

**Thursday, October 17<sup>th</sup>**  
**8:30 am – 11:30 am**

**Pre-Conference Workshop**

**A. Two Examples of Owning One's Socio-Political Context: Jacobs on Racial Situatedness, and Sperry/Mull on Asylum Advocacy**

Presenters: Lynne Jacobs, PhD, Margy Sperry, PsyD, MFT and Susan Mull, PhD, MFT

Moderator: Peter Maduro, JD, PsyD, PsyD

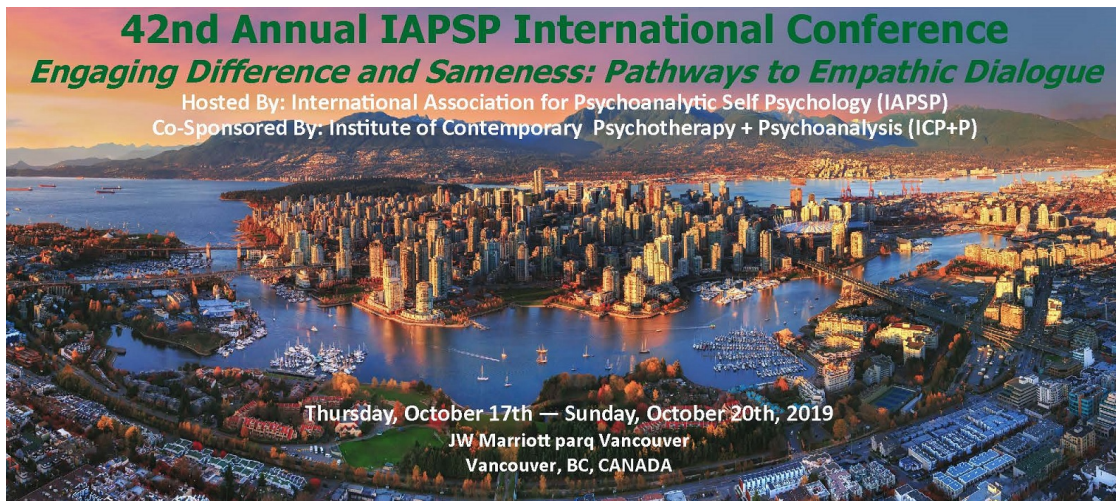
Abstract:

This workshop focuses on the phenomenology of social activism by looking at three examples of practitioner-based engagement, both within and outside of the clinical office. Particular attention is given to the influence of “lived” and “learned” histories, their differences and interaction, and how the process of confronting one’s social location contributes to the reworking of a more complex form of empathy, identity, and engagement. Workshop members are invited to create a process where personal and collective histories are (partially) re-collected and considered from differing vantage points, with particular emphasis given to socio-political location and questions of moral responsibility.

Learning Objectives:

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

1. Distinguish between the terms “lived” and “learned” histories;
2. Define the concept of complex empathy and its evolving relationship to socio-political location;
3. Implement at least two new clinical skills in addressing whiteness and racial inequality in the therapy setting;
4. Describe the unique role and functions of the psychoanalytically-oriented therapist when in assessing credible fear claims made by an individual seeking asylum in the United States;
5. Articulate his/her subjective experience of hope and dread, shame and guilt, when considering the therapist’s role as social activist.



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**Pre-Conference Workshop**

**B. Empathic Dialogue in a Global Frame:  
A Group Process Reflecting on Socio-Political Clashes**

Presenter: Lynn Preston, MA, MS, LP

Abstract:

In a world where slogans and soundbites, placards and tweets can sweep us into a frenzy of denunciation or cheers, often alternating with helpless collapse or self-satisfied quiescence, we relational clinicians want to be able to do more than shake our fists, watch hours of news commentaries or try to stabilize ourselves to be present for our patients. Many of us have studied theoretical perspectives that help us to get beneath the surface of what our patients present to us, in order to facilitate empathic dialogue with what can seem to us like irrational and irritating views. This deep respect for the “more than rational,” the deeper level of lived emotional realities, often stops when we leave our offices and pick up a newspaper. Can the creativity, clinical wisdom and improvisational skills that we seek to embody in our consulting rooms, be available to us in the confounding spheres of our social/political/communal lives?

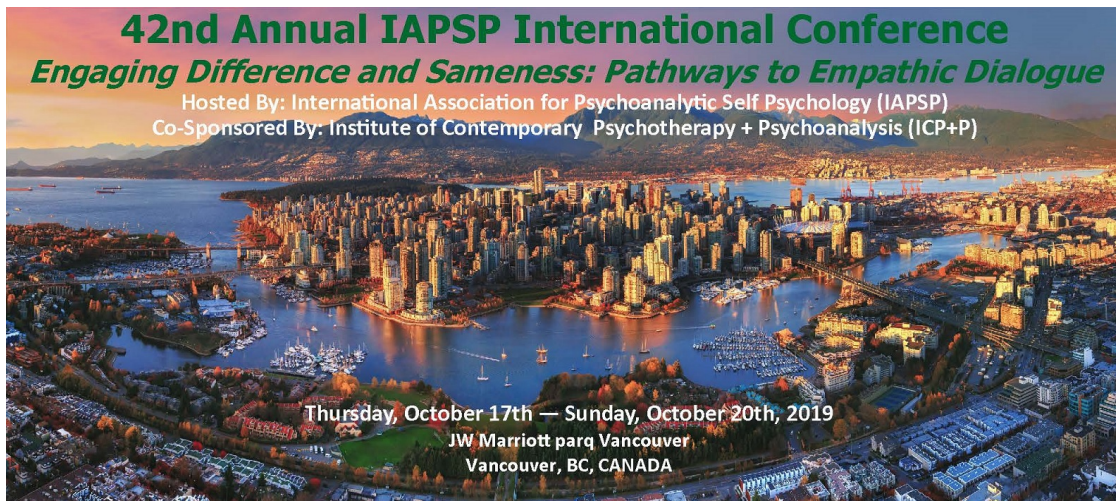
Using the guidelines of Gendlin’s model of “Thinking at the Edge” and Gadamer’s principles of genuine conversation, we will enter into an experiential, process-oriented socio-political dialogue with the intention of empowering community cohesion.

**Learning Objectives:**

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

1. Use thinking and feeling to identify the wider meanings of ideas they love as well as “enemy ideas” with which they are at war.
2. Increase perception about the intertwined aspects of communities: Not only think outside the box, but open the boxes, unpack them and see what is inside—what they are made of.
3. Describe how they are able to stay rooted in empathic engagement in clashes with otherness.





**Thursday, October 17<sup>th</sup>  
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**Pre-Conference Workshop**

### **C. Dreaming Psychoanalysis Forward: A Social Dreaming Inquiry into Our Multi-dimensional Contextuality**

Presenter: George Bermudez, MFT, PsyD

Abstract:

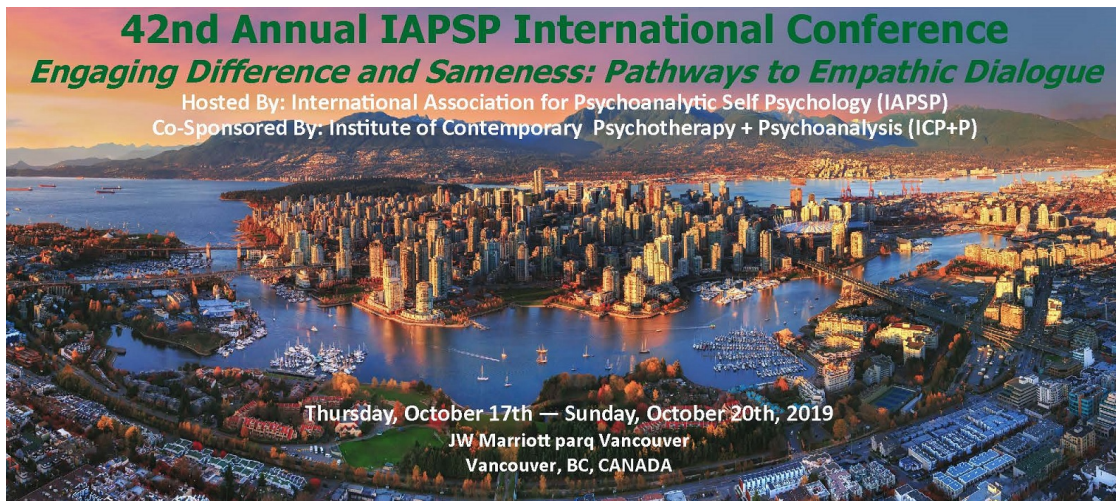
This experiential workshop will introduce “social dreaming” as a process for exploration of our unconscious, intersubjective and multi-dimensional contextuality. The social dreaming paradigm relies on several assumptions: dreams reflect our unconscious social life and social self; a “forward developmental edge” is revealed in dreams (Livingston, 2009); dreams are transformative metaphors reflecting emergent organizations of experience beyond our constitutive language (Blechner, 2001). Social dreaming is an experiential process in which participants voluntarily share their dreams and their emergent associations to the shared dreams. The traditional interpretive process regarding dreams is avoided: rather the participants are invited to consider listening to shared dreams not as an individual’s dream but as our shared dream; and democratically try to see connections and related patterns among dream narratives, dream images, associations, and ideas.

The primary task is to discover the social meaning of dreams shared, thereby accessing the shared but perhaps unformulated or disavowed unconscious of the socially constituted self—the “group self”, in Kohut’s embryonic language. The dream sharing segments will be followed by self-organized dialogue concerning the emergent meanings, emotional and social insights, intuitions, and potential applications. The dialogues will facilitate more conscious reflection by the participants on the meanings of the group social dream reverie. Our hope is that this process will inspire us to develop further creative expressions and solutions in our individual and social roles as psychoanalysts.

**Learning Objectives:**

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

1. Describe two differences between the traditional approach to dreams (individually – focused) and the “social dreaming” (SDM) paradigm;
2. Explain the goal and function of “social dreaming” according to Gordon Lawrence.
3. Define two of the following concepts: “group self”; ”forward edge of social dream”; “moral witnessing function of social dreaming”.



Thursday, October 17<sup>th</sup>  
8:30 am – 11:30 am

Pre-Conference Workshop

**D. PART ONE\*: Writing the Self in Context and Contexts in the Self:  
A Clinical Writing Workshop**

**\*THIS SESSION IS A TWO PART PROGRAM WITH THE SECOND SESSION ON THURSDAY AFTERNOON. ENROLLMENT FOR BOTH IS SUGGESTED BUT OPTIONAL.**

Presenter: Suzi Naiburg, PhD, LCSW

Abstract:

In this workshop, gifted writers provide inspiration and practical lessons in writing about self and other, the self in context. In timed exercises, participants will be guided to write in embodied, experience-near ways about challenging clinical moments that propel the discovery of self in other and other in the self and/or the self in context and contexts in the self. In listening and responding to each other's voices, we appreciate the myriad ways we come to understand ourselves and our patients and enhance our understanding by writing for ourselves and others.

This workshop is open to both beginning and experienced writers. Writers will be encouraged to write in their mother tongue to allow greater access to their creativity. A written syllabus will be provided; writing samples will be precirculated. Participants should bring their favorite writing implements and a few process notes.

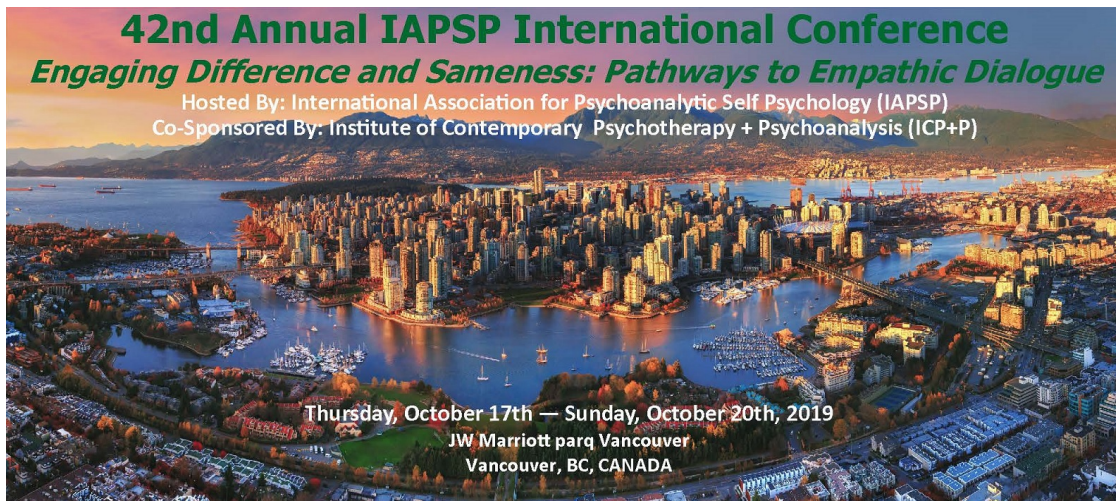
Writers participating in the morning session have the option of continuing in the afternoon in which the examples we discuss and the writing exercises will be different.

Learning Objectives:

At the end of Part I of this clinical writing workshop, participants will be able to:

1. Describe at least one technique clinical writers use to write in an experience-near and/or evocative way about self in other and other in the self.
2. Describe at least one technique clinical writers use to write in an experience-near and/or evocative way about the self in context and contexts in the self.
3. Describe one thing they have learned about themselves from their writing in response to the workshop readings and/or exercises.





**Thursday, October 17<sup>th</sup>  
8:30 am – 11:30 am**

**Pre-Conference Workshop**

### **E. Therapeutic Action: Evolving Theories and Practice in Self Psychology**

Presenters: James Fosshage, PhD, ABPP and Estelle Shane, PhD

Abstract:

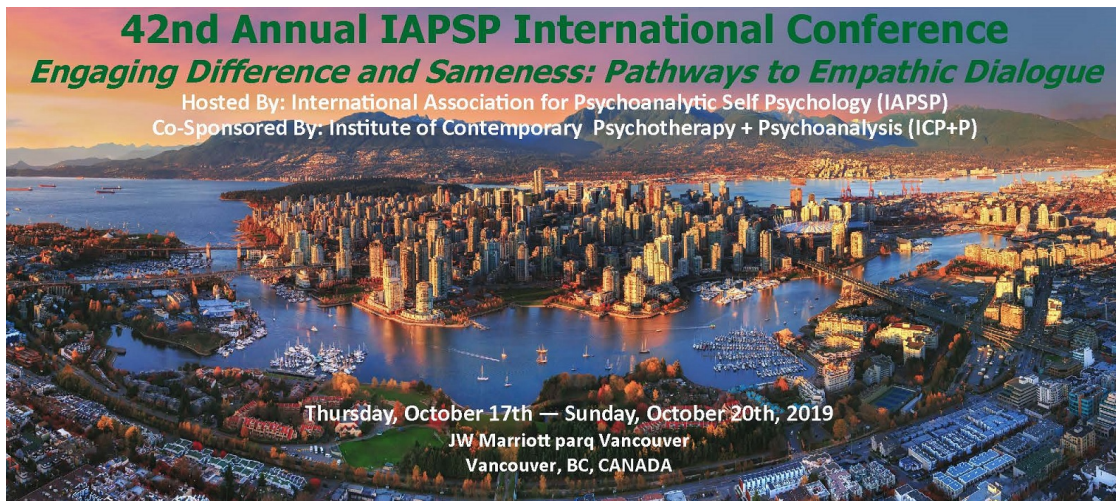
Like all psychoanalytic theories, Self Psychology has evolved considerably over the years and has come to be referred to as Relational Self Psychology. James Fosshage and Estelle Shane, two contributors to that evolution, will, after briefly reviewing some basic contributions of Kohut's self psychology, then focus specifically on the transformative changes in conceptualizing therapeutic action with implications for clinical practice. Clinical material will be discussed in detail as we attempt to examine what makes for change.

The format will be a conversation between these two protagonists, spontaneously playing off one another, creating a psychoanalytic ensemble. Participants will have the opportunity to add their melodies as well.

Learning Objectives:

At the conclusion of our workshop, participants will be able to:

1. Describe Kohut's original model of therapeutic action and how his model changed over his lifetime.
2. Explain how further evolution of the theory and practice of Self Psychology led to what is called Relational Self Psychology.
3. Describe the new theories of therapeutic action within Self Psychology and corresponding changes in clinical practice.



**Thursday, October 17<sup>th</sup>**  
**8:30 am – 11:30 am**

**Pre-Conference Workshop**

## **F. PART ONE\*: THE EMBODIMENT OF US AND THEM**

**\*THIS SESSION IS A TWO PART PROGRAM WITH THE SECOND SESSION ON THURSDAY AFTERNOON. ENROLLMENT FOR BOTH IS SUGGESTED BUT OPTIONAL.**

Presenters: Doris Brothers, PhD and Jon Sletvold, PsyD

### Abstract:

The “us-them” binary dominates many aspects of our lives as clinicians and members of society. It infiltrates race, religion, ethnicity, class, gender, and sexual orientation, and any context in which we experience a sense of sameness with and difference from other people.

In Part I of this workshop, we focus mainly on its manifestation in fascist experience. While the threat of resurgent fascism, triggered by the rise of ultra-nationalism and the ascendance of brutal, authoritarian leaders has been strongly felt in the political realm, we try to show that the us-them binary of fascist experience is a widespread feature of relational life. We do so by combining two strands of psychoanalytic theorizing: The first strand involves an understanding that trauma creates a readiness for fascist experience and the second involves a focus on human embodiment.

Part I opens with a paper that examines a number of aspects of fascist experience: 1. The fascist leader’s skillful reliance on emotions and avoidance of argument. 2. The fascist leader’s resemblance to fathers in patriarchal families. 3. Fascist experience as generating a sense of collective victimization. 4. Fascist experience as involving narcissistic rage, shame and a lack of empathy so extreme it leads to the dehumanization of others.

Attendees will be invited to participate in demonstrations and experiments that are designed to show how experiences of us and them are embodied. The morning session ends with a discussion of the demonstrations and experiments as well as fascist experience in our lives.

Part II focuses on the embodiment of us and them in clinical practice. We will look at how keeping both self and other in mind can be an alternative to the us vs. them and self vs. other dichotomy. After a theoretical introduction we will invite participants to take part in clinical demonstrations of how this can be done.

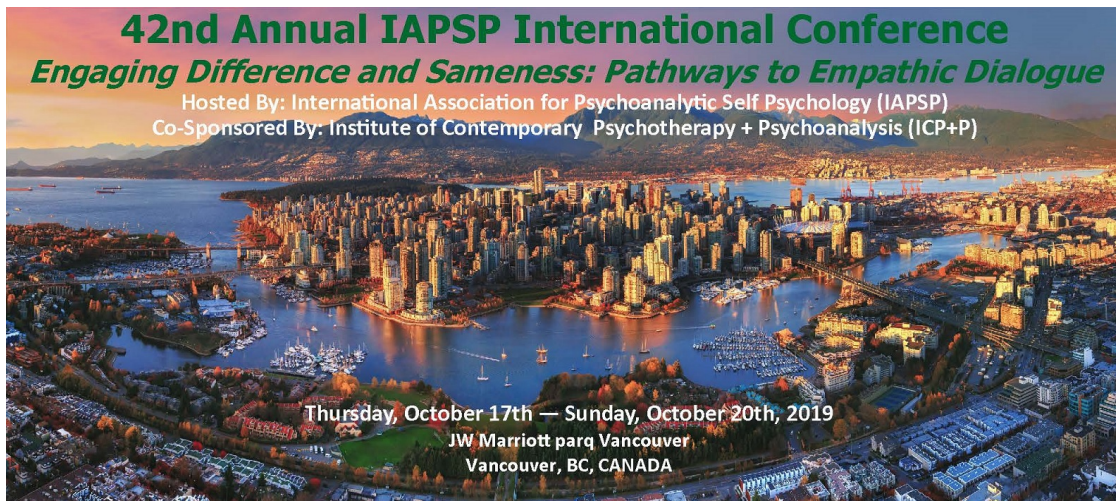
The workshop concludes with a discussion of experiences of the embodiment of us and them in clinical practice.

### Learning Objectives:

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

1. Discuss the ways in which the us-them binary is manifested in today’s world.
2. Describe how trauma paves the way toward fascist experience.
3. Explain how fascist experience is manifested in psychotherapy cults and in psychoanalytic organizations





Thursday, October 17<sup>th</sup>  
1:00 pm – 4:00 pm

Pre-Conference Workshop

**G. Education and Psychoanalysis:  
Enriching Awareness of the Contextualities of Contemporary Subjectivity**

Presenters: John Riker, PhD, Deborah Jean Natoli, PhD, Marcia Dobson, PhD, and Leslie F. Smith, MSW

Moderator: Peter Maduro, JD, PsyD, PsyD

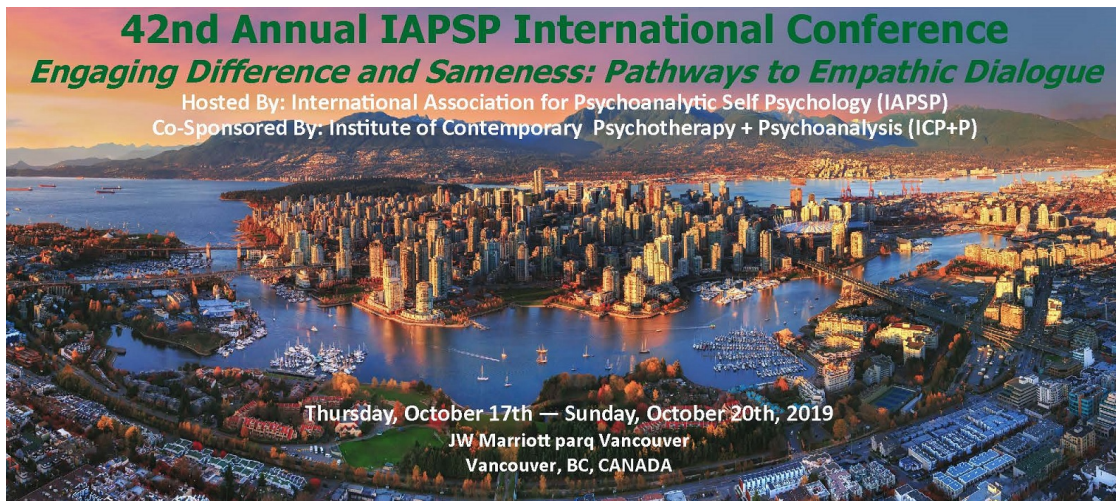
Abstract:

In this workshop we will explore questions about how various social, ethical, and political contexts can influence clinical practice and outcome, and raise questions as to whether psychotherapists are responsible for knowing who they are in terms of embodying socio/political pressures and whether a psychotherapeutic education ought to include moral, social, and political factors that illuminate how the current society is constructing the subjectivity of human beings. Ought such an education include the goals of making psychotherapists more ethical and politically active human beings, as Phillip Cushman seems to advocate? Does the analysis of the structure and dynamics of subjectivity necessarily include an analysis of how social, political, and moral factors play a role in the way clients construct their worlds? If so, what are implications for practice?

Learning Objectives:

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

1. Explain how the social construction of identities relates to the development of the self.
2. Explain how social, political, and ethical considerations can influence and possibly distort psychoanalytic psychotherapy.
3. Explain issues in whether psychotherapeutic education ought to include social, ethical, and political dimensions.
4. Describe one model of psychotherapeutic education involving ongoing workshops for teaching and supervising faculty at psychoanalytic training institutes.



Thursday, October 17<sup>th</sup>  
1:00 pm – 4:00 pm

Pre-Conference Workshop

### H. Climate Changes and the Human Element: A Film and Discussion

Presenter: Charles Strozier, PhD

Moderator: Margaret Sperry, PsyD, MFT

#### Abstract:

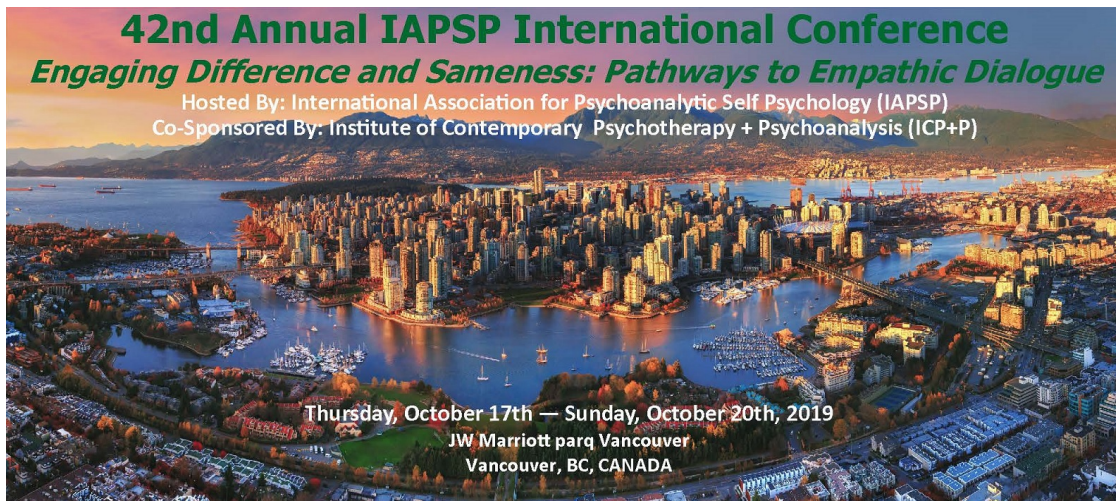
Increasingly, climate change is a topic in our consulting rooms as anxiety builds about the stability of our planet, and both the patient and analyst confront an uncertain future. This session will explore how climate change is affecting humanity, and vice versa. We will watch and discuss James Balog's remarkable documentary about the devastating effects of climate change, "The Human Element." Balog is a prize-winning National Geographic photographer, and his film represents years of work capturing images of the fires and floods, shrinking glaciers, and radical changes in our fragile earth as a result of global warming. This, his most recent work, challenges us to contemplate our place in, and responsibility to, the natural world. The discussion after the film, led by Charles Strozier, will seek to understand climate change in human terms and especially what psychoanalysts have to offer in dealing with the degradation of the planet. How do we help our patients to consider their role in the system of nature? Can we contribute creatively to the political debate that is already at hand and will certainly become radically imperative in future years?

#### Learning Objectives:

At the conclusion of this film and panel discussion, the participant will be able to:

1. Discuss some of the complexities of climate change, including the human interaction on the environment.
2. Analyze the role that humanity can play in changing the direction of climate change.
3. Describe the possibly creative role psychoanalysts can play in the climate crisis.





Thursday, October 17<sup>th</sup>  
1:00 pm – 4:00 pm

Pre-Conference Workshop

### **I. Engaging Sameness and Difference in Couples Therapy: A Self Psychological Intersubjective Approach**

Presenters: Carla Leone, PhD, Heather MacIntosh, PhD, CPsych, and David Shaddock, PhD

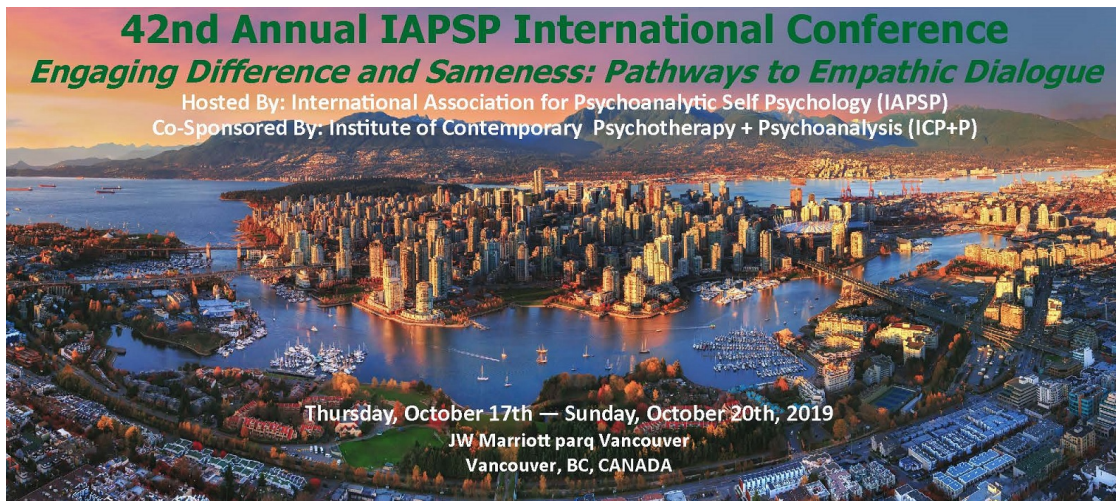
Abstract:

This preconference course will provide an introduction to the basic tenets of a self psychological, intersubjective approach to couples treatment, as illustrated through work with queer couples, who have not been well represented in the psychoanalytic couple therapy literature to date. After a review of basic tenets of the application of self psychology to couples work, issues of sameness and difference will be understood from within a nonlinear systems perspective, in which contexts of otherness, difference and oppression are viewed as part of the dynamic system from which couples experience emerges. Case examples will be used to illustrate key points.

Learning Objectives:

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

1. List three basic tenets of a self psychological, intersubjective approach to couple therapy;
2. Explain the experience of otherness through the lens of Intersubjective Systems Theory.
3. Discuss the intersectionality of queer and trans identities with trauma histories in couples in therapy.



**Thursday, October 17<sup>th</sup>**  
**1:00 pm – 4:00 pm**

**Pre-Conference Workshop**

**J. Escape from Freedom: How the Work of Erich Fromm Informs Our Understanding of the Rise of Authoritarianism Today**

Presenter: Ilene Philipson, PhD

Moderator: Hazel Ipp, PhD

Abstract:

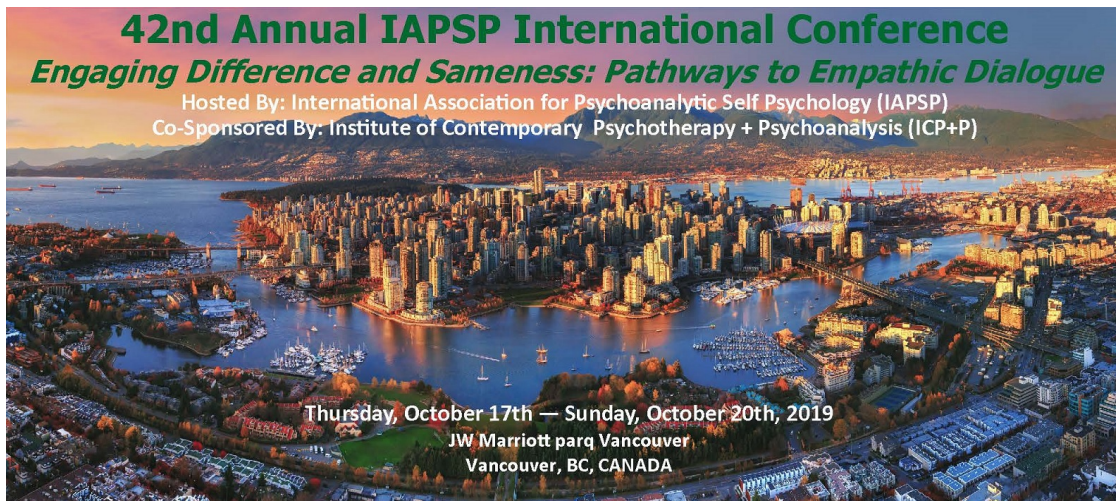
How do we think about the relationship between psychoanalysis and the socio-political? First, we can acknowledge the ways in which the social and the political are fundamentally ingredient in any clinical encounter. Secondly, we can look at the ways psychoanalytic ideas have been exported from the clinic to the social arena in order to influence public opinion and stimulate debate.

This workshop will focus on the psychoanalytic theorist who arguably has had the greatest impact on the latter form of integrating psychoanalysis and the political. Second only to Freud, Erich Fromm (1900-1980) remains the most widely read psychoanalyst in history. Throughout his life, Fromm saw psychoanalysis as a tool to explicate and interrogate contemporary society in order to change it. Psychoanalytic ideas were important to him insofar as they could transform people's---not merely patient's---ways of viewing the world they inhabited.

But Fromm does not serve only as a model of how to export psychoanalytic thinking into the public sphere. His life and work offer guideposts for maintaining hopefulness in troubled times. By addressing the public at large, he believed he could awaken in the alienated, the terrified, the conformist and the existentially lost what lurked within---a capacity for self-governance, positive freedom, authenticity, and the art of loving for all humanity.

In the first half of this workshop we will examine Fromm's contribution and then turn to contemporary authors who have followed in his path: e.g., Cushman, Benjamin, Layton and Frie. The second half will be devoted to a discussion of how participants' practices are rooted in and affected by the socio-political, and secondly, to a conversation about how we can use contemporary psychoanalytic thinking to illuminate and transform the world outside our consulting rooms.





Thursday, October 17<sup>th</sup>  
1:00 pm – 4:00 pm

Pre-Conference Workshop

**J. Escape from Freedom: How the Work of Erich Fromm Informs Our Understanding of the Rise of Authoritarianism Today (*Cont.*)**

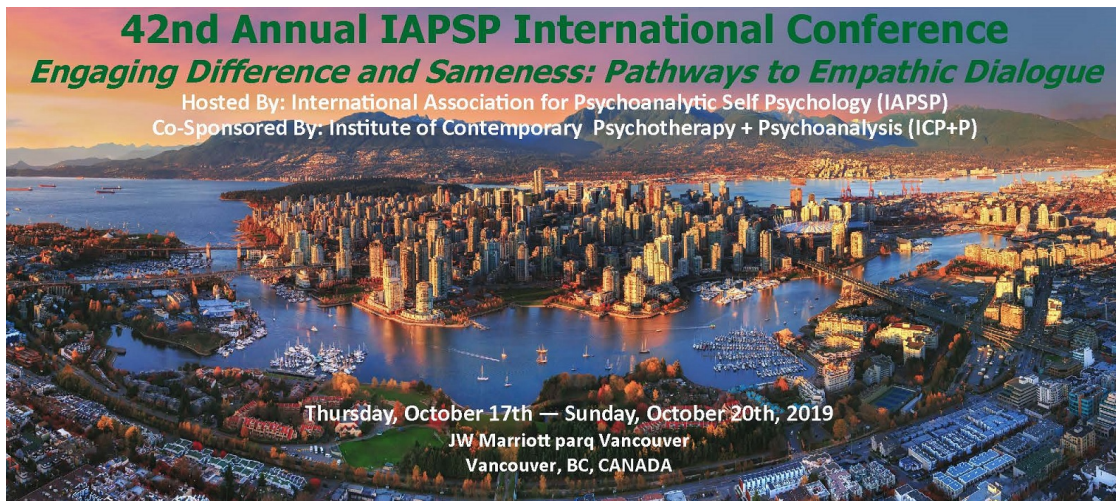
Presenter: Ilene Philipson, PhD

Moderator: Hazel Ipp, PhD

Learning Objectives:

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

1. Describe how Erich Fromm informs psychoanalytic understandings of the rise of authoritarianism around the globe today
2. Explain how by addressing the public at large, Fromm awakened in the alienated, the terrified, the conformist and the existentially lost a capacity for self-governance, positive freedom, authenticity, and the art of loving.
3. Demonstrate ways that Fromm's integration of sociology and psychoanalysis might expand his/her clinical understanding and therapeutic practice.



Thursday, October 17<sup>th</sup>  
1:00 pm – 4:00 pm

Pre-Conference Workshop

### **K. PART TWO\*: Writing the Self in Context and Contexts in the Self: A Clinical Writing Workshop**

**\*THIS SESSION IS A TWO PART PROGRAM WITH THE FIRST SESSION ON THURSDAY MORNING. ENROLLMENT FOR BOTH IS SUGGESTED BUT OPTIONAL.**

Presenter: Suzi Naiburg, PhD, LCSW

#### Abstract:

In the afternoon session of this clinical writing workshop, we will focus on a different set of issues and writing exercises related to the overall theme of writing about the self in context and contexts in the self. Because every story is told from a particular point of view and subject position influences how we tell our clinical stories, we will examine how writers identify and address the influence of their subject position. We will also consider how we make ourselves vulnerable as writers and what “writing vulnerably” (Behar, 1996) might mean. We will employ Margaret Crastnopol’s concept of “micro-trauma” and Derald Wing Sue’s notion of “microaggressions,” (“microassaults, microinsults, and microinvalidations”) as examples of conceptual structures in which to place clinical examples of cumulative “psychic injury” (Crastnopol) and psychosocial trauma.

Because it is challenging to write about particular “political, social, and material contexts” needed to locate “the psychic and the social in a single clinical moment” (Dimen, 2011) without compromising confidentiality, we will discuss thick description, disguise, and confidentiality. Instituting disguise, Layton (1999) notes, has political implications and conservative consequences, because altering identifiable details (such as gender, class, race) may prevent us from challenging the very “inequalities . . . that have made so many ill in the first place.”

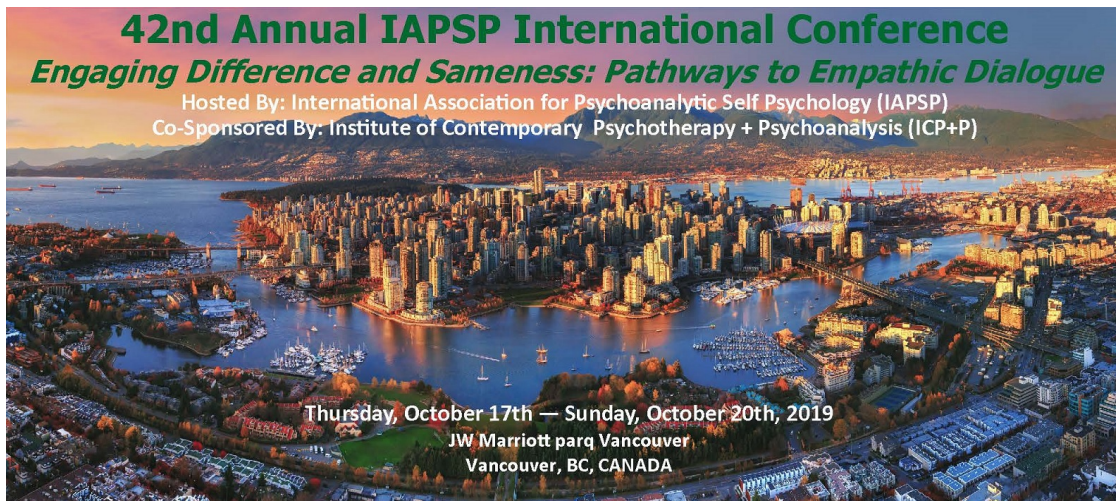
To safeguard the group process, the afternoon session of this workshop is open only to those writers who participate in the morning session.

#### Learning Objectives:

At the end of Part II of this clinical writing workshop, participants will be able to:

1. Identify at least three components of their subject position.
2. Identify at least one conceptual structure in which to place a clinical example of the injuries a person suffers from his/her subject position.
3. Identify at least one way to institute appropriate disguise in clinical writing while also challenging the inequalities that oppress many of our patients.





**Thursday, October 17<sup>th</sup>**  
**1:00 pm – 4:00 pm**

**Pre-Conference Workshop**

### **L. Levinas and the Ethics of Vulnerability**

Presenter: Simone Drichel, PhD

Interlocutor: Leonard Bearne, PsyD, MFT

#### Abstract:

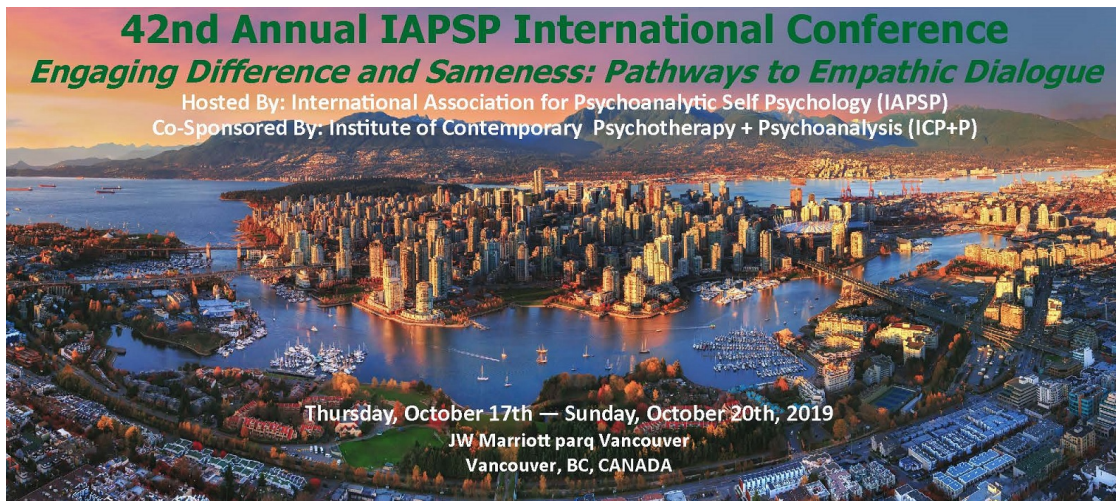
Emmanuel Levinas's ethics has become increasingly influential within psychoanalytic discussions; however, given the enormous difficulty of his writings, the reception and "uptake" of his work within clinical discussions hasn't been straight-forward, and has led to numerous misunderstandings and misreadings.

This workshop seeks to offer an introduction to some of the key themes in Levinas's work, focusing particularly on the question of vulnerability, which Levinas positions as the condition of possibility for ethical relationality. Reflecting on the key role vulnerability plays within (a) Levinasian philosophy and (b) psychoanalysis, the workshop seeks to facilitate a productive conversation between the two disciplines, asking what each might be able to learn from the other. The integration of Levinasian theory with the clinical practice of psychoanalysis will be discussed.

#### Learning Objectives:

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

1. Explain some of the key themes of Levinasian philosophy;
2. Discuss the significance of vulnerability to ethical existence;
3. Describe, from a psychoanalytic perspective, some of the obstacles to ethical subjectivity.



**Thursday, October 17<sup>th</sup>  
1:00 pm – 4:00 pm**

**Pre-Conference Workshop**

### **M. PART TWO\*: The Embodiment of Us and Them**

**\*THIS SESSION IS A TWO PART PROGRAM WITH THE FIRST SESSION ON THURSDAY MORNING. ENROLLMENT FOR BOTH IS SUGGESTED BUT OPTIONAL.**

Presenters: Doris Brothers, PhD and Jon Sletvold, PsyD

#### Abstract:

The “us-them” binary dominates many aspects of our lives as clinicians and members of society. It infiltrates race, religion, ethnicity, class, gender, and sexual orientation, and any context in which we experience a sense of sameness with and difference from other people.

In Part I of this workshop, we focus mainly on its manifestation in fascist experience. While the threat of resurgent fascism, triggered by the rise of ultra-nationalism and the ascendance of brutal, authoritarian leaders has been strongly felt in the political realm, we try to show that the us-them binary of fascist experience is a widespread feature of relational life. We do so by combining two strands of psychoanalytic theorizing: The first strand involves an understanding that trauma creates a readiness for fascist experience and the second involves a focus on human embodiment.

Part I opens with a paper that examines a number of aspects of fascist experience: 1. The fascist leader’s skillful reliance on emotions and avoidance of argument. 2. The fascist leader’s resemblance to fathers in patriarchal families. 3. Fascist experience as generating a sense of collective victimization. 4. Fascist experience as involving narcissistic rage, shame and a lack of empathy so extreme it leads to the dehumanization of others.

Attendees will be invited to participate in demonstrations and experiments that are designed to show how experiences of us and them are embodied. The morning session ends with a discussion of the demonstrations and experiments as well as fascist experience in our lives.

Part II focuses on the embodiment of us and them in clinical practice. We will look at how keeping both self and other in mind can be an alternative to the us vs. them and self vs. other dichotomy. After a theoretical introduction we will invite participants to take part in clinical demonstrations of how this can be done.

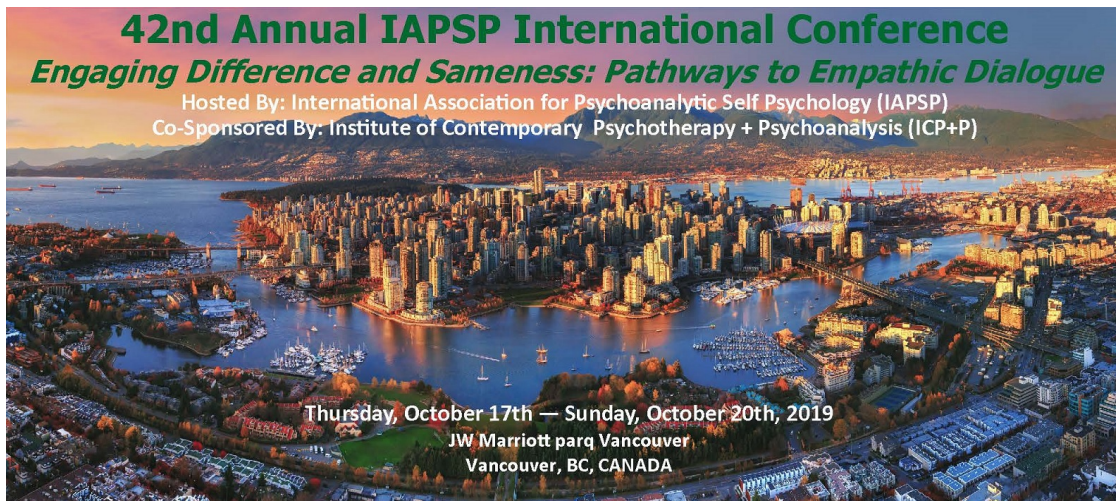
The workshop concludes with a discussion of experiences of the embodiment of us and them in clinical practice.

#### Learning Objectives:

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

1. Describe how a focus on the embodiment of self and other can transform the us-them dichotomy in the clinical setting.
2. Explain how keeping both self and other in mind can be a useful alternative to the us-them and self-other dichotomies
3. Describe how bodily experiences of sameness and difference affect the therapeutic exchange.





**Thursday, October 17<sup>th</sup>**  
**1:00 pm – 4:00 pm**

**N. PART ONE\*: Clinical Workshops with Howard Bacal: Enhancing Therapeutic Possibility by Focusing on the Specificity and Uniqueness of Emergent Process in the Psychoanalytic Dyad**

**\*THIS SESSION IS A TWO PART PROGRAM WITH THE SECOND SESSION ON FRIDAY MORNING. ENROLLMENT FOR BOTH IS SUGGESTED BUT OPTIONAL.**

Presenters: Howard Bacal, MD and Rebecca Harrington, DSW

Abstract:

There will be two workshops. The first workshop will take place in the Pre-Conference, over a period of 3 hours. The second one will be in the Main Conference, over a 1 ½ hour period. Registrants are encouraged to attend both, but may elect to attend either one. (The multiple-session configuration and the continuity of attendance offer enhanced opportunity for in-depth consideration and interaction around clinical material).

The format entails presentation of case material that illustrates psychoanalytic practice from the perspective of specificity theory, along with its discussion by a small working group (a “Balint-type” group). Registrants will comprise a “second tier” of observer/participants who are welcome to question and interact with the presenter and members of the group.

In the first session, following discussion of Dr. Harrington’s prepared presentation, an invitation will be extended to members of the working group to share their own (unprepared) clinical work as spontaneously as possible, to further the exploration of how focusing on the uniqueness of emergent dyadic process enhances therapeutic possibility. In the second session, Dr. Bacal and Dr. Harrington will co-lead discussion of spontaneously offered clinical material.

Learning Objectives:

At the conclusion of these workshops, participants will be able to:

1. Attend more closely to the uniqueness of process between themselves and their patients rather than reaching for structured psychoanalytic concepts in order to understand them.
2. Respond more effectively to their patients by attending more closely to the particularity of reciprocal dyadic process in the moment and over time.
3. Utilize specificity theory’s focus on the uniqueness of dyadic process to recognize the capacities and limitations of therapeutic possibility for any particular patient/therapist couple in the moment and over time.