1. The Storied Self: The Search for Coherence Amidst Constant Change

Speaker: Daniel Goldin, MA
Discussant: Martha Slagerman, PhD
Moderator: Henry Friedman, MD

Abstract:
In 1985, Main, Kaplan and Cassidy interviewed adults whose children had been deemed insecure (Hesse, 1999). In what became known as the Adult Attachment Interview, experimenters were able to predict the quality of attachment in the subjects' offspring simply by analyzing the coherence of their autobiographical narratives. A coherent narrative is one that is neither unalterably rigid nor chaotic, but rather connected in a way that allows for amending and remodeling. Although the purpose of the Adult Attachment Interview was to measure attachment on the level of representation, to trick unconscious processes into revealing themselves in the forms of preoccupations, gaps due to dissociation and ambivalent attitudes that might not show up on the content level, the results suggest something even more tantalizing: how we tell important stories may in themselves change who we are. Stories are the medium through which we deal with breaks in expectations, challenges to what we see as canonical in our daily lives. In this paper, I explore the co-creation of stories in the clinical situation. I look at how stories emerge out of ruptures in cultural routines and move toward tentative resolution or the restoration of a steady state – in short, toward coherence. I demonstrate how stories are a medium for the emergence of an integrated, continuous self despite discontinuities and multiple, seemingly discrete self-states over time. I explore ways to listen and ways to elaborate stories with patients. Lastly, I present four cases that illustrate some of these themes and theories.

Learning Objectives:
At the conclusion of my presentation, the participants will be able to:
1. Learn how narratives emerge from breaks in established cultural routines.
2. Identify types of narrative strategies.
3. Analyze how narratives emerge from inchoate emotional states and consider ways to elaborate stories from diffuse “troublesome” experiences.
2. Beyond Transference and Countertransference: The Dyadic Specificity of Psychoanalytic Process

Speaker: Howard Bacal, MD
Discussant: Bruce Herzog, MD, FRCPC
Moderator: Arthur Gray, PhD

Abstract:
The concepts, transference and countertransference, have been central to the theory and practice of psychoanalysis. The author suggests that these terms do not adequately account for the experiences they identify; and that we may comprehend them more inclusively and more usefully by privileging the dyadic specificity of process, variously informed, inter alia, by Self Psychology, Intersubjective Systems Theory, and Contemporary Relational perspectives. A case example illustrates how responsiveness to emergent mutuality within the specificity of process averted disruption of the treatment and enhanced therapeutic effect.

Learning Objectives:
At the conclusion of my presentation, the participants will be able to:
1. Describe how the terms, transference and countertransference, have variously been understood.
2. Describe how privileging the dyadic specificity of process comprehends the experiences they identify more inclusively and more usefully.
Saturday, October 17th
11:00 am – 12:45 pm

3. Thinking About Time: Future Vision

Speaker: Joye Weisel-Barth, PhD, PsyD
Discussant: Amy Eldridge, PhD, MSW
Moderator: Jane Jordan, PsyD

Abstract:
The paper describes a temporal dimension that I call “Future Vision.” It also depicts the failure of future vision in two analytic patients. Future vision is a complex relational and developmental process central to analysis. It begins as a gleam in the therapist’s eye and moves over time into shared fantasies that place the patient, more developed and realized, in some future context. Future vision rests on a sense of temporal continuity; that is, temporal flow uniting past memories and present experience with future possibilities. Once established relationally, future vision provides fantasies of desire, promise, and hope that inform a person’s motivations, choices, and actions. The paper expresses the conviction that the analyst’s holding a future vision of the other is an aspect of a mirroring self-object transference, of genuine relational knowing, or, indeed, of any loving, intimate relationship. In time a conjoint future vision becomes an often unspoken part of the intersubjective mix. Its failure can splinter the dyad.

Learning Objectives:
At the conclusion of my presentation, the participants will be able to:
1. Understand the concept of future vision.
2. Understand the familial sources of future vision.
3. Understand how and expanded future vision is an emergent property of the therapeutic experience.
4. Please don’t go, we love you so: Recognizing Unrecognized Early Loss in Adoptees

Speaker: Sona DeLurgio, PsyD
Discussant: Gita Zarnegar, PhD
Moderator: Rhoda Spindel, MSW

Abstract:
Adoption is based in a large way on loss. Most often, every member involved in adoption (known as the Adoption Triad) has come into the process as a result of loss. The adoptee has the immediate loss of being separated from her birthmother. The rhythms, sounds, smells, and tastes that the fetus and newborn knew so intimately and implicitly are lost to the new rhythms, sounds, smells, and tastes of the adoptive mother. Although safe and loving, the adoptive mother's holding is unfamiliar to this nascent being. The baby is dealing not only with the experience of abandonment by her familiar mother but also being handed over to a stranger. Eventually a new bond forms between mother and baby, but the early loss of separation from the birthmother may leave an emotional memory that can't be known or remembered by the child as a conscious, symbolized narrative. This preverbal occurrence can have lifelong influence on an adoptee and their relational experiences. This paper explores the idea of early loss from adoption and its varied ramifications through reviewing a case of an adult adoptee struggling with her sense of self and the role of her relationships centered on her fears of abandonment. I chronicle my work with her as she progresses from fear and isolation to vulnerability and intimacy.

Learning Objectives:
At the conclusion of my presentation, the participants will be able to:
1. List 2 possible lifelong impacts of early loss for the adoptee.
2. Discuss the necessity of bringing the experience of early loss into the clinical narrative.
3. Explain how early separation from birthmother may not necessarily be a traumatic experience for an adoptee.
5. Voices Lost and Found in Silence

Speaker: Heather MacIntosh, PhD
Discussant: Rosemary Segalla, PhD
Moderator: Marc Sholes, LCSW

Abstract:
This paper recounts the four-year treatment of Hannah, a virtually silent, traumatized adolescent. Over the course of four years Hannah was in and out of hospital with severe self-injury and suicide attempts. While Hannah communicated her distress through bloodied scabs and overdoses, her words were few. Eventually, Hannah and her therapist were able to find a way to communicate about her pain and terror; art, a bridge across the silence. Hannah’s art and her therapist’s struggle to find ways to be with her, communicate with her and help her heal, are explored.

Learning Objectives:
At the conclusion of my presentation, the participants will be able to:
1. Articulate the potential use of art modalities in treatment with traumatized adolescents.
2. Understand elements of traumatic memory and autobiographical memory that are relevant for working with traumatized adolescents.
Saturday, October 17th        Paper and Panel Session A
11:00 am – 12:45 pm

6. On Resilience and Jane Austen

Speakers: Kay Young, PhD
Discussant: Annette Richard, MPs
Moderator: Diane Lawson Martinez, MD

Abstract:
A submissive spirit might be patient, a strong understanding would supply resolution, but here was something more: here was that elasticity of mind, that disposition to be comforted, that power of turning readily from evil to good, and of finding employment which carried her out of herself, which was from Nature alone. It was the choicest gift from heaven. (Emphasis mine, Jane Austen, Persuasion, Chapter 17).

Resilience. While not a word in Jane Austen’s canon, it is a disposition about which Austen writes again and again, and in relation to which she defines her heroines. The “liveliness of mind” of Elizabeth Bennet and Emma Woodhouse, the “exertion of mind” of Elinor Dashwood and Fanny Price, the “elegance of mind” of Anne Elliot, and even the “eagerness of mind” of Catherine Morland (however uninformed), define for Austen distinguishing aspects or qualities of mind that differentiate them, one from another. And yet, however distinctive her quality of mind, what each woman protagonist shares mentally is “that something more,” a disposition that will make her worthy of a second chance at happiness and, ultimately, of being an Austen heroine. Disposition for Austen, like other mental attributes, are inherent. And yet, however much a mind for Austen has its fundamental nature, the minds’ qualities can be stretched, shaped, or diminished by experience. The contemporary mind sciences have their own names for and theories of Austen’s “choicest gift of heaven.” Moving between Austen’s narrative portrayals of “elasticity of mind” and accounts in contemporary mind-brain research of its neurobiology—what is “resilience” in psychoanalysis, first discussed by Sandor Ferenczi and then by E.J. Anthony, P. Fonagy and others, what is “temperament” in psychology explored by A. Thomas, S. Chess, H. Birch and others, and what is “neuroplasticity” in neuroscience described by N. Doidge, S. Cramer, B. Dobkin and others—I define how Jane Austen and contemporary mind science share in their understandings of resilience and consider the significance of those resonances as they uncover how reading Jane Austen helps us better understand fundamental aspects of the nature of mind and the possibilities for its expansion.

Learning Objectives:
At the conclusion of my presentation, the participants will be able to:

1. Discuss theories of “resilience” relationally, between psychoanalysis, psychology, neuroscience, and literature.
2. Analyze Jane Austen’s understanding of resilience and narratives of expansion.
3. Apply how reading Austen’s novels in relation to studying the mind sciences helps us better understand the nature of resilience and imagine pathways of expansion.
7. Traumatic Shame, Body Cotransference, and Reembodying Disembodied Experience

Speakers: Lorraine Cates, PhD  
Discussant: Lester Lenoff, MSW  
Moderator: Gordon Berger, PhD, PhD

Abstract:
While developmental emotional trauma is a subject that has engendered much attention and debate as it concerns both psychoanalytic literature and the consulting room; the subject of traumatic shame remains elusive and, as such, easily brushed off. It’s shameful to feel shame—a reaction that may be mutually shared by patient and analyst alike. In this work, I distinguish shame proper from traumatic shame; the later is depicted as the double layering of shame. When shame is linked to trauma, the two experiences collide in a way that creates off-the-charts painful affect. The magnitude of the trauma and the magnitude of the shame escalate into a vicious cycle that ends in numbing out the body. Especially useful in connecting with dissociated emotional experience is attentiveness to what I call body cotransference (Orange’s 1995), which is viewed as an extralinguistic emotional interchange rooted in mutual influence. Attentiveness to body cotransference illuminates the meanings of bodily sensations as they show up in the intersubjective field. Clinical vignettes detail how the shifts in body cotransference follow a chain reaction—a change in the patient influences the analyst just as a change in the analyst influences a change in the patient. Important to the configuration of body cotransference is the welcoming affective presence of the analyst, which supports intervening in a mutative way. I conclude by raising questions regarding the ruthless impact of traumatic shame on a societal and global level.

Learning Objectives:
At the conclusion of my presentation, the participants will be able to:
1. Discuss the important distinction between shame proper and traumatic shame
2. Explain how the magnitude of traumatic shame stems from the doubling of shame, which then escalates into unbearable feelings that end in numbing out the body
3. Use attentiveness to body cotransference as an aspect of the emotional bond to intervene in a mutative way in treating those suffering from traumatic shame,
Saturday, October 17th
11:00 am – 12:45 pm

8. Integrating Contemplative Practice and Embodied Awareness in the Psychoanalytic Treatment of Dissociative Anxiety

Speakers: Shoshana Ringel, PhD
Discussant: Helen Ziskind, MSW, PsyD
Moderator: David Solomon, MD

Abstract:
This paper presents the psychoanalytic treatment of severe anxiety, incorporating a mindfulness based, meditative process. This contemplative approach includes moment to moment awareness, the investigation of embodied and affective states, and a view of subjectivity as fluid and comprised of transitory and changing self-states. The author will discuss shared elements of Buddhism and psychoanalysis and describe a treatment process where the two models can be integrated.

Learning Objectives:
At the conclusion of my presentation, the participants will learn:
1. Common principles between psychoanalysis and Buddhism.
2. How to integrate a mindfulness based approach with a psychoanalytic treatment.
3. To use a somatically based approach with severe anxiety and dissociation.
9. The Israeli Buddhist Psychoanalytic Project:
10. An Ethical Psychoanalysis that Dares to Dream in a Land of Shattered Dreams

Speaker: Maxwell Sucharov, MDCM, FRCCP
Discussant: Gabriela Mann, PhD
Moderator: Carol Martino, LCSW

Abstract:
This paper explores the Israeli project to integrate Buddhist principles and practices within psychoanalysis. The paper’s focus is to view the Israeli project through a contextualist lens. Beginning with a concise summary of the project that highlights the unique and creative features of the Israelis’ understanding of non-dual states, the Israeli vision is then contextualized within their particular understanding of Kohut’s legacy. Following some cautionary statements about clinical applications with severely traumatized individuals, the paper explores the tragic and trauma informed historical/political context that gave rise to the particular vision of psychoanalysis the Israeli project hopes to bring forth. The project comes to be understood as a beginning micro-movement, a leading developmental edge within the deep despair and traumatic entrenchment of the collective Israeli psyche.

Learning Objectives:
At the conclusion of my presentation, the participants will be able to:
1. Explain the Israeli project to integrate Buddhist principles and practices within psychoanalysis and to apply this understanding to their clinical work.
2. Explain the connection between a community’s traumatic socio-historical political context and how this context shapes the conceptual discourse of that community and to apply this understanding to their clinical work.
10. Blurring the Boundaries Between Contemporary Theories: Does the New Research Bring an End to Our Old Beloved Distinctions?

Speaker: Judith Guss Teicholz, EdD  
Discussant: Steven Stern, PhD  
Moderator: Brenda Solomon, MD

Abstract:  
This paper suggests that late twentieth and early twenty-first century research in several academic disciplines is slowly eroding many of the distinctions that once divided contemporary psychoanalytic theorists such as Interpersonal and Relational analysts, Intersubjective Systems theorists, and Self Psychologists. The research points to complexity, unpredictability and randomness in human minds and relationships now seen by many analysts as nonlinear dynamic systems. The paper outlines a few of the historically more divisive concepts, and selectively reviews the research findings that are tending now to bring the earlier competing theories more closely into alignment.

Learning Objectives:  
At the conclusion of my presentation, the participants will be:  
1. Familiar with some of the research findings having an impact on psychoanalysis from neuroscience, attachment and infant-caregiver observation research.  
2. Familiar with how recent research findings in fields related to psychoanalysis have shifted all contemporary theories so that they are more aligned with one another than in the past.  
3. Familiar with some of the remaining distinctions among contemporary theories and how they can be used to guide the therapist in responding to individual patients.
11. Psychoanalytic Complexity and the Perpetration of Sexual Abuse: 
Psychoanalysis, forensic psychology and social change

Speaker: Gerard Webster, PsyD
Discussant: Sandra Hershberg, MD
Interlocutor: Charles Finlon, MSW

Abstract:
Most explanations of child sexual abuse have been premised on assumptions of the individualist/monological paradigm. This has also been the case in relation to treatment approaches for sexual offenders. However, this paradigm fails to recognize the influence of countless systems and subsystems (the social context) from which phenomena of child sexual abuse emerges. This paper considers the case of a serial child sex offender via a psychoanalytic complexity sensibility, which is premised on the dialogical paradigm. Psychoanalytic Complexity Theory, elucidated by William Coburn over the last decade, provides a perspective that potentially expands the current horizons of understanding about sexual offending, and opens more options for choice and action at the individual and societal levels, for the protection of children and the rehabilitation of offenders. Psychoanalytic Complexity Theory promotes a more humane and informed society that values the human rights, dignity and worth of each person. Drawing from the case study at three levels of discourse, this paper argues that a complex systems sensibility offers a high-definition lens through which the phenomenon of child sexual abuse perpetration can be examined and understood. Further, it provides a model for change that has application to all systems and systems-within-systems.

Learning Objectives:
At the conclusion of my presentation, the participants will be able to:
1. Compare the assumptions of the monological and dialogical paradigms in relation to understanding child sexual offending.
2. Discuss the limits of individualist approaches to the exploration and treatment of sexual offenders.
3. Describe how Psychoanalytic Complexity Theory provides a model for individual and social change that advances the right of children to protection.
Saturday, October 17th
11:00 am – 12:45 pm

12. Meet-the-Author: Structures of Subjectivity:
Explorations in Psychoanalytic Phenomenology and Contextualism

Speaker: Robert Stolorow, PhD
Discussants: Jeffrey Trop, MD and Peter Maduro, PsyD, JD
Moderator: Penelope Starr Karlin, PsyD, MFT

Abstract:
"Structures of Subjectivity: Explorations in Psychoanalytic Phenomenology and Contextualism, is a revised and expanded second edition of a work first published in 1984, which was the first systematic presentation of the intersubjective viewpoint – what George Atwood and Robert Stolorow called psychoanalytic phenomenology – in psychoanalysis. This edition contains new chapters tracing the further development of their thinking over the ensuing decades and explores the personal origins of their most essential ideas.
In this new edition, Atwood and Stolorow cover the philosophical and theoretical assumptions of psychoanalysis and present a broad approach that they have designated phenomenological contextualism. This approach addresses personal subjective worlds in all their richness and idiosyncrasy and focuses on their relational contexts of origin and therapeutic transformation.
Structures of Subjectivity covers the principles guiding the practice of psychoanalytic therapy from the authors' viewpoints and includes numerous detailed clinical case studies. The book will be essential reading for psychoanalysts, practitioners of psychotherapy, psychiatrists, psychologists, counselors, and social workers. It will also be of interest to scholars and students with an interest in psychoanalytic theory and practice, and its philosophical premises."