
Presenter: Joye Weisel-Barth, PhD, PsyD
Discussant/Moderator: Elizabeth Carr, APRN, MSN, BC

Abstract:
The second wave of feminism deserves recognition for its contribution to the relational ethos. I suggest that the feminist contribution to psychoanalysis has been part of a larger cultural shift toward equality, connectedness, and increased attention to human stories about real life experiences, including trauma. In addition to expanding the ranks of analysts, women have challenged the field to examine and modify libido theory, its power alignments, and the clinical roles available to the analyst. In the clinical case I seek to convey a feminist sensibility—rather than a program. This sensibility embodies many “maternal” qualities such as concerned listening, affect attunement, mentalization, openness to the unknown, and the attribution of seriousness and meaning to the suffering other.

Learning Objectives:

At the conclusion of the presentation participants will be able to:

1. Identify the feminist contribution to relational psychoanalysis.
2. Describe contributions of the second wave of feminism to the relational turn in psychoanalysis, including the shifts from a biologically-based intrapsychic notion of motivation to an understanding of social contexts and lived relational experience, from an emphasis on interpretation to concern with non-verbal interactions and postures of witnessing and validating real life experience and trauma, and from the metaphorical authoritative father to the empathic, affectively-attuned mother.
3. Register the common interests of feminism and relational analysis, including openness, dialogue, empathy, recognition, mentalization, community, care and concern, and equality.
4. Identify the historical coincidence of feminism; other American liberation movements, including civil rights and anti-war movements; and the advent of the relational turn.
5. Explain the irony that the connection between feminism and relational analysis is rarely addressed by the men who mainly write theory.
Abstract:
In this paper, I will describe 7 years’ therapeutic process, including 4 years’ interval, of a female patient who is still continuing in therapy. The forward edge striving of the patient -- in her history and in the therapeutic process – will be portrayed. How the transference need of the patient helped her go forward despite a traumatic and neglectful environment during her childhood, and despite all the disadvantages of the current political atmosphere, without mourning, will also be explored. And as an outcome of therapeutic process, how a secure based intersubjective realm could help this patient to integrate sorrow associated to trauma, will be described.

Learning Objectives:
At the end of my presentation the participants will be able to:
1. Utilize how “forward edge striving” can help a patient to survive in a desperate context.
2. Utilize how and when associated feelings to trauma can be integrated to the self.
3. Discuss how political atmosphere can be interwoven with and trigger the problem of the patient.
3. The Female Gaze on/in the Female Body in Art and Psychoanalysis: The Case of Paula Modersohn-Becker and Epistemic Injustice

Presenter: Sandra Hershberg, MD
Discussant/Moderator: Estelle Shane, PhD

Abstract:
The work of artist Paula Modersohn-Becker (1876-1907) who in 1905-07, painted her body and those of mothers and babies in the nude, defied centuries of representations of idealized female nudes and nudes painted through the male gaze. It was a remarkable achievement. While she was painting in a mode congruent with what would become the leading edge of modern art, she refused to yield to the pressures of the traditional art establishment at the time, to erase her own subjective knowledge of her body, as no woman artist had painted her own procreative body until that moment. I will discuss the significance of this achievement from the perspective of psychoanalytic theory (with contributions of Balsam, Benjamin, Chodorow, Harris) related to women artists’ representing their procreative bodies in art and the philosophical concept of epistemic injustice (Fricker, 2007). This undergirding philosophical notion provides additional understanding of the way prejudicial treatment impacts “the injustice that a speaker suffers in receiving deflated credibility from the hearer owing to identity prejudice on the hearer’s part” and impinges on the way such knowledge is disseminated and can be invalidated in the public discourse.

Learning Objectives:

At the end of this presentation, participants will be able to:

1. The participant will be able to describe the relationship between the work of Paula Modersohn-Becker and the gap in psychoanalytic theory regarding the procreative female body.
2. The participant will be able to describe the philosophical concept of epistemic injustice and apply it to clinical practice.
4. Face to Face: An Adolescent, her iPhone, and her Analyst

Presenter: Amy Joelson, LCSW
Discussant/Moderator: Gudrun Prinz, PhD

Abstract:
Joelson describes how she engages a traumatized early teen, adopted from Africa, who spends most sessions taking selfies. Welcoming her patient’s preoccupation leads to an unexpected, vitalizing turn. The patient, Nikki, tends to animatedly hold her phone between her face and her therapist’s. In time, as expectations of opposition recede, she acknowledges her personal torment and need for help. Music plays a major role in transforming the treatment. Playing music—Nikki’s music through the therapist’s sound system—and Nikki’s dancing to the music and remembering through dance, brings to life her world, her complicated life story, and bodily sense of self. Through music, dance, and the sharing of iPhones, Nikki invites her therapist to experience something essential about her. Together they create a unique and reliable relational system that transforms the experiential world of each.

Learning objectives:

At the conclusion of this presentation, participants will be able to:
1. Demonstrate how the adolescent patient’s use of technology in session may be employed with therapeutic results.
2. Discuss multiple avenues, verbal and nonverbal, toward learning about and elaborating a patient’s life story.
3. Assess when the therapist’s rules need to be questioned, such as when the rule violates something that’s important for the patient.
Saturday, October 20th
8:00 AM – 9:30 AM

5. Shame and Its Many Downcast Faces

Presenter: Joseph Lichtenberg, MD
Discussant/Moderator: Hans-Peter Hartmann, MD, PsyD

Abstract:
Shame, especially when chronic, is a powerful affect that can adversely effect the cohesion of the sense of self. Shaming stands in opposition to the pride enhancement of mirroring, twinship, and idealization. Shame is, as Morison has said, the underside of narcissism. This paper offers many examples of shame - its place in evolution, in child rearing, in sexuality, and in ideals of masculinity and femininity. The clinical mastery of the debilitating effect of shame will also be discussed.

Learning Objectives:
Following the presentation, the learner will be able to:
1. Describe the impact of chronic shame on the sense of self.
2. Discuss origins of shame in early and later development.
6. Absent Fathers: The Effects on Children in Times of Social Crisis

Presenter: Simona Caprilli, PhD
Discussant/Moderator: Christa Paulinz, MA, MEd

Abstract:
This paper looks at the psychological consequences in development of absent and inconstant fathers in times of social crisis, in a society that offers no stable points of reference. In this paper, I will reflect on what happens in today’s society, in times of crisis, when fathers are absent or are incapable of fulfilling their parental role. I will explore, with some vignettes from the clinical story of 8-year-old Nicola, the consequences of absent or inconstant fathers in children who, failing to find in their father an empathic self-object, do not achieve adequate self-structuring, in a society without stable references and in a general state of “collective distress”. The ways of conducting therapeutic work with the child, the absence of the father, therapeutic work with the mother, work with the school and the clinical implications in therapy with the children are discussed.

Learning Objectives:
Following the presentation, the learner will be able to:

1. Reflect on the role of the father in times of crisis in which the male reference figures are often dangerous or hollow.
2. Explore, with vignettes, the consequences of absent or inconstant fathers in children who, failing to find in their father an empathic self-object, do not achieve adequate self-structuring.
3. Reflect on the role of the therapist and the therapeutic treatment strategies in development (including with the parental couple, school, and grandparents,).
7. Becoming the Little Prince

Speaker: Hana Grinberg, PsyD
Discussant/Moderator: Karoline Windhager, BA

Abstract:
This presentation will describe a long-term psychoanalysis using a self-psychology approach with a child who was diagnosed with ASD (age 4 at the beginning of therapy). The analytic process, accompanied by deep empathy for the child’s closed and different world, relies on and is built from the child’s own fundamentals. Together the therapist and patient creatively learn about each other so that the child can infiltrate our world in his own unique way. The analysis raises questions about potential of psychoanalysis and our role as a selfobject for the autistic patient, who has his own vision of the outside world and his inner world (in particular). Can we take his suffering and difference upon ourselves and let him experience belonging and inclusion into our world, thus gathering the fragments of his development into a living, adaptive, creative person? In addition, from the words of Kohut in his article “On Leadership,” the autistic patient teaches us something significant about our society, which has a tendency to exclude anyone different (like the ASD population).

Learning Objectives

At the conclusion of my presentation, participants will be able to:
1. Identify what role psychoanalysis plays in society.
2. Explain how every human being, even a child suffering from massive psychopathologies, has potentialities and can become creative, alive and full of joy – with a selfobject beside him or her.
3. Describe the importance of psychoanalysis for children diagnosed with ASD, in order to build their selves and include them in society.
8. Understanding the Paradox of Chronic Homelessness from a Self Psychological Framework

Speaker: Daniel Farrell, MSW
Discussant/Moderator: Peter Maduro, PsyD, JD

Abstract:
Self psychology can help explain multiple meanings and experiences of being chronically homeless. While homelessness is primarily caused by structural deficits and not individual characteristics, for people who are chronically homeless, this way of existence may have developed to serve a variety of coping, cohesive, and self-preserving functions as they have learned to survive and adapt to hostile environments. Using self psychologically informed clinical practice, this paper explores the subject's multiple meanings and experiences as well as the nuanced processes that led her to successfully attain permanent housing.

Learning Objectives

At the conclusion of the presentation, the participant will be able to:

1. Discuss, explain and apply self psychologically informed practice in a community-based setting with populations, including people experiencing homelessness, children in foster care, and home-bound elderly.
2. Discuss how behaviors labeled maladaptive or destructive serve cohesive and preservative functions from a self psychological perspective.
3. Implement practice interventions based on self psychological concepts with populations who present as challenging and have been considered “intractable”.

Speaker: Eva Rass, MD
Discussant/Moderator: Wilfried Datler, PhD

Abstract:
Based on scientific evidence and research it is known that the way an adult perceives and regulates every day life is not simply based on opinions but is rather based on a predisposed development during early childhood. The variety of research and scholarship during the past 50-60 years portrays structural sequencing during the course of development that makes it possible to lay out the detailed complexity of human development. There is clear evidence that adult illness often has its origin in early development as neurobiological circuits correlated to health and wellbeing, which were formed during the first year of an infant’s life, might have been adversely effected. Developmental processes which can be grouped into specific phases provide these regulatory circuits with information to be processed and are formed based on the development of new and complex interactions between humans and their environment. This process of self regulation is deeply connected to affect regulation and both of these regulatory systems are crucially embedded in the bonding process. Therefore, specific experiences during early childhood form these important circuits but can still be changed and adapted due to a process called neuroplasticity where circuits can be reformed based on different experiences later on in life.

Learning Objectives
At the conclusion of the presentation, the participant will be able to:
1. Explain modern attachment theory as regulation theory
2. Identify structures and functioning of brain anatomy that impact emotional stability and mental health.
3. Discuss the effect of early relational trauma on brain wiring.
4. Identify developmental issues leading to the protective nature of childhood attachment categories.
5. Describe the arousal-regulating functions of certain defense mechanisms.
6. Examine the developmental state of the child out of the perspective of developmental tasks.