Thursday, October 20th
9:30 am – 12:00 noon

Pre-Conference AM Workshops

A. Self Psychology Today: An Introduction to Contemporary Clinical Self Psychology

Presenter: Richard Geist, EdD

Abstract:
This workshop will focus on an introduction to major clinical concepts from contemporary Self Psychology and, through the use of verbatim clinical dialogue, study their implications for conducting dynamic psychotherapy. Emphasizing patient centered rather than theory centered treatment, we will focus on implementing an empathic listening stance, responding to resistance and rage, handling selfobject transferences, re-interpreting oedipal development, understanding frustrations and gratifications, and study the meaning and importance of interpretation. Throughout this clinically oriented workshop we will emphasize the impact of the therapist on the treatment process. Participants’ active involvement will be encouraged.

Learning Objectives:

At the conclusion of this workshop, participants will be able to:
1. Summarize the theoretical underpinnings of self psychology.
2. Discuss how the theory alters our clinical perspective and interaction with patients.
3. Integrate this clinical perspective into therapeutic work.
B. Race, Narcissism and Empathy: Perspectives from Fanon and Kohut

Presenter: Steven Knoblauch, PhD

Abstract:
This workshop is designed in recognition of the ways that race inevitably and unavoidably shapes the subjectivities of both analyst and analysand irrespective of their identifications as same or different. Racial experience is increasingly being addressed as a source of emotional suffering in the self-experience of both the socio-economically underprivileged and the privileged. We will focus on the clinical encounter, examining ideas introduced by Frantz Fanon in the 1950/60s addressing ways in which experiences of narcissism are contextualized by racial beliefs and practices. Clinical illustrations will be used to highlight how conscious and unconscious processes shaped by race influence subjective experiences of agency and identity. In particular, we want to use this expanded perspective to develop clinically empathic strategies that build on this important dimension of intersubjective experience.

Learning Objectives:

At the conclusion of this workshop, participants will be able to:
1. Identify examples of self experience shaped by the racial beliefs and practices described by Fanon.
2. Describe a clinical example of how Fanon’s perspective impacts narcissistic experience.
3. Demonstrate strategies of empathy which incorporate the impact of race on subjective experiences of both analyst and analysand.
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C. The Far Reach of a Self-Psychological/Intersubjective Perspective: Treating Patients on the So-Called “Spectrum”

Presenters: Doris Brothers, PhD and Shelley Doctors, PhD
Discussants/Interlocutor: Annette Richard, MPs

Abstract:
Although there is a great deal of psychological literature indicating that individuals who are diagnosed as suffering from Asperger’s Syndrome are not likely to benefit from psychoanalysis, this workshop attempts to demonstrate that therapeutic relationships informed by self psychology and intersubjectivity theory may be the ideal form of treatment. First some research findings about Asperger’s that raise questions about the usefulness of the diagnostic category are reviewed. Then two presentations are offered that emphasize crucial clinical moments representing turning points in these long-term therapeutic relationships. The workshop is then opened to the participants for a discussion of the clinical material as well as issues related to Asperger’s Syndrome such as ethical issues posed by the lengthy time required for treatment.

Learning Objectives:

At the conclusion of this workshop, participants will be able to:
1. Discuss the benefits and drawbacks of therapeutic relationships informed by self psychology and intersubjectivity theory for individuals diagnosed as suffering from Asperger’s Syndrome.
2. Explain the reasons that Asperger’s Syndrome may not be a useful diagnostic category.
3. Discuss the ethical implications of treating individuals diagnosed as suffering from Asperger’s Syndrome.
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Presenter: Scott Davis, MD

Abstract:
Principles derived from attachment theory, infant research, neurobiology, and nonlinear dynamic systems theory provide specificity and texture to the experience of selfobject connectedness initially described by Kohut. However, the degree of selfobject connectedness is contingent on both: 1) the permeability within the patient, the analyst, and between patient and analyst; and 2) the capacity of the patient to experience positive emotion intrinsic to vitalizing connectedness. Principles from these areas and their clinical implications will be elucidated with particular focus on how these principles guide the clinician in broadening and deepening implicit and explicit channels of connectedness through dialogue. Clinical material and microprocess will illustrate the principles and anchor the discussion. A sampling of the questions that this PreConference presentation will address are: Building on the finding from attachment theory and Lyons-Ruth (1999) that collaborative and coherent dialogue fosters optimal development, how does the analyst facilitate as inclusive a dialogue as possible in both the explicit and implicit domains? How does the analyst access breaks in higher-order consciousness and use forms of vitality to repair disruptions in the implicit and explicit domains? How do we make use of Stern’s (2010) concept of dynamic forms of vitality to access inner experience and enhance the specificity of recognition? And how does the analyst develop a mindfulness of the varying interpenetrations of implicit and explicit communication, and facilitate interactive contingency and regulation, leading to the emergence of new intentional unfolding processes (BCPSG, 2008) within the patient? Discussion of clinical vignettes from the participants will be welcomed.

Learning Objectives:

At the conclusion of this workshop, participants will be able to:
1. Apply the principles of attachment theory, infant research, neurobiology, and nonlinear dynamic systems theory to clinical work with patients.
2. Create inclusive, collaborative and contingent explicit and implicit dialogue to foster optimal development.
3. Utilize a mindfulness of implicit and explicit communication and responsiveness, leading to the emergence of new intentional unfolding processes within the patient and new procedures of implicit relational knowing between patient and analyst.
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E. Clinical Consultations: A Spontaneous, In-Vivo Supervisory Session With a Senior IAPSP Clinician

Clinical Consultant: Judith Guss Teicholz, EdD  
Moderator: Jill Gardner, PhD  
Clinical Presenter: To Be Announced

Abstract:
“Clinical Consultations” is an IAPSP initiative to create a series of video-taped clinical consultations provided by senior clinicians to psychotherapists with whom the consultants have had no prior contact. The case presented will thereby be as unfamiliar to the consultant as it is to the audience. Carefully disguising the patient’s identifying details a supervisee will present clinical material to a consultant concerning problems that have arisen in a treatment. The spontaneous interaction between “supervisor” and “supervisee” will be video-recorded live in front of an audience and used for future educational purposes. After the one-hour consultation a moderator will facilitate audience-panel discussion in which attendees will have a chance to share their observations about the interaction they’ve just witnessed and to comment on general issues concerning clinical consultations or discuss their own experiences in consultation or supervision.

Learning Objectives:
At the conclusion of this workshop, participants will be able to:
1. Describe steps taken by a senior clinician to put a supervisee at ease and maximize learning in a supervisory situation.
2. Explain and apply the principles of dynamic nonlinear Intersubjective Self Psychology at difficult moments in clinical interaction.
3. Use observed techniques of clinical and supervisory interaction in their own work.
4. Compare previous methods of clinical interaction to those of a Senior Clinician.
F. My Other’s Keeper: Nourishing the Inner Lives of Clinicians and Humanitarians

Presenter: Donna Orange, PhD, PsyD

Abstract:
Working with the seriously traumatized, those destroyed by early and later deprivation and violence, as clinicians and other humanitarian workers do throughout their lives, more than exhausts them. Responsible for the other, witnesses to atrocity, vulnerable, even hostage to the devastated, we need to internalize and to nourish the resources, as in an “internal chorus,” that our teachers and our cultural models offer us. This concept offers an alternative, perhaps a supplement, to popular writings on burnout. This workshop will encourage participants to reflect on their own formative and ongoing personal sources of inspiration, challenge, and support, including opportunities to speak of these treasured voices.

Learning Objectives:

At the conclusion of this workshop, participants will be able to
1. Explain the concept of an inner chorus.
2. Specify three members of their own internal support system.
3. Distinguish between trauma and traumatism.
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G. Micro, Messy, and Affectively Charged Clinical Moments- Writing Them Up with More Daring, Knowhow, Confidence, and Ease: A Clinical Writing Workshop

Presenter: Suzi Naiburg, PhD, LICSW

Abstract:
In this interactive clinical writing workshop, participants will do close readings of gifted clinical writers for inspiration and practical lessons in the craft of writing; do short, guided writing exercises focused on micro, messy, and affectively charged clinical moments; and respectfully listen to each other’s voices as they emerge in new ways in their workshop writing. The close reading and writing exercises will focus on different kinds of intersubjective clinical moments: micro and “present moments” (D. N. Stern); “sloppy” (Boston Change Process Study Group/BCPSG) and unpredictable moments; and affectively charged moments, such as “now moments” (BCPSG), “moments of meeting” (BCPSG), turning points, “crunches” (Paul Russell) and “relational (k)nots” (Barbara Pizer). In writing about a variety of clinical moments in experimental ways, participants develop not only as writers but also as clinicians. Just as drawing is for artist Frederick Franck (The Zen of Seeing) “the discipline by which I constantly rediscover the world,” in this workshop writing will become our discipline for making discoveries about your patients, our clinical work, and ourselves.

For new and experienced psychotherapists and psychoanalysts; unpublished and published writers; teachers, and editors. Those who have taken my writing workshops before can build on what they know, but previous work with me is not a prerequisite.

Learning Objectives:

At the conclusion of this workshop, participants will be able to:
1. Define, identify, and write about a micro or “present moment” in their clinical work.
2. Define, identify, and write about an affectively charged, critical moment in their clinical work.
3. Name one or two ways writing about their clinical work sharpens their clinical sensitivity and awareness about a specific clinical moment or about clinical process more generally.