

Division of Psychoanalysis (39)  
of the American Psychological Association  
30<sup>TH</sup> ANNUAL SPRING MEETING, Chicago, Illinois

**“Wild Analysis: Then (1910) and Now (2010)”**

Thursday, April 22 - Sunday, April 25, 2010

### Continuing Education Credits

The Division of Psychoanalysis is approved by the American Psychological Association to sponsor continuing education for psychologists. Division 39 maintains responsibility for these programs and their content. In addition to our Wednesday Workshops (which require registration separate from general registration for the Spring Meeting and are offered for additional fees), continuing education credits can be earned through attendance at Spring Meeting panel presentations.

Workshops and Spring Meeting programs are open to all mental health professionals, and participants may receive continuing education credit for attending one or more of these programs. Participants from professions other than psychology should consult with their respective licensing boards regarding the acceptance of American Psychological Association-approved Certificates of Attendance as documentation of continuing education.

Workshop participants are strongly encouraged, but not required, to attend Spring Meeting programs. Descriptions of each CE-eligible program (title, presenter(s), learning objectives, instructional level) can be found on the Division 39 website: [www.division39.org](http://www.division39.org). Each Spring Meeting program is identified by a letter/number code (i.e., TH-1, FR-3, SA-5, SU-2) indicating the day of the presentation and its order in that day's schedule. This code will match the program's listing on the Continuing Education Log, which is each participant's official record of attendance at CE programs. If interested in earning CE credits during the Meeting, please request a Continuing Education Log at the Registration Desk.

Psychologist participants earn one and one-half (1.5) continuing education credits for each Spring Meeting program attended (credits available for Wednesday Workshops vary by program length). There is no partial credit for attending only a portion of an eligible program. To receive a Certificate of Attendance for any given program, it is necessary to register for the Spring Meeting, attend the entire presentation, then return a completed evaluation form with your personalized Continuing Education Log to the Registration Desk at the end of your participation in the Meeting. Once each Log is verified, a Certificate of Attendance will be mailed to you.

Division 39 is committed to accessibility and non-discrimination in its continuing education activities and will conduct these in conformity with the American Psychological Association's Ethical Principles for Psychologists. Spring Conference programs do not receive commercial support, and presenters will disclose any potential relationships (i.e., based on content, intervention, research/grant, book) that could be construed as conflicts of interest. Presenters and participants are asked to honor the need for privacy and confidentiality throughout these programs. If program content becomes emotionally distressing, participants are encouraged to process these feelings during discussion periods. If participants have special needs, we will attempt to accommodate them. Please contact Natalie Shear ([Division39chi@natalieshear.com](mailto:Division39chi@natalieshear.com)) with requests for accommodation. Please contact Dr. Laura Porter (chair of Division 39's Continuing Education Committee) at [lp39ce@gmail.com](mailto:lp39ce@gmail.com) (or at the Registration Desk during the Meeting itself) for additional information about presenters, with questions and/or complaints.

## Wednesday Workshops April 21, 2010

### **Psychoanalytic Care in the Digital Age: The Ethics of Practice**

**8:30am-12:20pm; 4 continuing education credits**

For this intermediate workshop, participants are expected to have some, however minimal, experience using technology as part of their clinical, supervisory, or teaching practice. Many clinicians rely on emerging information technologies to treat or communicate with patients and supervisees (ranging all the way from routine practice management email exchanges to telephone sessions to complete video-based treatments). But these technologically-mediated clinical communications are “emerging areas in which generally recognized standards for preparatory training do not yet exist.” As such, the standard is for psychologists to “take reasonable steps to ensure the competence of their work” (APA Ethics Code 2.01e). This workshop will present a four-level framework for developing competence in the clinical use of emerging information technologies. The four levels are: a) achieving basic technical competence; b) negotiating technology-created obstacles in establishing minimal clinical standards, e.g., confidentiality, informed consent; c) understanding the experience of relationship over a distance, known as “telepresence,” including its limits and potentials; d) appreciating the cultural and psychological consequences of using or not using emerging technologies in clinical practice.

#### **After attending this intermediate program in full, participants will be able to:**

1. Identify the relevant ethical codes associated with using information technologies for confidential clinical communication.
2. Negotiate the complexities of clinical confidentiality, location of treatment, identity of participants, and informed consent for service when providing technologically-mediated care.
3. Discuss the clinical relevance of risk, repleteness or richness, and embodied relationality when considering differences between technologically-mediated interactive simulations and the traditional in-person actualities being replicated and/or extended.
4. Assess both the positive and negative psychological and cultural consequences of deciding to use or not use technologically-mediated interactive simulations in their clinical practice.

#### **Presenter: Todd Essig, Ph.D.**

Todd Essig, Ph.D., Clinical Psychology, is Training and Supervising Psychoanalyst at the William Alanson White Institute; Clinical Professor of Psychiatry New York Medical College; Visiting Faculty SEFIPP; Columnist for True/Slant ([www.trueslant.com/toddessig](http://www.trueslant.com/toddessig)). Dr. Essig is a widely acknowledged pioneer in the innovative uses of information technology for analysts and other mental health professionals. He has designed and produced online educational programs for JAA, IARPP, William Alanson White, and IAPSP. He has presented nationally on the topic and currently writes the “Simu-Nation” column for True/Slant, exploring how to live a good life in our emerging culture of simulation.

#### References

- Bassen, Cecile R. (2007). “Telephone analysis.” *Journal of the American Psychoanalytic Association*, 55(3), 1033-1041.
- Borgmann, Albert (2000). “Information, Nearness, and Farness” in *The Robot in the Garden: Telerobotics and Telepistemology in the Age of the Internet* Ken Goldberg, editor. The MIT Press.
- Dreyfus, Hubert (2000). “Telepistemology : Descartes’ Last Stand” in *The Robot in the Garden: Telerobotics and Telepistemology in the Age of the Internet* Ken Goldberg, editor. The MIT Press.
- Essig, Todd (2001). “Is Cyborg-Therapy a Good Idea?” *Psychologist-Psychoanalyst*; Summer; 21(3).
- Leffert, Mark (2003). "Analysis and psychotherapy by telephone: Twenty years of clinical experience." *Journal of the American Psychoanalytic Association*, 51(1), 101-130.

### **The Interpretive Process: Speaking in the Interpretive Mode, the Process of Working Through and the Theory of Change**

**9:00am-12:20pm, 3 continuing education credits**

After a brief review as to why and how Heinz Kohut developed self psychology, I will describe the basic concepts of this psychoanalytic theory: empathy as a mode observation, the self and the selfobject transferences. This introductory/intermediate mini-course will offer clinical examples of the way in which defense and resistance are conceptualized in self psychology and the manner in which these can be interpreted while maintaining one’s empathic listening perspective. Additional clinical vignettes will focus on the manifestations of narcissistic rage and the expectable countertransference responses. The course will also highlight the significance of the therapeutic ambiance; the participation of the analyst’s subjectivity in the treatment process; the non-verbal aspects of the process and the wording and phrasing of interpretive comments as agents of change

**After attending this introductory/intermediate program in full, participants will be able to:**

1. Describe the characteristic features of the mirroring and idealizing selfobject transferences.
2. Compare the ego psychological and self psychological perspectives of the function of defenses and symptoms.
3. Describe the unique features of narcissistic rage.

**Presenter: Anna Ornstein, M.D.**

Anna Ornstein, M.D. (psychiatry and psychoanalysis) is supervising analyst at the Boston Psychoanalytic Institute and Instructor in Psychiatry at Harvard Medical School. Dr. Ornstein has written several papers related to the topic of her workshop, including: "Speaking in the Interpretive Mode and Feeling Understood: Crucial Aspects of Therapeutic Action in Psychoanalysis." *Understanding Therapeutic Action; Psychodynamic Concepts of Cure*. (ed.) L.E. Lifson, 1996, pp.103-125 The Analytic Press.; "Selfobject Transferences and the Process of Working Through." *Progress in Self Psychology*, 1991, 6:41-59, The Analytic Press.; *The Fate of narcissistic Rage in the Treatment Process, Psychoanalytic Inquiry*, 1998, 18:55-70.

References

Cooper, A. M. (1983): Psychoanalytic Inquiry and New Knowledge. *Reflections on Self Psychology* (eds.) J. Lichtenberg and S. Kaplan, The Analytic Press, Hillsdale, N.J.

Jacobs, T.J. (1996): Analysis, Mutual Analysis, and Self-Analysis: on the interplay of minds in the analytic process, *Canadian Journal of Psychoanalysis* 4:255-277.

Ornstein, P. & Ornstein, A. (1985): Understanding and Explaining: The Empathic Vantage Point, *Progress in Self Psychology* (ed.) A. Goldberg, Guilford Press, New York, N.Y.

Ornstein, A. (1990): Selfobject Transferences and the Process of Working Through. *Progress in Self Psychology* 6:41-58.

Ornstein, A. (1998): The Fate of Narcissistic Rage in the Treatment Process. *Psychoanalytic Inquiry* 18:55-70; Commentary on the case by S. Mitchell in the same issue: pp. 89-99; Response to commentaries by A. Ornstein pp. 107-119.

**Turning the Wheel: Creative Engagement in the Therapeutic Process**

**1:00-4:20pm; 3 continuing education credits**

This is a workshop for all levels of engagement, in which participants will be invited to consider ways in which their training enhances and impedes their work. Particular emphasis will be placed on how we recognize and utilize nonverbal ways of knowing to enhance our own development and that of our patients.

**After attending this introductory program in full, participants will be able to:**

1. Describe two ways in which training can inhibit good practice.
2. Identify an experience from one's own practice where "training" has overridden clinical judgment.
3. Identify two nonverbal elements that have affected his/her decision to "turn a blind eye" and thus to miss a clinical opportunity.
4. Describe a revised intervention based on this insight.

**Presenter: Marilyn Charles, Ph.D., ABPP**

Marilyn Charles, PhD, ABPP, Clinical Psychology, is Staff Psychologist at the Austen Riggs Center; Training Analyst, MPC; Adjunct Professor: MSU; Faculty, National Training Program; Fellow, Section on Psychoanalysis, Canadian Psychological Association; Scientific Affiliate, AAPDP; Co-Chair: Association for the Psychoanalysis of Culture & Society; Member-At-Large, Div 39. She has published and presented widely, including three books, on topics related to her workshop:  
Charles, M (2002). *Patterns: Building Blocks of Experience*. The Analytic Press.  
Charles, M. (2004). *Learning From Experience: A Clinician's Guide*. The Analytic Press.  
Charles, M. (2004). *Constructing Realities: Transformations through Myth and Metaphor*. Rodopi.

References

Charles, M (2002). Meaning and primary experience. In: *Patterns: Building Blocks of Experience*. Hillsdale, NJ: The Analytic Press, pp. 1-20.

Coltart, N. (1992). Slouching towards Bethlehem . . . or thinking the unthinkable in psychoanalysis. In *Slouching Towards Bethlehem*. NY: Guilford, pp. 1-14.

Joseph, B. (1985). Transference: The total situation. *International Journal of Psycho-Analysis*, 66: 447-454.

Milner, M. (1952). The role of illusion in symbol formation. In: *The Suppressed Madness of Sane Men*. London & New York: Tavistock, pp. 83-113. (Also published in abridged form under the title: 'Aspects of symbolism in comprehension of the not-self' in 1952: *International Journal of Psycho-Analysis*, 33: 181-195).

Parsons, M. (1986). Suddenly finding it really matters: The paradox of the analyst's non-attachment. *International Journal of Psycho-Analysis*, 67: 475-488.

Pick, I. B. 1985). Working through in the countertransference.. *International Journal of Psycho-Analysis*, 66: 157-166.

Winnicott, D. W. Dreaming, fantasizing, and living. In *Playing and Reality*. London & New York: Routledge, pp. 26-37.

### **Non-linear Dynamics, Chaos and Complexity in Psychodynamic Psychotherapy and Psychoanalysis**

**1:00-4:20pm; 3 continuing education credits**

This introductory program describes Non-linear dynamics (NLD) (chaos theory), a conceptual framework borrowed from developments in mathematical science in the last three decades, is becoming a major framework for psychoanalytic thinking. It is difficult for analysts to get a clear picture of this field and to assess how and whether it is usefully applied to psychoanalytic work. A thorough understanding of NLD requires considerable mathematical sophistication but its basic ideas can be accurately explained in a way that requires little mathematical background, only a willingness to think and imagine. This introductory course will familiarize you with the basic concepts of NLD that are relevant to psychoanalysis. It will show how these ideas present a fundamentally different worldview that those of classical science, a worldview that is much more consistent with the phenomena that concern psychoanalysts with all their complexity, unpredictableness. Basis concepts such as chaos, emergence, the edge of chaos, self similarity and sensitivity to initial conditions (the butterfly effect) will be comprehensibly explained. The use of these concepts to expand our understanding of central psychoanalytic ideas about development, psychopathology and therapy will be illustrated and clinical examples of their usefulness provided. Recent applications of NLD to the psychoanalytic conceptualization of development and the theory of therapeutic action will be presented. The course will include numerous clinical examples designed to show how the theory can contribute to practice.

#### **After attending this introductory program in full, participants will be able to:**

1. Describe how the world as predicted using classical mathematics differs from the world as predicted in terms of non-linear dynamics with regard to sensitivity to initial conditions and emergence.
2. Compare the role of interpretation in "making the unconscious conscious" (Freud) to its role as an element that couples, analyst and analyst process in the "coupled oscillator" theory of psychoanalytic.
3. Discuss how an analyst would most accurately respond to an association that appears to emerge from "nowhere" in classical psychoanalytic theory as opposed to a psychoanalytic theory that includes the NLD concept of emergence.

#### **Presenter: Robert Galatzer-Levy, M.D.**

Robert M. Galatzer-Levy, M.D. (psychiatry, psychoanalysis) is Training and Supervising Analyst, Chicago Institute for Psychoanalysis, Child and Adolescent Supervising Analyst, Chicago Institute for Psychoanalysis, and Geographic Rule Child and Adolescent Supervising Analyst, Boston Psychoanalytic Institute. Dr. Galatzer-Levy has authored two books, fifteen papers, presented nationally and taught two courses on the topic of this workshop.

#### References

Galatzer-Levy, R. (in press). Good Vibrations: A Non-linear Dynamical Systems Model of the Action of Psychoanalysis. *International Journal of Psychoanalysis*.

Galatzer-Levy, R. (2004). Chaotic Possibilities: Toward a New Model of Development. *International Journal of Psychoanalysis*, 85, 419-441.

Galatzer-Levy, R. (1995). Psychoanalysis and Dynamical Systems Theory: Prediction and Self Similarity. *Journal of the American Psychoanalytic Association*, 43, 1085-1114

Galatzer-Levy, R. (1978). Qualitative change from quantitative change: mathematical catastrophe theory in relation to psychoanalysis. *Journal of the American Psychoanalytic Association*, 26, 921-35.

Harris, A. (2005). *Gender as Soft Assembly*. Hillsdale, NJ: Analytic Press.

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All programs listed below are available for 1.5 continuing education credits.

Thursday, April 22, 8:00am-9:50am

**TH-1 So Much to Hold: Exploring the Dyadic Holding Environments in Parenting, Therapeutic and Supervisory Relationships**

This intermediate-level presentation will utilize Stern's (1998) concept of implicit relational knowing to explore the dyad as a dynamic context for growth, exploration, and reparation. Panel members will ask what it means to be 'held' and how the process of the 'container-contained' functions (Winnicott, 1965; Bion, 1962). The papers in this presentation draw upon theory, original research, and clinical experience to explore different dyadic holding environments.

**After attending this program, participants will be able to:**

1. Utilize original research on maternal representations of infants to understand therapist/patient experiences and apply Winnicott's concept of 'holding' to understand the experience of supervisees during clinical training.
2. Synthesize the theoretical frameworks of Bion and Fraiberg to further interventions with mother-child dyads.

Faculty: Alytia A. Levendosky, Ph.D.; Johanna C. Malone, Ed.M., M.A.; Carolyn Joy Dayton, M.S.W., Ph.D.; Julia E. Davies, Ph.D.

Thursday, April 22, 8:00am-9:50am

**TH-2 Wild Supervision: Meditations on Growth**

This introductory presentation for general audiences will discuss the supervisory process from the perspective of an eight-year consultation. Specific questions to be addressed include: How does the developmental process of supervision compare to other therapeutic/analytic processes? How does supervision differ from psychotherapy? How does a supervisee make the relationship and its effect her own?

**After attending this program, participants will be able to:**

1. Explain the developmental aspects of the supervision process.
2. Address the resonances between supervision and psychotherapy as well as their limits.

Faculty: Jennifer Wells, Ph.D.; Nancy Burke, Ph.D. (chair); Johanna K. Tabin, Ph.D.

Thursday, April 22, 8:00am-9:50am

**TH-3 The Broken Container and the Analyst's Intolerable Affects: Rage, Revulsion, Raunchiness**

This intermediate-level presentation will focus on the analyst's difficulty containing intolerable effects including rage, revulsion, and raunchiness. We conceptualize these difficulties as a breakdown in the analyst's containing function. The panel will include three clinical presentations and a discussion of the patient's intolerable affects as a reliving of early experiences in the autistic-contiguous position as well as the importance of a supervision group in facilitating the development of a containing experience.

**After attending this program, participants will be able to:**

1. Describe Bion's concept of the 'container-contained' and explain how it redefines the analyst's relationship with the patient.
2. Develop the capacity for reverie and symmetrical thought to aid the therapist in containing personal experiences with intolerable affects during clinical work with patients.

Faculty: Linda S. Bergman, Ph.D.; Meredith Darcy, L.C.S.W.; Kristin A. Reale, L.C.S.W.; Joseph Newirth, Ph.D., ABPP

Thursday, April 22, 8:00am-9:50am

**Outreach Committee**

**TH-4 Adapting a Psychoanalytic Frame in the Shadow of Loss: New Methods and Findings from a Project Helping the Grieving Mothers and Children of 9/11**

This introductory presentation will report on the work of a project begun by a group of psychoanalysts and other collaborators in the immediate wake of the 9/11/2001 tragedy. The presenters will describe the innovative adaptations of analytic ideas and methods that have evolved to help families and children surviving mass grief and loss; they will also describe findings from their work about what has helped mothers, families, and children achieve mutative change.

**After attending this program, participants will be able to:**

1. Describe and apply 3 interventions that can help mothers and children who survive mass catastrophes.
2. Describe 3 mutative changes that are achievable, with intervention, after mass catastrophe.

Faculty: K. Mark Sossin, Ph.D.; Phyllis Cohen, Ph.D.; Richard Ruth, Ph.D.

Thursday, April 22, 10:00am-11:50am

**Section IX – Social Responsibility**

**TH-5 American Exceptionalism: Psychoanalytic Perspectives on Its Costs and Decline**

This intermediate-level presentation of psychoanalytic perspectives on the cost and decline of the ideology of American exceptionalism will offer analyses of the social unconscious and how the historical significance of this ideology has been internalized to become an aspect of the core identity of citizens in this country. American exceptionalism has a long tradition, with claims that the United States and its people differ from and are superior to other nations based on a common bond of the values of freedom, inalienable natural and human rights, democracy, the rule of law, civil liberty, civic virtue, the common good, fair play, private property, and constitutional government. American exceptionalism has functioned to encourage citizens to feel that their superior cultural values and institutions protect or exempt them from a variety of crises that other peoples in the world frequently suffer. However, in both domestic life and foreign policy, great ruptures have challenged this ideology, even while leaders and citizens continue to cling to it.

The U.S. has been living in a fantasy with regard to its economic privilege for the last several decades. The American government balances its budgets on borrowed money while exporting its manufacturing capacity abroad. Millions of its citizens have enacted the consumerist ethic, which has been an important aspect of our continuing indebtedness. As citizens lose their jobs, homes, retirement plans, health care, and capacity to consume, confusion, rage and fear spread throughout the population. The panel will illuminate, from a psychoanalytic perspective, the psychological impact on citizens of the current economic crisis that has little foreseeable solution. It will focus on the range of psychic defenses that are mobilized to deal with the loss of security and stability promised by the assumptions of American exceptionalism.

The panel will also explore psychoanalytically the meanings of the assumptions of American exceptionalism as manifested in the relationship of the U.S. with the rest of the world. This ideology has justified the expansionist policies of the U.S. with the idea that we are bringing the benefits of our superior culture and technology to the less fortunate. One constant factor has been group denial of the violence that our policies often impose on other peoples' cultures and resources. The panel will explicate how ideas and practices of American exceptionalism rely on psychological mechanisms of narcissism and grandiosity and an inability to acknowledge and repair self-serving policies. While these dynamics have often guaranteed Americans benefits at the cost of other peoples' rights, the panel will examine the psychological significance represented by the challenge of living in a multi-polar world with real constraints on our status as a superpower.

**After attending this program, participants will be able to:**

1. Analyze and discuss the impact of social reality on psychological experience.
2. Utilize social as well as personal triggers to understand patient anxieties.

Faculty: Nancy Caro Hollander, Ph.D., chair; Frank Summers, Ph.D., ABPP; Paul H. Elovitz, Ph.D.

Thursday, April 22, 10:00am-11:50am

**TH-6 Karen Horney, the Science of Subjectivity - In Three Parts**

This presentation is geared to an intermediate level of knowledge of the content area. Although participants do not have to be well-versed in the teachings of Karen Horney, they should be familiar with the contributions of major theorists as well as the evolution of psychological thinking, which should include an understanding of meta-psychological, systemic, and inter-subjective approaches to dynamic case formulation.

Dr. Danielian will elaborate a clinical teaching model wherein a science of subjectivity with special emphasis on Horney's meta-process will be advanced. Insights into the clinical moment will be offered as well as systemic uncovering of unconscious cultural assumptions of Western society which can impede deeper exploration of psychic conflict. Dr. Gianotti will provide a way to operationalize this meta-psychological approach in terms of "listening for splits" or disavowed aspects of the self. Case vignettes will illustrate how one can purposefully tweak the dynamic tensions reflected in content, our patients' hopes for rescue or desire for revenge when rescue is not forthcoming. Negative transference will be examined to show how we can leverage positive transference

while listening for and palpating the negative transference in non-shaming ways. Dr. Cohen will demonstrate how theorists have moved toward phenomenology and the inter-subjective space. It is in this space that the reverberations of Horney's Real Self can be "felt," emerging as a vital force and becoming stronger as the treatment progresses.

**After attending this program, participants will be able to:**

1. Describe and explain the efficacy of a subjective approach to analytic treatment, as compared to the historically preferred "objective" stance, by providing a more complete critique of the utility of a meta-psychological approach to assessment and treatment outcomes.
2. Better analyze and respond to patient communications regarding unconscious hopes for rescue as evidenced by over-idealization during the early phase of therapy when positive transference feelings are most evident, thereby enabling the therapist to become more proficient at predicting, anticipating, palpating, and reducing the destructive potential of negative transference reactions in treatment.

Faculty: Jack Danielian, Ph.D.; Patricia Gianotti, Psy.D.; Kenneth H. Cohen, M.D.

Thursday, April 22, 10:00am-11:50am

**TH-7 Wild Behavior, Widespread Fallout: The Impact of Ethical Violations on Personal and Community Dynamics**

This introductory presentation will define boundary violations and will address the immediate and long-term consequences of boundary violations on individuals and on a professional community. There will be an emphasis on the confusion and psychological damage for individuals as well as analysis of group symptoms in organizations that are grappling with ethical complaints. Suggestions will be made for healing the ethical culture of a professional community after serious boundary violations have been revealed.

**After attending this program, participants will be able to:**

1. Identify professional ethical violations, then describe and analyze immediate and long-term consequences on individuals and organizations.
2. Help prevent further ethical violations in the professional community (through an improved understanding of the damages caused by ethical violations) and apply suggestions for dealing with ethical investigations.

Faculty: Jane Burka, Ph.D. (chair); Kathy Shinsheimer, M.F.T.; Barbara Blasdel, Ph.D.; Andrea Celenza, Ph.D.

Thursday, April 22, 10:00am-11:50am

**TH-8 This program is not available for continuing education credit.**

Thursday, April 22, 12:30pm-1:50pm

**TH-9 This program is not available for continuing education credit.**

Thursday, April 22, 2:00pm-3:50pm

**TH-10 This program is not available for continuing education credit.**

Thursday, April 22, 2:00pm-3:50pm

**TH-11 Beyond Enactment: The Unknowable Edge of Chaos**

This intermediate-to-advanced-level presentation will query our prevailing perspectives about impasse and enactment. It will explore therapeutic failures, analytic love, and the foreclosure of transference.

**After attending this program, participants will be able to:**

1. Discuss their clinical traumas in a way that can benefit ongoing patient care.
2. Metabolize clinical crises without undue personal vulnerability or risks to patient care.

Faculty: Sue Grand, Ph.D.; Joyce Slochower, Ph.D.; Amy Schwartz Cooney, Ph.D. (chair)

Thursday, April 22, 2:00pm-3:50pm

**TH-12 Psychoanalyst as Shaman: Notes from the Field**

This intermediate-level presentation will invite attendees to consider and discuss ways in which clinical practice may be similar to shamanistic practice. A particular focus will be to consider how fear may encourage dogmatic thinking rather than the more 'wild' analysis that Freud practiced that resulted in many of our most useful therapeutic tools.

**After attending this program, participants will be able to:**

1. Identify two similarities between psychoanalytic/psychodynamic practice and Shamanism.
2. Identify an example of constructive 'wild' analysis from his/her own practice.

Faculty: Paul Lippmann, Ph.D.; Patrick B. Kavanaugh, Ph.D.; Marilyn Charles, Ph.D., ABPP; Ingo Lambrecht, Ph.D., ADHB

Friday, April 23, 8:00am-9:50am

**Committee on Sexualities and Gender Identities**

**FR-1 Barebacking Raw and Uncut**

Most therapists encounter strong countertransference when working with patients who engage in "barebacking" sex, or penetrative sex between men without the use of a condom. Using the work of a therapist and patient as a starting point, this intermediate-level program will explore the psychodynamics of "barebacking" and the role of the therapeutic relationship in exploring this behavior.

**After attending this program, participants will be able to:**

1. Identify two motivations for barebacking and two theories of barebacking promulgated in the professional literature.
2. Identify and make therapeutic use of two countertransferential responses to barebacking reported by a patient.

Faculty: Martin Devine, Psy.D.; Shara Sand, Psy.D.; Gilbert W. Cole, Ph.D, LC.S.W.; Kenneth M. Maguire, Psy.D. (chair)

Friday, April 23, 8:00am-9:50am

**FR-2 Beyond Neutrality: On Taking Sides and Speaking the Unspeakable**

This introductory program comprises six short presentations which are interwoven by the commentary of a senior analyst. Each paper describes a clinical moment in which the analyst goes beyond neutrality to discuss the workings of culture with a patient then assesses the clinical benefits of this approach.

**After attending this program, participants will be able to:**

1. Identify ways in which cultural forces impact their patients and affect the therapeutic relationship.
2. Make more informed decisions about the pros and cons of moving beyond the silence of neutrality in their clinical interactions with patients.

Faculty: Eyal Rozmarin, Ph.D.; Olga Pugachevsky, Ph.D.; Glenys Lobban, Ph.D.; Avgi Saketopoulou, Psy.D.; Stephen Hartman, Ph.D.; Orna Guralnik, Ph.D.; Muriel Dimen, Ph.D.

Friday, April 23, 8:00am-9:50am

**Early Career Professionals Committee**

**FR-3 Roundtable Discussion: Everything that Meets the Eye: When the Therapist's Life Enters the Consulting Room**

This intermediate-level program will be conducted as a roundtable discussion. The focus of the presentation is to discuss how clinicians manage their work when elements of their personal lives make their way into the consulting room. Each member of the panel will present elements from their work and experience, grounded in the theoretical literature. These presentations will be relatively brief in nature and will serve to stimulate discussion among the presenters and participants.

**After attending this program, participants will be able to:**

1. More effectively utilize countertransference and transference to inform clinical work.
2. More effectively analyze and address the impact of therapist life transitions on therapy course and outcome.

Faculty: Devon King, Ph.D.; Anne Rocheleau, Ph.D.; Tanya Hess, Ph.D.; Spencer E. Biel, Psy.D.; Richard Ruth, Ph.D.; Jaine Darwin, Psy.D., ABPP

Friday, April 23, 10:00am-11:50am

**FR-4 Can We Talk about a Relational Psychoanalytic Technique? Two Approaches**

This intermediate-level presentation will question two premises that are crucial to Relational technique: that psychoanalytic process is most effective when unhindered by technical prescription, and that an inquiry focused upon the therapeutic interaction is essential to analytic process. One paper will address technique from the perspective of Relational theory; the other will present clinical material demonstrating an unobtrusive Relational stance.

**After attending this program, participants will be able to:**

1. Critique the current discourse on Relational technique and demonstrate the need for principles of analytic conduct that are unique to that analytic paradigm.
2. Describe the benefits of and apply an unobtrusive clinical stance that embraces Relational ideas and allows for the emergence of less articulated experience.

Faculty: Steven Tublin, Ph.D.; Robert Grossmark, Ph.D.; Donnel Stern, Ph.D.

Friday, April 23, 10:00am-11:50am

**FR-5 This program is not available for continuing education credit.**

Friday, April 23, 10:00am-11:50am

*Section V: Psychologist–Psychoanalyst Clinicians*

**FR-6 The Wild and the Wise: Searching for Clinical Wisdom**

The first half of this intermediate-level program will consist of three papers which will explore the nature of clinical wisdom. Dr. Baum-Baicker has interviewed 18 senior clinicians judged “wise” by their colleagues with the aim of conceptualizing the nature of clinical wisdom. Dr. Seiden will address the concept of wisdom as it has evolved both philosophically and clinically, and Dr. Keller will reflect on the search for clinical wisdom from the point of view of an advanced psychoanalytic candidate. The second half of the program will focus on discussion of the experience of clinical wisdom, actual or putative, in which the audience will be asked to share experiences that reflect on, explore, and challenge conceptions of clinical wisdom.

**After attending this program, participants will be able to:**

1. Explain the importance of raising questions about psychoanalytic theory and method for which the answers may not be known.
2. Explore the boundary between clinical wisdom and narcissistic omniscience.

Faculty: David Downing, Psy.D., ABPP (chair); Cynthia Baum-Baicker, Ph.D.; Henry Seiden, Ph.D.; Sally Keller, Ph.D.; Nancy McWilliams, Ph.D.

Friday, April 23, 10:00am-11:50am

*The Committee on Psychoanalysis and Health Care*

**FR-7 The Experience of Chronic Pain through a Psychoanalytic Lens: Theory, Technique and Outcomes**

This introductory presentation on the psychology of pain will include an overview of issues present when listening to the experience of chronic pain (whether by the psychoanalyst or a significant other) as well as a contemporary review of pain as a psychosoma phenomenon.

**After attending this program, participants will be able to:**

1. Use an enhanced sensitivity to the conflicts and countertransference reactions when witnessing chronic pain syndromes in clinical work.
2. Articulate a current/updated view of physiological pain from a psychoanalytic perspective.

Faculty: Judith Alpert, Ph.D., ABPP (chair); Marilyn S. Jacobs, Ph.D., ABPP; Jeffrey T. Wentzel, M.A.; Frances Sommer Anderson, Ph.D.; Mary-Joan Gerson Ph.D., ABPP

Friday, April 23, 12:30pm-1:50pm

**FR-8 This program is not available for continuing education credit.**

Friday, April 23, 2:00pm-3:50pm

**FR-9 Where the Wild Things Live: The Use of a Supervision Group to Contain and Elaborate Disavowed and Multiple Self-Other Configurations**

This intermediate/advanced-level presentation will explore the unique opportunities afforded by relationally oriented group supervision. Such an ongoing experience enables the participant to contain, examine, and metabolize the disowned and evacuated self-other configuration inherent in the case being presented. We will include a brief overview of the theoretical context of such a group, a short case presentation, and an in-vivo demonstration of how each group member responds in their own subjective way to the multiple identifications inherent in the case.

**After attending this program, participants will be able to:**

1. Conceptualize and describe a model of mind based on multiple self-other identifications.
2. Apply a model of mind to a group supervision process.

Faculty: Thomas W. Johnson, Ed.D.; Avgi Saketopoulou, Psy.D.; Caryn Gorden, Psy.D.; Debbie Birnbaum, Ph.D.; Susan Klebanoff, Ph.D.; Amy Schwartz Cooney, Ph.D.; Jody Messler Davies, Ph.D.

Friday, April 23, 2:00pm-3:50pm

**FR-10 Dialectical Constructivism: Existential, Sociopolitical and Clinical Contexts**

This intermediate-level program will present some of the main principles of “dialectical constructivism” as developed over the last three decades by Dr. Irwin Z. Hoffman. A special effort will be made to address the issue of construction of meaning in the context of relatively hard existential realities and arguably universal aspects of human nature on one hand, and in the context of entrenched, yet, in principle, malleable, or even radically transformable, sociopolitical realities on the other. A general premise of this panel is that attention to existential realities, the givens that we can’t do anything about, can be defensive relative to attention to sociopolitical realities - often quite invisible, like the water to the fish - that we have the responsibility to reflect upon and try to change. Conversely, attention to sociopolitical conditions can be defensive relative to existential realities to the extent that the work for change becomes utopian and denies the inevitable horrors that accompany the human condition. We are challenged to consider the place of both existential and sociopolitical issues as they bear upon clinical psychoanalytic work.

**After attending this program, participants will be able to:**

1. Identify the main principles of dialectical constructivism and recognize how analytic therapy conducted in accord with this perspective differs from analytic therapy conducted in accord with various objectivist viewpoints.
2. Describe both the existential and the sociopolitical contexts of dialectical constructivism and consider ways in which analytic therapists’ greater consciousness of both these domains promises to expand their sense of possible ways that their own participation could facilitate morally enlightened changes in their patients’ ways of being in the analysis itself and in the world.

Faculty: Neil Altman, Ph.D. (chair); Malcolm Owen Slavin, Ph.D.; Lynne Layton, Ph.D.; Irwin Z. Hoffman, Ph.D.

Friday, April 23, 2:00pm-3:50pm

**Section IV – Local Chapters**

**FR-11 Radical Psychoanalysis - Then and Now**

This intermediate-level presentation takes as its central focus the fact that the early psychoanalytic pioneers were often in the forefront of cultural and political movements of their day. In addition to advancing a radically novel view of the human condition and developing a remarkable way to treat troubled individuals, psychoanalysts were also invested in social change, often radical social change. These early accomplishments tended to be overlooked by later psychoanalysts and even downplayed by the very individuals who had been so politically and culturally active in the 20s and 30s. Many psychoanalysts today are unaware of this rich heritage; fewer still are actively involved in applying psychoanalytic ideas to present-day problems.

This panel will address the need for present-day psychoanalysts and psychoanalytic psychotherapists to learn about this legacy of political and cultural radicalism and discover ways to once again apply psychoanalytic insights and action to social and political problems.

**After attending this program, participants will be able to:**

1. Describe the changes in psychoanalytic theory and practice that contributed to the increasing conservatism in psychoanalytic thought, especially in America.
2. Identify those strands in contemporary psychoanalytic thinking that support or detract from developing a radical critique of society and support or inhibit taking effective action.

Faculty: William A. MacGillivray, Ph.D.; Henry (Zvi) Lothane, M.D., DLFAPA; Elisabeth Young-Bruehl, Ph.D.

Friday, April 23, 2:00pm-3:50pm

**Section II – Childhood and Adolescence**

**FR-12 Analyzing the Wild Child: When the Trauma Inside Comes from Outside**

This introductory-to-intermediate-level presentation will describe two children who experienced traumatic life histories, their resulting characters and symptoms, and the course of their psychotherapy treatments. These cases will form the bases of a conversation among two discussants, the two presenters, and the audience about how traumatic reality impacts the child and the child's therapy.

**After attending this program, participants will be able to:**

1. Describe possible roles of traumatic reality on development.
2. Recognize the effects of a traumatic history on the course of a child's treatment.

Faculty: Jill Bellinson, Ph.D. (chair, moderator); JoAnn Ponder, Ph.D.; Diane Ehrensaft, Ph.D.; Ghislaine Boulanger, Ph.D.; Peter Shabad, Ph.D.

Friday, April 23, 2:00pm-3:50pm

**FR-13 When Is Pleasure “Wild”? The Analyst's Pleasure in Analyzing and Its Controversies**

This intermediate level presentation will focus on the permissible pleasures of working as a psychoanalyst. The topic of the analyst's pleasure has not been discussed in the literature, presumably because of its association with 'wild analysis.' Only recently has it become possible to acknowledge more fully analysts' pleasures beyond those associated with the patient's improvement. The reasons for the controversies surrounding the concept of pleasure will be explored as they have developed historically and as they exist today. We will also develop working lists of pleasures permissible and impermissible, in the course of the unique intimate relationship that is psychoanalysis.

**After attending this program, participants will be able to:**

1. Describe major controversies surrounding forms of pleasure experienced by psychoanalysts in their work.
2. Identify when experiences of pleasure in the work are detrimental to it and to patients.

Faculty: Michael Shulman, Ph.D.; Nancy McWilliams, Ph.D.; Karen J. Maroda, Ph.D., ABPP

Friday, April 23, 4:00pm-5:20pm

**FR-14 This keynote address is not available for continuing education credit.**

Saturday, April 24, 8:00am-9:50am

**SA-1 Rethinking Tavistock: Enactment, the Analytic Third, and the Implications for Group Relations**

This advanced presentation will provide a critical discussion of the concepts of projective identification, enactment, and the Analytic Third, with a focus on their implications for the Tavistock Model of Group Relations. The presenter will attempt to demonstrate that the concepts of enactment and the Analytic Third provide a more comprehensive framework than projective identification for understanding intersubjective relationships between participants and consultants in Group Relations conferences.

**After attending this program, participants will be able to:**

1. Utilize the concepts of enactment and the Analytic Third to analyze group dynamics in Group Relations conferences.
2. Identify the relevant theoretical concepts associated with the study of intersubjective group phenomena.

**Faculty:** Gregory Rizzolo, M.A.; Jeffrey D. Roth, M.D., S.C.; Albert J. Brok, Ph.D.; Christine C. Kieffer, Ph.D. (chair)

Saturday, April 24, 8:00am-9:50am

**Section I - Psychologist Psychoanalyst Practitioners**

**SA-2 The Call of the Wild: 1910-2010**

This intermediate-level presentation will offer two perspectives on the contribution of theory to instances of wild analysis. Dr. Fried's paper will discuss how one's theoretical stance inevitably contributes to defining "wild analysis." Dr. Ainslie's paper will illustrate that clinging to a theoretical perspective contributes to instances of "wild analysis."

**After attending this program, participants will be able to:**

1. Place the concept of "wild analysis" in historical and theoretical context and discuss theoretical biases as contributors to wild analysis.
2. Discriminate between actual neuroses and psychoneuroses.

Faculty: Batya R. Monder, M.S.W, BCD (chair); K. William Fried, Ph.D., ABPP; Gemma Marangoni Ainslie, Ph.D., ABPP; Lewis Aron, Ph.D., ABPP

Saturday, April 24, 8:00am-9:50am

**Section VIII – Couple and Family Therapy and Psychoanalysis**

**SA-3 Caught in the Cross Currents and Keeping Your Bearings: A Couple’s Session from “In Treatment”**

This intermediate-level presentation will focus on an episode from the HBO series “In Treatment.” The session to be shown is of a couple (Amy and Jake) in the midst of a highly charged set of circumstances. This particular session involves a high level of conflict around complex issues within the couple relationship. The therapist is drawn into an enactment with the couple. The goal is to engage the audience in a lively discussion of the dynamics of the session.

**After attending this program, participants will be able to:**

1. Identify the central dynamics of a high conflict couple in therapy and demonstrate knowledge of various approaches to couple therapy.
2. Describe aspects of the transference and countertransference in the session from “In Treatment” so as to improve one’s own awareness of transference and countertransference during psychotherapy with patients.

Faculty: Joyce S. Lowenstein, Ph.D.; Thomas Greenspon, Ph.D., L.P., L.M.F.T.; Marilyn B. Meyers, Ph.D. (chair)

Saturday, April 24, 11:00am-12:30pm

**SA-4 This keynote address is not available for continuing education credit.**

Saturday, April 24, 1:30pm-3:20pm

**SA-5 How Attachment Theory Can Help Us Understand Prejudice**

This intermediate-level presentation will focus on the relevance of attachment theory for understanding prejudice. The papers will expand the range of application of this perspective theoretically and in clinical work.

**After attending this program, participants will be able to:**

1. Describe the relationship between early developmental interpersonal conditions and adult affiliations with large groups, and how this may influence prejudice in clinical work and in society.
2. Describe how attachment styles may interact with large group dynamics.

Faculty: Usha Tummala-Narra, Ph.D.; Ron B. Aviram, Ph.D.; Ricardo Ainslie, Ph.D.; Christopher Bonovitz, Psy.D. (chair)

Saturday, April 24, 1:30pm-3:20pm

**SA-6 On Dissociation**

This introductory-to-intermediate-level program will familiarize participants with basic concepts of dissociation. Presenters will discuss how addressing dissociation in psychoanalysis can create linkages between past and present that allow patients to modify entrenched patterns.

**After attending this program, participants will be able to:**

1. Distinguish dissociation as a form of psychopathology from dissociation as a normal process.
2. Distinguish unformulated experience from conventional understandings of unconscious.

Faculty: Neil Altman, Ph.D. (chair); Donnel Stern, Ph.D.; Christine C. Kieffer, Ph.D., ABPP; Adrienne Harris, Ph.D.

Saturday April 24, 1:30pm-3:20pm

**SA-7 This program is not available for continuing education credit.**

Saturday, April 24, 3:30pm-5:20pm

**SA-8 Jacques Lacan and the Direction of Treatment: Towards an End to Wild Analysis**

Jacques Lacan is no doubt a polarizing figure in psychoanalysis. Some consider him the very embodiment of the “wild analyst” while others would insist that, because his work is written against didactic intervention in the treatment, he represents the opposite of what Freud defined in 1910 as ‘wild analysis’. This presentation will summarize both sides of the argument and will then move toward

defining Lacan's substantive contributions (e.g. his critique of mainstream psychoanalysis, his reinstating the importance Freud placed on language and the symbolic, his consequent suspicion of the new emphasis on the pre-Oedipal, on counter-transference, and his redefinition of the analyst – not as 'mother' but as 'Other' – whose role is enigmatically to foster the subject's renunciation of desire). Clinical examples will demonstrate the use of these concepts, showing that Lacan's famous use of the variable-length session can be used responsibly and with efficacy in terms of allowing the unconscious to speak.

The presentation will also articulate certain elements of becoming a Lacanian psychoanalyst, including *the pass*. Unlike the formal ending of a training psychoanalysis, regulated by International Psycho-analytical Association standards, *the pass*, invented by Lacan, is a very different institutional procedure designed to permit analysts to testify to the end of a psychoanalysis. Instead of counting a fixed number of hours or working through an end phase, in *the pass*, the *passant* authorises himself to set an end to his psychoanalysis. This program will explore the potential "wildness" of this unorthodox and yet very personal training procedure.

This intermediate-to-advanced program can be appreciated by advanced graduate students as well as more seasoned faculty, supervisors, and consultants.

**After attending this program, participants will be able to:**

1. Articulate Lacan's critique of mainstream psychoanalysis.
2. Articulate elements of *the pass* in Lacanian psychoanalytical training and the relevance of this method/process for one's identity as a psychoanalyst.

Faculty: David Downing, Psy.D., ABPP (chair); Deborah Luepnitz, Ph.D.; Jeanne Wolf Bernstein, Ph.D.; John Muller, Ph.D.

Saturday, April 24, 3:30pm-5:20pm

**SA-9 Ghosts in the Attic: Alienated Identifications, Wild Subjectivity, and Remembering What Must Not Be Forgotten**

This introductory presentation will explore the "wilderness" of alienated identifications that arise unbidden between patient and analyst, transmitted down through the generations, from both sides of the Holocaust. It will examine the consequences of self-disclosure, the inevitability of enactment, and the wild possibilities inherent in both.

**After attending this program, participants will be able to:**

1. Use an understanding of the concept of alienated identification to analyze the intergenerational transmission of trauma and apply it to the clinical situation.
2. Identify the ways in which the analyst's subjectivity can spontaneously emerge and impact the treatment then use this understanding to negotiate its emergence therapeutically in the clinical situation.

Faculty: Karen Starr, Psy.D.; Caryn Gorden, Psy.D.; Jill Salberg, Ph.D.; Anthony Bass, Ph.D. (chair)

Saturday, April 24, 3:30pm-5:20pm

**Multicultural Concerns Committee**

**SA-10 Critical Incidents: Psychoanalytic Perspectives on the Politics of Being Multicultural and Multiracial**

This intermediate-level presentation will focus on critical incidents and dilemmas in the clinical setting as well as everyday interactions in contemporary U.S. society. Presenters aim to illustrate the ways in which dominant sociocultural messages related to race, ethnicity, gender, and immigration influence the therapeutic process. We seek to expand current psychoanalytic understandings of diversity, as we examine Freud's conception of "wild psychoanalysis" and its relevance to sociocultural and political domains. Each presentation will address a different aspect of multicultural diversity, including race, gender, body image, immigration status, and multiracial and multicultural identity. Ample illustrations and critical incidents involving these issues will be presented to inspire dialogue with the audience.

**After attending this program, participants will be able to:**

1. Identify at least two ways that sociocultural messages related to gender, race, and immigration influence clinical practice.
2. Describe how psychoanalytic theories can inform understanding of dynamics related to race and immigration in the political domain.

Faculty: Usha Tummala-Narra, Ph.D.; Leilani Crane, Psy.D.; Kate Schechter, L.C.S.W.; Neil Altman, Ph.D.

Saturday, April 24, 3:30pm-5:20pm

**SA-11 Analysis of Two Wild and Crazy Guys: Countertransference and Sexuality in Current Psychoanalytic Practice**

This intermediate-level presentation will explore issues related to the current understanding of sexuality and countertransference. It will trace the history of countertransference – from Freud's early caveats about its ubiquitous yet pathological interference, to current

day multifaceted views of countertransference as productive communication. Two papers will present clinical examples of patients whose sexuality evoked countertransference reactions which proved to be informative and helpful, both to the patients and to the analysts. A discussant will respond to and develop the ideas in the papers.

**After attending this program, participants will be able to:**

1. Identify three theories of the origins and uses of countertransference.
2. Apply these theories to recognize countertransference more astutely in clinical material and to use countertransference more effectively during treatment with patients.

Faculty: Jill Bellinson, Ph.D.; Ronald N. Puddu, L.C.S.W.; Lawrence M. Zelnick, Psy.D.

Sunday, April 25, 8:00am-9:50am

**SU-1 Hooking Up: Psychoanalysis and the Virtual Search for Connection**

This intermediate-level presentation discusses cyberspace technology and virtual connection from the perspective of psychoanalytic theory of several orientations, including their integration with attachment theory.

**After attending this program, participants will be able to:**

1. Conceptualize and describe the implications for development, relationship and therapeutic connection that have been brought about by cyberspace.
2. Apply an effective approach to the clinical treatment of cyberspace excesses and abuses.

Faculty: Todd S. Essig, Ph.D.; Isaac Tylim, Ph.D.; Mary-Joan Gerson, Ph.D., ABPP; Ken Corbett, Ph.D.

Sunday, April 25, 8:00am-9:50am

**SU-2 Risky Business: The Supervisory Experience**

This intermediate-to-advanced-level presentation will focus on the experience of supervision for both supervisor and supervisee. Three papers will challenge the more traditional model of supervision by emphasizing the supervisor's active participatory (and learning) role. Clinical vignettes will be used to illustrate the ideas presented.

**After attending this program, participants will be able to:**

1. Distinguish between the Hungarian and Berlin schools of supervision.
2. Name two ways in which the supervisor's personal life and object relations may influence the conduct of supervision.

Faculty: Seth Aronson, Psy.D.; Janet Tintner, Psy.D.; Stefan Zicht, Psy.D.

Sunday, April 25, 8:00am-9:50am

***Committee on Education and Training***

**SU-3 From the Classroom and Academia to the Psychotherapist's Office and Back Again: Intensifying Self-Observing and Containing Skills in the Student, Supervisor/Consultant and Administrator**

This introductory-level presentation can be appreciated by graduate students as well as more seasoned faculty, supervisors, and consultants. The panel will review how quintessential psychoanalytical ideas can be employed with respect to teaching strategies for enhancing the application of clinical concepts to teaching, supervising, and administering the clinical education of doctoral students in professional psychology. Balancing the vicissitudes of creativity and innovation with increasing pressures for standardization and regimentation will be explored. The questions regarding the differentiation of 'experimentation' versus 'wildness'; the dialectic revolving around issues of mastery of essential core constructs and techniques as opposed to standardization/mimicry/conformity/mediocrity as opposed to unbidden and potentially destructive enactments on the stages of the clinical, academic, administrative spheres will be articulated.

**After attending this program, participants will be able to:**

1. Explain how insights derived from "wild psychoanalysis" can be applied to internal processing, and to formulations and interventions in the classroom and university settings in a way that promotes containment and stabilization in potentially disruptive situations.
2. Explain how "wild analysis" originates in very specific internal processing steps that require close reviews and re-visitation to gain optimal management and focus so as to use such observations to meet the therapeutic needs of the patient.

Faculty: David L Downing, Psy.D., ABPP (chair); Martha Hadley, Ph.D.; Marc I Lubin, Ph.D.; Jed Yalof, Psy.D., ABPP

Sunday, April 25, 10:00am-11:50am

#### **SU-4 What is Analysis?**

This intermediate-level panel will examine the topic of psychoanalysis from three diverse viewpoints. All the papers will contrast how different aspects of psychoanalysis may have evolved between Freud's time and now.

#### **After attending this program, participants will be able to:**

1. Recognize ways in which psychoanalytic ideas can be applied to diverse populations.
2. Understand the paradoxical quality of emotional life that is essential to psychoanalysis.

Faculty: Jody Messler Davies, Ph.D.; Usha Tummala-Narra, Ph.D.; Peter Shabad, Ph.D.; Steven Stern, Psy.D.

Sunday, April 25, 10:00am-11:50am

#### **SU-5 A Wild Ride: Becoming a Psychodynamic Clinician in an Era of Prescriptions and Constrictions**

The theme of this year's conference invites us to consider how to be psychodynamic clinicians and to advocate for the importance of our work under pressures to constrain and prescribe treatment options. Learning to use all of our resources, however, including all the wild and untamed sentiments and passions that arise in us as we work with our patients, is invaluable in understanding our patients' dilemmas. In this introductory-to-intermediate-level program, young clinicians will discuss dilemmas they have encountered on their own 'wild ride' towards becoming psychodynamic clinicians. We hope that clinicians at all stages of experience will join us and participate in a discussion regarding the difficulties and rewards we encounter in doing this very difficult work.

#### **After attending this program, participants will be able to:**

1. Identify two examples from the session that show how 'wild feelings' can inform clinical applications that are "off the beaten path" and also clinically useful.
2. Conceptualize and describe one example from his/her own clinical work in which the therapist's ability to step "off the beaten path" was useful in the treatment.

Faculty: Marilyn Charles, Ph.D., ABPP (chair, moderator); Heather-Ayn Indelicato, M.S.; Tanya Cotler, M.A.; Kirimi Papp, B.A.

Sunday, April 25, 10:00am-11:50am

#### **SU-6 Where the Wild Things Are: Sexuality and Anxiety in the Therapeutic Dyad**

This intermediate-level presentation will treat the experience of dysregulation that is inherent in the formation of sexuality. We will focus on cases where classic themes of overstimulation and understimulation, seduction and betrayal are crucial. We will deal with what appears to be problems of sexual inhibition and fear of wild desire.

#### **After attending this program, participants will be able to:**

1. Track moment-by-moment shifts in therapeutic interaction and apply effective strategies for regulating stimulation and excitement.
2. Analyze, for patient benefit, the movement from concrete experience to attachment and intersubjective relatedness that allow enjoyment and nonfunctional eroticism.

Faculty: Galit Atlas-Koch, Ph.D.; Steven H. Knoblauch, Ph.D.

Sunday, April 25, 10:00am-11:50am

#### **SU-7 This program is not available for continuing education credit.**

Sunday, April 25, 10:00am-11:50am

#### ***Candidate Outreach Committee***

#### **SU-8 Close Encounters of a Psychoanalytic Kind: Struggling with Boundaries in an Intimate Dyad**

This intermediate-level program will explore various facets of the clinical use of boundaries through presentation and discussion of case material from a self psychological perspective. The material will demonstrate the mutual evolution of boundaries through the use of empathy and connectedness and will identify the various functions of boundaries and boundary challenges. Discussion will include alternative perspectives to illustrate the ways in which clinical practice is informed by the theoretical orientation of the analyst.

#### **After attending this program, participants will be able to:**

1. Identify at least two ways in which clinical decisions regarding boundaries may be informed by an analyst's theoretical orientation.
2. Describe the practical applications of a self-psychologically informed perspective on boundaries, safety, and affective regulatory structures.

Faculty: Nancy Burke, Ph.D., Barbara Suter, Ph.D.; Allan Frosch, Ph.D.