening Plenary featuring Nancy McWilliams.

Talk to someone new. Find an old friend. Start the week together!

We welcome all attendees to join us for this complimentary breakfast.

## WEDNESDAY, FEBRUARY 3

### 8:00 P.M. – 10:45 P.M.

**COMMUNITY PSYCHOANALYSIS & THE ARTS WASHINGTON MONUMENT AND MUSEUM TOUR**

Curious about the state of the White House, the Kennedy Center, the Reflecting Pool, and the "Arch" amid Washington's ever-evolving landscape? Join us for a private evening tour of our nation's monuments, illuminated after dark!



Travel in a comfortable luxury coach with **Philip Kennicott, The Washington Post Pulitzer-Prize winning Art and Architecture Critic**, and an accompanying Professional Guide, in dialogue with psychoanalytic commentary and community. We'll view monumental tributes to iconic presidents, consider how monuments facilitate communal mourning and memory, admire museums along our National Mall, and enjoy the U.S. Capitol in all its stately, peaceful splendor.

Enjoy an illuminating evening with enlightening conversation in our nation's capital!

Pickup and return at the Mayflower Hotel. **We will start gathering at 7:30 P.M.**

**Cost: $67 per person**

***To purchase tickets, Click here***

## THURSDAY, FEBRUARY 4

### 6:45 P.M. – 7:45 P.M.

**GRIEVING TOGETHER**

This event will provide space and time for the shared acknowledgment of multiple losses experienced within the APsA community on many levels. Coming together in this way can strengthen the capacity to mourn and foster a shared recognition of losses, both known and not yet fully acknowledged.

Through reflection, poetry, and mutual sharing, participants will have an opportunity to recognize the impact of losses resulting from deaths over the past year, resignations over the past several years, national and world events, and the ongoing responsibility of holding patients' losses alongside their own personal experiences of loss. The gathering will offer an opportunity to deepen this recognition and understanding through shared reflection and community.

## FRIDAY, FEBRUARY 5

### 7:00 P.M. – 10:00 P.M.

**APSA'S SECOND ANNUAL DINNER DANCE**

| | |
|---|---|
| Venue: | The Mayflower Hotel, Washington, DC District Ballroom |
| Cost: | $150 per person |
| Bar: | Cash bar |

Join us for APsA's Second Annual Dinner Dance — an evening of good food, music, and celebration!

After a full week of learning, discussion, and connection, take a break and enjoy a festive evening with colleagues and friends.

The evening will feature:

- A hot buffet dinner with chicken and vegetarian options
- Music and dancing
- Great company and an opportunity to connect with colleagues in a relaxed, joyful atmosphere

If you would like to sponsor a ticket for a Candidate or someone for whom the cost may be a barrier, please contact George Pelch at gpelch@apsa.org.

***To purchase tickets, Click here***

## 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

# DAILY SCHEDULE

## SUNDAY, JANUARY 31

### 2:00 P.M. – 5:00 P.M.

**ADMINISTRATIVE MEETING:**
**MEETING OF THE NEW BOARD OF DIRECTORS**

The Board consists of the association's four officers, four nationally elected Directors-at-Large, one Candidate Director, one Psychotherapist Director, three Assembly representatives, including the Assembly Chair, two Public Directors, and the Executive Director, who serves as a nonvoting member.

The meeting is open to all members of the association, except when the Board meets in executive session.

### 6:00 P.M. – 7:00 P.M.

**ADMINISTRATIVE MEETING:**
**FINAL MEETING OF THE OUTGOING BOARD OF DIRECTORS**

The outgoing Board of Directors meets for its final meeting, followed by a farewell cocktail reception.

*Note: The Business Meeting of Members will take place on Thursday, February 4, at 7:30 a.m.* *See page 37 for more information.*

## MONDAY, FEBRUARY 1

### 9:00 A.M. – 5:00 P.M.

**RESEARCH TRAINING PROGRAM DAY 1**

Co-chairs/
Presenters: John C. Markowitz, M.D. (New York, NY)
Barbara Milrod, M.D. (New York, NY)
Presenters: Marianne Leuzinger-Bohleber, D. Phil.* (Frankfurt, Germany)
Eric A. Fertuck, Ph.D. (New York, NY)

***LUNCH BREAK: 12:00 P.M. – 1:30 P.M.***

This rigorous training program, now in its third year is intended for individuals interested in conducting both quantitative and qualitative psychoanalytically orientated treatment research. The two-day program occurs on February 1 and 2, 2027 at the Mayflower Hotel in Washington, DC, just before the Association's 2027 National Meeting.

**Participation in this specialized program is available by application only.**

**Applications are due November 15, 2026:**
Click Here to Apply

The program will provide brief background talks in seminar format, but focus on intensive mentoring of applicants' research projects, intended to help participants to successfully apply for research

*continued*

# DAILY SCHEDULE

## 9:00 A.M. – 5:00 P.M. continued

funding. A program completion certificate will be provided.

After attending this session, learners will be able to: 1) Describe the differences between quantitative and qualitative psychoanalytically oriented research and the essential characteristics of each; 2) Summarize important steps in planning, evaluating, and seeking funding for a research project.

**CME/CE 6.5**

## 9:00 A.M. – 4:15 P.M.

APsA DPE

### DPE CHILD CONGRESS 2027: PSYCHOANALYTIC ASSESSMENT OF CHILDREN USING AN INTEGRATED CLINICAL AND RESEARCH APPROACH

Chair: Gabrielle H. Silver, M.D., DF-APA, DF-AACAP (New York, NY)

Presenters: Dima Amso, Ph.D.* (New York, NY)
Miriam Steele, Ph.D. (New York, NY)
Felecia R. Powell-Williams, Ed.D., LPC-S, RPT/S, FABP (Houston, TX)

Discussant: Wendy Olesker, Ph.D. (New York, NY)

***LUNCH BREAK: 12:00 P.M. - 1:15 P.M.***

This session is designed for all psychoanalytically inclined clinicians and researchers interested in integrated assessment of children and parents, incorporating more traditional observational and interpretive techniques with structured research assessment tools. Presenters will describe the history of child psychoanalytic assessment through observational and research approaches and discuss assessment tools. Through examples of complex cases where a child and multiple caregivers were included in the assessments, utilizing clinical observational expertise, trial interpretations, as well as tools such as the Adult Attachment Interview, story stems, and structured play evaluations, participants will expand their assessment skills and their understanding of potential tools to provide more robust and integrated evaluations. And will also look at the neuroscience of trauma, psychopathology, and resilience and its impact on our assessment considerations.

After attending this session, learners will be able to: 1) Describe various observational and tool-based approaches to youth assessment; 2) Demonstrate psychoanalytically informed assessments of complex child-guardian presentations. **CME/CE 6**

## 6:30 P.M. – 8:00 P.M.

### SOCIAL EVENT: FIRST TIME ATTENDEE PARTY

For those attending the meetings for the very first time, we invite you to join APsA leadership, staff, and other first timers at this cocktail party. At this event you will have the opportunity to meet leadership, staff, and other attendees, so you'll recognize familiar faces throughout the rest of the National Meeting week!

# TUESDAY, FEBRUARY 2

## 7:00 A.M. – 8:45 A.M.

### SOCIAL EVENT: COFFEE AND BREAKFAST BITES

Join us before the Opening Plenary for coffee and a light breakfast featuring yogurt, breakfast burritos, fresh fruit, and the Mayflower's world-famous banana bread!

This is a wonderful opportunity to reconnect with colleagues, meet new faces, and catch up with friends before the week begins.

As part of our new meeting format, we're excited to offer this time and space for registrants to gather and socialize before we kick off the conference with our Opening Plenary featuring Nancy McWilliams.

Talk to someone new. Find an old friend. Start the week together!

We welcome all attendees to join us for this complimentary breakfast.

# DAILY SCHEDULE

## 9:00 A.M. – 10:30 A.M.

### PLENARY ADDRESS: "SAVING PSYCHOANALYSIS" AND AWARDS PRESENTATION

Chair: Bonnie J. Buchele, Ph.D., APsA President (Kansas City, MO)

Introducer: Jane G. Tillman, Ph.D., ABPP (Stockbridge, MA)

Speaker: Nancy McWilliams, Ph.D., ABPP (Lambertville, NJ)



Psychoanalysis and psychoanalytic therapies are facing devaluation from corporate interests, from mistaken assumptions that there is no evidence supporting psychoanalytic treatments, from the characterization of Sigmund Freud as a cocaine-addled misogynist, and from political and generational stresses within psychoanalytic organizations. As analytic supervisors age out of medical schools and graduate programs, students are losing access to psychoanalytic ways to think about patients. Yet there is a growing interest in psychoanalysis and psychodynamic psychotherapy among clinicians trained in other perspectives and among scholars of sociocultural privilege, power, and trauma – areas that neither biological psychiatry nor cognitive psychology illuminates adequately. Dr. McWilliams will focus on factors that have undermined the standing of psychoanalysis and will suggest ways to preserve and expand psychoanalytic thought and practice in the contemporary environment.

After attending this session, learners will be able to: 1) Name four effective evidence-based psychoanalytic treatments for severe personality pathology; 2) Describe the main area in which some psychoanalytic treatments have demonstrated empirical superiority to other approaches. **CME/CE 1**

## 11:00 A.M. – 5:00 P.M.

### RESEARCH TRAINING PROGRAM DAY 2

*See Monday at 9:00 a.m. for description and objectives.*

***LUNCH BREAK: 1:00 P.M. - 2:30 P.M.***

**CME/CE 4.5**

## 11:00 A.M. – 1:00 P.M.

### DISCUSSION GROUP 1: PSYCHOANALYSIS IN THE DIGITAL ERA

Chair/
Presenter: Haroula Ntalla, Psya.D., LP, FIPA (New York, NY)

The COVID-19 pandemic brought major changes to mental health treatment and led to widespread use of telepsychology and telepsychoanalysis. Remote work allowed clinicians to continue offering care but created challenges for maintaining the analytic frame and therapeutic relationship. The shift from the consulting room to a virtual space raises questions about how therapeutic space is created and held, and how transference and countertransference unfold when analyst/psychoanalytic psychotherapist and patient are not physically present. This session explores clinicians' experiences transitioning to remote work during and after the pandemic, focusing on how analytic space was recreated online, how transference was expressed, and how confidentiality, privacy, and technology affected the analytic process. It incorporates discussions of adapting psychoanalytic practice while maintaining the integrity of the analytic frame.

After attending this session, learners will be able to: 1) Explain changes in the analytic frame and transference when practicing psychoanalytic psychotherapy/analysis in remote settings; 2) Apply clinical strategies to maintain therapeutic presence, confidentiality, and boundaries in telepsychoanalysis/therapy with patients/clients. **CME/CE 2**

### DISCUSSION GROUP 2: TREATING THE SUICIDAL PATIENT

Chair/
Presenter: Mark J. Goldblatt, M.D. (Cambridge, MA)

Discussants: Elsa Ronningstam, Ph.D. (Belmont, MA)
Jane G. Tillman, Ph.D., ABPP (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 session will explore the understanding of the psychodynamics of suicidal patients and how psychotherapies may work to address the unbearable psychic pain that leads to the attack on the self. We will use the format of a case presentation by a presenter whose psychodynamic experience

*continued*

## 11:00 A.M. – 1:00 P.M. continued

in the treatment of a suicidal patient highlights aspects of the developmental history and interpersonal interactions that lead to suicidal distress. Two experienced discussants explore current research on therapeutic interventions and the transference/countertransference implications for treatment. The rationale for this session is to provide clinicians with an understanding of the dynamic forces involved in the treatment of suicidal patients and highlight strategies that address the usefulness and limitations of interventions.

After attending this session, learners will be able to: 1) Explain important psychodynamics of suicide; 2) Explain therapeutic interventions that affect suicidal patients. CME/CE 2

### DISCUSSION GROUP 3: PSYCHOANALYTIC IDENTITY AND PSYCHOLOGICAL ASSESSMENT: PRACTICE APPLICATIONS

Co-chair: Jed Yalof, Psy.D., ABPP, ABAP, ABSNP, FABP (Narberth, PA)

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

Presenter/ Discussant: Daniel Judes, Ph.D.* (Beverly Hills, CA)

How can comprehensive psychological assessment deepen psychoanalytically informed treatment? This session examines a complex case involving questions of autism spectrum disorder, neurocognitive compromise, ADHD, heavy cannabis use, depression, anxiety, and personality disorder. Through the perspectives of the treating therapist, assessor, and discussant—all psychoanalysts—attendees will explore findings from neurocognitive and personality measures, including the Rorschach, alongside a complicated parent-child relationship shaped by differing cultural expectations. The discussion will follow the case from evaluation and test feedback through post-assessment communication between therapist and assessor. By connecting psychoanalytic theory with assessment data, this session demonstrates how psychological testing can clarify complex clinical presentations, strengthen the therapeutic alliance, and help move treatment forward.

After attending this session, learners will be able to: 1) Describe case conceptualization when psychological test results are integrated within a psychodynamic treatment; 2) Describe how projective personality testing can highlight parent-child dynamics and inform transference-countertransference dynamics in the treatment. CME/CE 2

### DISCUSSION GROUP 4: PSYCHOANALYTIC APPROACHES TO WORKING WITH CHILDREN WITH AUTISM SPECTRUM DISORDER

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

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

Using data from the five-year analysis of a pre-pubertal child on the autism spectrum, this group will focus on the application of psychoanalytic technique to treating a precocious, asocial, and dysregulated child as they approach and navigate puberty. We will address the impact on the child's 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 their personality and functioning persistently reflected neurotypical identifications with their parents as well as the impact of autism on their developmental trajectory.

After attending this session, learners will 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. CME/CE 2

### DISCUSSION GROUP 5: THE TRANSMISSION OF TRAUMA FROM MOTHER TO CHILD: DYADIC PATTERNS OF BEHAVIORAL MICRO-PROCESS

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

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

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 is intended for clinicians interested in understanding trauma and how to interrupt the cycle of its intergenerational transmission. The presenter will show videotapes of mother-infant interaction in two cases of traumatized young mothers and their infants. The discussant (Beebe)

*continued*

## 11:00 A.M. – 1:00 P.M. continued

will demonstrate dyadic patterns of behavioral micro-processes that could constitute the transmission of traumatic relational patterns from the mother's childhood to her own child. The presenter and discussant will describe and consider interventions that can repair intrusive/frightening/distancing maternal behaviors and/or infant visual/postural withdrawal and facial/vocal distress to support optimal mother-infant engagement. Attendees are encouraged to participate in discussing the case material and proposed interventions. The session aims to provide clinicians with new tools for breaking the cycle of intergenerational trauma.

After attending this session, learners will be able to: 1) Explain how therapeutic interventions can support optimal mother-infant engagement and, in that way, potentially interrupt the intergenerational transmission of trauma; 2) Describe two features of dyadic patterns of behavioral micro-process, which may be associated with the transmission of trauma from a mother's childhood to her own child. **CME/CE 2**

### DISCUSSION GROUP 6:
### THE EFFECT OF ARTIFICIAL INTELLIGENCE ON CONFIDENTIALITY IN PSYCHODYNAMIC TREATMENT

Chair: Kevin V. Kelly, M.D. (New York, NY)

Presenters: Todd Essig, Ph.D. (New Paltz, NY)
Andrew J. Gerber, M.D., Ph.D. (New Canaan, CT)
Catherine L. Grus, Ph.D.* (Washington, DC)

*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 is intended to stimulate consideration by psychoanalysts, psychotherapists, and trainees of how the use of AI by the analyst/therapist and/or by the patient/client can affect issues related to confidentiality. The presenters will discuss how AI models gather data and how they are used currently in connection with psychotherapy; the dynamics of the relationship between a human-like program and a human analyst/therapist or patient/client; the need for analysts/therapists to contribute to the development of more dynamically-sophisticated AI models by contributing clinical material in a fashion that respects confidentiality. The purpose of this session is to make attendees aware of the possibility of distortions in attitudes toward AI, and of the importance of psychodynamic experts contributing to the development of AI models.

After attending this session, learners will be able to: 1) Explain where large-language models get their data, and how the functioning of these models depends on both the sources of data and the motivations of the people who design them; 2) Describe both the risks to confidentiality posed by the use of AI in connection with psychodynamic treatment, and the value of using clinical material to inform the development of AI systems that can provide better therapy in the future. **CME/CE 2**

APsA DPE

### THE DPE IDEA INCUBATION WORKSHOP

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

Presenters: Gregory Rizzolo, Ph.D., LCPC (Chicago, IL)
Neal Vorus, Ph.D. (New York, NY)

The session is designed for candidates and early-career psychoanalysts and psychotherapists who have an idea they've been mulling over that they wish to fashion into a publication-worthy paper and are seeking the help of journal editors to develop their idea so that it might then be adequate for journal submission.

After attending this session, learners will be able to: 1) Outline the essential ingredients that make for a publication-worthy submission to psychoanalytic journals; 2) Describe what journal reviewers are looking for when assessing whether to accept a given paper for publication. **CME/CE 2**

### ERNST AND GERTRUDE TICHO MEMORIAL LECTURE:
### "OMNIPOTENCE AND OMNIPOTENTIALITY IN THE AGE OF AI"

Chair: Brian R. Ngo-Smith, LCSW, FABP (Denver, CO)

Introducer: Steven H. Goldberg, M.D. (San Francisco, CA)

Presenter/Prize Winner: Nicolle Zapien, LMFT, Ph.D. (Oakland, CA)

This session will build on theoretical ideas of omnipotence, as distinct from narcissism or infantile-phantasy, as a normal part of development, and as a useful force in the creative process, in development of a sense of agency, and also as an issue that

*continued*

## 11:00 A.M. – 1:00 P.M. continued

warrants clinical attention in a new way in the age of ubiquitous AI. Using short vignettes and stories of experiences of a psychoanalyst in the AI-laden San Francisco Bay Area, the presenter will consider the aims and values of psychoanalysis, putting forth omnipotentiality as an important aim for our times in dialogue with the work of Ernst and Gertrude Ticho in this memorial lecture. This session is designed for psychoanalysts, psychodynamic psychotherapists, candidates, trainees, researchers and academics, and psychoanalytic/psychodynamic practitioners in all contexts.

After attending this session, learners will be able to: 1) Describe the importance of omnipotence to the development of agency and creativity, as well as problematic developments of the same; 2) Consider the aims and values of psychoanalysis in the age of AI. CME/CE 2

### PANEL 1:
### GENERATIVE MOURNING: PLAY, PARADOX, AND THE RELATIONSHIP BETWEEN CREATIVE LIVING AND MOURNING

Chair: Christine Sterkel, M.D. (Chicago, IL)
Presenter: Steven H. Cooper, Ph.D. (New York, NY)
Discussant: Frank L. Summers, Ph.D. (Chicago, IL)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 explores how two psychoanalysts understand the relationship between mourning and creative living. The first paper examines how analysts can facilitate generative mourning, drawing on Lear, Winnicott, Ogden, and Cooper to help grieving patients harness imagination and liberated eros to live beyond the devastation, ambivalence, and pain of loss. The second paper considers his own views of mourning in relation to Winnicott, Kristeva, and Kris. It offers a theory of how play and mourning are often linked to unconscious grandiosity and fantasies of infinite possibility. He proposes that mourning grandiose fantasies about the self and relationships can allow patients to move from being "alone and frozen," characterized by malignant nostalgia and deadness, toward being "alone and alive." The latter is filled with the paradox of limit, and at the same time greater capacity for a vibrant present and uncharted future.

After attending this session, learners will be able to: 1) Apply ideas about play and creativity from thinkers like Lear, Winnicott, Ogden, and Cooper to understand dynamics of generative mourning and how to employ these theoretical models to care for grieving patients, whether that loss is real (through death) or symbolic; 2) Apply relevant contemporary psychoanalytic theory to recognize the value of and create transitional space for play and new meaning-making to help patients towards their own creative aliveness. CME/CE 2

### PANEL 2:
### INTERGENERATIONAL TRANSMISSION OF TRAUMA AND RESILIENCE: CROSS-CULTURAL PERSPECTIVES

Chair: John Martin-Joy, M.D. (Watertown, MA)
Presenters/
Discussants: Arthi Kumaravel, M.D.* (Boston, MA)
Rafael D. Ornstein, M.D. (Boston, MA)

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

Within analysis and dynamic therapy, interest is increasing in the unconscious multigenerational impact of psychological trauma. Yet simplistic theories of intergenerational transmission may overlook the complex ways that strengths, such as personal/group identity and adaptive defenses, can also be passed along. This panel will reflect on trauma and resilience in three cultures over time. We will explore Erik Erikson's fieldwork with the Oglala Lakota tribe of South Dakota in the 1930s; experiences and legacies of survivors of the Holocaust, including those of psychoanalyst Anna Ornstein; and the experiences of contemporary Asian Americans. Throughout, the heterogeneity and complexity of intergenerational transmission will be emphasized–through clinical cases, consideration of social and historical dynamics, including immigration experiences, and a critical consideration of trauma theory.

After attending this session, learners will be able to: 1) Describe the strengths and limitations of Erik Erikson's fieldwork and theorizing with the Oglala Lakota tribe of Pine Ridge, South Dakota, conducted almost 50 years after the Wounded Knee massacre;

2) Describe the intergenerational impact of one of the following and demonstrate implications for

*continued*

# DAILY SCHEDULE

## 11:00 A.M. – 1:00 P.M. continued

clinical work: the Holocaust; the Chinese Cultural Revolution; the traumas of immigration and racism for second generation Asian Americans. **CME/CE 2**

## 2:00 P.M. – 4:00 P.M.

### DISCUSSION GROUP 7:
### THE UNHOUSED PSYCHE: NAVIGATING FAILURES OF CONTAINMENT, HOLDING, SKIN, AND THE CLAUSTRUM

Co-chairs/
Discussants: Susan N. Finkelstein, LCSW (New York, NY)
Nasir Ilahi, LLM (Greenwich, CT)

Presenter: Phoebe A. Cirio, MSW, LCSW (St. Louis, MO)

*This session is limited to 40 people*

This discussion group explores clinical failures in containment (Bion) and holding (Winnicott), focusing on "difficult-to-reach" patients trapped in preverbal states. It examines how deficiency of primary emotional skin can lead to adhesive identification (Meltzer) or the development of "second skin" defenses (Bick). Through detailed clinical material, and discussion of assigned reading, it maps the claustro-agoraphobic dilemma (Rey), where the patient fluctuates between a suffocating retreat into the claustrum and agoraphobic boundaryless terror. By integrating these concepts, this discussion group aims to deepen the therapist's capacity to survive and process concrete, sensory communications of patients unable to symbolize internal catastrophes. This synthesis offers a vital toolkit for working within the "unhoused" psyche at various levels of disturbance.

After attending this session, learners will be able to: 1) Explain clinical manifestations of failures in containment and hold them in preverbal and severely disturbed states; 2) Apply the concepts of adhesive identification, second-skin defenses, and claustro-agoraphobic dynamics to clinical formulation and intervention. **CME/CE 2**

### DISCUSSION GROUP 8:
### IMPASSES IN PSYCHOANALYSIS AND PSYCHOANALYTIC PSYCHOTHERAPY

Co-chairs: Steven H. Goldberg, M.D. (San Francisco, CA)
Judy L. Kantrowitz, Ph.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 session helps clinicians identify and address impasses, a topic analysts and therapists have historically been reluctant to discuss openly. In a supportive setting, participants will examine detailed case presentations to identify often-unconscious factors and patterns in both patient and analyst/therapist that may contribute to stalled treatments. Open discussion and collaborative reflection will be used to develop creative strategies, uncover new possibilities for treatment, and help participants more effectively navigate impasses in their own clinical work.

After attending this session, learners will be able to: 1) Diagnose impasse and assess the relative contributions from patient, analyst, and theory; 2) Differentiate between situations of full clinical impasse and the more normally encountered obstacles requiring re-thinking and a "second look".

**CME/CE 2**

### DISCUSSION GROUP 9:
### THE INTEGRATION OF PSYCHOANALYSIS AND COUPLE THERAPY

Chair/
Presenter: Graciela E. Abelin-Sas Rose, M.D. (New York, NY)

Discussant: Rogelio A. Sosnik, M.D. (East Hampton, NY)

This discussion group focuses on applying psychoanalytic principles to the treatment of couples and is designed for psychoanalysts, therapists, and trainees interested in deepening their understanding of relationship dynamics. The session explores the distinction between the unconscious organization of the individual and the couple as a unit. Participants will gain practical tools to identify and address conflictual behaviors rooted in unconscious interactions and early childhood experiences reenacted within current relationships. These behaviors can create intense transferential reactions between partners that may be difficult to detect or absent in

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## 2:00 P.M. – 4:00 P.M. continued

individual treatment. The presenter will illustrate the observation, treatment, and evolution of different couples, including findings from a prolonged research study comparing patients in individual and couple sessions and highlighting how psychic functioning may differ depending on context.

After attending this session, learners will be able to: 1) Analyze the transferences within couples, how to address them, and how to elicit curiosity about their possible origin, while showing the couple the effect that those have in misinterpreting, misunderstandings, and in creating fixed "constructions" of the other that affect each other's performance and behavior; 2) Explain the "Couple World," its present unconscious organization and the circumstances that may have brought conflict into a previously harmonious one and apply psychoanalytic technique to reconstruct the history of that organization to bring it to a conscious understanding, working through towards a possible resolution. **CME/CE 2**

### DISCUSSION GROUP 10: SHAKESPEARE AND PSYCHOANALYSIS: *TWELFTH NIGHT, OR WHAT YOU WILL*

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

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

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

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

Ever since Freud compared *Hamlet to Oedipus Rex in The Interpretation of Dreams,* literature has been the nutrient-rich mycelium for the magic mushroom of psychoanalysis. No author has been a more fecund source of inspiration than Shakespeare. We will launch our study of his works with *Twelfth Night,* the last and most complex of his romantic comedies, which explores many themes relevant to contemporary psychoanalysis—gender identity, social class, narcissism, imagination and reality, loss and mourning, and the myriad forms of human desire. We will pay close attention to the language of the play and consider its place in Shakespeare's artistic development. This session is designed for psychoanalysts, psychotherapists, candidates/trainees, and scholars interested in what happens when literature and psychoanalysis talk to one another.

After attending this session, learners will be able to: 1) Explain how varieties of gender are performed in Shakespeare's *Twelfth Night*; 2) Describe how the comic form in *Twelfth Night* relates to the question of hope in psychoanalysis, and its vision of future possibility. **CME/CE 2**

### DISCUSSION GROUP 11: WRITING ABOUT YOUR ANALYTIC OR THERAPEUTIC WORK IN A CASE REPORT

Chair: Stephen B. Bernstein, M.D. (Chestnut Hill, MA)

Co-chairs: Mark Moore, Ph.D. (Philadelphia, PA)

Jennifer Stuart, Ph.D. (New York, NY)

Presenter: Randi Mittleman, M.D. (Newtown, PA)

Discussant: Mary J. Landy, M.D. (Indianapolis, IN)

***This discussion group is related to Discussion Group 29: "Teaching About Analytic and Therapy Case Writing", Wednesday at 11 a.m.***

Psychoanalysis and psychotherapy are spoken processes, but it is through a written process that the clinician's reflections, learning, and professional communication occur. Analysts, candidates, psychotherapists, and other trainees are often asked to write, but they sometimes find it difficult. In this discussion group Randi Mittleman, a candidate at the Psychoanalytic Center of Philadelphia, will offer the rare opportunity to read and discuss a full case report, and to learn how she wrote it and dealt with any impediments to writing. The case report will demonstrate an analytically based format to convey moment-to-moment clinical interactions, as well as ways to structure the writing of an entire report. This close reading and discussion will help the attendees become more comfortable and effective clinical writers.

After attending this session, learners will be able to: 1) Demonstrate and write about the analyst's and the therapist's clinical work in a case report; 2) Describe and reflect on the experience of both the patient and the analyst or therapist in the clinical account. **CME/CE 2**

## 2:00 P.M. – 4:00 P.M. continued

### DISCUSSION GROUP 12:
### TEACHING FREUD NOW: AN EXERCISE IN COLLABORATIVE TEACHING AND LEARNING

Chair: Karl W. Stukenberg, Ph.D., ABPP (Cincinnati, OH)

Presenter: Louis Roussel, Ph.D. (San Francisco, CA)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 psychoanalytic faculty receive little formal training in teaching and may rely on the same top-down methods through which they were taught. This session introduces collaborative teaching strategies that can increase trainee engagement and strengthen the learning alliance. Through classroom vignettes illustrating both effective and problematic teaching experiences, participants will examine how faculty engage learners, how trainees learn through discussion with one another, and how both groups engage with Freud's work. The presenter will model practical methods used in higher education to foster collaborative learning. Faculty and trainees will discuss how to listen to students differently, respond to their developmental levels, and create classroom environments in which trainees actively participate in the teaching and learning process.

After attending this session, learners will be able to: 1) List the problems with authoritarian teaching; 2) List methods to engage students in collaborative teaching. CME/CE 2

### PANEL 3:
### THE FATE OF A FROZEN CASE: ANALYTIC PROCESS DELAYED

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

Presenter: Matt Shatzman, MA, LPC* (St. Louis, MO)

Discussant: Howard B. Levine, M.D. (Cambridge, MA)

What happens when a candidate's case is deemed to lack analytic process? This panel examines the case of a now-graduated candidate whose stalled treatment was officially determined not to demonstrate analytic process, meaning he would receive no clinical credit. Seeking another perspective, the candidate entered consultation hoping to uncover evidence that had been overlooked. The consultation revealed an embryonic analytic process within the candidate's previously unconsidered countertransference reactions. Through this case, the panel challenges traditional understandings of analytic process and considers whether it can occur primarily within the analyst's mind rather than solely through a back-and-forth exchange between analyst and analysand. This session will be of interest to candidates, institutes evaluating clinical work, psychoanalysts, and psychotherapists seeking a deeper understanding of analytic process.

After attending this session, learners will be able to: 1) Describe how the concept of analytic process can be productively expanded to include a process that takes place solely in the analyst's mind, which translates into changes in how the analyst views or understands the patient, which might either prove inarticulable or not clinically productive if articulated. These changes may nonetheless change how the analyst interacts with the patient, which can have a mutative effect even if that doesn't increase the patient's explicit (articulatable) self-knowledge, which exists implicitly; 2) Explain why relying on the presence of analytic process as a metric by which to measure candidate progression or an analyst's own self-assessment of his own clinical work proves seriously problematic to the extent that analytic process is ill-defined, poorly understood, and does not include processes that take place strictly in the analyst's mind. CME/CE 2

### PANEL 4:
### HOW MUCH CAN GIRLS AND WOMEN WANT? MOVING FROM "TOO-MUCHNESS" TO FREEDOM IN THE REALM OF FEMININE DESIRE

Chair/
Presenter: Paula L. Ellman, Ph.D., ABPP (N. Bethesda, MD)

Presenters: Anne J. Adelman, Ph.D. (Chevy Chase, MD)
Margarita Cereijido, Ph.D. (Washington, DC)

Discussant: Mary T. Brady, Ph.D. (San Francisco, CA)

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

As girls enter young adulthood, their developmental progression can be fraught with challenges to their emerging sense of feminine identity. The experience of the female self is often compromised by an enduring belief that they are "too much." Origins for these beliefs lie both in the family's position towards the daughter's desires and the

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## 2:00 P.M. – 4:00 P.M. continued

cultural surroundings of misogyny and gendered dominance. Presenters explore different aspects of the "too-much" experience in female desire, specifically in the realms of sexuality, ambition, and intellect. This session is designed for psychoanalysts, psychotherapists, candidates, and trainees interested in the inquiry of the female mind in our current historical context. Attendance will enhance clinicians' capacities to enrich their clinical practice with women throughout their life cycle.

After attending this session, learners will be able to: 1) Explain the specific ways in which the experience of being "too much" manifests in women across the domains of sexuality, ambition, and intellect within the clinical encounter; 2) Analyze the role of cultural and familial transmission in shaping a woman's relationship to her own desires, and recognize how current hypermasculine cultural norms reinforce shame and self-suppression in female patients.

CME/CE 2

### PANEL 5:
### SHAME MUST CHANGE SIDES: FROM A MORALITY OF POWER TO AN ETHIC OF LOVE

Chair/
Discussant: Susan D. Kolod, Ph.D. (Brooklyn, NY)

Presenters: Sandra Buechler, Ph.D.* (New York, NY)
Peter Shabad, Ph.D. (Chicago, IL)

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

Why do victims of sexual abuse and other forms of aggression shame themselves and are shamed by society for causing their own victimization? This session will explore both developmental and societal reasons why shame is assigned to the victim rather than to the perpetrator of aggression. Presenters will use clinical case illustrations to highlight how an ethical shift in shame's designations can be engendered from victim to perpetrator. The rationale for this session is to provide clinicians with a greater understanding of why shame is assigned to victims rather than perpetrators, and to feel more empowered to intervene in shame's designations of blame.

After attending this session, learners will be able to: 1) Explain how shame evolves into a morality of power in which victims of sexual violence blame themselves for being victims;

2) Describe how cultures reinforce shame in victims of sexual violence. CME/CE 2

## 4:30 P.M. – 6:30 P.M.

### DISCUSSION GROUP 13:
### A MICROSCOPIC VIEW OF INTERGENERATIONAL TRAUMA

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

Discussants: Alicia I. Dueñas, M.D.* (Santa Rosa, CA)
Ana Mayen Lainez, M.D.* (San Salvador, El Salvador)
Victoria Trump Redd, M.D.* (Cambridge, MA)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 is intended for clinicians interested in understanding trauma and how to interrupt its intergenerational transmission. The presenter will give a summary of current research on the relationship between the timing of early adverse events, relational health, and developmental outcomes. The case of a traumatized young mother and her children will be presented and discussed from various perspectives, including the Neurosequential Model of Therapeutics (NMT), videos of mother-child interactions, and practical interventions to support healing. Participants will be invited to bring their clinical experience to participate with the case material actively. The session aims to provide clinicians with new tools for evaluating patients, planning treatments, and challenging cultural biases, with the goal of breaking the cycle of intergenerational trauma.

After attending this session, learners will be able to: 1) Explain the timing and type of trauma that have the most deleterious effect on healthy development; 2) List three interventions that facilitate breaking the transmission of intergenerational trauma and explain their psychoanalytic correlatives.

CME/CE 2

## 4:30 P.M. – 6:30 P.M. continued

### DISCUSSION GROUP 14:
### JOYCE'S ULYSSES AND PSYCHOANALYSIS

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

We are pleased to come together to discuss the penultimate chapter of *Ulysses* on James Joyce's 144th birthday.

*Ulysses* uses characterization to make the inner lives of fictional persons real and credible. Through artistic form and aesthetic experience, it portrays what scientific case studies cannot: minds in action and the specific rhythms, ideas, associations, feelings, and recurrences that distinguish and reveal individual persons. James Joyce's novel also offers an opportunity to consider how an analyst or psychoanalytic therapist listens, follows along, notices details, and reflects on a person saying whatever comes to mind, or trying to. *Ulysses* has been taught to generations of psychoanalysts and psychodynamic therapists as a powerful illustration of its characters' inner lives and unconscious. This year's reading is Chapter 17, *"Ithaca,"* Gabler Edition, Random House. The group is open to all attendees interested in *Ulysses* and psychoanalysis.

After attending this session, learners will be able to: 1) Explain how the "paternal function" operates outside of biological necessity. Demonstrate the role of grief and atonement in the reuniting of two men, and the bridging of Stephen's reach for a father with Bloom's grief over his lost son; 2) Explain how intellectualizing and hyper-rationalizing can be used as a defense against the emotional reactions associated with trauma, in this example, the emotions connected with loss and infidelity.

**CME/CE 2**

### DISCUSSION GROUP 15:
### ON BEING EMPTY OF ONESELF, MISRECOGNITION AND RESTORATION OF THE IMAGINARY SELF

Co-chair: Judy K. Eekhoff, Ph.D., FIPA (Seattle, WA)
Co-chair/
Discussant: Susan N. Finkelstein, LCSW (New York, NY)
Presenter: Cornelius Dufallo, LCSW (New York, NY)

*This session is limited to 40 people*

This discussion group targets clinicians working with non-symbolizing patients traumatized in early childhood. These patients suffered psychic overwhelm from maternal "mis-recognition," seen as a foundational failure that produces psychic emptiness, diminished aliveness, and vulnerability to states of non-being. Through lengthy audience discussion of a related article and case presentation, awareness of and techniques for helping this population will be emphasized to mobilize this mis-recognition of "being empty of oneself" into a more integrated, represented and symbolized ego state of being and imagination. The Balints, Middle School analysts, Klein, Bion and Eekhoff will be cited for interventions and interpretations on how to foster emotional growth and imagination.

After attending this session, learners will be able to: 1) Differentiate symbolic from non-symbolic processing; 2) Describe indicators of mimicry as defenses against emptiness, meaninglessness, and misrecognition. **CME/CE 2**

### DISCUSSION GROUP 16:
### APPLYING HISTORICAL AND SOCIAL FACTORS IN CLINICAL PSYCHOANALYSIS

Co-chairs: Dorothy Evans Holmes, PhD, ABPP, FABP (Bluffton, SC)
Stephen Seligman, DMH (San Francisco, CA)
Presenter: Emily S. Frank, Ed.D. (Boston, MA)
Discussant: Donald B. Moss, M.D.* (New York, NY)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 session is designed for psychoanalysts, psychotherapists, and all others interested in the impact of historical and social factors on clinical work. Psychoanalysts have often regarded these factors as secondary. But our conceptual and clinical methods, including our approaches to transference and countertransference, are enriched when we add social, historical, and cultural elements to our thinking. This group is built around a clinical presentation by Emily Frank, that highlights the impact of social/historical factors in a particular working dyad. Such factors include race, class, sexual orientation, as well as other potential sources of diversity, such as disability and political ideology.

After attending this session, learners will be able to: 1) Analyze, integrate and interpret the presence of social and historical factors in their work with a wide variety of patients; 2) Discuss how a consideration of social and historical factors can contribute to a widening clinical and organizational reach.

**CME/CE 2**

## 4:30 P.M. – 6:30 P.M. continued

### DISCUSSION GROUP 17:
### THE VULNERABLE CHILD: BROADENING HOW CHILD ANALYTIC CLINICIANS THINK

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

Presenter: Aaron Kook, LMHC (Brookline, MA)

Discussants: Robert A. Kravis, Psy.D. (Elkins Park, PA)
Donna Roth Smith, LCSW, FIPA (New York, NY)

This session is designed for any clinician interested in deepening their understanding of analytic treatment of the vulnerable child. This case presentation of a young child by Aaron Kook focuses on how the analyst moves from in-the-moment engagement with the patient to understanding clinical material and thinking about potential interventions for future engagement. After a rocky start, the therapist helps an out-of-control latency age boy settle into treatment, using puppets to find a transitional space between enactment and displacement. Formal discussion by Robert Kravis and Donna Roth Smith, along with group discussion, will identify the advantages and disadvantages of different theoretical approaches and interventions.

After attending this session, learners will be able to: 1) Explain the treating analyst's working theoretical model and identify openings to consider a different theoretical model; 2) Describe the advantages and disadvantages of different theoretical approaches and associated interventions. CME/CE 2

### DISCUSSION GROUP 18:
### FINDING UNCONSCIOUS FANTASY IN THE ANALYST'S MIND: CONSIDERATION OF THE INDIVIDUAL IN THE GROUP, THE LARGE GROUP, AND THE LARGER WORLD

Co-chairs/ Discussants: Paula L. Ellman, Ph.D., ABPP (N. Bethesda, MD)
Susan D. Kolod, Ph.D. (Brooklyn, NY)

Presenters: Paula Christian-Kliger, Ph.D., ABPP (New York, NY)
Jasmine Ueng-McHale, Ph.D.* (Princeton, NJ)
Harriet L. Wolfe, M.D. (San Francisco, CA)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 looks at how unconscious fantasies about leadership are enacted in groups, both large and small. The roles of large group identity, chosen trauma, and polarizing forces such as racism, gender identity, and generational conflict in the group are examined. Harriet Wolfe, Paula Christian-Kliger, and Jasmine Ueng-McHale join Paula Ellman and Susan Kolod, together with attendees, to discuss the fantasies that underpin an individual's participation in groups and organizations. This ongoing discussion group will further clarify unconscious processes perpetuating dysfunction in psychoanalytic groups and look at the leadership function of metabolizing projected fantasies. This session is designed for psychoanalysts, psychotherapists, candidates, and trainees interested in addressing the professional gap ensuing from overlooking processes in the polarized group.

After attending this session, learners will be able to: 1) Summarize the transference and countertransference experiences and enactments of psychoanalysts/psychoanalytic psychotherapists that often occur with issues of toxic polarization in group process; 2) List psychoanalytic concepts to manage intense transference and countertransference when encountering organizational conflict. CME/CE 2

## 4:30 P.M. – 6:30 P.M. continued

### DISCUSSION GROUP 19:
### PSYCHOANALYSIS WITH PSYCHOTICALLY ORGANIZED PATIENTS

Chair/
Presenter: Irene Hurford, M.D. (Jenkintown, PA)

Discussant: Michael D. Garrett, M.D. (Lambertville, NJ)

While psychoanalysis has become more open to working with primitive personality organizations, analysis of patients experiencing active psychotic symptoms continues to be considered risky and is generally avoided. The presenter discusses a patient with bipolar and schizoaffective disorder and explores how the work evolved from supportive/expressive psychotherapy with CBT into psychoanalysis. The transformation of psychotic symptoms will be traced both in the transference and in displacement. Clinical material will be shared, with particular attention to what makes an approach analytic with primitive personality organizations. The work draws on Bion, Winnicott, Klein, Searles, and Novick and Novick's sadomasochistic frameworks.

After attending this session, learners will be able to: 1) Explain what is meant by psychotic organization of the personality; 2) Implement strategies for how to start therapy with someone experiencing psychotic symptoms. CME/CE 2

### DISCUSSION GROUP 20:
### WORKING WITH THE DIFFICULT PATIENT: EXPLORING THE CONCEPT OF TREATMENT RESISTANCE

Co-chair: Eric M. Plakun, M.D. (Stockbridge, MA)

Co-chair/
Discussant: Elizabeth F. Weinberg, M.D. (Belmont, MA)

Presenter: Hannah Schmitt, Psy.D.* (Stockbridge, MA)

Discussant: Daniel Knauss, Psy.D., ABPP (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 session is designed for psychoanalysts, psychotherapists, candidates, and trainees challenged by work with the so-called "difficult patient." In psychiatry, many of these high-risk patients are seen as manifesting "treatment resistance," defined as treatment nonresponse. The session explores contributors to the phenomenon of treatment resistance and to the experience of patients as difficult. It then recommends psychoanalytic concepts useful for engaging such high-risk patients in order to strengthen and deepen the therapeutic alliance and improve outcomes. A case presentation of a challenging treatment-resistant patient will allow application, illustration, and elaboration of the concepts discussed. The session argues that psychoanalytic ideas and concepts offer actionable approaches for work with these challenging, high-risk patients, thus demonstrating the importance of psychoanalytic concepts to the broader field.

After attending this session, learners will be able to: 1) List at least three clinical factors contributing to treatment resistance; 2) Discuss the use of transference, countertransference, and enactments to deepen the treatment alliance in psychotherapy with complex, high-risk patients. CME/CE 2

### PANEL 6:
### MIND THE GAP: THINKING ANALYTICALLY AND CLINICALLY ABOUT THE CLIMATE CRISIS

Chair: Linda Emanuel, M.D., Ph.D. (Chicago, IL)

Presenters: Susan Kassouf, Ph.D., LP (Peekskill, NY)
Ryan LaMothe, Ph.D.* (St. Meinrad, IN)
Hannah Spector, Ph.D., MFA* (Boston, MA)
Rita K. Teusch, Ph.D. (Cambridge, MA)

Candidate
Respondent: Rory R. Varrato, 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.*

Climate and environmental crises are affecting people everywhere – albeit unequally – but their impacts have yet to be widely addressed in our field. This panel presents interdisciplinary voices raising awareness about psychoanalytic aspects of the crisis. Dynamic therapists have unique and invaluable ways to a) understand unconscious forces involved, and b) contain unbearable realities, helping people to come to grips with them. We address clinical and theoretical features of these capacities, focusing especially on specific unconscious defenses – minimization, dissociation, projection, splitting, etc. – considering how to recognize and respond to them in our consulting rooms. We address the strengths and limitations of psychoanalysis' theoretical bases in this area and propose some ways our theories might expand to help understand the situation.

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## 4:30 P.M. – 6:30 P.M. continued

After attending this session, learners will be able to: 1) Recognize eco-anxiety in patients, including at least two of its defenses; 2) Analyze, interpret, and work through eco-anxiety related issues with patients. CME/CE 2

### SERVICE MEMBER AND VETERANS INITIATIVE: TRAUMA AND MIND IN WAR AND LIFE, UNDERSTANDING AND TREATING TRAUMA

Chair/
Discussant: Harold Kudler, M.D. (Durham, NC)

Co-chairs/
Presenters: John A. Van Slyke, D.O. (Virginia Beach, VA)
Joseph E. Wise, M.D. (Brooklyn, NY)

Presenters: Harmon Biddle, LICSW* (Washington, DC)
Norman M. Camp, M.D. (Richmond, VA)
Matthew C. Johnson, Ph.D.* (Darnestown, MD)

*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.*

It is often said that few Americans serve in the military but, in reality, more than 2.8 million Americans currently serve; another 18 million are veterans, and, together with their 30 million dependents, they comprise 14% of all Americans. Virtually every clinician cares for people with military experience. This session reunites contributors to a 2020 conference entitled "TRAUMA and MIND in WAR and LIFE" to share updates on their original presentations as recently published in a special edition of *Psychoanalytic Inquiry*. This panel aligns with the Service Member and Veterans Initiative's mission of ensuring that psychoanalysts, psychotherapists, candidates, and trainees have the cultural and clinical competence needed in their work with military-related individuals and families. Ample time will be provided for interaction with panel members.

After attending this session, learners will be able to: 1) List three challenges specific to psychoanalytic treatment/psychoanalytic psychotherapy of military-related mental health issues, including but not limited to post-traumatic stress disorder; 2) Analyze the complex interaction of military culture and training with the experience of deployment stress and psychological trauma, and describe two specific clinical strategies of value in addressing related mental health concerns among service members, veterans, and their families. CME/CE 2

### RESEARCH: PSYCHOANALYSIS: AN EXPERIMENTAL SCIENCE

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

Presenters: Ariane Bazan, Ph.D.* (Nancy, France)
Paul Siegel, Ph.D.* (New York, NY)

This session is designed for psychoanalysts, psychotherapists, candidates, and trainees interested in the experimental validation of psychoanalysis as a scientific theory. While substantial research supports psychoanalysis as a therapy, less attention has been given to testing its theoretical propositions through rigorous, falsifiable methods. Presenters, including Ariane Bazan and Paul Siegel, under the moderation of Robert Galatzer-Levy, will present findings from studies supported by the American Psychoanalytic Association. These studies demonstrate that core psychoanalytic concepts—such as defense mechanisms and psychodynamic unconscious processes—can be operationalized and empirically tested. The session aims to show that experimental approaches strengthen, rather than reduce, the complexity of psychoanalytic theory, providing clinicians with scientifically grounded tools applicable in multi-theoretical clinical settings.

After attending this session, learners will be able to: 1) Describe how core psychoanalytic concepts (e.g., psychodynamic unconscious processes, defense mechanisms) can be operationalized and tested using experimental research methods; 2) Apply experimentally derived findings to inform clinical reasoning and support the integration of psychoanalytic approaches within evidence-based and multi-theoretical treatment settings.

CME/CE 2

# DAILY SCHEDULE

## WEDNESDAY, FEBRUARY 3

### 7:00 A.M. – 7:45 A.M.

**SOCIAL EVENT:**
**YOGA**

Start your day with yoga on both Wednesday and Thursday. APsA is happy to welcome back yoga teacher Elizabeth Manne, RYT500.

Elizabeth has a long history with APsA: she served as Executive Director of the Washington Baltimore Center for Psychoanalysis, led the online stretching session during APsA's first virtual meeting during COVID, and taught the in-person yoga classes the past two years. We're thrilled to have her back to teach two morning sessions in 2027.

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.

Bring your mat and a water bottle. A limited number of yoga mats will be available.

### 7:45 A.M. – 8:15 A.M.

**SOCIAL EVENT:**
**BREAKFAST GATHERING FOR CANDIDATE MEMBERS**

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

### 8:15 A.M. – 11:00 A.M.

**ADMINISTRATIVE MEETING:**
**CANDIDATES' DEPARTMENT**
**(formally Candidates' Council)**

*Note: Candidates and trainees participating in the Travel Scholarship are required to attend this meeting.*

Candidates' Department leadership, committee chairs, and delegates from APsA institutes welcome all APsA candidates to attend this meeting. Our friends from IPSO, psychoanalytic psychotherapy trainees, and any trainees who are not in analytic training, are also warmly welcomed. The meeting is open to anyone who is in training except when there is a need for the council to be in Executive Session. You will learn about our 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 in-training members, deepen your psychoanalytic identity, broaden your connection to the profession, explore resources for building your practice, and forge lifelong friendships with fellow in-training professionals.

### 8:30 A.M. – 10:30 A.M.

**MEET THE JAPA EDITORS BREAKFAST**

Interested in learning how JAPA comes together? Join Editor-in-Chief Greg Rizzolo, Book Review Editor Anne Adelman, and Book Review Managing Editor Susan McNamara for a behind-the-scenes look at the journal.

The editors will discuss how issues are planned, how original papers and book reviews are selected, and how they work with authors to develop lively, relevant contributions to the analytic literature. Topics will include what makes a paper stand out, how the editorial process unfolds, and the collaboration involved in turning a solid draft into a strong one.

The editors will also describe the kinds of submissions they are seeking and what authors can expect when submitting their work. Newer writers are especially welcome. Whether an avid reader, a prolific writer, or simply curious about the journal, all are invited to learn more about getting involved.

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

**DISCUSSION GROUP 21:**
**SEPARATION-INDIVIDUATION REVISITED: TOO MUCH TOO SOON: EARLY OVERSTIMULATION AND THE EVOLUTION OF SELF AND OBJECT MENTAL REPRESENTATIONS**

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

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## 8:30 A.M. – 10:30 A.M. continued

*license renewal, but the final judgment for such qualification is made by each state's medical board.*

This presentation presents a single case study of a male participant from the Mahler Separation–Individuation Research Project. The major focus is on early adverse experiences and an unexpected developmental trajectory in the participant's psychosexual development. The participant was intensively observed in infancy, with follow-up observations during latency, adolescence, and early adulthood. The subject was later assessed in adulthood using depth interviews and validated measures (AAI, ORI, STIPO, and projective tests). Emphasis is placed on early sexual overstimulation, failures in attunement and mentalization, self-regulatory deficits, and their impact on evolving self and object representations. The session highlights how these representations organize health and pathology, including the emergence of perversion and behavioral disturbance. Participants will learn to assess differentiation and integration of self–other representations across development using clinical observation and standardized instruments.

After attending this session, learners will be able to: 1) List the earliest behaviors that demonstrate sexual overstimulation and self-regulatory difficulties 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. CME/CE 2

### DISCUSSION GROUP 22:
### UNCONSCIOUS TIES: TRANSFERENCE IN COMMUNITY PSYCHOANALYSIS

Chair: Kris (Di) Wu, MAATC (Pittsburgh, PA)

Discussants: Tate Hudson, MA* (Pittsburgh, PA)
Caroline L. Stotz, MA* (Pittsburgh, PA)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 situates clinical experience with community and unhoused populations within the longer history of community psychoanalysis, from the free clinics of the 1920s to contemporary urban practices oriented toward subjects in social crisis. Drawing on this tradition, we will discuss anxiety, conflict, mistrust, violence, and burnout as emerging from a fractured social bond marked by exclusion, institutional inconsistency, and blocked access to care. Within communities, transference reveals unconscious effects of economic and social abandonment, illuminating how deprivation shapes subjectivity and relational bonds. Situating psychoanalysis in spaces of collective precarity, our discussion will enable interrelated analyses of psychic suffering and structural violence. This session is intended for psychoanalysts, psychotherapists, trainees, and academics interested in convergences of the theoretical, clinical, and political in community psychoanalysis.

After attending this session, learners will be able to: 1) Explain how institutional transference operates in community and clinical settings, including how experiences of authority, dependency, mistrust, and care are shaped across systems rather than only within the individual treatment dyad; 2) Analyze and apply psychoanalytic concepts to the effects of structural violence, including race, class, poverty, and intersectional inequality, in order to think more rigorously about care, conflict, and responsibility in work with patients and communities.

CME/CE 2

### DISCUSSION GROUP 23:
### THE EXTENDED FIELD OF THERAPEUTIC ACTION: PSYCHOANALYSIS IN A CONTINUUM OF CLINICAL MILIEUS

Co-chairs: Michael Groat, MSc, Ph.D. (Mason, OH)
M. Sagman Kayatekin, M.D. (Missouri City, TX)

This discussion group explores how psychoanalytic formulation can extend beyond the individual and dyad to include family, group, and systemic contexts. Clinical presentations from psychoanalytically informed, multiple-treater settings will demonstrate how patients may replicate internal scripts across different therapeutic milieus. Participants will examine individual, dyadic, family, and group regressions and consider how bi-personal defenses, such as projective identification, can inform therapeutic interventions, particularly with difficult-to-treat patients. By developing a dialogue between contemporary individual and dyadic theories of treatment and observations from larger clinical settings, the session will help clinicians identify the multiple contexts that shape a patient's functioning and develop a multilayered psychoan-

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## 8:30 A.M. – 10:30 A.M. continued

alytic formulation that expands understanding of therapeutic action beyond primarily intrapsychic and dyadic approaches.

After attending this session, learners will be able to: 1) Describe the capacity for the regression of the individual in both dyadic therapeutic relationships (therapist/analyst) and in families and groups as an essential part of understanding and treating psychopathology; 2) Explain how the recognition of individual, dyadic, and group regressions through the lens of bi-personal defenses like projective identification can aid in the formulation of therapeutic interventions, especially when working with difficult-to-treat patients. CME/CE 2

### DISCUSSION GROUP 24:
### FAILED CASES: LEARNING FROM OUR UNEXAMINED EXPERIENCES

Co-chair: Debra A. Katz, M.D. (Lexington, KY)

Co-chairs/
Discussants: Mary J. Landy, M.D. (Indianapolis, IN)
Rita H. Robertson, LISW (Cincinnati, OH)

Presenter: Neha Gupta, M.D. (Cincinnati, 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.*

Analysand patients/clients who suddenly quit, drop out, or disappear from treatment often evoke feelings of shame and failure. But these experiences may also serve as important learning opportunities for candidates/trainees, psychoanalysts, psychotherapists, and institute faculty. In this session, a candidate will present detailed clinical material about a "failed" case with a focus on what has been understood and learned since the case ended and how this experience has affected analytic identity and future clinical work. Common themes include educational gaps in training, transference-countertransference issues, enactments, patient assessment challenges, difficulties maintaining the frame, and ambivalence or pressure about initiating a case. This session hopes to lessen the negative impact that is commonly associated with these experiences and to see them as opportunities for personal and professional growth.

After attending this session, learners will be able to: 1) Explain common educational gaps, personal factors, and institutional issues that may result in sudden or unexpected case endings; 2) Apply an understanding of factors that result in failed cases to constructive teaching, case supervision, improved clinical care, and institutional openness about the impact of these experiences on professional identity. CME/CE 2

### DISCUSSION GROUP 25:
### SWIPING THROUGH DESIRE: HOW DIGITALIZATION SHAPES RELATIONAL AND INTIMATE LONGING IN LGBTQ+ PEOPLE

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

Presenters: Gila Ashtor, Ph.D., LP (New York, NY)
Agostino Carbone, Ph.D., Psy.D. (Naples, Italy)
Antonella Giornetti, Psy.D.* (London, England)

Discussant: Jack Drescher, M.D. (New York, NY)

This discussion group is designed for psychoanalysts, psychotherapists, candidates, and trainees interested in how digital platforms are reshaping relational and intimate desire among LGBTQ+ patients/clients. Three presenters, working across different clinical and cultural contexts in the United States and Europe, will each offer a clinical vignette illustrating how dating apps eliminate what Winnicott described as "transitional space," collapsing the intermediate area where desire can emerge and be negotiated. The session will examine how the shift from community belonging to platform-based individualism has converted LGBTQ+ individuals from community members into consumers, producing an eroticization of relational longing that patients/clients bring into psychoanalysis and psychotherapy. The discussant will situate these clinical observations within the broader psychoanalytic literature on sexuality, gender, and digital culture.

After attending this session, learners will be able to: 1) Describe how the elimination of transitional space by dating platforms produces specific forms of eroticization of relational desire in LGBTQ+ patients/clients, and identify these patterns in clinical material from psychoanalysis and psychotherapy; 2) Analyze the shift from community-based belonging to platform-driven individualism in LGBTQ+ populations and explain its clinical implications for psychoanalytic and psychotherapeutic work with patients/clients who present with digitally mediated relational distress. CME/CE 2

## 8:30 A.M. – 10:30 A.M. continued

### DISCUSSION GROUP 26:
### PSYCHOANALYSIS AND THE LAW: WINNICOTT TRANSPLANTED INTO THE FORENSIC ARENA

Co-chair: Linda S. Gunsberg, Ph.D. (New York, NY)
Co-chair/ Presenter: William D. Kenner, M.D. (Nashville, TN)
Discussant: Robert M. Galatzer-Levy, M.S., M.D. (Evanston, 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.*

Jacoby (2018) extended Winnicott's famous phrase, "there's no such thing as a baby; there's only a baby and someone," to "no such thing as a chronically ill child, only a chronically ill child and parent," or "ill unit." A child born with a severe illness will be described whose life and future needs became the subject of a high-stakes legal battle, and how the defense sought to sequester the child-patient, the parents, medical caretakers, and specialized interventions into isolated silos that were subject to legal analysis. The ill unit provided an integrative framework that could convey the injured parties' intrasubjective and intersubjective experiences during the initial, life-saving treatment, followed by post-operative care and the years-long battle with the sequelae.

After attending this session, learners will be able to: 1) Describe the physical and psychological toll of extreme medical interventions on young children and their parents, and the role of the psychoanalytically-informed forensic evaluator in such cases; 2) Explain the importance of neurocognitive dysfunctions that develop after such interventions and how they affect the young child's subsequent social and emotional development. CME/CE 2

### DISCUSSION GROUP 27:
### NEUROSCIENCE PERSPECTIVES ON PSYCHOANALYSIS

Chair/ Presenter: Mark J. Fisher, M.D. (Irvine, CA)

This session is intended for analysts and psychoanalytic psychotherapists who wish to learn more about the intersection between neuroscience and psychoanalysis focusing on the psychoanalysis-neuroscience relationship from a unique perspective: What is the scientific basis of psychoanalysis? What is the relationship between psychoanalysis and the larger scientific and neuroscientific community? Is the current relationship desirable and, if not, what is required to change? These important questions will be addressed with a critical review of ongoing research and the current scientific literature. The session is led by Dr. Mark Fisher, a neurologist, neuroscientist, and Professor of Neurology at UC Irvine. We will discuss ongoing functional magnetic resonance imaging (fMRI) research on the topic of free association, and how these investigations can help provide a novel scientific foundation for psychoanalysis.

After attending this session, learners will be able to: 1) Describe the current state of psychoanalysis as a scientific endeavor; 2) Explain the relationship between psychoanalysis and the larger scientific community. CME/CE 2

### PANEL 7:
### PSYCHOANALYSIS IN ACTION: BEYOND THE CONSULTING ROOM

Chair: William C. Glover, Ph.D. (San Francisco, CA)
Presenters: Hattie B. Meyers, Ph.D. (New York, NY)
Linda L. Michaels, Psy.D., MBA (Chicago, IL)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 evolves in dialogue with the social worlds in which clinicians live and work. While the consulting room remains central, analytic ideas shape institutions, communities, and public life — from early free clinics in Vienna to later institutional and community innovations. As the field professionalized, clinical analysis came to dominate its identity while other uses were considered "applied psychoanalysis," narrowing the perceived scope of analytic work. This session revisits the tradition of psychoanalysis in action and explores its relevance today. How can psychoanalysis extend its reach into psychotherapy, institutions, and public life without losing the clinical depth that defines it? Presentations will highlight initiatives — *ROOM: A Sketchbook for Psychoanalytic Action* and the Psychotherapy Action Network (PsiAN) — that bring psychoanalytic insight into creative, civic, and policy arenas.

After attending this session, learners will be able to: 1) Describe historical and contemporary examples

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## 8:30 A.M. – 10:30 A.M. continued

of psychoanalysis applied in community and institutional settings; 2) Analyze how psychoanalysis can extend its reach beyond the consulting room by bringing psychoanalytic thinking into psychotherapy, public, and community contexts while maintaining the boundaries of the field. CME/CE 2

### SYMPOSIUM:
### MISSING THE MARK: ERRORS AND PROBLEMS IN THE *REVISED STANDARD EDITION*

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

Discussant: Mark Solms, Ph.D. (Cape Town, South Africa)

Moderator: Marianne Leuzinger-Bohleber, D. Phil.* (Frankfurt, Germany)

The *Revised Standard Edition* (RSE) of Freud's works, edited by Mark Solms, is a landmark in psychoanalytic scholarship. Peter L. Rudnytsky points out errors in the RSE and argues they are symptomatic of Solms's neglect of scholars considered by "true believers" to cast Freud in an unduly negative light. Solms's refusal to comment on the significance of fault lines in Freud's writing is contrasted with Strachey's editorial practice. The RSE is viewed as an ideological production that reflects Solms's "anointment" as the descendant of Anna Freud. The paper concludes that the RSE has not superseded the *Standard Edition,* which remains the only canonical version of Freud in English. Mark Solms has graciously agreed to respond to Rudnytsky's paper.

After attending this session, learners will be able to: 1) Describe two errors in the *Revised Standard Edition* of Freud; 2) Explain how the RSE can be viewed as an ideological document. CME/CE 2

### FELLOWS CLINICAL CONFERENCE 1:
### FALSE-SELF ADAPTATIONS AND THE TRANSGENDER EDGE IN A YOUNG ADULT PATIENT

Chair: Jordan D. Brooks, LCSW (Gainesville, FL)

Presenter: Jade Forrest Marks, MA (Los Angeles, CA)

Discussant: Andi P. Eliza-Christie, LPC (Pittsburgh, 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.*

This session is designed for anyone interested in identity diffusion and working at the "transgender edge." A detailed clinical process from psychotherapy with a young queer person will be presented. The case will allow for discussion of loss, gender identity, and working with narcissistic vulnerabilities. The clinician, APsA Fellow Jade Forrest Marks, is a psychotherapy Fellow at the Wright Institute. The invited discussant, Steven Wein, is an Adult and Child Training and Supervising Analyst at the New York Psychoanalytic Institute. Dr. Wein has taught clinical courses in child and adolescent psychoanalysis and has a special interest in neurodivergence. He co-authored the *Object Relations Inventory* with Sidney Blatt et al. and is the recipient of the Charles Brenner Award for Outstanding Contributions to Psychoanalytic Education.

After attending this session, learners will be able to: 1) Describe 2 ways to recognize and work with Winnicottian false-self adaptations in young adults facing unsettled questions of identity; 2) Describe how working at Hansbury's "transgender edge" allows split-off gender exploration to become thinkable. CME/CE 2

## 11:00 A.M. – 1:00 P.M.

### DISCUSSION GROUP 28:
### PSYCHOANALYTIC UNDERSTANDING AND TREATMENT OF ADDICTION

Chair/
Presenter: Lance M. Dodes, M.D. (Los Angeles, CA)

This session is designed for those wishing to better understand and psychoanalytically/psychodynamically treat people with addictive behavior. Psychoanalytic theories of addiction will be briefly reviewed, followed by a description of a modern view of addiction and its treatment. The session will include case illustrations and clinical techniques to demonstrate how the new understanding of the psychological mechanism behind addictive behavior allows attention to these symptoms to be fully integrated with the entirety of a psychodynamic therapy. We will emphasize that the psychology of the addictive/compulsive behavior is a "royal road" to understanding the person, while simultaneously understanding the whole person allows understanding of the drive behind the behavior.

After attending this session, learners will be able to: 1) Explain and therapeutically apply current psychoanalytic understanding of addiction and integrate this with the overall goals of analytic treatments; 2)

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## 11:00 A.M. – 1:00 P.M. continued

Explain and therapeutically apply the relative roles of physical and psychological factors in addiction.

CME/CE 2

### DISCUSSION GROUP 29:
### TEACHING ABOUT ANALYTIC AND THERAPY CASE WRITING

Chair: Stephen B. Bernstein, M.D. (Chestnut Hill, MA)
Co-chairs: Mark Moore, Ph.D. (Philadelphia, PA)
Jennifer Stuart, Ph.D. (New York, NY)
Presenter: Mary J. Landy, M.D. (Indianapolis, IN)

*This discussion group is related to Discussion Group 11: "Writing About Your Analytic or Therapeutic Work in a Case Report", Tuesday at 2 p.m.*

This discussion group provides a forum for teachers of case writing, supervisors, writing mentors, progression and curriculum committee members, clinicians, and trainees interested in case writing. Presenters will describe and illustrate methods for teaching case writing, its place in the curriculum, and strategies to increase trainees' comfort and writing skills. Mary Landy will discuss the value of involving supervisors in the case writing process and how supervisor-encouraged self-reflection on the writing can deepen a trainee's understanding of the patient and analytic process. The session brings together those involved in teaching, supervising, and learning case writing to consider how they can create a more comfortable and effective writing environment.

After attending this session, learners will be able to: 1) Compare various ways to teach and write about the psychoanalytic and therapeutic process; 2) Describe ways that teaching about case writing can promote the clinician's self-awareness and self-reflection about the treatment process and its formulation. CME/CE 2

### DISCUSSION GROUP 30:
### HOLDING THE MIND IN MIND: A REFLECTIVE SUPERVISION MODEL FOR THERAPISTS WORKING WITH TRAUMATIZED PARENT-CHILD DYADS IN THE CHILD WELFARE SYSTEM

Chair: Andrea Remez, Ph.D. (New York, NY)
Presenters: Jill Bellinson, Ph.D.* (New York, NY)
Phyllis M. Cohen, Ph.D., ABPP* (New York, NY)
Ashley D. Golub, Psy.D.* (New York, NY)

This session is for psychoanalysts, psychotherapists, candidates, and trainees interested in a psychoanalytically grounded supervision model effective in training therapists working with highly traumatized, underserved populations. The presentation introduces a model, developed by psychoanalysts within an NYC child welfare agency. Guided by Slade's (2016) concept of nested mentalization, the model employs a mentalizing stance across all tiers of care: supervisors, therapists, parents, and children. This supervisory approach privileges attunement and empathy over criticism, interpretation, or didactic instruction, fostering a relational atmosphere that mitigates early-career clinicians' anxieties about competence and strengthens their capacity to tolerate intense countertransference affects. In turn, this supports the maintenance of a reflective stance and sustained therapeutic engagement with severely traumatized parent–child dyads.

After attending this session, learners will be able to: 1) Recognize how intense affect in clinical encounters with traumatized parent-child dyads may lead to a temporary collapse of mentalization and lead to enactments; 2) Describe how reflective supervision supports therapists' capacity to maintain a mentalizing stance when working with traumatized parent–child dyads. CME/CE 2

### DISCUSSION GROUP 31:
### PSYCHOANALYSIS AND PSYCHOTHERAPY

Chair: Sarah Ackerman, Ph.D. (Hanover, NH)
Presenters: Deirdre Gorman, M.D. (Belmont, MA)
H. Reid Zweifel, M.D. (Portland, OR)
Discussant: Jane V. Kite, Ph.D. (Cambridge, MA)

The focus of this session will be on exploring the differences between psychoanalysis and psychotherapy. Two presenters will share process notes—one from a psychoanalysis and the other from a psychoanalytic psychotherapy. An invited discussant will lead a conversation about what distinguishes analytic process, and also consider how

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## 11:00 A.M. – 1:00 P.M. continued

the process of an intensive psychotherapy might overlap with analytic process. Through an exploration of the contrasting clinical material, attendees will gain insight into the crucial mutative factors in psychoanalysis and psychotherapy. The rationale for this session is to provide clinicians with actionable tools to enhance therapeutic effectiveness and to strengthen their understanding of the nuanced impact of analytic technique in both therapy and in formal analysis.

After attending this session, learners will be able to: 1) Explain two central techniques that are mutative in psychoanalytic psychotherapy; 2) List two central techniques that are mutative in psychoanalysis.

CME/CE 2

### DISCUSSION GROUP 32:
### CONTEMPORARY DEVELOPMENTS IN PSYCHOANALYTIC EDUCATION OF ANALYSTS AND PSYCHOTHERAPISTS

Chair: Jill Savege Scharff, M.D., FABP (Chevy Chase, MD)

Presenter: Tatiana Onikova, Ph.D. (Prague, Czech Republic)

Monica Valencia de Castro, Ph.D.* (San Francisco, Panama)

Daniela Walder, Psy.D. (McLean, VA)

Janine Wanlass, Ph.D. (Salt Lake City, UT)

Discussants: David E. Scharff, M.D., FABP (Chevy Chase, MD)

Karen Sherwood, LCSW-C (Gaithersburg, MD)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 for candidates, trainees, and teachers creates an experience of lecture content, process, and community that embodies contemporary developments in psychoanalytic education. It offers practical strategies using the Group Affective Model, contemporary teaching techniques—such as QuickWrite, mosaic reading and two-page writing tasks—for teaching complex psychoanalytic material including unrepresented states-to international trainees some of whom are living in or displaced from war-torn countries. It aims to strengthen teaching analysts' effectiveness, support trainees' integration of clinical knowledge, and deepen understanding of psychodynamics in online/onsite classrooms and treatment settings. Its interactive, participatory learning experience model is validated by research on adult learning, which highlights the importance of relevance, application, lived experience, and engagement (Brieger, Arghode, & McLean, 2020).

After attending this session, learners will be able to: 1) Describe the principles and efficacy of the Group Affective Model (GAM) for mixed American and international groups of analysts and psychotherapists and demonstrate its use in a discussion group using GAM; 2) Apply the "two-page paper writing task," "imagery," and "quick-write" teaching techniques to facilitate student engagement, content internalization, and dynamic understanding in learning settings onsite or online. CME/CE 2

### DISCUSSION GROUP 33:
### NON-FREE ASSOCIATION AND FREE TO INTERPRET: PSYCHOANALYSIS AND NEUROSCIENCE IN THE AGE OF AI

Co-chairs: Barton J. Blinder, M.D., Ph.D. (Newport Beach, CA)

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

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

Discussant: Timothy H. Rayner, M.D. (San Diego, 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 session addresses the general audience of APsA interested in the intersection between psychoanalysis, neuroscience, and AI. The publication of Amy Levy's book *The New Other* has brought to the forefront the role of psychoanalysis in the age of AI. Drawing on some predictions previously presented by the Presidential Commission on Artificial Intelligence, the presenters will expand the inquiry into the field of neuroscience and psychoanalysis and its relationship to Artificial Intelligence. Links to psychoanalytic concepts: "container-contained," "Intersubjectivity," "agency," and AI's direct link to neural networks, and the newly proposed "innovation drive" will be revisited. Further, the quest for "immortality" and "environmental dominance" (Levy, 2026), the link to Panksepp's proto-emotions, and Freud's Eros/Thanatos and Civilization and its Discontent will also be revisited.

After attending this session, learners will be able to:

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## 11:00 A.M. – 1:00 P.M. continued

1) List the instances in which AI is encountered in psychoanalytic practices (patients consulting with AI between sessions on their own dreams; being presented with AI-generated material by patients in lieu of free association; checking on details about analysts through AI) and apply psychoanalytic principles in reframing these encounters as transference, resistance, idealization, etc.; 2) Explain how psychoanalysts would be able to maintain a therapeutic frame and psychoanalytic process despite what has been named a "human innovation drive" to extensively use AI-generated information. **CME/CE 2**

### DISCUSSION GROUP 34:
### GENDER VARIANCE AND PSYCHOANALYTIC TECHNIQUE: COUNTERTRANSFERENCE, CONTAINMENT, AND SYMBOLIZATION

Chair/
Discussant: Michael L. Krass, Ph.D. (Falls Church, VA)
Presenter: Clark J. Hudak Jr., Ph.D. (Columbia, MD)

This session examines clinical work with gender-diverse patients through the lenses of countertransference and the containing function. Moving beyond etiological formulations, the presentation emphasizes analytic process and how experiences of embodiment, recognition, and shame become symbolized within the analytic relationship. Particular attention is given to countertransference responses—such as confusion, disorientation, or erotic excitation—as potential instruments of analytic perception when held within a containing stance. Drawing on detailed clinical vignettes, the session explores how disruptions in symbolization, including enactment and rupture, may be recognized and worked through. Emphasis will be placed on maintaining a reflective analytic stance, tolerating uncertainty, and deepening reflective capacity in the treatment of complex presentations of gender and identity.

After attending this session, learners will be able to: 1) Analyze and apply countertransference responses as sources of analytic data in clinical work with gender-diverse patients; 2) Apply the containing function to facilitate the transformation of partially symbolized experiences of embodiment and identity into reflective thought. **CME/CE 2**

### PANEL 8:
### AI LIVE: EXPLORING THE USES OF AI IN A CLINICAL SETTING

Co-chairs: Linda L. Michaels, Psy.D., MBA (Chicago, IL)
James M. Woody, Psy.D. (Houston, TX)
Presenters: Todd Essig, Ph.D. (New Paltz, NY)
Brooke Finley, Ph.D., DNP, RN (New York, NY)
Discussant: Eric M. Plakun, 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 session is designed for all conference attendees interested in the reality of AI chatbots proliferating in our personal lives, in mental health care, and in the potential benefits and harms of patients' and clinicians' use of AI. The workshop will feature a "therapy session" role-play with a panelist role-playing a patient using ChatGPT as a therapist. Following this session, the other panelists will comment along with the panelist-patient describing their experience. The live experience and commentary will explore what it feels like and what happens when one interacts with AI chatbots. They will explore the possible roles AI can or cannot perform safely and effectively. Needs for guardrails and support for necessary public and clinician AI-fitness journeys will be identified.

After attending this session, learners will be able to: 1) Explain the benefits and risks in how patients and clinicians might be using AI chatbots for mental health support; 2) Examine the potential risks and benefits of using AI in clinical practice, including service delivery, billing, scheduling, and note-taking. **CME/CE 2**

## 11:00 A.M. – 1:00 P.M. continued

### PANEL 9:
### BEARING WITNESS: THE BLACK PSYCHOANALYSTS HISTORY PROJECT AND THE WORK OF INSTITUTIONAL MEMORY

Co-chair: Raquel Adams, LCPC, LPC (Washington, DC)

Co-chair/ Presenter: Marilyn Martin, M.D. (Baltimore, MD)

Presenters: Anne J. Adelman, Ph.D. (Chevy Chase, MD)
Constance E. Dunlap, M.D., DLFAPA, FACP (Washington, DC)

Discussant: Lizbeth Moses, Ph.D. (Bethesda, MD)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 Black Psychoanalyst History Project Committee of the Washington Baltimore Center for Psychoanalysis presents our interview project, which documents the experiences of Black psychoanalysts during and after analytic training. The format invites the audience to witness narrative testimony and the processing of race among colleagues who occupy different racial, generational, and institutional positions. The panel unfolds in three segments. First, we will screen a 15-minute trailer drawn from the videotaped interviews. Second, two co-chairs, three panelists, and a discussant examine how institutional memory, racial identity, and dialogue have shaped psychoanalytic identity and Institute racial dynamics over time. In the final hour, we will invite any interviewees available for an open discussion to join us for Q&A with the audience.

After attending this session, learners will be able to: 1) Describe historical and structural factors contributing to the underrepresentation of Black psychoanalysts in analytic training, and identify recurring themes in their experiences navigating race across personal analysis, supervision, and institutional participation; 2) Explain how semi-structured, dialogical interviews function as both educational tools and instruments of institutional change, and reflect on their own institutional roles in fostering anti-racist psychoanalytic education and governance. **CME/CE 2**

### THE WENDY JACOBSON CANDIDATES' DEPARTMENT MASTER TEACHER AWARD

Co-chairs: Amanda Exman, Psy.D., LP (Andover, MN)
Konstantinos Taliouridis, Ph.D., Psy.D., MBA (Dedham, MA)

Presenters: Claire Basescu, Ph.D.* (New York, NY)
Nancy C. Winters, MD, FIPA, ABPsa (Portland, OR)

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

This session is designed for psychoanalysts and psychoanalytic psychotherapists, candidates and trainees, and the faculty who teach them at institutes and centers. Drawing on award-winning approaches to teaching psychoanalytic/psychotherapy candidates and trainees, the presenters examine how reflective writing, creative and experiential methods, and individualized feedback deepen learner engagement and help candidates and trainees translate classroom learning into clinical practice. The session highlights concrete strategies for cultivating clinical voice, tolerating uncertainty, and attending to the sociocultural surroundings of clinical work, with illustrations drawn from actual courses. Its purpose is to equip educators with practical, transferable methods that make demanding material rigorous, engaging, and clinically alive, strengthening how candidates and trainees develop their professional identity and commitment to lifelong learning.

After attending this session, learners will be able to: 1) Describe at least two innovative strategies for engaging candidates and trainees in classroom teaching at psychoanalytic institutes; 2) Apply specific teaching methods that help candidates and trainees transfer classroom learning into clinical practice. **CME/CE 2**

## 2:00 P.M. – 4:00 P.M.

### DISCUSSION GROUP 35:
### ON BEING SUPERVISED: IMPLEMENTING TECHNICAL COMPETENCIES IN A LIVE SUPERVISION

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

Presenters: David Stevens, Ph.D. (Denver, CO)
Elizabeth Wittenberg, LICSW, J.D. (St. Paul, MN)

Discussants: Alexander D. Kalogerakis, M.D. (New York, NY)
Anastasia C. Keller, M.D. (Denver, CO)
Mojgan Khademi, Psy.D., FABP (San Diego, CA)
Carmela Perez, Ph.D. (New York, NY)

The American Board of Psychoanalysis (ABPsa) — an independent certifying body that offers Board Certification in Psychoanalysis — conducted a research project in Spring of 2022 on psychoanalytic competencies. The discussion group format will include an introduction of the organization/the research project, an overview of findings, and a presentation of a supervisory interaction focusing on the competencies of transference and countertransference. The targeted audience is clinical supervisors. The educational need addressed is the lack of defined competencies as related to how an analyst works with transference and countertransference in the clinical setting, which challenges supervisors in clearly identifying areas of deficiency in supervisees. Presenters are ABPsa research investigators, and a candidate and a supervisee/supervisor analyst pair.

After attending this session, learners will be able to: 1) Apply their understanding of two of the requisite components for competency, particularly in the way a clinician works with the transference and countertransference (which include but are not limited to understanding the evolution and unfolding of the transference; facilitating the development of manifold transferences; interpreting the transference; recognizing the clinician's reactions to the patient; managing countertransference without prioritizing the clinician's feelings in the treatment; and comprehending how the countertransference is related to the characteristics of both members of the treatment dyad); 2) Compare and contrast the capacities outlined in the competencies of transference and countertransference with clinicians' clinical practices. **CME/CE 2**

### DISCUSSION GROUP 36:
### QUEER ALL ALONG? PSYCHOANALYSIS, THE UNCONSCIOUS, AND NON-NORMATIVE DESIRE

Co-chairs: Andi P. Eliza-Christie, LPC (Pittsburgh, PA)
J Unterberg, Ph.D. (Dallas, TX)

Presenters: Sam Guzzardi, LCSW* (New York, NY)
Jade McGleughlin, LICSW (Cambridge, MA)

This presentation is designed for psychoanalytic clinicians interested in whether psychoanalysis needs to be stretched to fit queer subjects, or if it anticipates them. Drawing on a range of traditions-including Freud, Laplanche, and scholarship from Black studies and queer studies — the presentation explores psychoanalytic viewpoints on non-normative sexualities and genders. It also asks whether metapsychological models are best suited for queer subjects and wonders about how they may limit what we perceive and imagine. Clinical vignettes illustrate analytic work that sustains the opacity of sexuality and desire, leaving open the possibility that sexuality and gender may simultaneously be life-affirming yet remain partially unknown, non-integrative, and not fully available to psychoanalytic attempts at meaning-making.

After attending this session, learners will be able to: 1) Explain how Freud's early theorization of the unconscious provides a framework for understanding non-normative sexuality and desire as inherent rather than pathological. Participants will describe how these inherited theoretical frameworks shape and sometimes constrain what can be perceived and thought in the consulting room; 2) Describe a clinical attitude that moves beyond both heteronormative assimilation and self-descriptions as exhaustive of psychic life in order to remain open to forms of sexual experience and desire that resist integration, coherence, or full articulation.

**CME/CE 2**

## 2:00 P.M. – 4:00 P.M. continued

### DISCUSSION GROUP 38:
### IDENTITY FORMATION IN FASHION AND PSYCHOANALYSIS

Chair: Iraira Butcher, Psy.D. (Brooklyn, NY)

Presenter: Golzar Selbe Naghshineh, MS, LP, CGP* (New York, NY)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 for psychoanalysts, psychotherapists, candidates, and trainees interested in exploring identity formation in fashion, style, aesthetics, and body modification through the lens of enclothed cognition, Freud, Laplanche, Lacan, Anzieu, Lemma, Steel, and biology. This discussion group will learn how fashion relates to early caregiver dynamics, reaction formations, superego development, the mirror stage, enigmatic messages, and the skin ego. Discussants will explore the intersection of gender, culture, religion, and symbolism. Attendees will explore how self-presentation is more than merely self-expression and is related to what is both literally and figuratively inherited from significant objects, and how this formation relates to patients and the treatment room.

After attending this session, learners will be able to: 1) Analyze how identity formation relates to both the therapist in the room and their patients' lives, how it impacts the treatment room, and how it is addressed in clinical supervision; 2) Analyze and explain how identity formation is both symbolic and literal, and be able to describe the symbolic impact of clothing from an early life, biological, and psychoanalytic perspective shaped by the works of Freud, Laplanche, Anzieu, Lacan, Lemma, and Steel. CME/CE 2

### DISCUSSION GROUP 39:
### INTER-REGIONAL ENCYCLOPEDIC DICTIONARY OF PSYCHOANALYSIS (IRED): BUILDING TRANSLATIONAL BRIDGES BETWEEN THE OTHERS, THEIR OBJECTS AND DRIVES, AND THOSE OF OURS

Co-chairs: Eva D. Papiasvili, Ph.D., ABPP (New York, NY)

Barbara F. Marcus, Ph.D. (New Haven, CT)

Presenter: Edgardo Adrián Grinspon, M.D.* (Buenos Aires, Argentina)

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

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 contemporary pluralistic conceptual landscape brings up an 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 multicultural) representation, and utilizing their experience with the collaborative team work with entries "Drives," "Countertransference," "Psychoanalytic Field Theories and Concepts", "Intersubjectivity," and others, the faculty – IRED chair and 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, learners will be able to: 1) Describe the pluralistic representation, utilizing examples of any of the entries in IRED, e.g., "Drives," "Countertransference," "Psychoanalytic Field Theories and Concepts," "Intersubjectivity," and/or cross-referenced others; 2) Discuss and implement intercultural 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." CME/CE 2

## 2:00 P.M. – 4:00 P.M. continued

### DISCUSSION GROUP 40: IS IT DEMENTIA?

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

Presenter: Daniel A. Plotkin, M.D., MPH, Ph.D. (Los Angeles, 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.*

Analysts and psychotherapists who notice problematic cognitive and/or emotional changes in themselves and colleagues are often unsure about their significance and how to handle these difficult situations. This discussion group, led by an expert in the field will explore what these observations mean and how the clinician and their community can best respond to them.

After attending this session, learners will be able to: 1) Differentiate between the symptoms of early dementia and other conditions that present in similar ways; 2) Explain the steps to be taken when an analyst/psychotherapist has early dementia.

CME/CE 2

### COMMITTEE ON PUBLIC INFORMATION: SPEAKING UP AND SPEAKING OUT: PUBLIC ADVOCACY FOR PSYCHOANALYSIS

Co-chairs: Timothy Cooper, M.D. (New York, NY)
Alexander Stein, Ph.D. (New York, NY)

Discussant: Gail M. Saltz, M.D. (New York, NY)

*Note: The presenter for this workshop has not yet been confirmed. The presenter details and a revised description of the workshop will be reflected in the final program.*

Dr. Saltz will interview a guest presenter about their experiences as a patient, advocate, and public figure. The discussion will explore the issues associated with speaking up and speaking out as a public figure, and the impact public discourse can have on the field. This session invites attendees to explore the conflicts, challenges, and benefits of public-facing work and bringing psychoanalysis into the wider world.

After attending this session, attendees will be able to: 1) Recognize both the conscious and unconscious resistance and real-world challenges psychoanalytic clinicians and scholars encounter when appearing in public forums, together with clarifying the benefits of overcoming them; 2) Understand and develop effective strategies for engaging with the public as a psychoanalytic clinician or scholar.

CME/CE 2

### PANEL 10: IMMIGRATION: DISLOCATION, IDENTITY, INTERGENERATIONAL TRAUMA, AND THE THERAPY DYAD

Chair: Komal Gupta, Psy.D. (Newton, MA)

Presenters: Maya Disko, MA, LICSW* (Lexington, MA)
Sureyya Işcan, Ph.D. (Sterling, MA)
Usha Tummala-Narra, Ph.D.* (Chestnut Hill, MA)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 is for psychoanalysts, psychotherapists, and trainees interested in how immigration shapes the transference/countertransference matrix. Immigration involves profound losses that activate complex mourning, including separation from loved ones, rupture in language and cultural fluency, disruptions in intergenerational continuity, loss of familiar social norms, and diminished professional status. Such dislocations and disruptions impact psychic life, reshaping identity, continuity, belonging, and relationships. Migration may reactivate early experiences of separation, dependency, and vulnerability, stirring unresolved attachment dynamics and intensifying prior relational trauma, particularly when conditions in the adoptive environment echo earlier experiences of exclusion, instability, or misrecognition. In the United States, the current sociopolitical climate has heightened racism, xenophobia, transphobia, and other forms of systemic discrimination, compounding preexisting abandonment and annihilation anxieties.

After attending this session, learners will be able to: 1) List two ways in which immigration experiences shape transference and countertransference within the therapy dyad; 2) Analyze how unexamined racial, cultural, and immigration experiences in psychotherapy/psychoanalytic training can influence perception, interpretation, and intervention within the therapy dyad. CME/CE 2

## 2:00 P.M. – 4:00 P.M. continued

### LIVING IN DIVERSITY AND OTHERNESS: AN EXPERIENTIAL PROCESS GROUP EXPERIENCE (PART 1)

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

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

Dorothy Evans Holmes, PhD, ABPP, FABP (Bluffton, SC)

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

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

Samuel P. Wyche, DO (Wyndmoor, PA)

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

***Registration will be limited to 24 people. If the session is closed and you wish to be added to the waitlist, please email Michael Gray at meetadmin@apsa.org***

***This is a two-part session. Part 2 will take place on Thursday from 2:00 p.m. – 4:00 p.m. Participants are expected to attend both days.***

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

Enactments stemming from systems of oppression are commonplace, and often silence is the institutional response. This program consists of facilitated experiential process groups designed to allow for open-ended discovery and exploration of participants' experiences of diversity and otherness. On two separate days, we will begin with a combined group of 24 total registrants. Then we will divide into two separate groups of 12, each led by two experienced co-facilitators, which will focus on the members' subjective experiences in relation to diversity and otherness. At the end of the session all 24 registrants will reconvene for the purpose of collective learning under the guidance of the chair/convener and the facilitators. Participants are expected to attend both sessions.

After attending this session, learners will be able to: 1) Apply psychoanalytic thinking to clinical work regarding experiences of diversity and otherness; 2) Analyze blockages in working with multiple dimensions of diversity and otherness.

**CME/CE 2**

## 4:30 P.M. – 6:30 P.M.

### DISCUSSION GROUP 41: BETWEEN BION AND LAPLANCHE: ON THE NATURE OF "TRUTH" IN CLINICAL PSYCHOANALYSIS

Chair: Deborah W. Bilder, Ph.D., Psy.D., FIPA (Santa Monica, CA)

Presenter: Rodrigo Barahona, Psya.D., FIPA, FABP (Brookline, MA)

Discussant: Alistair A. McKnight, Psya.D., FIPA, FABP (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.*

For Bion, truth in clinical psychoanalysis relates to evolving, never-fully-known, "O." Yet, somehow, the analyst/therapist must come to know it in some form to be able to transmit to the patient a useful version of his or her psychoanalytic truth. Historically a debatable concept, the quality of what constitutes "truth" today is shifting. If Baudrillard is correct in his assertion that truth today is mere representation without an underlying reality — in Bion's term, a transformation in hallucinosis — Bion and Meltzer assert that to live in reality is to discover emotional and aesthetic truth. Drawing on Laplanche's elaboration of Freud's concept of the "internal foreign body," the discussant offers a contrasting perspective on the clinician's relationship to their patient's truth, revisiting debates on limits of the domain of psychoanalysis.

After attending this session, learners will be able to: 1) Describe Bion's and Meltzer's concepts of emotional and aesthetic truth in clinical psychoanalysis; 2) List key differences between Bionian and Laplanchean perspectives on the analyst's relation to patient truth. **CME/CE 2**

## 4:30 P.M. – 6:30 P.M. continued

### DISCUSSION GROUP 42:
### DIFFICULT PATIENTS, DIFFICULT DYADS

Co-chairs: Sarah E. Schoen, Ph.D. (New York, NY)
Jennifer L. Stevens, 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, suitable for all experience levels, addresses the complexity of working with "difficult" patients or during difficult moments with patients we usually find "easier." We will explore varied clinical dilemmas, e.g., working with patients who elicit strong countertransference reactions but are frequently unable to work directly with the therapist's subjectivity, enactments that therapists both struggle to get out of or into, and how narcissistic states in both therapist and patient can lead to puzzling impasses. Discussion will focus both on obstacles and progressive opportunities to untangle the dyadic knots that bring lively work to a slow and grinding halt. We'll consider how broader social contexts also influence the dyad's experiences of self and other and expand or constrict the relational field.

After attending this session, learners will be able to: 1) Analyze and work with their own contributions to difficult clinical challenges; 2) Apply increased awareness of narcissistic states in patient and therapist to work through thorny therapeutic dilemmas.

CME/CE 2

### DISCUSSION GROUP 43:
### PSYCHOANALYTIC PERSPECTIVES ON THE DISSOCIATIVE DISORDERS

Co-chairs: Ira Brenner, M.D. (Philadelphia, PA)
Richard P. Kluft, M.D., Ph.D. (Bala Cynwyd, PA)

This discussion group builds bridges between psychoanalytic/psychodynamic thinking and other realms of understanding relevant to understanding and treating severe dissociative disorders. Severe dissociative disorders, exemplified by Dissociative Identity Disorder, demonstrate the sequelae of both relational trauma and those traumata occasioned by overwhelming threatening/injurious experiences. Their treatments must address these lasting consequences in the contexts of developmental complexity, a unique genetic diathesis, and significant societal injustices. Further, their treatments must manage the co-present and often conflicting imperatives of addressing both the impacts of terrible traumata and exploring the roles of intrapsychic conflicts and unconscious fantasies. Participants will study a detailed clinical protocol and verbatim session material to discern the interplay of these many concerns and discuss how to offer interventions which facilitate resolution of pathological dissociation.

After attending this session, learners will be able to: 1) List and describe six forms of dissociation routinely encountered in clinical work; 2) Explain how to determine the circumstances under which "alters" apparently not under executive control should be elicited by the therapist. CME/CE 2

### DISCUSSION GROUP 44:
### TRAUMA AS DEFENSE?

Chair/Presenter: Jeremy Elkins, Ph.D. (Ardmore, PA)
Presenters: Gila Ashtor, Ph.D., LP (New York, NY)
Noëlle McAfee, Ph.D.* (Atlanta, GA)

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

Within popular culture, "trauma" has assumed an increasingly prominent place in the self-understanding of individuals, in the characterization of the human psyche, and what follows from both of these in the sense of the appropriate terms of engagement with others. The felt need for guardrails to protect against exposure to disturbing ideas and images, and institutional commitments to "trauma-informed perspectives" signal an anxiety about the fragility of the psyche, and of the danger of its being overwhelmed or undone by encounters with what is offensive, shocking, or disquieting. Moving between theory and clinical considerations, the aim of this session is to provide psychoanalysts/psychotherapists, and candidates/trainees with a psychoanalytic framework for thinking about the nature of these developments, and their implications for clinical work.

After attending this session, learners will be able to: 1) Describe the evolving role of "trauma" in contemporary popular culture, its influence on individual

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## 4:30 P.M. – 6:30 P.M. continued

self-understanding, and its significance for clinical work; 2) Apply psychoanalytic perspectives on trauma narratives, including ways in which they may organize and defend against anxieties of being overwhelmed, intrusion, and/or disintegration.

CME/CE 2

### DISCUSSION GROUP 45:
### IPSO INTERNATIONAL PERSPECTIVES: CANDIDATES' CHOICE SUPERVISION SESSION

Co-chairs: Xiaofeng W. Koswatta, LCSW (New York, NY)
Elinor R. Kotchen, LCSW (New Haven, CT)

Presenters: Jan Borowicz, Ph.D., MA* (Warsaw, Poland)
Xi Cecilia Wu, MA (Beijing, China)

Discussant: Arlene Kramer Richards, Ed.D. (Palm Beach, FL)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 is ideal for psychoanalysts-in-training, psychotherapists, and newer clinicians who want to learn with peers in an environment free from the pressures often felt in the larger analytic community groups. Potential attendees were surveyed, and a favorite supervising analyst was selected to work with the detailed clinical material provided by an analyst-in-training. Learners will experience the process and techniques of psychoanalysis as they are applied in different ways, reflecting the diverse backgrounds and theoretical orientations of the senior analyst and other trainees in attendance. Participants will have the opportunity to be part of an intimate work group to strengthen their ability to tolerate uncertainty, increase reflective listening capacity, and explore divergent perspectives.

After attending this session, learners will be able to: 1) Describe different perspectives and ways of approaching the clinical material brought forth by the supervisor and other attendees; 2) Demonstrate increased ability to tolerate uncertainty and strengthen reflective listening skills. CME/CE 2

### DISCUSSION GROUP 46:
### EXPLORING SUFFERING AND DESIRE: CROSS-CULTURAL PERSPECTIVES ON PSYCHOANALYTIC TRAINING PERSPECTIVES—BEING A CANDIDATE IN CHAOTIC TIMES

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

Presenters: Eric André Chalet, M.D. (Le Pont, Switzerland)
Amanda Exman, Psy.D., LP (Andover, MN)
Erica Lepiavka, MS* (Mexico City, Mexico)

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

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 explores psychoanalytic and psychotherapy education during times of global upheaval. The session focuses on the unique experiences and challenges faced by candidates and trainees navigating psychoanalytic and psychotherapy training amid political instability, pandemics, wars, and social crises. Panelists from three IPA regions, including the developing Asian Pacific region, will share perspectives on how chaotic times impact their training experiences, work with analysands, patients, and clients, and professional development. Through diverse voices and experiences, the presentation explores strategies for maintaining training integrity while addressing unprecedented external pressures. This session aims to foster dialogue about supporting the next generation of psychoanalysts and psychotherapists during turbulent times.

After attending this session, learners will be able to: 1) List at least three specific challenges that candidates and trainees face during chaotic times (including disrupted learning environments, vicarious traumatization, and professional identity formation difficulties) and describe two evidence-based strategies for addressing each challenge within supervisory or peer support contexts; 2) Apply modified supervisory and educational approaches that balance training structure with compassionate flexibility, demonstrating the ability to assess when traditional training requirements require adaptation to support candidate and trainee development during periods of political upheaval, pandemics, war, or social instability. CME/CE 2

## 4:30 P.M. – 6:30 P.M. continued

### DISCUSSION GROUP 47:
### ASSISTED REPRODUCTIVE TECHNOLOGY, DONOR-ASSISTED CONCEPTION, AND PARENTAL IDENTITY

Co-chair/
Discussant: Mali Mann, M.D. (Los Altos, CA)

Co-chair/
Presenter: Nancy Freeman-Carrol, Psy.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.*

After a few-year hiatus, we are resuming this discussion group, focusing on experiences associated with Assisted Reproductive Technologies (ART) through a psychoanalytic lens. We will feature case presentations that illuminate the responses of individuals and couples facing the challenges of conceiving through donor eggs, sperm, gametes, and/or surrogacy. We will analyze how these experiences affect self-concepts, identities, and the development of parenting roles, particularly in relation to disclosure and nondisclosure.

After attending this session, learners will be able to: 1) Explain the various options available in donor-assisted conception, including donor egg, sperm, embryo, and gestational surrogacy; 2) Analyze the pressures faced by men and women as they navigate the need for donor-assisted conception and examine the impact on self-perceptions and the formation of parental identities as individuals and couples progress through the processes of selecting a donor, achieving pregnancy and birth, and communicating their choices with friends, family, and ultimately, their children. CME/CE 2

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

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

Discussant: Donnel Stern, Ph.D. (New York, NY)

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

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

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

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 clinical workshop will focus on teaching the interpersonal school of psychoanalysis. Through examination of detailed clinical process, topics of exploration will include the nature of dissociation, changing self-states, unformulated experience, enactment, and the role of language in giving shape to the "infinity of the unsaid." This session is intended for psychoanalytic clinicians, candidates, and trainees.

After attending this session, learners will be able to: 1) Explain the interpersonal model of self-states; 2) Describe the relationship between trauma and dissociation. CME/CE 2

### TWO-DAY CLINICAL WORKSHOP #2:
### SUPERVISING PSYCHOANALYSTS TO DO PSYCHOANALYSIS WITH CONFIDENCE (PART 1)

Co-chair: Abbot B. Bronstein, Ph.D. (Oakland, CA)

Co-chair/Presenter/
Discussant: David Tuckett, BSc, MSc, Ph.D.* (London, England)

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

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

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

Supervision in psychoanalysis involves the twin tasks of specifying what psychoanalysis is and recognizing how and why any particular practitioner is doing it. The practitioner can then modify it or not based on their own internal understand-

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## 4:30 P.M. – 6:30 P.M. continued

ing. In this workshop, two experienced supervisors will present sessions from their supervisions of psychoanalytic cases. The discussion group will then use the questions (exploring how sessions are set up and how unconscious transference repetitions are inferred and interpreted) developed in the publication Knowing What Psychoanalysts Do and Doing What Psychoanalysts Know to reflect on the specificity of what is going on and how to make the difficult tasks of supervising and learning from supervision more productive.

After attending this session, learners will be able to: 1) Explain more clearly what they do as supervisors; 2) Discuss the purpose of their interventions as supervisors and supervisees. CME/CE 2

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

Chair: Hannah Wallerstein, Ph.D. (Ann Arbor, MI)
Presenter: Evan W. Good, Ph.D.* (Stockbridge, MA)
Discussant: Daria Colombo, M.D. (New York, NY)

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

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

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

In this two-day workshop, process material from long-term psychoanalytic treatment will be presented, focusing on the patient's use of artwork to contain and begin expressing emotional experiences that they struggled to put into language. The presentation will closely examine the clinical hour not only through the visual register but also through the body, focusing on the somatic and visceral experiences of both the patient and the analyst/therapist as they navigate encountering one another. Daria Colombo will serve as the workshop's discussant, synthesizing the core theoretical and clinical threads of the material presented in the service of fostering an integrative and interactive discussion. This workshop is designed to bridge theory and clinical practice, offering fresh insights into the somatic and creative edges of psychoanalytic/psychotheraputic technique. Clinicians of all experience levels are welcome and encouraged to attend.

After attending this session, learners will be able to: 1) Consider how patients may utilize non-verbal mediums, such as artwork, to contain, process, and work towards translating into language emotional states that initially elude verbal articulation; 2) Identify and track somatic and bodily experiences within the analytic dyad, utilizing both patient and analyst's experiences as clinical data to deepen the therapeutic process. CME/CE 2

### TWO-DAY CLINICAL WORKSHOP #4: ANALYTIC PROCESS AND TECHNIQUE: I KNOW NO MEN (PART 1)

Chair: Miri Abramis, Ph.D. (New York, NY)
Presenter: Gal Katz, Ph.D.* (Ridgewood, NY)
Discussant: David M. Terman, M.D. (Wilmette, IL)

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

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

***Registration will be limited to 12 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, suitable for all, offers immersion in detailed clinical process. A patient entered analysis with considerable skepticism toward men, finding her male analyst clinical and remote, ripe for devaluation. The workshop will allow for discussion of the analyst's stance, as well as sibling transference. The presenter, Gal Katz, is a psychoanalyst and faculty member at the William Alanson White Institute. He studies the intersection of subjective experience and social phenomena. The discussant, David M. Terman, has an illustrious career exploring and developing the work of his teacher, Heinz Kohut. Dr. Terman is a previous Director, and emeritus Training and Supervising Analyst at the Chicago Institute of Psychoanalysis. He is the author of numerous publications, including The Fundamentalist Mindset (2010), coauthored with Charles Strozier and James Jones.

After attending this session, learners will be able to: 1) Explain neutrality and abstinence from a traditional, self-psychological and relational/interpersonal perspective; 2) Specify ways sibling relations are important in development and the transference.

CME/CE 2

## 4:30 P.M. – 6:30 P.M. continued

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

Co-chairs: Ann Dart, LCSW (Los Angeles, CA)
Richard F. Summers, M.D. (Bryn Mawr, PA)
Presenter: Francesca Engel, M.D.* (Philadelphia, PA)
Discussant: Michael S. Caplan, M.D.* (Boston, MA)

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

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

***Registration will be limited to 40 people. If the session is closed and you wish to be added to the waitlist, please email Michael Gray at meetadmin@apsa.org***

What happens in the moment-to-moment encounter between therapist and patient, and how do psychoanalytic ideas guide the choices a therapist makes? This clinical workshop, sponsored by the Psychotherapy Section of the DPE and by the Psychotherapy Department, will explore these questions through detailed process notes from several sessions of psychodynamic psychotherapy. The presenting therapist will share the clinical material, while an experienced discussant will help participants examine the unfolding therapeutic process, including the therapist's interventions, clinical decisions, and evolving understanding of the patient. Discussion will focus on how psychoanalytic concepts and techniques come alive in the clinical encounter and shape the direction of treatment. An informal, collegial format will encourage active participation and in-depth discussion. The workshop is appropriate for clinicians at all levels of experience and open to all.

After attending this session, learners will be able to: 1) Describe several psychoanalytic principles reflected in the clinical material; 2) Explain several psychoanalytic techniques used to deepen the work effectively. **CME/CE 2**

### EXPERIENTIAL LARGE GROUP (PART 1)

Chair: Joseph E. Wise, M.D. (Brooklyn, NY)
Presenters: Leslie Brissett, Ph.D.* (East Sussex, England)
Maria Pia Conte, M.D.* (Rome, Italy)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 large group is intended for any attendee wanting to learn about group experience in the here-and-now. Unlike small groups used for therapy, Large group allows members to find their voices in the social situation. Large Groups foreground societal, rather than personal processes, including Bionian basic assumptions and group-as-a-whole experiences. Large groups have been successful at both the IPA and APsA last year, facilitating reflection on psychoanalysts and therapists in community. As a here-and-now learning group with members exploring the social field, consultation will be provided to facilitate dialogue and containment. As an experiential group, attendees should come ready to reflect on a range of experiences, including what might be uncomfortable. The large group has application to organizational-level dynamics, evident in Institutes and when taking up leadership.

After attending this session, learners will be able to: 1) Summarize large group dynamics, including Bionian basic assumptions and the concepts of containment and subgrouping, allowing for comparison of the large group with small group experiences; 2) Describe how Large Group dynamics influence systems and organizations, discuss how this was evident in this large group, and explain how this might be applicable to your Institute. **CME/CE 2**

## 7:00 P.M. – 9:00 P.M.

### SOCIAL EVENT:
### PSYCHOTHERAPY DEPARTMENT AND PSYCHOTHERAPY ACTION NETWORK (PSIAN) INFORMATION AND NETWORKING EVENT

Venue: Edgar Restaurant – Tolson Room
The Mayflower Hotel

Would you like to learn more about APsA's Psychotherapy Department and Psychotherapy Action Network (PsiAN)?

Join us at APsA's 2027 National Meeting in Washington, DC, for an evening of cocktails and conversation. Light appetizers will be served, and each guest will receive two complimentary drinks.

All are welcome! This informal gathering is an opportunity to meet members of APsA's Psychotherapy Department and Psychotherapist Committee, learn more about the benefits of APsA's Psychotherapist Clinical Membership, and connect with PsiAN, the national advocacy organization championing access to psychotherapy and the clinical standards that sustain it.

***RSVP by January 15, 2027. Click here to register.***

## 8:00 P.M. – 10:45 P.M.

### SOCIAL EDUCATIONAL EVENT:
### COMMUNITY PSYCHOANALYSIS & THE ARTS WASHINGTON MOONLIGHT MONUMENT AND MUSEUM TOUR

Curious about the state of the White House, the Reflecting Pool, the Kennedy Center, and the "Arch" amid Washington's ever evolving landscape? Join us for a private evening tour of our nation's monuments, illuminated after dark!

Travel in a comfortable luxury coach with Philip Kennicott, The Washington Post Pulitzer-Prize winning Art and Architectural Critic, and Professional Guide, in dialogue with psychoanalytic commentary within our analytic community. We'll view monumental tributes to iconic presidents, consider how monuments facilitate communal mourning and memory, admire museums along the National Mall, & enjoy the U.S. Capitol in its stately, peaceful splendor.

Enjoy an illuminating evening with enlightening conversation in our nation's capital!

Pickup and return at the Mayflower Hotel. **We will start gathering around 7:30 P.M.**

**Cost: $67 per person**, including beverages, refreshments, and great camaraderie.

***To purchase tickets, Click here***

# THURSDAY, FEBRUARY 4

## 7:00 A.M. – 7:45 A.M.

### SOCIAL EVENT:
### YOGA

Join your colleagues for our second morning of yoga with Elizabeth Manne, RYT500.

Bring your mat and a water bottle. A limited number of yoga mats will be available.

## 7:30 A.M. – 8:15 A.M.

### ADMINISTRATIVE MEETING:
### BUSINESS MEETING OF MEMBERS

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

***Don't forget to vote!***

If you haven't voted before the 2027 National Meeting, you'll have an opportunity to vote onsite at the Business Meeting of Members.

## 8:30 A.M. – 10:30 A.M.

### DISCUSSION GROUP 48:
### LIVE SUPERVISION AND CLINICAL DIALOGUE IN PARENT–INFANT PSYCHOANALYTIC PSYCHOTHERAPY

Co-chairs: Talia Hatzor, Ph.D. (New York, NY)
Miriam Steele, Ph.D. (New York, NY)

Presenter: Khatiya C. Moon, M.D.* (New York, NY)

The Psychoanalytic Parent-Infant (PIP) discussion group offers clinicians, candidates, and trainees a reflective space to explore the complexities of the work with parents and infants. Combining a master class and live supervision, two experienced clinicians engage in a clinical dialogue with an emerging PIP trainee presenting clinical material from attachment and object-relations perspectives. This multi-perspective exchange illuminates how psychoanalytic ideas are applied, interpreted, and sometimes diverge, revealing the richness and emotional depth of early clinical work. At the same time, the group fosters the transmission of knowledge and technique across generations, highlighting the role of mentorship and collaborative reflection in sustaining the field. Participants gain a deeper understanding of parent-infant dynamics

*continued*

## 8:30 A.M. – 10:30 A.M. continued

and the transformative potential of psychoanalytic engagement in PIP work.

After attending this session, learners will be able to: 1) Analyze clinical material from parent-infant psychotherapy using both attachment and object relations perspectives, recognizing how differing theoretical frameworks shape interpretation and intervention; 2) Apply varied psychoanalytic thinking to early parent-infant work by engaging in reflective dialogue with supervisors and emerging clinicians, enhancing clinical understanding of parent-infant dynamics and the role of mentorship in practice. CME/CE 2

### CANDIDATES' FORUM:
### THE "SAFE ENOUGH" INSTITUTE: NAVIGATING DIFFERENCE AND POWER AS PSYCHOANALYTIC CANDIDATES AND TRAINEES

Co-chairs: Carrie Atikune, Psy.D. (Portland, OR)
Elisa K. Cheng, M.D. (Cambridge, MA)

Presenters: Elinor R. Kotchen, LCSW (New Haven, CT)
Belinda J. Torres, Ph.D. (Kirtland, OH)
Maritza Rodriguez, LCSW-R (Brooklyn, NY)

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

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 is designed for psychoanalysts, psychotherapists, candidates, trainees, and faculty interested in the challenges candidates and trainees face within their training institutes, particularly for those with minoritized identities and/or those treating patients with minoritized identities. These challenges include issues around power and authority, barriers to progression and graduation, unconscious systemic racism/othering, and difficulty with dialogue around difference and otherness. In facilitated small-and large-group discussion, real and composite trainee experiences will be used to understand better why training programs and psychoanalytic spaces are not always experienced as "safe enough" to address these challenges and the kinds of structures, processes, and resources needed to create a "safe enough" institute in order to help trainees and faculty navigate these challenges.

After attending this session, learners will be able to: 1) Explain how candidates and trainees are affected by issues of power/hierarchy and otherness within their institutes. They will be able to describe at least two examples of how candidates or trainees can be negatively impacted by issues of power/hierarchy and otherness within their training, and how this can cause trainees, particularly those with marginalized identities, to decide against further training or fuller involvement with their local institute or national organizations; 2) Explain two potential processes and structural resources that are in the service of creating and maintaining a "safe enough" institute around issues of difference, otherness, and power. CME/CE 2

### SYMPOSIUM:
### SHOULD CANCEL CULTURE BE CANCELED? AN INTERNATIONAL PERSPECTIVE

Co-chairs: Susan D. Kolod, Ph.D. (Brooklyn, NY)
Maria J. Nardone, Ph.D. (New York, NY)

Presenters: Heribert Blass, Dr. Med.* (Dusseldorf, Germany)
Jack Drescher, M.D. (New York, NY)
Andria Kathleen Wisler, Ph.D.* (Washington, DC)

Discussant: Ruggero Levy, M.D.* (Porto Alegre, Brazil)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 engage "cancel culture" as it appears in psychoanalytic organizations, universities and the general public. It is designed for psychoanalysts, psychotherapists, candidates, trainees, academics, and leaders. Presenters from the United States, Latin America and Europe; Andria Wisler, Jack Drescher, Ruggero Levy and Heribert Blass—will share their experience when faced with demands to cancel speakers because of their views on divisive issues. Psychoanalysis has a history of "in-groups" versus people who were excluded from the mainstream. Recently, attempts by some to cancel the voices of others have become more extreme, resulting in public shaming of individuals and polarization. This session will also address the pros and cons of "cancel culture," free speech, hate speech, and how psychoanalytic understanding and knowledge can address "cancel culture."

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## 8:30 A.M. – 10:30 A.M. continued

After attending this session, learners will be able to: 1) Describe the pros and cons of "cancel culture"; 2) Explain how free speech can be promoted at the same time, protecting vulnerable groups.

CME/CE 2

### PANEL 11:
### LACANIAN AND NEUROPSYCHOANALYTIC PERSPECTIVES ON DREAMS: THEORY AND TECHNIQUE

Chair: Gregory Rizzolo, Ph.D., LCPC (Chicago, IL)

Presenter: John Dall'Aglio, MA, Ph.D. Candidate* (Macclenny, FL)

Discussant: Mark Solms, Ph.D. (Cape Town, South Africa)

This session will introduce psychoanalysts, psychotherapists, and trainees to Lacanian dream interpretation through dialogue with neuropsychoanalysis. First, the presenter will situate dreams within Lacan's register theory (Real, Symbolic, Imaginary). The presenter will then discuss recent research on dreams in computational neuroscience (the Free Energy Principle) and neuropsychoanalysis. Integrating these perspectives shows how dreams metabolize felt uncertainty (affective consciousness) arising, in part, from unconscious, relational strategies for managing the drives. In this light, Lacanian dream interpretation techniques (elaborating and isolating signifiers) facilitate the patient's capacity to make use of uncertainty for therapeutic change. Through illustrative clinical examples, this presentation aims to promote dialogue between Lacanian and other psychoanalytic approaches and to introduce attendees to new clinical and theoretical ways for working with dreams.

After attending this session, learners will be able to: 1) Explain Lacanian dream theory (via the Real, Symbolic, and Imaginary registers) within a neuropsychoanalytic framework that is compatible with other psychoanalytic orientations; 2) Apply Lacanian dream interpretation techniques (signifier-focused interventions) in their clinical practice.

CME/CE 2

### PANEL 12:
### THE PSYCHOTHERAPY SELECTION ALGORITHM 1.0: A TOOL FOR DETERMINING WHEN PSYCHODYNAMIC THERAPY OR PSYCHOANALYSIS ARE INDICATED AND AT WHAT FREQUENCY AND DURATION

Co-chairs/
Presenters: Eric M. Plakun, M.D. (Stockbridge, MA)
Linda L. Michaels, Psy.D., MBA (Chicago, IL)

Presenters: Meiram Bendat, Ph.D., JD* (West Hollywood, CA)
Susan G. Lazar, M.D. (Bethesda, MD)

*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 is designed for psychoanalysts, psychotherapists, candidates, and trainees interested in understanding and contributing to an algorithm for determining when psychodynamic therapy or psychoanalysis is indicated and at what frequency and duration. The session presents the Psychotherapy Selection Algorithm (PSA) developed at the request of APsA. The session highlights evidence for the effectiveness of psychodynamic therapy and psychoanalysis and biases against them. The PSA counters biases with a series of jargon-free, evidence-supported decisions to differentiate patients who are and are not candidates for psychodynamic therapy or psychoanalysis versus other therapies. Attendees will enhance their ability to select patients for treatment and, through discussion, contribute to shaping the evolving PSA. If ultimately adopted as an APsA guideline, the PSA would advance acceptance of psychoanalytic treatments.

After attending this session, learners will be able to: 1) Explain the evidence for the "efficacy" and "effectiveness" of Psychodynamic Therapy and Psychoanalysis; 2) Explain when and why Psychodynamic Therapy or Psychoanalysis is indicated instead of an alternative, non-psychodynamic form of outpatient psychotherapy. CME/CE 2

# DAILY SCHEDULE

## 8:30 A.M. – 10:30 A.M. continued

### FELLOWS CLINICAL CONFERENCE 2: WHEN THE PATIENT IS DIFFICULT TO REACH: CULTURE AND PSYCHE IN THE THERAPEUTIC PROCESS

Chair: Eli S. Neustadter M.D. (Cambridge, MA)

Presenter: Genise L. McAskill, M.D. (Sacramento, CA)

Discussant: Dorothy Evans Holmes, PhD, ABPP, FABP (Bluffton, SC)

This session is designed for all individuals interested in the intersection of culture and the psyche. A detailed clinical process from psychotherapy with an immigrant woman will be presented. The case provides an opportunity to explore the complexities of culture, identity, and the therapeutic process as the clinician works to reach a patient who struggles to make herself known. The presenter, Genise McAskill, is an APsA Fellow and Assistant Clinical Professor at UC Davis. The invited discussant, Dorothy Holmes, is a Supervising Analyst (Training Analyst Emerita) at the Psychoanalytic Center of the Carolinas and is widely published on race, class, and gender in psychoanalysis.

After attending this session, learners will be able to: 1) Describe two ways the therapist can learn the nuances of cultural difference as manifest in verbal and nonverbal language; 2) Describe two ways to assess and expand psychic space in the dyad and the mind of the patient. CME/CE 2

### THE PETER LOEWENBERG ESSAY PRIZE IN PSYCHOANALYSIS AND CULTURE

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

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 recipient, as well as details about the paper to be delivered, will be announced in the final program. The Undergraduate Essay Prize and Book Prize of the American Psychoanalytic Association will also be presented during this session.

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

## 10:30 A.M. – 4:30 P.M.

### POSTER SESSION: RESEARCH RELEVANT TO THEORY AND PRACTICE IN PSYCHOANALYSIS

Co-chairs: Eric A. Fertuck, Ph.D. (New York, NY)

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

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.

***The deadline for submissions: Tuesday, December 1, 2026, at 11:59 p.m. EST.***

***Click here for Poster Session submission guidelines.***

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

## 11:00 A.M. – 1:00 P.M.

### PRESIDENTIAL SYMPOSIUM: EVERYTHING YOU WANTED TO KNOW ABOUT THE PRESIDENCY BUT WERE AFRAID TO ASK

Chair/Presenter/Discussant: Bonnie J. Buchele, Ph.D., APsA President (Kansas City, MO)

Presenter/Discussant: Daniel W. Prezant, Ph.D., Past APsA President (New York, NY)

As part of APsA's transition, this Presidential Symposium will be a conversation between Bonnie Buchele, APsA's current President, Dan Prezant, APsA's immediate past President, and the audience about where we have been and where we are going. We hope the discussion will be an opportunity for participants to hear how presidents think about their leadership wishes, fears, achievements, and disappointments as well as for Members to let the Presidents know how they think and wish their Presidents would think.

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

## 11:00 A.M. – 1:00 P.M. continued

### DISCUSSION GROUP 50:
### BETWEEN REPRESSION AND REVELATION: A PSYCHOANALYTIC EXPLORATION OF RELIGIOUS CONVICTIONS

Co-chair: Taylor Zimmerman, M.Div, MA, KLPC (Lexington, KY)

Co-chair/ Presenter: Ellen Livengood, MSW, LCSW (Lexington, KY)

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

Religious convictions often pose a challenge in psychoanalytic psychotherapy: should they be treated as sacred taboos outside the clinic, or understood as psychic formations shaped by familial and sociopolitical histories? Building on the philosophy of Ernst Troeltsch and Hans Joas and contemporary Laplanchean metapsychology, this discussion group proposes an interdisciplinary framework for approaching faith as a dynamic language through which trauma, desire, and alterity are expressed. Participants will examine how religious convictions originate, take hold in the psyche, and shape therapeutic impasses. Drawing on a clinical case study, the session explores how religious language may function not merely as ideology but as an expression of psychic life—where faith persists as a "foreign body," demanding ongoing interpretation rather than simple resolution.

After attending this session, learners will be able to: 1) Analyze religious convictions psychoanalytically by articulating how faith may function as a dynamic psychic language rather than as fixed belief content; 2) Demonstrate how to engage religious language clinically as ongoing sites of psychic work and meaning making within the therapeutic relationship. CME/CE 2

### DISCUSSION GROUP 51:
### THE CANDIDATE AT WORK: CLINICAL CASE CONSULTATION WITH PROFESSOR JAN ABRAM: WHEN WORDS AREN'T ENOUGH: WINNICOTT'S WAY WITH CHALLENGING PATIENTS

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

Presenter/ Discussant: Jan Abram, Ph.D.* (London, England)

Presenter: Amanda Exman, Psy.D., LP (Andover, MN)

This clinical case consultation, part of The Candidate at Work series, explores the application of D.W. Winnicott's theoretical concepts when traditional interpretive approaches fall short with challenging patients/clients. Designed for candidates and trainees, psychoanalysts, and psychotherapists at all levels of experience, Professor Jan Abram will present a clinical case that illustrates common therapeutic impasses and demonstrate how Winnicott's ideas about the holding environment, true and false self, and the use of the object provide essential tools for navigating treatment stalemates. The session examines how clinicians can move beyond words alone, utilizing Winnicott's relational framework to create conditions for psychological growth with difficult-to-reach patients. Participants will gain practical understanding of recognizing and working with regression, managing countertransference responses, and maintaining therapeutic presence when conventional analytic and psychotherapeutic techniques prove insufficient. This presentation aims to deepen clinicians' capacity to work effectively with patients/clients who challenge established treatment frames.

After attending this session, learners will be able to: 1) Explain at least three clinical indicators that signal when patients require a Winnicottian relational approach rather than traditional interpretive interventions; 2) Apply Winnicott's concept of the holding environment to modify their therapeutic technique when working with regressed or challenging patients in their clinical practice.

CME/CE 2

## 11:00 A.M. – 1:00 P.M. continued

### PANEL 13:
### ON TRANSIENCE: THROUGH THE INTERSECTING LENSES OF POETRY, COMEDY, CONSERVATISM, AND AI

Chair/
Presenter: 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)

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

Freud's lyrical 1916 essay On Transience offers a meditation on mourning and its failures in the face of the loss of beauty and the destruction of the works of human civilization, written in the aftermath of WWI. Our panelists will continue Freud's musings into the present day as we experience renewed attacks on beauty, truth, wisdom, and love in the form of climate change, misinformation, AI, rising political violence, polarization, and alienation. With each panelist engaging Freud's essay through their own unique voice, clinicians and scholars will acquire new frameworks for processing the threats we face today, considering the modes of experience that influence our narratives of time, appreciating the poetry of Rilke, the visceral quality of being with loss, and the optimism of renewal.

After attending this session, learners will be able to: 1) Explain the positive potential of accepting the transience of natural beauty and the works of human civilization; 2) Apply the distinction between comedic versus tragic experiences of time to clinical work. CME/CE 2

### PANEL 14:
### FINDING THE INTRAPSYCHIC IN THE SOCIAL: COMMUNITY PSYCHOANALYSIS WITH CHILDREN AFFECTED BY EXTREME VIOLENCE

Chair: Martha Schwartz Bragin, Ph.D., LCSW* (Brooklyn, NY)
Presenters: Annie Lee Jones, Ph.D. (Jamaica, NY)
Silvia Rivera Largacha, Ph.D.* (Bogotá, Colombia)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 is designed for psychoanalysts, psychotherapists, candidates, and trainees interested in supporting the internal worlds and emotional survival of children affected by war, state, and community violence. The session considers whether emergencies can be addressed at scale while keeping each child's psychic life in mind. Three speakers will examine distinct aspects of this work and its potential for new learning. One will share lessons from the internal worlds of children affected by violence; another will discuss mobilizing community members to protect children's development during war; and the third will explore the creation of a community psychoanalytic center that contains overwhelming anxieties, provides space for parents to be seen and heard, and supports children amid community violence, disappearance, and dehumanization.

After attending this session, learners will be able to: 1) Explain how to bring a psychoanalytically informed intervention to scale in an emergency; 2) Explain how to administer a community psychoanalytic space as a container in the midst of violence.

CME/CE 2

APsA DPE

### DPE: FROM DATA TO DEPTH:
### TRANSLATING RESEARCH ON PSYCHIC CHANGE TO THE CLASSROOM

Co-chairs: Amy G. Fleischer, LCSW (Norwich, VT)
Anna R. Schwartz, M.D. (New York, NY)
Co-chair/
Presenter: Diana Diamond, Ph.D. (New York, NY)
Presenters: Eric A. Fertuck, Ph.D. (New York, NY)
John H. Porcerelli, Ph.D., ABPP (Bloomfield Hills, MI)

This roundtable discussion will explore how psychoanalytic psychotherapy outcomes research might be integrated into psychoanalytic psychotherapy teaching and supervision. It is designed for psychotherapists, psychoanalysts, program directors, faculty, and trainees. Presenters will provide brief overviews of research instruments that aim to assess aspects of psychological functioning, such as the Adult Attachment Interview (AAI), the Structured Interview of Personality Organization-Re-

*continued*

## 11:00 A.M. – 1:00 P.M. continued

vised (STIPO-R), the Psychodynamic Diagnostic Manual (PDM), and the Object Relations Inventory (ORI), as they have been applied to study process and outcome in an empirically validated psychoanalytic psychotherapy, Transference-Focused Psychotherapy (TFP). The ensuing discussion will enrich attendees' understanding of psychoanalytic assessment and processes of change in clinical work and provide models for incorporating this knowledge into psychoanalytic psychotherapy training programs.

After attending this session, learners will be able to: 1) Describe at least three psychodynamic research instruments or empirically validated constructs or treatments (e.g., AAI, STIPO-R, PDM, ORI, or TFP) and explain their direct clinical applicability to assessing psychological functioning and tracking change processes in psychoanalytic psychotherapy; 2) Explain at least two strategies for integrating psychoanalytic psychotherapy outcomes research into didactic teaching and clinical supervision within psychotherapy training programs.

CME/CE 2

### RESEARCH:
### THE NEUROBIOLOGY OF INFANTILE AMNESIA

Chair: Mark Solms, Ph.D.
(Cape Town, South Africa)

Presenters: Cristina M. Alberini, Ph.D.* (New York, NY)
Dima Amso, Ph.D.* (New York, NY)

The concept of infantile amnesia has a central place in the history of psychoanalysis. Freud conceptualized it broadly under the heading of "repression." Modern neuroscience suggests that it has more to do with the maturation of the brain than with psychodynamic mechanism—the brain structures in question concern declarative memory and executive functioning.

After attending this session, learners will be able to: 1) Analyze the major brain structures and functions involved in the early maturation of memory; 2) Describe the clinical implications of the early development of memory systems. CME/CE 2

## COMBINED SCIENTIFIC PAPER SESSION 1

***Two scientific papers will be presented during this session***

### SCIENTIFIC PAPER 1
### "NEUROSIS, THE MALADY SELDOM SEEN: A TRAINING DILEMMA"

Presenter: Heather John, M.D., Ph.D.
(West Chester, PA)

It is a truth universally acknowledged that today's trainees rarely see a neurotic case. The current nature of training makes it so. A trainee's shift from theoretical to empirical understanding of neurosis requires constant attention to suffering that is ever present, ever concealed. It is assisted by the conviction of supervisors and personal analysts who consistently orient trainees to bring what is in the periphery to the center of their vision. This session is designed with the purpose of explicating trainees' difficulties in developing the ability to see unconscious processes at work not only in the minds of their patients, but in themselves. The session draws on clinical material from a candidate's training cases, supervision, and personal analysis, as well as current literature on neurosis.

After attending this session, learners will be able to: 1) Describe why the nature of neurosis makes it difficult to identify in moment-to-moment interactions with a patient; 2) Explain why the suffering of patients with borderline or psychotic levels of organization may be simpler to identify than in neurotic levels of organization.

### SCIENTIFIC PAPER 2
### "WORKING THROUGH ONE-SIDED TERMINATION IN CHILD ANALYSIS/PSYCHOTHERAPY: MEDIO-PASSIVE AGENCY AND HOPE AGAINST HOPE"

Presenter: Yonit Shulman* (Herzliya, Israel)

*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 is designed for psychoanalysts, psychotherapists candidates, and trainees interested in the ways in which one-sided termination in child psychotherapy, initiated by the child patient's/client's parents/caregivers, may yet enable transformation, insight, and beneficial therapeutic gains. The presenter will explore current literature and clinical material, claiming that a change in therapeutic/analytic agency may enable transforma-

## 11:00 A.M. – 1:00 P.M. continued

tion, benefiting the child, parents, and the analyst/therapist themself. This qualitative change within the analyst/therapist is towards a "medio-passive agency," in the middle between active and passive, characterized by "letting go," while sustaining a specific kind of hope, "hope-against-hope." By exploring both theoretical and practical perspectives, attendees will gain insight and useful tools for sustaining hope and creativity while facing this painful, yet all-too-common, challenge in a child's analysis/therapy.

After attending this session, learners will be able to: 1) Analyze the medio-passive aspect of their own psychoanalytic/ psychotherapeutic agency and consider its possible attunement while facing the possibility of one-sided termination in child psychotherapy; 2) Demonstrate how to redefine the goals of analytic/therapeutic interventions while facing the possibility of one-sided termination in child psychotherapy, and assess their transformative impact.

**CME/CE 2**

## 2:00 P.M. – 4:00 P.M.

### PANEL 15:
### NONLINEAR DYNAMIC SYSTEMS FOR THE WORKING CLINICIAN

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

Presenters: Charles M. Jaffe, M.D. (Chicago, IL)
Rona B. Knight, Ph.D. (Chestnut Hill, MA)
Timothy H. Rayner, M.D. (San Diego, CA)

This session is for clinicians who want to apply the insights of nonlinear dynamic systems (complexity) thinking to clinical practice. It is aimed at both clinicians who are familiar with these concepts and those new to them. The panelists, each with extensive experience in using this perspective in clinical situations, will demonstrate how ideas like emergence, nonlinearity, synchrony, and the edge of chaos influence their clinical work, with numerous examples from their practice. This panel is especially important because concepts from nonlinear dynamic systems (complexity) thinking are already transforming how many psychoanalytic and psychodynamic clinicians' work. Greater clarity about the connection between these ideas and clinical practice will help expand our clinical effectiveness.

After attending this session, learners will be able to: 1) Describe the concept of the edge of chaos and therapeutic methods that facilitate its emergence in psychotherapy and psychoanalysis; 2) Describe what it means for a therapeutic process to be nonlinear and to be able to recognize and value nonlinear processes as they occur in therapy.

**CME/CE 2**

APsA DPE

### DPE: CRITICAL THINKING SEMINAR:
### SUPERVISION AND DIFFERENCES IN THE DYAD

Co-chairs: Holly Crisp, M.D. (Carbondale, CO)
Sandra J. Landen, Ph.D. (Los Angeles, CA)

Presenter: Omar A. Khan, M.D. (New York, NY)

Presenters/ Discussants: Ethan M. Grumbach, Ph.D., FIPA (Los Angeles, CA)
Felecia R. Powell-Williams, Ed.D., LPC-S, RPT/S, FABP (Houston, TX)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 examines the clinical and supervisory implications of difference within the analytic/ psychotherapeutic dyad, with attention to the dimensions of diversity, positionality, and intersectionality that may remain unspoken both in the clinical dyad and in supervision. The discussants will consider how differences — including those of culture, race, gender, sexuality, ethnicity, generation, and socioeconomic position — are experienced, defended against, and enacted at times within the dyad. Using case material, the panelists will explore how attending to differences shapes the therapeutic alliance, the supervisory alliance, transference, and countertransference in ways that deepen or constrain analytic understanding. The discussants will also address the supervisor's role in fostering analytic curiosity that supports the exploration and elaboration of difference.

After attending this session, learners will be able to: 1) Explain how differences such as race, gender, sexuality, culture, socioeconomic position, and

*continued*

## 2:00 P.M. – 4:00 P.M. continued

generation are expressed, defended against, and enacted within clinical and supervisory dyads; 2) Apply supervisory and clinical strategies that foster analytic curiosity and support the exploration of difference in clinical work and supervision.

CME/CE 2

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

Chair: Mark Solms, Ph.D. (Cape Town, South Africa)

Presenter: Joseph E. LeDoux, Ph.D.* (New York, NY)

This is an interview with one of the world's leading neuroscientists. In his early research, Professor LeDoux pioneered the study of the brain mechanisms of emotion, focusing mainly on fear memory and the amygdala. His recent research has been more integrative in nature, focusing on what is conscious and what remains unconscious. The relevance of both of these topics for psychoanalysts and psychotherapists is obvious.

After attending this session, learners will be able to: 1) Describe the mechanisms for fear-learning in the brain; 2) Distinguish between brain mechanisms that are conscious and those that are unconscious.

CME/CE 2

### LIVING IN DIVERSITY AND OTHERNESS:
### AN EXPERIENTIAL PROCESS GROUP EXPERIENCE (PART 2)

***See Wednesday at 2:00 p.m. for description and objectives.***

CME/CE 2

## 4:30 P.M. – 6:30 P.M.

### COMBINED SCIENTIFIC PAPER SESSION 2

***Two scientific papers will be presented during this session***

### SCIENTIFIC PAPER 1
### "NOT-ME, NOT-ALIVE: AI AND THE CHILD'S INNER WORLD"

Presenter: Samantha (Sam) Harris, LCP (Los Angeles, CA)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 is for psychoanalysts, psychotherapists, candidates, and trainees who work with children and adolescents. Children today are forming intense, often private relationships with artificial intelligence, and this paper brings a psychoanalytic lens to the question of what these interactions may mean in the child's inner life. Drawing on Winnicott and Bion, and on clinical vignettes from psychoanalytic psychotherapy with patients, the presenter considers AI's potential to function as a transitional object as well as to foreclose transitional experience altogether. The paper also asks what becomes of mentalization when the object cannot fail and traces the appearance of AI in play and in the transference, with attention to implications for parent work.

After attending this session, learners will be able to: 1) Analyze children's AI-related material in play, fantasy, and the transference using Winnicottian and Bionian frameworks to inform clinical understanding and intervention; 2) Apply a psychoanalytic framework to parent consultation regarding children's AI relationships, distinguishing between developmental exploration and clinically significant withdrawal.

### SCIENTIFIC PAPER 2
### "COUNTERTRANSFERENCE AND ANALYTIC AUTHORITY"

Presenter: August Clarke, MA, MSW Candidate* (Easton, MD)

This session is intended for psychoanalysts, psychotherapists, candidates, and trainees interested in countertransference in psychoanalysis/psychotherapy/therapy. Focusing on Paula Heimann's reformulation, the presentation examines how analytic authority and clinical judgment are reconfigured when the analyst's affective responses are understood as a source of knowledge. Through close textual analysis and engagement with Kleinian writings, the session situates this shift historically and theoretically, then outlines a framework for recognizing and using the therapist's internal experience in practice. Emphasis is placed on systematic attention to affect and the disciplined use of reflexivity. The aim is to clarify implications for contemporary work and support the deliberate use of countertransference with patients/clients.

After attending this session, learners will be able to: 1) Describe Paula Heimann's reformulation of

*continued*

## 4:30 P.M. – 6:30 P.M. continued

countertransference and its implications for Kleinian technique; 2) Analyze how the analyst's affective participation reconfigures the concept of analytic neutrality.

CME/CE 2

### APSA SCIENTIFIC PAPER PRIZE: CO-SPONSORED BY THE PSYCHOTHERAPY DEPARTMENT

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

Speakers/Award
Winners: Thomas Nilsson, Ph.D.* (Lund, Sweden)
Martin Svensson, Ph.D.* (Lund, Sweden)

Title: "Moderators of Short- and Long-Term Outcomes in Panic Control Treatment and Panic-Focused Psychodynamic Psychotherapy"

Presenter of Clinical Case: Dany Lamothe, M.D. (Palo Alto, CA)

This session is designed to help APsA members stay abreast of contemporary research that pertains to psychoanalysis. Our prize-winning paper has been awarded to Rolf Sandell, Ph.D., and his research team, headed by Thomas Nillson, Ph.D., and Martin Svennson, Ph.D. The paper, "Moderators of short- and long-term outcomes in panic control treatment and panic-focused psychodynamic psychotherapy," was published in 2025 in *Psychotherapy Research,* and highlights factors that were linked to improvement in patients with panic disorder in either CBT or PFPP, a psychoanalytic psychotherapy that treats panic disorder, from these investigators' eight-site replication study in Sweden. This session will highlight the Swedish PFPP project, focusing specifically on whom PFPP works best for among patients with panic disorder. PFPP is the psychoanalytic/psychodynamic psychotherapy with the most robust evidence base for anxiety disorders, having been shown to be efficacious and having been replicated in four separate independent randomized controlled trials.

A clinical case of a patient with panic disorder will be presented. Dr. Milrod, the developer of PFPP, will discuss the research and the clinical presentation.

After attending this session, learners will be able to: 1) Describe PFPP (Panic Focused Psychodynamic Psychotherapy), a 24-session efficacious psychoanalytic psychotherapy for panic disorder; 2) Develop a working knowledge of moderators of psychotherapy. CME/CE 2

### PANEL 16: NEURODIVERGENCE, DEFENSIVE INGENUITY, AND THE PSYCHOANALYTIC TREATMENT OF MISUNDERSTOOD CHILDREN

Chair: Thomas F. Barrett, Ph.D. (Chicago, IL)
Presenters: Jack Novick, Ph.D. (Closter, NJ)
Kelly Siderio, MS (Bala Cynwyd, PA)
Discussants: Timothy R. Rice, M.D.* (Nyack, NY)
William M. Singletary, M.D. (Narberth, PA)

This session is designed for psychoanalysts, psychotherapists, candidates, and trainees interested in child development and its neuropsychoanalytic underpinnings and pathways to health. Children with severe attentional difficulties, oppositionality, or autistic withdrawal are often disliked, misunderstood, and over-treated with medications. Teachers describe them as "impossible"; parents oscillate between rage, guilt, and despair. They frequently accumulate diagnosis after diagnosis — ADHD, autism, oppositional defiant disorder, mood disorders — and a corresponding list of medications meant to correct what is assumed to be a disorder inside the child. Presenters will explore current research on a shared defensive architecture in autism and ADHD and the effects of shared defensive solutions in the child's relational world. Focus will be on case illustrations, clinical strategies, and evidence-based psychoanalytic interventions that promote positive development.

After attending this session, learners will be able to: 1) Explain neuropsychoanalytic models for engaging neurodivergent children; 2) Demonstrate and endorse optimism in the application of psychoanalytic interventions to neurodivergent children.

CME/CE 2

### ARTIST/SCHOLAR-IN-RESIDENCE: *OUTSIDER. FREUD:* A FILM BY YAIR QEDAR

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

Presenter: Yair Qedar, LGBTQ & Peace Activist* (Tel Aviv, Israel)

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

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

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# DAILY SCHEDULE

## 4:30 P.M. – 6:30 P.M. continued

Yair Qedar's internationally prizewinning film is a journey into Freud's life and work in four acts. Combining animation, dreams, and insights from leading scholars and psychoanalysts, it explores Freud's experiences of marginalization in Vienna and reveals new dimensions of his legacy through an intimate lens. Among those appearing in the film are: George Makari, Adam Phillips, Michael Molnar, Lisa Appignanesi, Eran Rolnik, Anat Tzur Mahalel, Christfried Tögel, and Daniela Finzi. A discussion with the audience will follow the screening.

After attending this session, learners will be able to: 1) Explain the effects of Freud's status as an outsider on his life and work; 2) Apply the insights provided by the commentators on Freud to their clinical practice. CME/CE 1

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

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

CME/CE 2

### TWO-DAY CLINICAL WORKSHOP #2: SUPERVISING PSYCHOANALYSTS TO DO PSYCHOANALYSIS WITH CONFIDENCE (PART 2)

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

CME/CE 2

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

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

CME/CE 2

### TWO-DAY CLINICAL WORKSHOP #4: ANALYTIC PROCESS AND TECHNIQUE: I KNOW NO MEN (PART 2)

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

CME/CE 2

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

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

CME/CE 2

### EXPERIENTIAL LARGE GROUP (PART 2)

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

CME/CE 2

## 6:45 P.M. – 7:45 P.M.

### GRIEVING TOGETHER

This event will provide space and time for the shared acknowledgment of multiple losses experienced within the APsA community on many levels. Coming together in this way can strengthen the capacity to mourn and foster a shared recognition of losses, both known and not yet fully acknowledged.

Through reflection, poetry, and mutual sharing, participants will have an opportunity to recognize the impact of losses resulting from deaths over the past year, resignations over the past several years, national and world events, and the ongoing responsibility of holding patients' losses alongside their own personal experiences of loss. The gathering will offer an opportunity to deepen this recognition and understanding through shared reflection and community.

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

## 7:00 P.M. – 10:00 P.M.



### SOCIAL EVENT: JOINT CANDIDATES' DEPARTMENT/ IPSO WINTER PARTY

*Please note: This event is for current APsA/IPSO Psychoanalytic Candidates only.*

Venue: City Tap House
1250 Connecticut Ave NW, Washington, DC

Questions: Iraira Butcher, Psy.D.
irairabutcher@gmail.com

Current APsA/IPSO Psychoanalytic Candidates are invited to the annual Joint Candidates' Departmentl/IPSO Winter Party!

Join us for an evening of great food, drinks, music, and the opportunity to make new connections or catch up with friends and colleagues from across the country and around the world.

**There is no cost to attend.** However, registration is required, and space is limited, so be sure to reserve your spot!

## FRIDAY, FEBRUARY 5

### 8:30 A.M. – 10:30 A.M.

APsA DPE

**DPE: RECENT GRADUATES:**
**LOOKING FORWARD, LOOKING BACK: CONTINUING TO DEVELOP AS AN ANALYTIC CLINICIAN, TEACHER, SUPERVISOR, ADMINISTRATOR AND SCHOLAR AFTER GRADUATION**

Chair: Sarah L. Lusk, Ph.D. (Cambridge, MA)
Presenter: Mark Smaller, Ph.D. (Douglas, MI)
Discussant: Gennifer Lane Briggs, LCSW, PA (Miami, FL)

This interactive workshop focuses on the challenges and rewards of the graduate analyst's and graduate 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 analyst or therapist. In this workshop, a senior analyst will look back on the choices she/he made that shaped her/his development, focusing on their motivations, successes, and disappointments and describe how she/he continues to develop as an analyst. A recent graduate will present the concerns that have arisen since their graduation from training. Open discussion among all attendees is encouraged throughout the session.

After attending this session, learners will be able to: 1) Summarize the challenges that face the recently graduated analyst or therapist in keeping their career alive and vital; 2) Plan a strategy for making decisions on allocating personal resources for career development as a postgraduate clinician.

CME/CE 2

**DISCUSSION GROUP 52:**
**FACING THE FACTS: SELF DISCLOSURE AND THE ANALYTIC RELATIONSHIP**

Chair/
Presenter: Stephanie R. Brody, Psy.D. (Lexington, MA)
Discussant: Anne J. Adelman, Ph.D. (Chevy Chase, MD)

*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 for all clinicians interested in the inevitability of self-disclosure within the therapeutic dyad and professional community. Stephanie Brody, chair and presenter will describe how an intrusive medical event affected her professional relationships, clinical experience, and personal perspective. Comparing the impact of a previous intrusion to the current event, Dr. Brody will describe differences in her clinical praxis, especially regarding the issues of therapist anonymity, "the frame", and ethical responsibilities. Attention to existential awareness in the dyad will demonstrate that addressing human vulnerabilities within the dyad is a treatment benefit throughout the life span of both patient and clinician.

After attending this session, learners will be able to: 1) Describe the impact of intrusive self-disclosure by the therapist on the clinical dyad; 2) Apply effective self-disclosure techniques to maintain a focus on the needs of the patient. CME/CE 2

**DISCUSSION GROUP 53:**
**THE PULL TOWARD AND RESISTANCE TO RETIRING: WHAT'S AN ANALYST TO DO?**

Chair/
Presenter: Joyce Slochower, Ph.D., ABPP (New York, NY)
Presenters: Christie M. Platt, Ph.D.* (Brooklyn, NY)
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.*

Psychoanalysis inhabits liminality, where the past is examined in the present, and questions of endings inevitably arise. Yet clinicians may postpone retirement and avoid confronting their own aging and mortality, both privately and in their work with patients. This discussion group invites clinicians of

*continued*

## 8:30 A.M. – 10:30 A.M. continued

all ages and levels of training to explore the fears, anxieties, and resistances surrounding retirement and the awareness of limited life expectancy. The discussion will consider whether and how clinicians can address the reality of aging and death (our own and our patients') in the consulting room. These themes evoke feelings of loss but also create opportunities for reflection, growth, and self-discovery. Through shared exploration, participants will consider how greater openness to aging and mortality may enrich both professional and personal life.

After attending this session, learners will be able to: 1) Describe their feelings about retirement and the dynamic sources of those feelings; 2) Develop a plan for retiring—whether now or in the future.

CME/CE 2

APsA DPE

### DPE: EDUCATION FORUM: CONTEMPORARY MODELS OF EDUCATION REVISITED

Co-chairs/
Discussants: Holly Crisp, M.D. (Carbondale, CO)
Sandra J. Landen, Ph.D. (Los Angeles, CA)

Presenters: Howard M. Bliwise, M.D. (New York, NY)
Jacqueline A. Neilson, Ph.D. (Washington, DC)
Timothy H. Rayner, M.D. (San Diego, CA)
Laurie Weiss, Ph.D. (San Diego, CA)

This panel will explore innovative psychoanalytic educational models, including the combined training/education and the university model of training. Institute leaders from three geographic regions will discuss how flexibility in evolving educational models shapes trainees' experiences, professional development and emerging professional identities. Particular attention will be given to how implementation of various educational models and creative programs varies across geographic regions and cultural contexts, as local institutional histories, environments, and cultural values influence what models take hold and can be implemented successfully. With an emphasis on recruitment, retention, and inclusion, the discussion will examine how creative approaches broaden access for diverse trainees and revitalize interest in psychoanalytic education. This panel is designed for all educational leaders, faculty, and all trainees interested in psychoanalytic education.

After attending this session, learners will be able to: 1) Explain how responsive and evolving educational models can address local challenges in recruitment, inclusion and retention; 2) Recognize and examine challenges and solutions to the implementation of flexible and evolving educational models.

CME/CE 2

### PANEL 17: HOARDING THE FUTURE: GENERATIONAL ANXIETIES AND THEIR IMPLICATION FOR PSYCHOANALYTIC TRAINING AND TREATMENT

Chair: Ethan Grumbach, Ph.D., FIPA (Los Angeles, CA)

Presenters: Teresa M. Méndez, LCSW-C, LICSW (Baltimore, MD)
Brian R. Ngo-Smith, LCSW, FABP (Denver, CO)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 explore generational anxieties — parricidal, filicidal, and siblicidal — as they appear within psychoanalytic institutions. Drawing on clinical work, supervision, and collegial relationships, the presenters will examine how these anxieties contribute to resistances to progression, succession, and diversification of learning. Participants will be invited to consider how the vicissitudes of psychoanalytic training parallel broader systemic breakdowns, particularly when diverse identities come to threaten institutional stability. The discussion will also attend to how erotic dimensions of cross-generational dynamics are often obscured by more conflictual and destructive enactments, inviting reflection on how these dynamics shape institutional life and the future of psychoanalytic communities.

After attending this session, learners will be able to: 1) Explain institutional, interpersonal, and intrapsychic factors — including generational tensions — that may contribute to prolonged or stalled psychoanalytic training; 2) Examine the regressive impact of psychoanalytic treatment and training, as this necessitates a greater attunement to generational enactments. CME/CE 2

## 8:30 A.M. – 10:30 A.M. continued

### COMBINED SCIENTIFIC PAPER SESSION 3

***Two scientific papers will be presented during this session***

### SCIENTIFIC PAPER 1
### "THE CRUCIBLE OF PSYCHEDELIC PSYCHOTHERAPY IS MULTIDIMENSIONAL"

Presenter: Thomas M. Brod, M.D., DFAPA
(Los Angeles, 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.*

Psychedelic states present a persistent paradox: subjectivity endures even as the ego appears to dissolve. "Self" awareness reflects being, even when the patient's ego's reality-mastering imperatives fade. In psychodynamic treatment with psychedelic substances, we are faced with new challenges determined by the dynamic effects of shifted subjectivity, transient eclipse and distortion of transferential relationship, and the ethical task demands of consensual expectations. The author proposes a multidimensional model for psychedelic structural reorganization. Ego function is understood as a rearrangeable set of "solved" configurations; psychedelic states rearrange and introduce space into characterological configurations. Subjectivity, distributed holographically across the fragments, persists despite reconfiguration. The spaces between tiles — agentive rather than empty — are potential links in Bionian potential space and the transference-countertransference (intersubjective) matrix.

After attending this session, learners will be able to: 1) Explain the importance of differentiating the presence/sentience of Self from egoic imperatives in helping patients experience transient "Ego Death" during psychedelic journeys; 2) Discuss the concept of oceanic consciousness as "the beyond within" in terms of the alternate views of its origin as an individual biologically created illusion versus a transcendent function managed through our biological functions.

### SCIENTIFIC PAPER 2
### "DISSOCIATED COLLECTIVE ENACTMENT: SPLITTING AND THE COLLAPSE OF SHARED REALITY IN WARTIME"

Presenter: Morteza Modarres Gharavi, Ph.D., LP*
(New York, NY)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 paper is designed for psychoanalysts, psychotherapists, candidates, and trainees interested in how war and state violence shape practice. Using the 2026 events in Iran—repression of protests with civilian casualties, war after strikes by the United States and Israel, and communication blackouts—the presenter introduces dissociated collective enactment, grounded in Ferenczi's confusion of tongues and relational accounts of dissociation and thirdness. The concept describes a field process in which incompatible self-states, moral certainties, and collapsed temporality circulate across individuals. Clinical vignettes and professional community discourse illustrate how enforced invisibility undermines witnessing and enters sessions as enactment before it can be symbolized. The purpose is to offer clinicians an integrative framework linking on-the-couch listening with off-the-couch catastrophe, supporting practice when thinking must occur under fire.

After attending this session, learners will be able to: 1) Analyze clinical markers of dissociated collective enactment—including shifts in self-state, moral splitting, and disrupted temporality—in patients/clients and in professional discourse during conditions of war and state violence; 2) Apply Ferenczian and relational concepts (confusion of tongues, dissociation, thirdness) to formulate interventions that preserve witnessing and support shared reality when external catastrophe overwhelms the analytic relationship.

**CME/CE 2**

## 8:30 A.M. – 10:30 A.M. continued

### RESEARCH:
### A NEW THEORY OF INTERACTION FOR MOTHER-INFANT AND ADULT TREATMENT NONVERBAL COMMUNICATION

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

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

This session, relevant for all clinicians, presents research on mother-infant face-to-face communication (Beebe et al., 2016), which documented four principles of self- and interactive regulation, showing these processes to be intimately related as a dynamic, dyadic system. Strikingly parallel findings are presented in an empirical study of nonverbal communication in face-to-face adult treatment (Beebe & Lachmann, 2020). This work provides a lifespan theory of nonverbal interaction. This will be followed by live video microanalysis of the first 30 seconds of several adult treatment sessions on split-screen-zoom, revealing subtle, split-second, complex relating that we cannot otherwise grasp. This form of analysis is a new tool for studying clinical process and functioned as interventions for the therapists, with immediate relevance for supervision and education.

After attending this session, learners will be able to: 1) Recognize subtle patient and therapist nonverbal behaviors that reflect underlying emotional processes; 2) Explain a new theoretical framework for conceptualizing bidirectional transference/countertransference interactions at the nonverbal level. CME/CE 2

### THE 2027 LEE JAFFE CANDIDATES' DEPARTMENT PAPER PRIZE
### "COMPULSIVE TRANSLATION AND THE DEFENSIVE PRODUCTION OF CERTAINTY"

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

Presenter/Prize Winner: Xiaomeng Qiao, Psya.D. (c) (Oxford, England)

Discussant: R. Dennis Shelby, Ph.D. (Chesterton, IN)

This session is designed for psychoanalysts, psychotherapists, candidates, and trainees interested in the clinical dimensions of meaning-making, enigma, and the defensive production of certainty in therapeutic relationships. Drawing on Laplanche's theory of generalized seduction, the presenter will introduce compulsive translation as a clinically significant phenomenon: the urgent, defensive conversion of the other's enigmatic messages into fixed knowledge about intention or self-defectiveness. Through two extended case illustrations, attendees will examine how power asymmetry, vulnerability, and analytic field dynamics intensify translational pressure. The session will address technical implications, including how analytic interpretations are themselves re-translated by patients' defensive systems, and why modifying the relational conditions producing translational pressure is often more effective than directly challenging the translation. Clinicians will leave with a refined framework for tolerating and working with affective indeterminacy in clinical practice.

After attending this session, learners will be able to: 1) Identify and distinguish compulsive translation from related clinical concepts — including projective identification, mentalization failure, and cognitive closure — by recognizing translation intensity as an independent clinical dimension and naming the specific relational conditions (power asymmetry, vulnerability, and concentration of enigma) that modulate that intensity in their own clinical work; 2) Apply the clinical strategy of enigma reduction to cases where translational pressure is high, demonstrating the ability to intervene at the level of relational conditions rather than challenging the content of a patient's certainty directly, as illustrated through the case material presented in this session. CME/CE 2

## 11:00 A.M. – 1:00 P.M.

### DISCUSSION GROUP 54:
### USING EXPERIENCE-NEAR FICTIONALIZED VIGNETTES TO DISCUSS RACIAL AND OTHERING ENACTMENTS IN PSYCHOANALYTIC EDUCATION

Co-chairs: Elisa K. Cheng, M.D. (Cambridge, MA)
John Martin-Joy, M.D. (Watertown, MA)

Presenters: Emily S. Frank, Ed.D. (West Roxbury, MA)
Komal Gupta, Psy.D. (Newton, MA)
Anton H. Hart, Ph.D., FABP, FIPA (New York, NY)

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

Racial and othering enactments in psychoanalytic organizations and in the consulting room happen

*continued*

## 11:00 A.M. – 1:00 P.M. continued

regularly, exposing personal, social, and structural schisms. This discussion group will use experience-near fictionalized fictional vignettes The facilitator will first discuss enactments that involve difference, emphasizing safety, human imperfection, and ways dialogue can go awry. How can analysts, therapists, and trainees learn to recognize and respond constructively to such moments? Next, a group of psychoanalytic/psychodynamic therapy trainees will present two fictionalized vignettes that involve racial and other diversity-related enactments in classroom settings and in therapy/analysis. The vignettes aim to increase clinical skill and to stimulate considerations of multiple points of view, functioning as an invitation to thoughtfulness and empathy in institutions.

After attending this session, learners will be able to: 1) Define an enactment and describe possible ways of responding to enactments in a psychoanalytic institute or the consulting room; 2) Describe one barrier to openness in discussions during training and during treatment for historically marginalized persons. CME/CE 2

### DISCUSSION GROUP 55: PSYCHOANALYTIC COUPLE AND FAMILY THERAPY

Co-chair: David E. Scharff, M.D., FABP (Chevy Chase, MD)

Co-chair/ Presenter: Richard M. Zeitner, Ph.D. (Kansas City, MO)

Presenter: Holly Anderson, LCMFT, LMFT (Kansas City, MO)

Couples and families seek help with individual developmental problems, communication difficulties, sexual problems, or family and couple relationships. This presentation examines the psychoanalytic treatment of a couple whose partnership formed their primary developmental environment. Clinical material spanning several years illustrates how early attachment expectations, projective identification, and splitting shaped their evolving relationship. The clinical material illustrates how psychoanalytic couple treatment unblocked arrested development for the couple and individuals, fostering mourning and enabling differentiation and greater mutual recognition. The presentation will introduce group-wide discussion of how psychoanalytic couple therapy acts both as treatment for conflict and to foster developmental processes for individual, couple, and family psychological growth.

After attending this session, learners will be able to: 1) Describe three elements of how projective identification, splitting, and early attachment expectations organize the developmental life of a long-term couple; 2) Apply two psychoanalytic interventions that enable psychoanalytic couple treatment to foster ego development, differentiation, and enhanced capacity for mutual recognition as well as symptom reduction. CME/CE 2

### RESEARCH: A FIRST LOOK AT RESULTS OF THE MODE STUDY: MULTI-LEVEL OUTCOME STUDY OF PSYCHOANALYSES OF CHRONICALLY DEPRESSED PATIENTS WITH EARLY TRAUMA

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

Presenters: Marianne Leuzinger-Bohleber, D. Phil.* (Frankfurt, Germany)

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

Discussant: Mark Solms, Ph.D. (Cape Town, South Africa)

In this program, relevant for all clinicians as well as researchers, the Principal Investigators of the MODE Study will present an initial look at its long-awaited results. The international, multi-center, randomized controlled study compared the results of high versus low-frequency psychoanalytic treatment for vulnerable, chronically depressed patients with early trauma. Outcomes were assessed using validated psychological tests of symptoms, psychoanalytic structural criteria, dream diaries, and repeated studies of brain MRI imaging. A control group of normal subjects was included for comparison with patients' MRIs. It is significant that notable brain changes were seen in as little as one year of treatment. Clinical material will be provided to illustrate treatment processes.

After attending this session, learners will be able to: 1) Describe two methods for assessing psychoanalytic structural change in high- and low-frequency psychoanalytic treatment; 2) Explain how clinical improvement in patients with chronic depression and early trauma can be seen in brain imaging measures. CME/CE 2

## 11:00 A.M. – 1:00 P.M. continued

### GENDER & SEXUALITY: THE 2027 RALPH ROUGHTON AWARD: "BEYOND THE DYAD: EROS, MULTIPLICITY, AND THE THROUPLE"

Co-chairs: Carol B. Levin, M.D. (Okemos, MI)
Diana E. Moga, M.D., Ph.D. (New York, NY)

Presenters/Prize Winners: Gila Ashtor, Ph.D., LP (New York, NY)
Christopher Walling, Psy.D., MBA, FABP (Los Angeles, CA)

This session is designed for psychoanalysts/psychotherapists/therapists, candidates and trainees, and other clinicians interested in sexuality, relationality, and consensual non-monogamy. Drawing on psychoanalytic/psychotherapy theory and clinical material from a committed throuple, the presenters examine how mononormativity shapes assumptions about psychological maturity, attachment, and intimate life. The session challenges developmental models that privilege dyadic exclusivity and draws on Hans Loewald's conception of eros as a drive toward growth and differentiation to propose a model of distributed attachment in which security can emerge across relational networks. By distinguishing relational multiplicity from pathology, avoidance, or splitting, the presentation offers clinicians a framework for understanding polyamorous patients/clients on their own terms. Its purpose is to expand psychoanalytic/psychotherapy theory and practice beyond the assumption that mature relational life culminates in the exclusive couple.

After attending this session, learners will be able to: 1) Analyze how mononormative assumptions within psychoanalytic/psychotherapy theories of development and attachment can lead clinicians to misinterpret relational multiplicity as evidence of splitting, avoidance, regression, or impaired capacity for commitment; 2) Apply a distributed attachment framework to clinical material involving polyamorous and consensually non-monogamous patients/clients to distinguish distress arising within a relationship from assumptions that the relationship structure itself is pathological.

CME/CE 2

### UNIVERSITY FORUM: SOCIAL MIRACLE OR SOCIAL CURSE? UNDERSTANDING THE APPEAL OF AUTHORITARIANISM

Chair: Beverly J. Stoute, M.D. (Atlanta, GA)

Presenters: Gary Gerstle, Ph.D.* (Cambridge, MA)
Peter E. Gordon, Ph.D.* (Cambridge, MA)

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

This session, designed for psychoanalysts, psychotherapists, scholars, candidates and trainees, examines the appeal of authoritarianism. Peter Gordon, Amabel B. James Professor of History at Harvard University, will explore Frankfurt School philosopher Theodor W. Adorno's argument that the authoritarian leader performs a "social miracle," appearing at once fragile and powerful, everyman and superman. Gary Gerstle, Paul Mellon Professor of American History, Emeritus, at the University of Cambridge, will discuss how citizens' loss of confidence in democratic institutions often precedes an authoritarian embrace. Kimberlyn Leary, psychoanalyst/psychotherapist, public policy scholar at the Harvard Kennedy School, and former Executive Vice President of the Urban Institute, will offer psychoanalytic reflections on both presentations and the current moment. It aims to help clinicians understand how political anxieties shape patients/clients and clinical work.

After attending this session, learners will be able to: 1) Explain how the authoritarian leader's simultaneous presentation as fragile and powerful, which Adorno called the "social miracle," fosters identification and submission among followers; 2) Describe how loss of confidence in democratic institutions contributes to the appeal of authoritarianism and identify two ways these dynamics may emerge in clinical work with patients/clients. CME/CE 2

## 2:00 P.M. – 4:00 P.M.

### RESEARCH:
### PSYCHOANALYTIC RESEARCH STUDIES IN PSYCHOTHERAPY WITH RESPONSES FROM A CLINICIAN

Chair: Karl W. Stukenberg, Ph.D., ABPP (Cincinnati, OH)

Presenters: Eric A. Fertuck, Ph.D. (New York, NY)
Barbara Milrod, M.D. (New York, NY)
John H. Porcerelli, Ph.D., ABPP (Bloomfield Hills, MI)

Discussant: Neal Vorus, Ph.D. (New York, NY)

This discussion group is designed for journal editors and reviewers; psychoanalytic teachers, researchers and writers; and psychoanalysts, psychotherapists, candidates, and trainees interested in evidence-based clinical practice. Presenters will present current research on psychodynamic treatments and outcomes with trauma survivors, pathological narcissism, and anticipating countertransference reactions based on personality pathology, and a clinician/editor will discuss the studies' relevance to clinical practice. The session will highlight the challenges and limitations in bringing empirical support to psychoanalytic practice. It will provide a forum for researchers, writers, and clinicians to interact about how to improve inclusion and implementation of evidence-based practices using psychodynamic interventions, and also to engage in conversation about how to enhance clinician/researcher/teacher communication.

After attending this session, learners will be able to: 1) Describe the ways that empirically tested evidence can improve the outcomes and utility of psychodynamic clinical practice, improve the curricula of psychoanalytic institutes and affect the writing, editing and reading of psychoanalytic journals; 2) Learners will be able to better read the methods sections of research papers. **CME/CE 2**

### DISCUSSION GROUP 56:
### THE EFFECTS OF THE HOLOCAUST AND OTHER MASSIVE PSYCHIC TRAUMA ON SURVIVORS AND THEIR FAMILIES

Co-chairs: Nanette C. Auerhan, Ph.D. (Moreland Hills, OH)
Ira Brenner, M.D. (Philadelphia, PA)

Presenter: Jan Borowicz, Ph.D., MA* (Warsaw, Poland)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 is for clinicians of all levels and aims to increase knowledge of the long-term effects of massive psychic trauma on survivors and family members. There is an emphasis on the intergenerational transmission of trauma and resilience to successive generations. This phenomenon is not well known to clinicians, and a parallel but different dynamic may be seen in perpetrators' families also. This program is intended to increase the efficacy of treatment for those working with these populations. Utilizing actual clinical material and literature, the presenters shares their decades of experience.

After attending this session, learners will be able to: 1) Actively listen for relevant themes referable to transmitted trauma and learn how to explore patients' personal and family history empathically; 2) Help the patient integrate this legacy, which often is associated with complicated mourning, irrational survivor guilt, large group and personal identity conflicts, as well as relational difficulties centering around trust, intimacy, and loss.

**CME/CE 2**

### DISCUSSION GROUP 57:
### PSYCHEDELICS IN PSYCHOANALYSIS

Co-chair/ Presenter: John K. Burton, M.D. (New York, NY)

Co-chair/ Discussant: Tracy Sidesinger, Psy.D. (Brooklyn, NY)

This discussion group will provide an ongoing forum to explore the mutual relevance of psychoanalysis and psychedelics. As clinical research and public interest increase exponentially, psychoanalysts and psychoanalytic psychotherapists have both an opportunity to deepen understanding of their own theoretical constructs, such as the unconscious, regression, trauma, transference and countertransference, and to make a much-needed

*continued*

## 2:00 P.M. – 4:00 P.M. continued

contribution to the "psychedelic renaissance." The presentation will use the topic of countertransference to focus the discussion. Using clinical case material from a ketamine-assisted session and its integration into an ongoing psychoanalytic treatment, participants will have an opportunity to learn about the unique challenges to countertransference that non-ordinary states of consciousness evoke, and how grounding in psychoanalytic theory and practice is essential to this work.

After attending this session, learners will be able to: 1) Discuss the parallel ways that psychoanalysis and psychedelics support the emergence of unconscious material in appropriate settings; 2) Apply new understanding about countertransference derived from psychedelic-assisted psychotherapy to their own work. CME/CE 2

### DISCUSSION GROUP 58:
### PARENT WORK IN PSYCHOTHERAPY AND PSYCHOANALYSIS: WORK WITH EMERGING ADULTS AND THEIR PARENTS

Chair/
Discussant: Thomas F. Barrett, Ph.D. (Chicago, IL)

Presenter: Xiali Gao, MS (Nanjing, China)

Discussants: Denia G. Barrett, LCSW (Madison, OH)
Jack Novick, Ph.D. (Closter, NJ)
Kerry Kelly Novick, AB, BA, FIPA (Closter, NJ)

This session is designed for psychoanalysts, psychotherapists, and trainees interested in working with adolescents and young and emerging adults, with particular focus on the importance of also including work with their parents. The session will include a presentation of clinical work with an emerging adult and co-synchronous work with the parent. By examining both theoretical and practical perspectives, attendees will gain insight into how best to foster the dual goals of restoration of the emerging adult to the path of progressive development and restoration of the parent-emerging adult relationship to a lifelong positive resource for both.

After attending this session, learners will be able to: 1) Explain how to expand 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. CME/CE 2

### ENGAGING WITH THE CONSULTATION LIAISON NETWORK (CLN):
### CULTIVATING PSYCHOANALYTIC COMMUNITIES AND ORGANIZATIONS IN A POLARIZING WORLD AND CROSS-POLLINATING THE SEEDS OF CHANGE

Chair: Elisa K. Cheng, M.D. (Cambridge, MA)

Presenters: Monique S. Bowen, Ph.D.* (New Haven, CT)
Paula Christian-Kliger, Ph.D., ABPP (New York, NY)
Sien Rivera, M.D. (Columbia, SC)
Beth Steinberg, Ph.D. (San Francisco, CA)
Jasmine Ueng-McHale, Ph.D.* (Princeton, NJ)
Samuel P. Wyche, DO (Wyndmoor, PA)

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

Join members of the Consultation Liaison Network (CLN), as conceived in the Holmes Commission Report on Racial Equality in American Psychoanalysis (2024), in an experiential reflection on psychoanalytic community-building, given the social/material realities of oppression, polarization, and existential threat. The CLN operates alongside established institutions to connect psychoanalytic practitioners seeking to foster psychoanalytic practice, theory, and training for all. Presenters will share emergent themes in organizational group processes, and discuss and model how reflective practices, collaborative leadership, consultation/facilitation, and experiential learning contribute to openness, connection, and reciprocal learning. These are practices that can enable groups to work through painful enactments and ruptures in their communities. Attendees of all disciplines and training levels are welcome.

After attending this session, learners will be able to: 1) Describe at least one self-reflective psychoanalytic practice for groups demonstrated in the program that supports emotional readiness, openness/attunement to ourselves and others, and reciprocal learning that can bridge difference and polarization; 2) Describe how group leaders, facilitators, and consultants can model self-reflective practice, empathy, and active listening in the context of group process in order to work through racial/othering enactments and ruptures within institutions/groups. CME/CE 2

## 2:00 P.M. – 4:00 P.M. continued

APsA DPE

### DEPARTMENT OF PSYCHOANALYTIC EDUCATION: ERIK GANN SYMPOSIUM SPONSORED BY THE DEPARTMENT OF EDUCATION: RETHINKING THE PERENNIAL QUESTION: WHY WAR?

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

Presenters: M. Gerard (Jerry) Fromm, Ph.D.* (Stockbridge, MA)
Richard E. Rubenstein, Ph.D.* (Washington, DC)
Peter L. Rudnytsky, Ph.D., LCSW (Gainesville, FL)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 presence of war as part of the human condition has both perplexed and grieved anyone who has not turned their eyes away from it. Especially in our current tragically violent world, it arises frequently in clinical work and theoretical inquiries by analysts and psychotherapists. This symposium will bring into focus not only psychoanalytic thinking about this question, but also points of view informed by historical, literary, and sociological scholarship, to address the question posed by Freud and Einstein in their exchange of letters, "Why War?"

After attending this session, learners will be able to: 1) Describe why war is a recurrent feature of history; 2) Explain how the pervasiveness of war impacts psychotherapy and psychoanalysis. CME/CE 2

### COFFEE AND REFRESHMENTS WITH A DISTINGUISHED ANALYST: MARK SOLMS, PH.D.

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

Presenter: Mark Solms, Ph.D. (Cape Town, South Africa)

This presentation addresses accessing Freud's work through a new translation. Dr. Solms will discuss his thirty-year undertaking of the Revised Standard Edition of Freud's complete writings, explaining his decision to revise rather than completely replace James Strachey's Standard Edition. He will examine the widespread criticism that Strachey "falsely scientized" Freud's language and demonstrate how the Revised Standard Edition corrects translation errors and misinterpretations while providing a flexible glossary of technical terms. Dr. Solms will also highlight newly included papers that illuminate the continuity between Freud's neuroscientific work and his development of psychoanalysis/psychotherapy. This session offers clinicians, analysts, therapists, candidates, trainees, and scholars essential insights into accessing Freud's revolutionary contributions with greater accuracy and contextual understanding for twenty-first-century practice and research.

After attending this session, learners will be able to: 1) List at least three specific examples of how Strachey's translation choices altered Freud's original meaning and explain how these mistranslations have impacted contemporary psychoanalytic/psychotherapeutic theory and clinical practice with patients/clients; 2) Describe the connection between Freud's neuroscientific work and his psychoanalytic/psychotherapeutic theories using examples from newly translated papers in the Revised Standard Edition, and apply this integrated understanding to enhance their clinical conceptualizations.

CME/CE 2

### PANEL 18: RETHINKING ETHICS AND THE ROLE OF ETHICS COMMITTEES IN PSYCHOANALYTIC INSTITUTES

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

Presenters: Steven Demby, Ph.D. (Brooklyn, NY)
Stephanie Schechter, Psy.D. (Cambridge, MA)

Discussants: Charles E. Brandes, Ph.D.* (San Francisco, CA)
Jesse Viner, M.D. (Evanston, 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.*

Ethics Committees (ECs) play complex and essential roles within psychoanalytic institutes, yet little is written about their work or the challenges they face. This panel presents findings from a recent study of EC chairs involving surveys and follow-up interviews, highlighting how they address a wide

*continued*

## 2:00 P.M. – 4:00 P.M. continued

range of ethical complaints, including those that are complex or ambiguous, and how they navigate their roles within their institutes. Two current EC Chairs will also share their experiences and insights and offer a re-envisioned relationship between psychoanalysis and ethics. Designed for EC chairs and members, psychoanalysts, psychotherapists, and trainees, the panel aims to promote transparency, education, and sharing of effective procedures to protect the integrity of psychoanalytic institutes and the field of psychoanalysis.

After attending this session, learners will be able to: 1) List three major functions of Ethics Committees in psychoanalytic institutes and explain three major variations in the functioning of Ethics Committees at different psychoanalytic institutes; 2) Explain three significant reasons the field of psychoanalysis has avoided or downplayed the importance of the topic of professional ethics and, as a result of this understanding, will be more likely to integrate thoughtful consideration of ethical decision-making into their practice. CME/CE 2

### COMBINED SCIENTIFIC PAPER SESSION 4

***Two scientific papers will be presented during this session***

### SCIENTIFIC PAPER 1
### "WHAT THE BODY REGISTERS: AWAKENING THE BODILY SENSE IN THE CONSULTING ROOM"

Presenter: Zeynep Catay, Ph.D. (Brooklyn, NY)

In the therapeutic/analytic relationship, much of what is communicated is transmitted through the body as captured by the concepts of "implicit relational knowing" (Boston Change Process Study Group, 1998) or "the unthought known" (Bollas, 1987). However, the field still lacks a detailed vocabulary or articulated method to make use of the myriad of bodily sensations that transpire in the consulting room. Based on the premise that affect takes shape in the interbodily domain, this paper will draw on neuropsychology, interactional synchrony, and contemporary psychoanalysis. It is proposed that ongoing attention to the interoceptive sense helps expand associative capacities, create "moments of meeting," and deepen the meaning-making process. Clinical examples will be discussed, and the paper will be geared towards both experienced psychoanalysts and psychotherapists, as well as trainees/candidates.

After attending this session, learners will be able to: 1) List at least three types of bodily sensations that emerge during analytic work and describe their potential clinical significance; 2) Describe ways to incorporate awareness of bodily experience into ongoing clinical practice.

### SCIENTIFIC PAPER 2
### "CRACKING THE CRACKS: IMPRECISION, PLAYFULNESS, AND SIBLINGHOOD COUNTERTRANSFERENCE IN CROSS-CULTURAL PSYCHOANALYTIC WORK"

Presenter: Xi Bi, Psy.D.* (Somerville, MA)

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 paper examines what emerges when both members of the therapeutic dyad occupy the "not-me position" — the dissociated, minoritized, acculturating parts rendered illegible by the dominant culture. Drawing on Bromberg's dissociative self-states, Cooper's theory of play at the seam of unrepresented experience, and Eng and Han's framework of the Asian American therapist as emotional custodian, the presenter introduces siblinghood countertransference: a horizontal positioning in which psychotherapist/therapist and patient/client inhabit parallel locations within the same sociopolitical field. Through clinical vignettes, the paper argues that the clinician's imprecision, playfulness, and linguistic surprise are not deficits but generative instruments that open the intersubjective third and co-construct narratives that have never existed before. Designed for psychoanalysts, psychotherapists, candidates, and trainees working across cultural differences.

After attending this session, learners will be able to: 1) Describe the concept of siblinghood countertransference and identify at least two clinical indicators of its emergence when both psychotherapist and patient/client occupy minoritized or acculturating positions within the same sociopolitical field; 2) Apply the framework of dissociative attunement to recognize and utilize the psychotherapist's linguistic imprecision, spontaneous self-disclosure, and playfulness as generative therapeutic instruments when working with minoritized patients/clients.

CME/CE 2

# DAILY SCHEDULE

## 4:30 P.M. – 6:00 P.M.

### PLENARY ADDRESS: "GHOSTS IN THE INSTITUTIONS: PSYCHOANALYTIC EDUCATION IN A RACED WORLD" AND AWARDS PRESENTATION

Chair: Bonnie J. Buchele, Ph.D., APsA President (Kansas City, MO)

Introducers: Dorothy Evans Holmes, PhD, ABPP, FABP (Bluffton, SC)

Catherine Rising Kimble, M.D. (Lexington, MA)

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

*Note: This program is intended to satisfy the requirements of those states that require CME/CE 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 critical gap exists in psychoanalytic education regarding how systemic racism, institutional structures, and unconscious resistances impede the field's transmission and evolution. Educators often conflate diverse training standards with a deflation of clinical rigor, reinforcing exclusionary practices illuminated by the Holmes Commission. Furthermore, a lack of non-hierarchical, culturally humble approaches leaves training systems ill-equipped to integrate the diversities of current psychoanalytic/psychotherapy candidates/trainees with the modernity of AI and virtual treatments. Of particular educational and clinical interest is to return to the origin story of psychoanalysis, founded in the biopsychosocial model, as a discursive enterprise that disrupts the frame by confronting internal resistances to exploring our raced selves, securing an immersive, rigorous, and sustainable structure for the future of psychoanalytic education, analytic identity and the profession.

After attending this session, learners will be able to: 1) Analyze how internal resistance to including the "raced other" stems from childhood-transmitted, devalued self-projections that are sustained by familial and institutional ties rather than the externalized other; 2) Integrate the biopsychosocial model and the Holmes Commission recommendations into a comprehensive re-imagining of immersive, psychoanalytic/psychotherapy training/education and transmission. CME/CE 1

## 7:00 P.M. – 10:00 P.M.

### SOCIAL EVENT: APSA'S SECOND ANNUAL DINNER DANCE

Venue: The Mayflower Hotel, Washington, DC District Ballroom

Cost: $150 per person

Bar: Cash bar

Join us for APsA's Second Annual Dinner Dance — an evening of good food, music, and celebration!

After a full week of learning, discussion, and connection, take a break and enjoy a festive evening with colleagues and friends.

The evening will feature:

- A hot buffet dinner with chicken and vegetarian options
- Music and dancing
- Great company and an opportunity to connect with colleagues in a relaxed, joyful atmosphere

If you would like to sponsor a ticket for a Candidate or someone for whom the cost may be a barrier, please contact George Pelch at gpelch@apsa.org.

***To purchase tickets, Click here***

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FRIDAY