

43rd Annual IAPSP International Conference

Finding Ourselves in Uncertain Times: Emergent Processes of Change and Transformation

October 20-23, 2022



Pre-Conference Workshops:

AM Session: 8:30 – 11:30am

PM Session: 1:00 – 4:00pm

Registrants to choose one morning and one afternoon session at time of registration.

For a description of the session, it's learning objectives, presenter bios and other details, please click on the session letter. (PRE-CON X)

AM Sessions:

PRE-CON A: Decoding the Nonverbal Language of Infants, Adult Patients, and Couples (part 1)

Presenters: Beatrice Beebe PhD and David Shaddock, PhD, MFT

PRE-CON B: Working with the Leading Edge: Intersubjective Self Psychology. A Powerful Clinical Tool in Uncertain Times

Presenters: George Hagman, LCSW, Peter Zimmermann, PhD., Harry Paul, PhD., Aviva Rohde, PhD.

PRE-CON C: Curving Potential Space: Adapting Our Principles of Analytic Engagement to the Trauma of the Pandemic

Presenters: Steven Stern, PsyD, Sarah Mendelsohn, LCSW, Heather Ferguson, LCSW, Amy Schwartz Cooney, PhD

PRE-CON D: Healing the Self: An Evidence-based Approach

Presenter: William Ketterer, Psy.D

PRE-CON E: Processes of Change and Transformation in Couple Therapy: Comparing The Gottman Method and Couple Therapy Informed by Contemporary Self Psychology

Presenters: Carla Leone, PhD and Michael McNulty, PhD

PRE-CON F: The Cooperative and Sharing Mind. Evolutionary and Developmental Foundations and Clinical Implications

Presenters: Mauricio Cortina, MD, Christian Herreman, MS

PM Sessions:

PRE-CON G: Decoding the Nonverbal Language of Infants, Adult Patients, and Couples (part 2)

Presenters: Beatrice Beebe PhD and David Shaddock, PhD, MFT

PRE-CON H: Clinical Consultation: A Group Discussion of a Clinical Case

Presenters: Shelley Doctors, Ph.D, Rosemary Segalla, PhD

PRE-CON I: Theories of Therapeutic Action in the Evolution of Self Psychology within a Relational World: A Psychoanalytic Conversation

Presenters: Estelle Shane, PhD, James Fosshage, PhD

PRE-CON J: Creating a Clinical Classroom of Transformation: in the pursuit of training clinicians to reduce human suffering in the midst of uncertain times

Presenter: Katherine Williams, PhD, LCSW

PRE-CON K: Enactment

Presenters: Sanford Shapiro, MD, Frank Lachmann, PhD

PRE-CON L: The First Moments of Meeting and Embodied Therapeutic Transformation

Presenters: Doris Brothers, PhD, Jon Sletvold, Psy.D

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Pre-Conference A & G: Decoding the Nonverbal Language of Infants, Adult Patients, and Couples

Presenters: Beatrice Beebe PhD and David Shaddock, PhD, MFT

Thursday, October 20, 8:30 – 11:30am and 1:00 – 4:00pm

Abstract:

Infant research has played an essential role in what has come to be known as the relational turn in psychoanalysis. This daylong workshop will present work on infant research (Beebe), adult treatment (Beebe), and couples treatment (Shaddock). Each of us will discuss the other's work, and we will welcome lively audience participation.

In the morning session, Dr. Beebe will present three models of infant trauma.

- (1) Treatment of Linda and Dan: Mother suicidal at birth (Cohen & Beebe)
- (2) Origins of disorganized attachment at 4 months
- (3) Pregnant and widowed on 9/11

Illustrative video material will be presented. The audience will be led through an embodied interactive role-play of the parent-infant patterns of interaction. Dr. Shaddock will discuss.

The afternoon session will consist of two parts. In the first, Dr. Beebe will present a 13- year ongoing video feedback treatment with a traumatized adult patient who has not looked directly at the faces of other people since she was 12 years old. Dr. Beebe collaborates with Dr. Larry Sandberg, who is the principal therapist in this ongoing 20+ year intensive treatment. In the first hour, Dr. Beebe conducts a regular session, but videotapes her face only. The patient does not want to be videotaped. In the second hour, the patient and Dr. Beebe review the video just made and try to understand what the face and gestures and tones of Dr. Beebe might be communicating. Watching the video gives the patient who cannot look a chance to see the therapist's face without having to be directly in the conversation. Dr Beebe will show videotapes and will discuss how this process helped this patient. Dr. Shaddock will discuss.

In the third part, the focus will be on couples therapy. Dr. Shaddock will present two couples therapy cases, with film and frame-by-frame illustrations of the nonverbal communication in the couple dyad. Dr. Beebe will discuss. These frame-by-frame analysis reveal a level of couples communication that is analogous to the mother-infant communication. Such issues that are primary to mother-infant communication, such as turn taking coordination, approach-withdrawal, and patterns of disruption and repair, are revealed to be salient in adult relationships. Dr. Beebe will discuss.

Learning Objectives:

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

1. Identify three patterns of trauma in mother-infant communication
2. Identify two salient patterns of nonverbal communication in adult treatment
3. Discuss the advantage of a video feedback therapy for a patient who cannot look
4. List two salient patterns of nonverbal communication in adult couples therapy
5. Identify nonverbal disruptions in couples and help them repair them verbally.

Presenter Bios:

Beatrice Beebe, Ph.D. is Clinical Professor of Psychology (in Psychiatry), College of Physicians & Surgeons, Columbia University; Department of Child and Adolescent Psychiatry, New York State Psychiatric Institute. She directs a basic research lab on mother-infant communication. She is faculty at several psychoanalytic institutes, and she has a private practice for adults and mother-infant pairs.

David Shaddock, PhD, MFT is the leader of the IAPSP Couples Therapy Interest Group, and a member of the IAPSP International Council. He is the author of *From Impasse to Intimacy, Contexts and Connections: An Intersubjective Systems Approach to Couples Therapy* and the forthcoming *Poetry and Psychoanalysis: The Opening of the Field*. He is a clinical supervisor at the Wright Institute and the Minnesota Institute for Contemporary Psychotherapy and Psychoanalysis. He maintains a private practice in Berkeley.

References:

Beebe, B. Hoven, C.W., Kaitz, M., Steele, M., Musa, G., Margolis, A., Ewing, J., Sossin, K. M., Lee, S.H. (2020). Urgent engagement in 9/11 pregnant widows and their Infants at 4 months: transmission of trauma. *Infancy, 25*:165–189. DOI: 10.1111/infa.12323

Beebe, B. & Lachmann, F. (2020). Infant Research and Adult Treatment Revisited: Co-Creating Self- and Interactive Regulation. *Psychoanalytic Psychology, 37*, 313–323 doi.org/10.1037/pap0000305

Sandberg, L. & Beebe, B. (2020). A patient who does not look: A collaborative treatment with video feedback. *Psychoanalytic Dialogues, 30*, 479-498

Shaddock, D. (2020) The intersubjective origins of experience of sameness and difference: Precursors to bias or tolerance? *Psychoanalysis, Self and Context 15*:4,256-362.

Shaddock, D. (2017). Un sistema triadico di sviluppo. Le applicazioNi dell' *infant research* al trattamento di coppia. (Italian translation of A triadic developmental system: Implications of infant research for couples treatment. In Casellano, R. & Bonucci, C. eds. *Un Poltrona Per Tre*. Milan: Franco Angeli.

Shaddock, D. (2016). Intimate relationship as developmental matrix: A review of Phillip Ringstrom's *A Relational Approach to Couples Psychotherapy*. *Psychoanalysis Self and Context 11*:1, 89-92.

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Pre-Conference B: Working with the Leading Edge: Intersubjective Self Psychology. A Powerful Clinical Tool in Uncertain Times

Presenters: George Hagman, LCSW, Peter Zimmermann, PhD., Harry Paul, PhD., Aviva Rohde, PhD.

Thursday, October 20, 8:30 – 11:30am

Abstract:

The pre-conference workshop combines an overview of Intersubjective Self Psychology with an application of the approach to critical contemporary issues. The participants will gain an in-depth understanding of one of the most clinically relevant analytic theories of the past several decades, fully updated and informed by recent developments regarding the significance of the leading edge in successful analytic treatment. Most importantly, the workshop will provide two in-depth clinical reports, which demonstrate in detail how working with the leading edge contributes to an understanding of problems which characterize our uncertain times and aides us in the development of effective interventions.

Learning objectives:

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

1. Apply the core principles of ISP in clinical assessments
2. Describe the specific intersubjective dynamics of patient and therapist ushered in by the pandemic.
3. Evaluate the strengths and resiliency of a community and develop interventions to support them.
4. Use Intersubjective Self Psychology to develop an analysis of the current political turmoil.

Presenter Bios:

Peter B. Zimmermann, PhD, LP, is a Founding Member of TRISP, The Training and Research in Intersubjective Self Psychology Foundation in New York, where he is a Member of the Board of Directors, Senior Faculty, and Training and Supervising Analyst. He is the former President of the Training Institute of NPAP, The National Psychological Association for Psychoanalysis (2016-2021) where he is a Member of the Board of Directors, Senior Member, Training and Supervising Analyst, and Faculty Member. He is on the Editorial Board of *The Psychoanalytic Review*. He is co-editor and contributing author of *Intersubjective Self Psychology: A Primer* (Routledge 2019), and guest editor and contributing author of the *Special Issue of The Psychoanalytic Review* on Kohut, Vol 108, Number 2, June 2021. He has been in private practice in New York City since 1978. In addition to working with individuals and couples, he runs private supervision and study groups in Intersubjective Self Psychology.

George Hagman, LCSW is a clinical social worker and psychoanalyst in private practice in Stamford, CT and New York City. He is the author of *Aesthetic Experience: Beauty, Creativity and the Search for the Ideal*

(2005), *The Artist's Mind: Creativity, Modern Art and Modern Artists* (2010), and *Creative Analysis: How Art Can Inform Clinical Practice* (2014). He is co-editor and author of *Intersubjective Self Psychology: A Primer*, Routledge, 2019.

Harry Paul, PhD, is a clinical psychologist in private practice in New York City and Chappaqua, New York. He is a founding member, past president, faculty, supervisor and training analyst at the Training and Research Institute in Intersubjective Self Psychology. He is the co-author of *The Self Psychology of Addiction and Its Treatment: Narcissus in Wonderland* and he has co-authored papers on addiction and Self Psychology. He is co-editor and author of *Intersubjective Self Psychology: A Primer*, Routledge, 2019. Dr. Paul currently sits on the international Council of IAPSP

Aviva Rohde, PhD, LP is a senior faculty member at the Training and Research in Intersubjective Self Psychology Foundation. A psychologist and psychoanalyst, she is in private practice in New York City where she treats adults, adolescents and couples. She is a contributing author in *Intersubjective Self Psychology: A Primer*, to be published in May, 2019.

References:

Stolorow, R. (2013). Intersubjective-Systems Theory: A Phenomenological-Contextualist Psychoanalytic Perspective. *Psychoanalytic Dialogues*, 23(4), 383-389.

Boyraz, G. & Tigershtrom, A. (2021). Engagement in Meaningful Activities and Psychological Distress During the COVID-19 Pandemic. *Journal of Loss and Trauma*, published online.

Schmidt, V. (2017). Theorizing Ideas and Discourse in Political Science: Intersubjectivity, Neo-Institutionalisms, and the Power of Ideas. *Critical Review*, 29(2), 248-263.

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Pre-Conference C: Curving Potential Space: Adapting Our Principles of Analytic Engagement to the Trauma of the Pandemic

Presenters: Steven Stern, PsyD, Sarah Mendelsohn, LCSW, Heather Ferguson, LCSW, Amy Schwartz Cooney, PhD

Thursday, October 20, 8:30 – 11:30am

Abstract:

In this workshop we consider the question: Has the experience of working through the pandemic, especially the adaptation to remote therapy, altered or affected our ideas about therapeutic action and transformation, and if so, how have they changed? Four psychoanalysts of different, though harmonious, theoretical orientations will seek answers to the question by way of case examples and group discussion. Winnicott's idea of potential space plays centrally in our thinking, but it is a view of potential space that has been fleshed out by relational, intersubjectivity, complex systems and field theories. During the past two years we all have been doing our best to continue meeting our patients in generative potential space through the screen and over the phone. In the process, we have been transformed by the changes in our world(s), including our work worlds, and our ways of working have, inescapably, been transformed as well. In this workshop our focus is on comprehending these transformations and incorporating them into our thinking about therapeutic process and action. *We argue, in effect, that only by allowing ourselves to be transformed, and thereby becoming able to adaptively "curve the potential space" that is being generated uniquely with each of our patients, will we be able to analytically meet our patients in our changed world(s).* Three of the presenters (Stern, Ferguson and Schwartz-Cooney) will illustrate this "curve in potential space" through clinical vignettes. The fourth (Mendelsohn) will offer some discussion and invite participants to share their reactions as well as their own clinical stories, dilemmas and creative solutions.

Learning Objectives:

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

1. Identify one or more specific examples of how their own adaptation to working remotely has altered or affected their ideas about therapeutic action and transformation.
2. Demonstrate the paradox that working during the pandemic has necessitated radical changes in the traditional analytic frame and a profound adjustment to remote therapy, while at the same time potentially remaining fully analytic and relational.
3. Describe how heightened attunement to the nonverbal realm enhances the creation of a potential space between therapist and patient particularly with remote therapy.
4. Discuss how psychoanalysis in virtual space can present opportunities for creative and vitalizing interactions that can expand potential space in certain treatments where shame and trauma are predominant, while forestalling potentials for intersubjective contact in more affectively unrelated dyads.

Presenter Bios:

Heather Ferguson, LCSW, is faculty and supervisor at the Institute for the Psychoanalytic Study of Subjectivity and the National Institute for the Psychotherapies in NYC. She teaches courses on contemporary self-psychology, trauma, intersubjectivity theory and the treatment of disordered eating. She is Co-Book Review Editor for *Psychoanalysis, Self and Context*, and has chapters in *Ghosts in the Consulting Room: Echoes of Trauma in Psychoanalysis*, (Eds, Harris, Kalb, and Klebanoff) and *Art, Creativity, and Psychoanalysis: Perspectives from Analyst-Artists*, (Ed., Hagman).

Sarah Mendelsohn, LCSW, is a faculty member and supervisor at the Institute for the Psychoanalytic Study of Subjectivity and The Manhattan Institute for Psychoanalysis and Psychotherapy. She has written and presented on the analyst's subjectivity, and she is an Associate Editor of the International Journal of Psychoanalytic Self Psychology: *Psychoanalysis, Self and Context*. She is a psychoanalyst and clinical supervisor in private practice in New York City.

Amy Schwartz Cooney, Ph.D is on faculty at the NYU Post-Doctoral Program in Psychoanalysis and Psychotherapy, as well as the Stephen Mitchell Center for Relational Studies. She is Board Director/Faculty/Supervisor at the National Institute of the Psychotherapies (NIP) and teaches in the National Training Program (NTP). She is also Joint Editor in Chief of *Psychoanalytic Dialogues*. She recently contributed to and co-edited a book, published by Routledge: *Vitalization in Psychoanalysis: Perspectives on Being and Becoming* (2021). She is particularly interested in object relational integrations in contemporary Relational psychoanalysis. She is in private practice in New York City where she also consults and leads study groups, on-line and in person.

Steven Stern, PsyD is a faculty member of the Massachusetts Institute for Psychoanalysis and the Institute for the Psychoanalytic Study of Subjectivity (NYC), and is Clinical Associate Professor of Psychiatry at Maine Medical Center and Tufts University School of Medicine. He is a member emeritus of the International Council of the International Association of Psychoanalytic Self Psychology and serves on the editorial board of *Psychoanalysis, Self, and Context*. He has been a frequent contributor to the contemporary psychoanalytic literature, with a particular interest in theoretical integration. His book, *Needed Relationships and Psychoanalytic Healing: A Holistic Relational Perspective on the Therapeutic Process* was published by Routledge in 2017 in the "Psychoanalysis in a New Key Book Series." He is currently working on a second book, *Airless Worlds and the Resumption of Psychic Breathing*. Dr. Stern practices in Portland, ME with specializations in psychoanalysis, psychodynamic psychotherapy, couples therapy, and clinical supervision/consultation.

References:

Harris, A. (2021). The Pandemic in America: A Crisis for Democracy, *Psychoanalytic Inquiry*, 40, 363-377.

Levine, L. (2016). A mutual survival of destructiveness and its creative potential for agency and desire. *Psychoanalytic Dialogues*, 26, 36 – 49.

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Schwartz Cooney, A. and Sopher, R. (2021). *Vitalization in psychoanalysis, perspectives on being and becoming*, Oxford, UK : Routledge

Sletvold, J. (2014). *The Embodied Analyst: From Freud and Reich to relationality*. NY: Routledge.

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Pre-Conference D: Healing the Self: An Evidence-based Approach

Presenter: William Ketterer, Psy.D

Thursday, October 20, 8:30 – 11:30am

Abstract:

This workshop summarizes an applied, manualized, self psychology treatment model—Healing the Self. I developed Healing the Self to provide school teachers, counselors and others a viable alternative to directive therapy and behavioral management approaches. The Healing the Self model is the foundation for my self psychology textbook, *Reducing Anger and Violence in Schools: An Evidence-Based Approach*. This work won the 2021 American Psychological Association (APA) *Distinguished Contributions of Applications of Psychology to Education and Training Award*. The book manualizes self psychology into three dialectical elements: idealizing transference, twinship transference or belonging, and empathy. Moreover, the Healing the Self model is broad enough to encompass most contemporary, self psychology-informed treatments, while specific enough to fit within the community of Evidence-Based Practices (EBP). Using existing literature matched with current neuroscience, I demonstrate how Healing the Self not only meets, but surpasses, EBP criteria.

This workshop is organized into three phases. First, participants learn the foundation of Healing the Self. Second, I review a selection of the existing literature supporting the evidence of psychodynamic treatments as well as examine the current neuroscience investigating empathy and belonging. Third, participants play an engaging, hands-on empathy teaching activity.

Learning Objectives:

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

1. Apply a practical understanding of Healing the Self, a streamlined, self psychology treatment approach.
2. Describe key self-psychological concepts such as anger and violence as a means of protecting a vulnerable self.
3. List the elements necessary for a treatment to be evidence-based and why self psychology qualifies as a member of the community of Evidence-Based Practices.
4. Describe the use of empathy as a means of data collection and as a foundation for understanding others. This is accomplished by introducing a hands-on, empathy-based learning activity.
5. Compare the Healing the Self Model to traditional self-psychological treatments.

Presenter Bio:

I am a clinical psychologist practicing in rural Vermont, and currently serving as the Clinical Director of the White River Valley Supervisory Union, an eight school, school district. My responsibilities include: providing psychotherapy, supervision, training, consultation, and directing the Restorative Classroom. Our counseling model and alternative program is based on the Healing the Self therapy model. It has been well-received and the model has been replicated in Vermont and in New Hampshire. In my role, I provide faculty consultations, in which I invite teachers and counselors to engage empathically with troubled children.

References:

Ketterer, W. (2021). Award for distinguished contributions of applications of psychology to education and training. *American Psychologist*, 76(9), 1504–1505.

Ketterer, W. (2020). *Reducing anger and violence in schools: An evidence-based approach*. Routledge.

Rentrop, C.B. (2021). Review of the book *Reducing anger and violence in schools: An evidence-based approach*, by W. Ketterer. *Psychoanalytic Psychology*, 38(4), 356-358.

Sacramone, A.M. (2022). A self psychological approach to healing relationships in K-12 schools: Book review essay on *Reducing anger and violence in schools: An evidence-based approach*. *Psychoanalysis, Self and Context*, 17(1), 133-136.

Young, E. (2021). The restorative classroom: A psychoanalytic playground in a public school. *Division/Review* 25: Fall 2021.

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Pre-Conference E: Processes of Change and Transformation in Couple Therapy: Comparing The Gottman Method and Couple Therapy Informed by Contemporary Self Psychology

Presenters: Carla Leone, PhD and Michael McNulty, PhD

Thursday, October 20, 8:30 – 11:30am

Abstract:

This course will present the basic tenets of two major models of couple therapy – the Gottman Method and couple therapy informed by contemporary self psychology – and compare and contrast them, with an eye toward how the two approaches might usefully inform each other. An overview and summary of The Gottman Method will be presented by an expert in this approach, who has trained with the model's founders, followed by an overview and summary of couple therapy informed by contemporary self psychology by an expert in that approach. The two approaches will then be compared and contrasted, and areas in which cross-fertilization of the two might be fruitful will be highlighted. Finally, a recording of a Gottman Method therapist working with a couple will be played and discussed by both presenters in light of the concepts just presented. Audience participation will be encouraged and facilitated throughout the presentation.

Learning Objectives:

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

1. Explain the basic tenets of The Gottman Method of couple therapy.
2. Explain the basic tenets of couple therapy informed by contemporary self psychology.
3. List three similarities and three differences between the two models.
4. List ways the two approaches might be enhanced by incorporating concepts from the other.

Presenter Bios:

Carla Leone, Ph.D., is the director of a group private practice just outside of Chicago, and on the faculty of the Chicago Psychoanalytic Institute and the Institute for Clinical Social Work in Chicago. She directs a certificate program in Integrative Psychoanalytic Couple Therapy that is co-sponsored by both institutions. She is also Secretary of the International Association for Psychoanalytic Self Psychology (IAPSP), co-chairs its Membership Committee and its Online Education Committee, and co-founded IAPSP's Couples Therapy Interest Group and chaired it for many years. She is the author of several published papers on couple and family therapy and one on the "unseen spouse" of patients in individual therapy, and is currently working on a book on self psychology-informed couple therapy.

Mike McNulty, PhD is a psychotherapist, consultant, master trainer, and teacher with over 30 years of experience.

He became a certified Gottman Relationship Therapist in 2005. Since that time, he has led all 3 levels of Gottman trainings at The University of Chicago's School of Social Service Administration's Professional Development Program. He has also presented Chicago area Gottman Art and Science of Love Workshops, at least twice per year, since 2007. Mike founded The Chicago Relationship Center in 2014, which offers Gottman trainings and workshops, and has produced workshops led by Dan Wile, PhD.

Mike has taught at the doctorate level for over 10 years. He was an affiliate professor at The Chicago School of Professional Psychology and a visiting instructor at The Institute for Clinical Social Work. He currently teaches a course on The Gottman Method at Concordia Irvine. The Courses he has taught include couple therapy, psychopathology, international intervention, and trauma and attachment disorders. His other areas of clinical expertise include the emotional aspects of attention deficit disorder and learning disabilities.

Mike's international training efforts have focused on Sri Lanka. Since the tsunami of 2004, he has traveled to Sri Lanka twice per year (22 times to date) to teach Sinhalese and Tamil lay counselors courses on basic counseling skills. He received 5 Fulbright Specialist grants for his work in 2010, 2014, and 2015. He was one of the first Gottman therapists to lead Gottman training in a foreign country, and made presentations on his international training efforts at Gottman Conferences.

His publications include "Dyslexia and the Life Course", a feature article summarizing his research in the Journal of Learning Disabilities, and a text book chapter with Drs. John and Julie Gottman on affair recovery. In addition to see clients on a weekly basis, he also regularly provides intensive or marathon therapy.

References:

- Leone, C. (2021). The application of contemporary self psychology to couple psychotherapy. *Couple and Family Psychoanalysis, 11*(2), 170–186.
- Leone, C. (2018). Response to MacIntosh's review and discussion of the psychoanalytic couple therapy journal literature: A self psychological, intersubjective perspective. *Psychoanalytic Inquiry, 38* (5), 387–398.
- Gottman, J. M. & Gottman, J. (2017). The natural principles of love. *Journal of Family Theory & Review, 9*, 7–26.
- Gottman, J. M, Driver, J, & Tabares, A. (2015). Repair during marital conflict in newlyweds: How couples move from attack-defend to collaboration *Journal of Family Psychotherapy, 26*, 85-108.

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Pre-Conference F: The Paradoxical Nature of Good and Evil:

What the New Evolutionary and Developmental Science is Telling us About What Makes Us Human

Presenters: Mauricio Cortina, MD, Christian Herreman, MS

Thursday, October 20, 8:30 – 11:30am

Abstract:

There are three central themes to this presentation:

1. The main outcome during a first phase of human evolution was to create a cooperative mind built to communicate and share experiences through gestures, emotions, motivations, and the capacity to identify with others. The emergence of shared social norms supported all these developments. During a second phase of human evolution, the combination of these relational motivations and capacities created a new form of evolution, cultural evolution. Cultural evolution is based on the cumulative transmission of knowledge through thousands of generations and the emergence of symbolic capacities and language. Biological evolution based on genes and cultural evolution based on the cultural transmission of knowledge evolved together.
2. The five key motivations and socio-cognitive capacities of our cooperative and sharing mind can be seen during development. They are:
 - i. The development of secure attachments as a basis of trust and exploration.
 - ii. Social engagement and affiliative motivations. These motivations are associated with a tendency to help others and feel sympathy for them. These motivations are intrinsic (do not depend on external rewards) and can be seen early in development.
 - iii. Capacities to identify with others through imitation, emotions, and gestures; to see the social world from multiple perspectives; and to mentalize self and others.
 - iv. Shared values that are internalized and are adaptive to the cultures we grew up in
 - v. Pre-verbal communications based on gestures emotions and imitation, and verbal communications based on symbolic capacities, autobiographical memory and the syntactic and lexical structure of language. The combined effects of these capacities allows for simultaneously and multiple perspectives on the past, present and future, and infinite ways to tell stories.
3. These five dimensions of a cooperative and sharing mind are foundational for the practice of relational/self psychological approaches to psychoanalyses and psychotherapy.

Learning Objectives:

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

1. Name five major adaptations that made us human.
2. Discuss why it is important to the healthy adaptation of individuals and societies that these adaptations show up early in development.
3. Describe how each of these five dimensions is critical for the practice of psychotherapy.

Presenter Bios:

Mauricio Cortina, MD is the Director, Center for the Study of Attachment, Evolution and Human Development, Washington School of Psychiatry.

He is a Faculty member, Washington School of Psychiatry and Institute for Contemporary Psychotherapy and Psychoanalysis, Washington DC.

He was the recipient of the 2019 John Bowlby and Mary Ainsworth Award.

Christian Herreman, MS is a Mexican Psychoanalyst living and working in Mexico City. For over 15 years he has collaborated with Pro Niños de la Calle, a nonprofit organization that works with street population and at risk families. Together, we developed the Triple Stance Framework. By combining attachment theory, social psychology and evolutionary psychology, we increased our understanding of the different dimensions of our consultants' minds. This in turn gave us a better perspective in order to plan and coordinate our interventions aimed at promoting autonomy without compromising security within families, communities or individuals.

He is a founding member of the Iberoamerican Attachment Network and a member of the International Attachment Network.

He is also Director of Enso, a center for the study and practice of reflexive disciplines, such as Meditation, Martial Arts and Psychotherapy. He has collaborated in several book chapters and edited, with Sonia Gojman de Millan and Allan Sroufe the book, *Attachment Across Clinical and Cultural Perspectives*, published by Routledge in 2017.

References:

Cortina, M. and Liotti, G. (2014). An Evolutionary Outlook on Motivation: Implications for the Clinical Dialogue. *Psychoanalytic Inquiry*, 34, 864-899.

Cortina, M. (2017). Adaptive flexibility, Cooperation, and Prosocial Motivations: The Emotional Foundations of Becoming Human. *Psychoanalytic Inquiry* 27, 433- 435.

Herreman, C. (2022) Niños sin padres, niños de la calle. En Wolfberg, E., Marrone, M., (Comp.) Parentalidad y teoría del apego (Vol.2) Dificultades de la parentalidad -Formas de intervención. Madrid. Editorial Psimatica.

Herreman, C., (2017) El Gesto Mimético en Psicoanálisis. En Cortina, M., Marrone, M., (Comp.) Apego y Psicoterapia. Un paradigma revolucionario. Madrid. Editorial Psimatica.

Gojman-de-Millan, S., Herreman, C., Sroufe, A. (Eds) (2016) Attachment Across Clinical and Cultural Perspectives. NY. Routledge.

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Pre-Conference H : Clinical Consultation: A Group Discussion of a Clinical Case

Presenters: Shelley Doctors, Ph.D, Rosemary Segalla, PhD

Thursday, October 20, 1:00 – 4:00pm

Abstract:

A volunteer who has prepared for the occasion will present a clinical case, telling the participants why this case was chosen, the questions that may have led to the choice, and what the presenter hopes to gain from the discussion that occurs in the group. Two experienced clinicians will participate and lead the conversation that comprises approximately 2/3 of this pre-conference workshop.

Learning Objectives:

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

1. Explain how experienced clinicians create case formulations
2. Discuss ways in which case formulations may change as clinical information emerges to clarify the formulation
3. Describe the utilities of revising one's case formulation, as clinical information develops

Presenter Bios:

Dr. Shelley Doctors, PhD is a clinical psychologist/psychoanalyst, faculty member and Supervising Analyst at the Institute for the Psychoanalytic Study of Subjectivity, the National Institute for the Psychotherapies, and at the Institute for Contemporary Psychoanalysis and Psychotherapy in Washington, D.C. She is immediate past President of the International Association for Psychoanalytic Self Psychology. Previously, she served as Secretary of the International Society for Adolescent Psychiatry and Psychology for 12 years. Her 47 book chapters and peer-reviewed journal articles focus on self psychology, intersubjectivity, and adolescence. Additionally, she has lectured nationally and internationally on over 190 occasions. Along with Bernard Brandchaft and Doriene Sorter, she co-wrote and co-edited *Toward an Emancipatory Psychoanalysis: Brandchaft's Intersubjective Vision*, published in June 2010 by Routledge Press.

Rosemary Segalla, PhD., ABPP, CGP, FAGPA, has been conducting, teaching and publishing about group psychotherapy for thirty-five years. Her primary focus is on self-psychological, intersubjective and relational themes as they apply to working with groups as well as with couples. Doctor Segalla is on the faculty of the Group Psychotherapy Training Program of the Washington School of Psychiatry, Washington, DC. She is cofounder and director emeritus of the Institute of Contemporary Psychotherapy and Psychoanalysis, Washington, DC where she serves on the faculty. She is also a member of the International Association of

Psychoanalytic Self Psychology governing council. In 2013 Doctor Segalla was honored as a Fellow of the AGPA, the American Group Psychotherapy Association. She maintains a private practice specializing in individual, couple and group treatment.

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Pre-Conference I : Theories of Therapeutic Action in the Evolution of Self Psychology within a Relational World: A Psychoanalytic Conversation

Presenters: Estelle Shane, PhD, James Fosshage, PhD

Thursday, October 20, 1:00 – 4:00pm

Abstract:

Like all other psychoanalytic theories, Self Psychology has evolved considerably over the years. One emergent paradigm has come to be referred to as Relational Self Psychology. James Fosshage and Estelle Shane, two major contributors to that evolution will focus specifically on the transformative changes in the theories of therapeutic action and their implications for clinical practice. Clinical material will be discussed in detail. The format will be a conversation between these two protagonists spontaneously play off one another, creating a psychoanalytic ensemble. Participants will have the opportunity to add their own 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 it changed over time.
2. Explain how further evolution of the theory and practice of Self Psychology led to Relational Self Psychology
3. Describe the new theories of therapeutic action within Relational Self Psychology and the corresponding changes in clinical practice.

Presenter Bios:

James L. Fosshage, PhD., is Founding President and Council Member, International Association for Psychoanalytic Self Psychology (IAPSP); Advisory Board Member, International Association for Psychoanalysis and Psychotherapy (IARPP); Co-founder, Board Director, Faculty member and Supervisor, National Institute for the Psychotherapies (NYC); Founding Faculty Member and Supervisor, Institute for the Psychoanalytic Study of Subjectivity (NYC); and Clinical Professor of Psychology and Consultant, New York University Postdoctoral Program in Psychotherapy and Psychoanalysis (Co-founder of the Relational Track). Author of over 130 psychoanalytic publications and 10 books, his most recent book, co-authored with Joseph Lichtenberg and Frank Lachmann, is entitled *Narration and Meaning* (2017). His website is www.jamesfosshage.net.

Estelle Shane, Ph.D. is a Founding Member, Member of the Board of Directors, Faculty member and Training and Supervising Analyst, The Institute for Contemporary Psychoanalysis, Los Angeles; Faculty Member and Training and Supervising Analyst, The New Center for Psychoanalysis, Los Angeles; Past President and Council Member, International Association of Psychoanalytic Self Psychology (IAPSP); Advisory Board Member, International Association for Relational Psychotherapy and Psychoanalysis (IARPP); Adjunct Faculty, UCLA Department of Psychiatry, Los Angeles; Consulting Editor, *Psychoanalytic Inquiry*; Editorial Board, *Self and Context*; author of numerous publications; and co-author (with M. Shane and M. Gales) of: *Intimate Attachments: A Developmental Systems Self Psychology*, Routledge, 1997.

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**Pre-Conference J: Creating a Clinical Classroom of
Transformation: in the pursuit of training clinicians to reduce human suffering in the midst of uncertain
times**

Presenter: Katherine Williams, PhD, LCSW

Thursday, October 20, 1:00 – 4:00pm

Abstract:

Increasingly large numbers of people seek out mental health treatments globally each year in response to a variety of societal stressors. It has become critically important to train skilled psychoanalytically orientated clinicians to better meet the need for patient care. This workshop will explore techniques to more effectively train graduate and post-graduate mental health students to become skilled clinicians. The workshop will explore the needed pedagogical stance of the instructor -- in particular the ways in which self psychology can be used to create classrooms of high engagement and vitality for trainees. Drawing on the best practices currently being employed in higher education, the workshop will also provide guidance on practical skills needed to create an environment that supports student learning. The workshop will cover considerations when designing a syllabus and lesson plans, and how to use technology to promote student engagement while not overwhelming the instructor with technical demands.

An increasing number of psychoanalytically based training institutions are admitting international students and offering classes via Zoom or similar virtual platforms. The workshop will explore best practices in teaching in virtual and hybrid classrooms, in which some students are onsite and others are in the classroom virtually. Strategies will be explored to create classrooms that promote collaborative dialogue and support the needed learning for students to emerge from the clinical training process as skilled clinicians.

Learning Objectives:

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

1. Articulate the use of self psychology theory in their pedagogical practices and how it improves teaching effectively.
2. Demonstrate the ability to engage in technical skills of teaching, such as the effective design of a syllabus and lesson plans, and how to more effectively use technology in the classroom.
3. Create classrooms that promote learning and dialogue when simultaneously teaching onsite students and students joining the classroom via virtual technology.

Presenter Bio:

Katherine Williams, Ph.D., LCSW has a private practice in which she provides treatment to adults, children and couples. She is also an adjunct faculty at Loyola University Chicago, School of Social Work where she teaches human development and psychopathology to graduate and undergraduate students. In addition,

she has taught a psychoanalytic theory survey course to doctoral students at the Institute for Clinical Social Work (ICSW). Katherine is also a faculty member at the American Institute for Psychoanalysis (AIP) where she teaches self psychology to local and international candidates. She also teaches self psychology, research methods and conducts case conferences in a variety of psychoanalytic institute's internationally. Katherine is also a qualitative researcher and conducts research related to patient's experience of psychoanalysis and engages in research related to best practices in pedagogy as it relates to university based teaching.

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Pre-Conference K: Enactment

Presenters: Sanford Shapiro, MD, Frank Lachmann, PhD

Thursday, October 20, 1:00 – 4:00pm

Abstract:

Freud was a genius who discovered the “talking cure.” He found that talking with patients could be therapeutic. However, all the reasons he thought talking helped can now be updated and revised.

Freud believed people were motivated by unconscious forbidden sexual and aggressive strivings that had to be resisted and defended against. Talking, that is associating freely without imposing censorship on your thoughts was a way around the unconscious repression barrier leading to insight. The analyst was an objective observer not personally involved.

Kohut taught us that people are motivated to grow and develop. From that vantage point sexual and aggressive strivings are better understood as reactions to trauma in early relationships. Then talking with patients serves to develop a relationship where the patient feels understood and connected.

This connection between patient and analyst enables a derailed developmental process to resume. Infant researchers have found that the interactions between mothers and infants – such as ongoing regulation, disruption and repair, and heightened affective moments (Lachmann, F.M. and Beebe, B.A., 1996) – can be replicated in the analytic relationship.

Freud's ideas about the unconscious have also been revised. Because Freud believed that much of what was in the unconscious was at one time conscious and became repressed, there was no place for early experiences before the time of speech. Infant researchers have developed the concept of the two-person, procedural unconscious (Lyons-Ruth, K. 1999) where early relational patterns become organized.

Much of what takes place between patient and analyst is not verbal, but nevertheless leads to new procedural relational patterns. In ego psychology enactments were thought to be bad because only insight was considered therapeutic. In this workshop we will show that enactments are an ever present part of treatment that can lead to new relational experiences which transform older, problematic ways of being in relationships.

In classical analysis, the only therapeutic factor is interpretation leading to insight. Relational experiences are put down as “acting out,” and as parameters that must be undone.

Kohut taught us that aspects of the therapeutic relationship, the selfobject experiences, are vital to cure. Disruption and repair, Kohut said, is both part of normal development and part of the psychoanalytic process. The term “enactment” includes both disruption and repair and new relational experiences that lead to new procedural ways of being in a relationship.

In this workshop we will review the contemporary thinking and research findings that help us understand all the things taking place between two people moment by moment that we think of as the psychoanalytic process.

Learning Objectives:

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

1. Describe the concept of non-conscious procedural memory.
2. Explain the principles of salience in normal development and the psychoanalytic process.
3. Discuss the role of the analytic relationship in the patient's growth and development.

Presenter Bios:

Frank M. Lachmann, PhD. is a teacher and supervisor and a member of the Founding Faculty of the Institute for the Psychoanalytic Study of Subjectivity, New York; and a Clinical Assistant Professor, in the NYU Postdoctoral Program in Psychotherapy and Psychoanalysis. He is author or co-author of more than 150 journal publications. He has been a co-author with Joe Lichtenberg and Jim Fosshage of six books, most recently *Enlivening the Self* (Routledge, 2015) and *Narrative and Meaning*, (Routledge, 2017). With Beatrice Beebe he wrote *Infant Research and Adult Treatment: Co-Constructing Interactions* (Analytic Press, 2002) *The Origins of Attachment* (Routledge, 2014) and *The Mother-Infant Interaction Picture Book* (with Beebe and Cohn, Norton, 2016). He is sole author of *Transforming Aggression: Psychotherapy* (Aronson, 2000) and *Transforming Narcissism: Reflections on Empathy, Humor, and Expectations* (Analytic Press, 2008). He is a member of the Council of the International Association of Psychoanalytic Self Psychology, and an honorary member of the Vienna Circle for Self Psychology, the William Alanson White Society, and the American Psychoanalytic Association.

Sanford Shapiro, M.D. is a psychoanalyst in private practice in La Jolla, California. He is an Associate Clinical Professor of Psychiatry at UC San Diego School of Medicine, a training and supervising analyst at the Institute of Contemporary Psychoanalysis, Los Angeles, and at the San Diego Psychoanalytic Center. He is also the author of *Talking With Patients, A Self Psychological Perspective*, Revised Edition.

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**Pre-Conference L: The First Moments of Meeting and Embodied
Therapeutic Transformation**

Presenters: Doris Brothers, PhD, Jon Sletvold, Psy.D

Thursday, October 20, 1:00 – 4:00pm

Abstract:

In this pre-conference workshop, the presenters use body-focused exercises and two brief papers to demonstrate that what occurs in the earliest moments between patients and therapist often sets the stage for all that follows in the therapeutic relationship. They attempt to show that the verbal exchange may be less important than the bodily reactions of the therapeutic couple. One paper describes how two of Freud's patients—the Wolfman and Hilda Doolittle—experienced Freud in their first encounters with him. The other paper explores the ways in which the embodied reactions of patient and therapist can create misleading expectations. The workshop concludes with a discussion with participants about their experiences of first meetings.

Learning Objectives:

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

1. Demonstrate the clinical importance of first meetings between therapists and patients.
2. Discuss the ways in which bodily interactions between therapists and patients affect the ongoing therapeutic relationship.
3. Explain how Freud's patients experienced their first meetings with him.

Presenter Bios:

Doris Brothers, Ph.D. is a co-founder and faculty member of the Training and Research in Intersubjective Self Psychology Foundation (TRISP). She served as co-editor of *Psychoanalysis, Self and Context* with Roger Frie from 2015 to 2019. She is active on the advisory board and council of the International Association for Psychoanalytic Self Psychology (IAPSP). Her last book is *Toward a Psychology of Uncertainty: Trauma-Centered Psychoanalysis* (Analytic Press, 2008). Her private practice is on the upper west side of Manhattan, New York, USA.

Jon Sletvold, Psy.D. is a licensed specialist in clinical psychology and psychotherapy. He was founding Board Director of the Norwegian Character Analytic Institute and is currently Faculty, Training and Supervising Analyst at the Character Analytic Institute. He is former chair of the Psychotherapy Specialty Board of the Norwegian Psychological Association. He has taught embodied perspectives on psychoanalysis and psychotherapy in Europe, USA, China and Cuba. He has published articles particularly on the role of the body in psychotherapy and psychoanalysis in national and international journals. He is co-editor of two books: *Den terapeutiske dansen [The therapeutic dance]* and *Karakteranalytiske dialoger [Character*

analytic dialogues] and the editor of *Tage Philipson – Kjærlighet og identifisering* [*Tage Philipson – Love and Identification*]. He is the author of ***The Embodied Analyst: From Freud and Reich to Relationality***, 2014, winner of the National Association for the Advancement of Psychoanalysis 2015 Gradiva Award for outstanding contribution to psychoanalysis.

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