Thursday, October 15th
2:00 pm – 4:30 pm

G. Brandchaft's Legacy – The Procedural Roots of Pathological Accommodation

Speakers: Sanford Shapiro, MD and Frank Lachmann, PhD

Abstract:
Ways of being in a relationship that are learned before the time of speech are encoded in procedural, non-conscious memory. These ways of being, including systems of pathological accommodation are not accessible to interpretation or memory. Their treatment requires a close focus on the subtle shifts in a patient's affect. This workshop will help therapists learn how to identify a system of pathological accommodation by listening to the music and not just the words. Once identified, patients can then learn new ways of being in relationship.

Learning Objectives:

At the end of this workshop, therapists will understand:
1. the concept of non-conscious, procedural memory.
2. the use of affect attunement in the treatment of trauma.
3. the concept of deep introspective-empathic immersion.
H. A Creative Clash of Cultures: Preserving the Dialectical Tensions Between Self Psychological and Relational Sensibilities

Speakers: Hazel Ipp, PhD, Estelle Shane, PhD and Malcolm Owen Slavin, PhD

Abstract:
Ever since Mitchell first coined the term "relational psychoanalysis, these words have comprised a range of models and clinical biases that share significant features, yet sometimes diverge quite radically. Major differences marked what was originally an interpersonal, yet increasingly also object and self psychological versions of relationality. Now adding existential, adaptive, and intersubjective systems perspectives creates even richer blend of sensibilities, though each is rooted in differing assumptions about mind, growth, and treatment. At times each lineage imagines it can embrace the relational sensibility as a whole, but the greatest strength of the relational perspective is that it holds multiple sensibilities in creative tension, complementing as well as at times clashing with each other. This vision of relational multiplicity is less likely to become narrowly enshrined as THE correct relational path. Thus, while appreciative of efforts to blend, synthesize, and integrate these perspectives, we will first, in Part One, raise the question of whether, at this point, it may be more productive to articulate fully their fundamental differences and tensions between them, as part of a larger relational dialectics. Then, in Part Two, we will approach the question of a Relational Self Psychology, that is, to look at the relational multiplicity and rich blend of sensibilities available to the contemporary relational world from a different perspective, the perspective of a version of Self Psychology which, over time, has been expanded by the extraordinary variety of relational approaches present in the psychoanalytic world today. This begs the question, given the articulation of the fundamental differences and deeper tensions articulated in Part 1, do these differences and tensions weaken or strengthen the Relational Self Psychology that has evolved? It is our hope that these perhaps opposing considerations will stimulate valuable discussion among us all.

Learning Objectives

At the conclusion of the presentation the participant will be able to:
1. identify the differing basic assumptions about human nature that characterize the "cultures" of self psychology and relational psychoanalysis.
2. understand how each of these sensibilities tends to stereotype the other.
3. view the clinical process from a viewpoint that recognizes and the inherent tensions between these paradigms as part of a larger relational dialectic.
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Pre-Conference PM Workshops

I. The Parenting Process: A Psychoanalytically Informed Model of Parent Education

Presenter: Elaine Paris, PhD, PsyD, MFT

Abstract: The Parenting Process is a novel, systematized but non-reductionistic approach to organizing psychological and developmental understanding while teaching parents practical skills to facilitate healthy self and relational development. Children who recognize and express their own feelings and have empathy for others will grow into adults who are not torn between their need for intimacy and for independence. These children will be better prepared to meet the emotional demands of the future and to nurture the life of our planet. The first part of the model is referred to as “The Legacy” and addresses how the emergence of repetitive relationship patterns interferes with parents’ reflective capacities. When parents interpret experiences with their children in the present through the emotional lens of their own early painful emotional themes, they can miss understanding and attending to their children’s’ meanings and needs for affect regulation. I refer to these repetitive themes and meanings as “tender spots.” When parents organize an experience through the lens of a “tender spot,” their autonomic nervous system is vulnerable to becoming disregulated, giving rise to sensations of emotional fragmentation or dissociation. It is during these heightened or flattened states that parents are more susceptible to transmitting intergenerational trauma. The second part is referred to as “Understanding Emotional Development.” Specifically, this second part articulates with the three developmental themes—bonding, mirroring, and differentiation—that are involved in the emergence of healthy relationship patterns between parents and children and proposes guidelines that support these themes. Originally designed with children and parents in mind, The Parenting Process is a powerful, multidisciplinary sensibility aimed at enhancing and deepening human engagement. It is especially useful for clinicians as it offers a unique, additional lens through which we can understand and implement contemporary, clinical work.

Learning Objectives:

Participants will be able to:

1. utilize parent education in an ongoing psychoanalytic or psychotherapeutic relationship;
2. discuss children’s responses to mirroring injuries;
3. learn the clinical applications of The Parenting Process as the basis for interrupting intergenerational trauma
J. Intersubjective Experience up Close, Alive, and Contextualized: A Clinical Writing Preconference Workshop

Presenter: Suzi Naiburg, PhD, LICSW

Abstract:
I have designed this workshop for you to experiment with writing in new and different ways to evoke subjective and intersubjective experience; the nonverbal, affective, and nonlinear dimensions of analytic process; and other field phenomena. A graduated series of close reading and writing exercises will guide you as we draw on contemporary clinical prose and literary short forms (prose poems, short short stories, and mini essays) for practical lessons in the art and craft of writing. This workshop will also give you a framework for thinking about and evaluating the links a writer makes between clinical material on the narrative axis of a paper and interpretations, concepts, and theories used to understand that material. Those who have taken my writing workshops before can build on what they know, but previous work with me is not a prerequisite. Both new and experienced writers are welcome. Close reading and writing exercises, didactic material, and discussion will help you bring intersubjective experience to life on the page and establish crucial links between the narrative and conceptual axes of your paper.

Learning Objectives

At the conclusion of my presentation, the participant will be able to:
1. analyze a variety of literary and clinical texts to discover practical lessons in writing clinical prose;
2. locate and define the narrative and conceptual axes of a clinical paper and evaluate how they intersect;
3. put what they learn immediately into practice during this workshop by engaging in new ways to write.
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K. Couples Therapy in Multidisciplinary World: Integrating Infant Research, Neuroscience and Behavioral Approaches into a Contemporary Self Psychological Model

Presenters: Carla Leone, PhD and David Shaddock, PhD, MFT

Abstract:
As contemporary self psychology evolves and expands, influenced by related disciplines and theories, self-psychologically-informed couples therapy is evolving as well, benefiting from the influence of other disciplines and approaches while retaining self psychology’s core contributions. For example, findings from infant research, attachment theory and neuroscience can help couples therapists better understand how partners come to relate (verbally and nonverbally) as they do, and how to foster both explicit and implicit pathways to relationship change. Even behavioral approaches such as the Gottman Method (Gottman, 1999) and the “Emotionally Focused” method (Johnson, 2004) offer research findings and techniques that can enhance a fundamentally self psychological framework. Given the many challenges involved in couples therapy, novice and experienced couples therapists alike are likely to welcome a thoughtful discussion of how findings from other disciplines can be of practical help to them in their work. The workshop will include videotaped case examples and time for participants to discuss clinical and theoretical material.

Learning Objectives:

At the conclusion of this workshop participants will to a greater extent be able to list:

1. three ways that infant research and neuroscience can inform couples therapy;
2. three areas of overlap between self psychological couples therapy and the Gottman Method;
3. three areas of overlap between self psychological couples therapy and Emotionally-Focused Therapy for Couples (EFT-C)
L. An Introduction to Contemporary Clinical Self Psychology

Presenter: Richard Geist, EdD

Abstract: This seminar will discuss major clinical concepts from Contemporary Self Psychology and, through the use of verbatim clinical dialogue, study their implications for conducting psychotherapy. Emphasizing patient centered rather than theory centered treatment, we will focus on implementing an empathic listening stance, responding to resistance and rage, the use of selfobject transferences, how we work with boundaries, understanding frustrations and gratifications, and study the meaning and importance of implicit and explicit interpretation. Throughout this clinically oriented seminar we will emphasize the impact of the therapist on the treatment process.

Learning Objectives:

At the conclusion of my workshop, the participant will be able to
1. describe the theoretical underpinnings of self psychology theory;
2. assess how the theory alters our clinical perspective and interactions with patients;
3. compare self psychological treatment with other contemporary approaches