

**Thursday, October 19th
8:30 am – 11:30 am**

Pre-Conference Workshop

A. Introduction to the Clinical Application of Self Psychological Theory

Presenter: Richard Geist, EdD

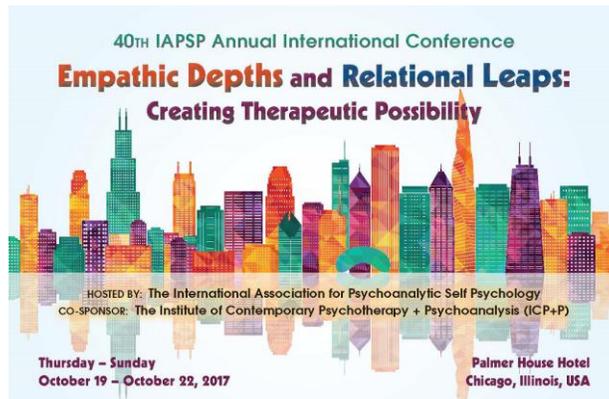
Abstract:

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 how to respond to the forward edge, 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 this workshop, participants 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.



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Pre-Conference Workshop

B. Analyst/Artist: Clinical Work as an Artist and with Artist

Presenters: Diane Lawson Martinez, MD and Karen Schwartz, PhD

Discussant: Carol Press, EdD

Moderator: George Hagman, MSW

Abstract:

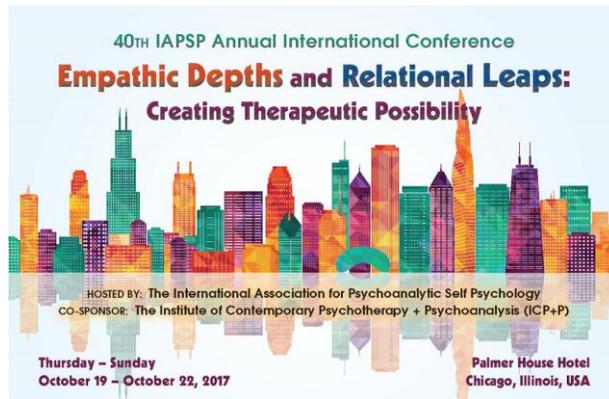
This panel is based on the book “Art, Creativity and Psychoanalysis: Perspectives from Analyst-Artists” recently published by Routledge Press in which 12 authors discuss the experience of engaging in two professions. Through these self-reflective essays the relationship between art and analytic practice is explored and similarities and differences highlighted. In this workshop two of the authors discuss their work and engage the audience and discussants in an open and creative discussion.

Almost from the beginning of psychoanalysis as a profession comparisons have been made between analysis and art. Recently there has been increasing interest in the relationship between artistic and psychotherapeutic practices. Most importantly both professions are viewed as highly creative and specific functions of spontaneity, improvisation and aesthetic experiences seem to be common to each. However, differences have also been recognized, especially regarding the differing goals of each profession: art leading to the creation of an artwork, and analysis resulting in the increased welfare and happiness of the patient. Based on the recently published book titled “Art, Creativity and Psychoanalysis: Perspectives from Analyst/Artists” this proposed workshop explores the relationship between art and analysis through discussion with practitioners who identify themselves as dual-profession artists and analysts.

Learning Objectives:

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

1. Assess the creative potential of patients and improve interventions oriented to inhibitions and blockages to creativity.
2. Prepare treatment plans which specific goals specific to the creative disorders specific to patients who are artists and performers.
3. Develop the assessment skills to identify improvements in creative behaviors and determine the appropriate time for termination of treatment.



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Pre-Conference Workshop

C. Masters of Pastry and Psychoanalysis: Examining the Apprenticeship Experience to Enhance Self Psychological Theory, Treatment, and Learning

Presenters: Bruce Herzog, MD, FRCP and Flora Lazar, PhD, LSW

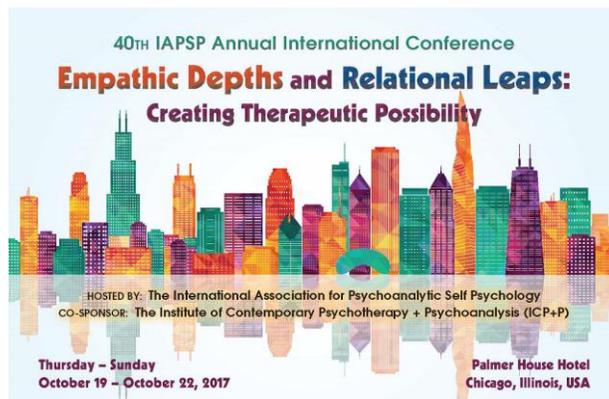
Abstract:

At first glance, the connection between a psychoanalyst and pastry chef may not be obvious. Yet both professions involve significant training to get to a point of expertise where technique seems effortless, each utilizing a form of one-on-one learning. The modern apprenticeship is an expression of a centuries-old tradition still seen in numerous present-day disciplines. It is an arrangement replete with potential selfobject experience. There are developmental antecedents to the apprenticeship that take place via parental mentoring and training of children within families in the acquisition of language, athletic and social skills. Later in development, outside the family, mature supervisor/trainee relationships retain multiple selfobject properties such as mirroring, idealizing, twinship, and adversarial, as well as newly described mentoring elements that include: 1. Direct Instruction, 2. Advocacy, 3. Guidance, 4. Respectful Differentiation, and 5. Empathic Connection. These mentorship phenomena will be considered through various examples including a personal letter from Kohut to his son, a brief film excerpt demonstrating selfobject experience in world class pastry competition, and practical clinical examples. We will be treated to a guest appearance from the renowned pastry chef who was featured in the movie: Sebastien Canonne will discuss the ongoing role of Gaston Lenotre, the father of modern French pastry, in his professional and personal life from adolescence to the present day. We will be revising and applying self psychological theory to clarify crucial emotional elements within the mentoring relationship – showing practical application to our clinical work, and how self psychology can be used to enhance psychoanalytic supervision and other training environments. Finally, a tasty finale will include presenters and audience, to showcase Sebastien explaining and demonstrating his beautiful and delicious pastry art.

Learning Objectives:

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

1. Discuss the historical importance of the apprenticeship, and its developmental precursors.
2. Describe how selfobject experiences manifest themselves in the mentor/apprentice relationship, in both analytic and non-psychoanalytic teaching arrangements.
3. Identify and analyze the delineation of five newly discussed mentorship elements: their potential selfobject functions and practical application to our clinical work.



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Pre-Conference Workshop

D. Self Psychology, A Step Forward: Integrating Attachment Theory, Infant Research, Neurobiology and Nonlinear Dynamic Systems Theory

Presenter: Scott Davis, MD

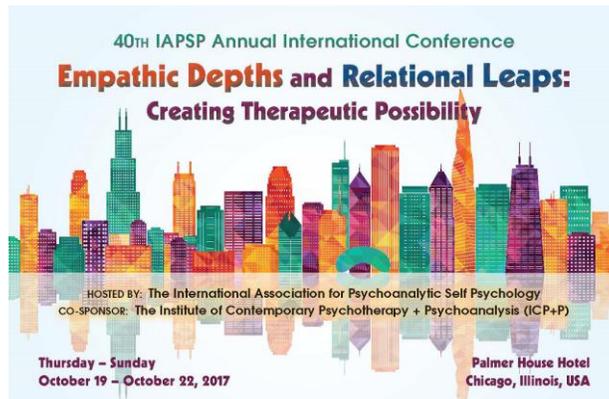
Abstract:

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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Pre-Conference Workshop

E. The Analyst's Analyst

Presenters: Doris Brothers, PhD; Elizabeth Corpt, MSW and Jon Sletvold, PsyD

Abstract:

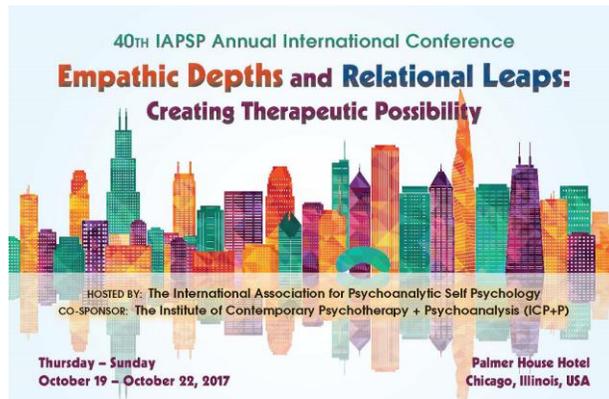
In his remarkable article, "My Experience of Analysis with Fairbairn and Winnicott," Harry Guntrip (1997) mentions his long held belief that "psychoanalytic therapy is not a purely theoretical but a truly understanding personal relationship." After reading some of Fairbairn's writings Guntrip concluded that he and Fairbairn shared the same philosophical beliefs and the same approach to treating patients. But when he became Fairbairn's analytic patient, he discovered that, in spite of his convictions, Fairbairn "did not have the same capacity for natural, spontaneous 'personal relating' that Winnicott had." He added: "With me he was more of a 'technical interpreter' than he thought he was, or than I expected." In Winnicott, to whom he subsequently turned for analysis, he found a more congenial fit. While he was unable to work through the traumatic death of his brother when he was 3 and ½ years old with either of these men, Guntrip credits both with "softening the repression" such that he was subsequently able to move beyond his childhood trauma. Both Fairbairn and Winnicott told Guntrip that they doubted that he would have become an analyst if it had not been for this early trauma. And perhaps our traumas are what lead most of us to become therapists. But it may not be only traumas themselves that bring us to this profession, but the people we turned to for help in healing from them. In this conference workshop we hope to engage participants in a dialogue about the ways in which their analyses affected their lives as analysts. Did their analysts meet their expectations? If so, how? In what ways did they prove disappointing or unhelpful? How and in what way did their analysts model ways to work with patients? How are they like their analysts and how are they different?

We will begin our workshop with brief descriptions of our own analyses. Doris Brothers will discuss how the painful way her analyst ended a 12-year therapeutic relationship affected her life as an analyst, Elizabeth Corpt will focus on the benefits she gained from a second analysis, and Jon Sletvold will address the trans-generational transmission of analytic influence.

Learning Objectives:

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

1. Describe the influence of an analyst's own analyst on his work as a clinician.
2. Explain the specific ways in which one's own clinical work is similar and different from the way one's analyst works
3. Discuss the trans-generational transmission of analytic influence



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Pre-Conference Workshop

F. Putting “Skin in the Game”: Risking Deeper Empathic Immersion and Engagement with Our Patients and Writing More Openly about These Moments and Ourselves- A Clinical Writing Workshop

Presenter: Suzi Naiburg, PhD, LICSW

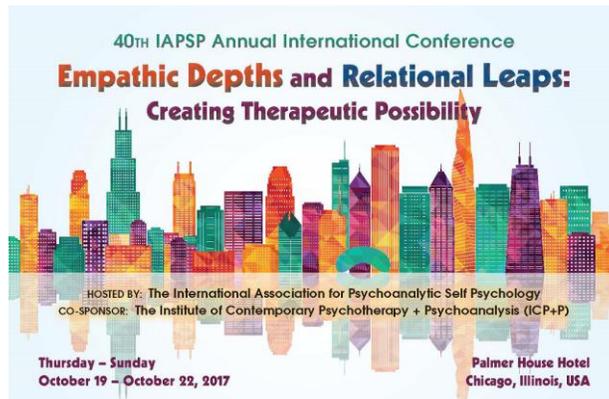
Abstract:

We put “skin in the game” when we risk deeper empathic immersion and engagement with our patients, dare to be vulnerable, take relational leaps, and write more openly about these moments and ourselves. In this 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 about the moments when we put skin in the game; and listen to each other’s voices as they emerge in new ways in their workshop writing. For unpublished and published writers alike, new and experienced clinicians.

Learning Objectives:

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

1. Identify two ways a clinical writer can put “skin in the game” when writing about their clinical work
2. Have written about at least one moment of deep empathic immersion, engagement, or an experience of taking a relational leap
3. Have practiced putting “skin in the game” when doing one of the workshop writing exercises



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Pre-Conference Workshop

G. Using Self Psychology in Non-traditional Settings

Presenter: William Ketterer, PsyD

Abstract:

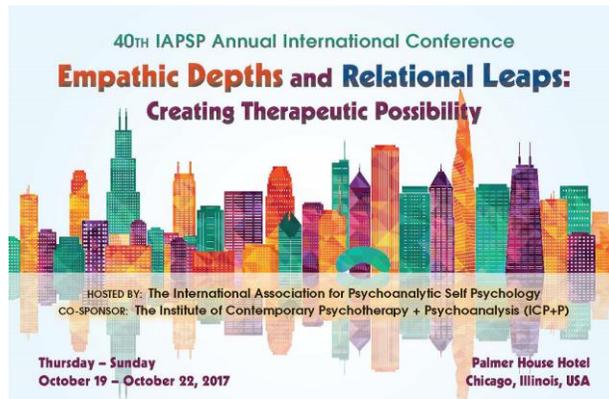
I am proposing that the very human nature of self psychology serves as a broad invitation for everyone to use Kohut's ideas. When introduced in an experience-near fashion, concepts such as healthy idealization, empathic attunement, twinship, emotional closeness and belonging can effectively strengthen the healing potential of "nontherapeutic" relationships. Encouraging non-therapists to reflect on these ideas and hold them in their minds allows people to lower their own internal boundaries, which unlocks doors to relatedness. Introduction of these concepts has been well received by pre-k to 12th grade public school faculty and frontline staff at Confluence Behavioral Health.

This pre-conference proposal outlines a) how elements of self-psychology can be introduced to non-therapists; and b) how self-psychology is currently used as the therapeutic foundation at Confluence Behavioral Health, a wilderness/residential treatment facility, as the model for school counseling in the White River Valley Supervisory Union and as primary treatment approach in The Restorative Classroom, an elementary program for children suffering from emotional disturbances.

Learning Objectives:

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

1. Teach self-psychology fundamentals to non-clinical professionals.
2. Design counseling approaches for children and young adults based on idealization, empathy, and belonging.
3. Plan to provide self-psychology consultation and services to public school markets.



**Thursday, October 19th
1:00 pm – 4:00 pm**

Pre-Conference Workshop

H. Alan Kindler's "Teaching Empathy" Module

Presenters: Rosalind Chaplin Kindler, MFA, RDT, Dipl TCPP, RF; Daniel Perlitz, MD and Shelley Doctors, PhD

Abstract:

Since Kohut first made his landmark contribution to psychoanalysis over fifty years ago, Self Psychology has flourished, expanded, and proliferated. Some may no longer recall that he defined the domain of psychoanalysis as that which could be observed through empathy and introspection. Yet empathy is now widely recognized as a chief component of therapeutic interaction, by all psychotherapeutic practitioners.

For our beloved colleague, the late Alan Kindler, empathy or "empathic immersion", never ceased to occupy center stage in psychoanalysis or in life. Further, he believed that the empathic mode of observation and its contribution to a wide variety of interactions was a skill that could be taught. Almost ten years ago, he began to create an interactive teaching module, utilizing hired actors and videotaped scenarios.

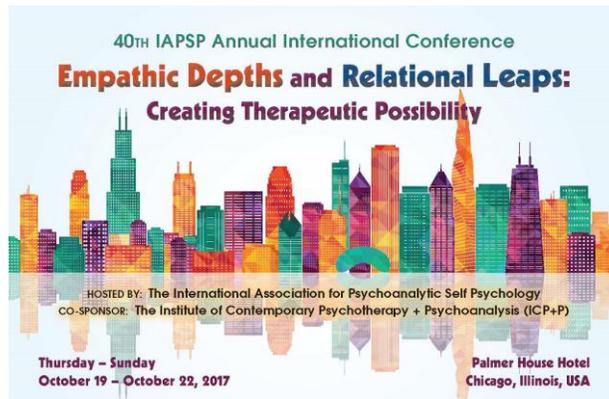
We propose to present to the audience his copyrighted videos and his accompanying "script", which is already being used at the University of Toronto to teach empathy to medical students. Rosalind Kindler will introduce the module, Shelley Doctors will present it, and Dan Perlitz will present his experience of learning empathy from Alan via their supervision.

The ensuing discussion with participants will contribute to Alan's legacy – "Teaching Empathy".

Learning Objectives:

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

1. Distinguish empathy from sympathy
2. Recognize affect as the center of empathy
3. Describe and analyze the interaction of affect with images, thoughts, memories, intention, and context.



**Thursday, October 19th
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Pre-Conference Workshop

I. The Expansion of a Creative Sense of Self

Presenter: Sandra Hershberg, MD

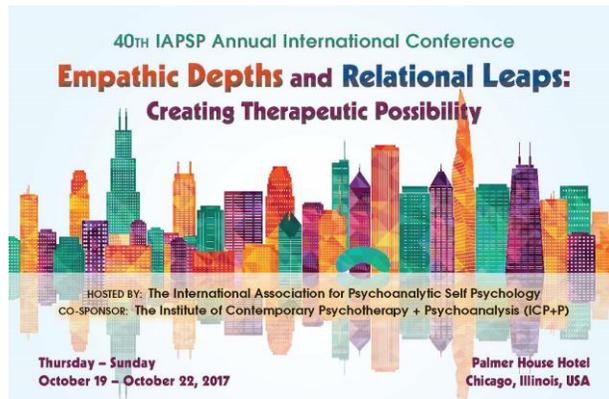
Abstract:

This presentation will explore a view of psychoanalytic treatment as a creative collaboration that, when successful, expands and bolsters the analysand's creative sense of self and inevitably, that of the analyst. This analytic sensibility and attitude is very much in keeping with fundamental attitudes of creative individuals: openness, self-discipline, risk-taking, and high tolerance for ambiguity. Through clinical material and film clips from *The Nightmare Before Christmas* and *Maleficence* I will illustrate how the capacity of the female protagonists was enhanced to inhabit and take possession more fully of their creative selves for their own use. Themes in which traumatic elements emanating from earlier relational experience that enriched and interfered with aspects of creativity and ambition will be examined. There will be ample time for discussion of the participants' experiences in clinical and creative realms.

Learning Objectives:

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

1. Describe the attitudes and processes involved in a creative psychoanalytic collaboration.
2. Identify ways in which trauma may enhance and inhibit creative expression
3. Describe ways in which the character of Sally in *The Nightmare Before Christmas* illustrates a self psychological development



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Pre-Conference Workshop

J. Effective and efficient supervision: Doing it in Group

Presenter: Arthur Gray, PhD

Abstract:

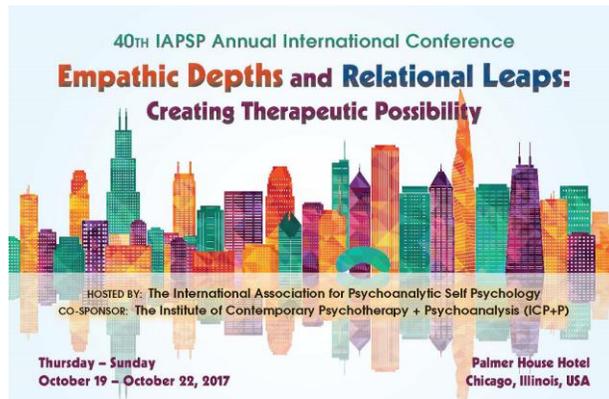
This unique six-step group supervision model is different from group therapy. It provides focused attention to the needs of the individual presenter while maintaining full participation of all other members within each step. The members receive supervision, through their participation. While the supervision model is based on self psychological theory of individual and group therapy, it is specifically responsive to the unique level of experience and theoretical orientation of each participant. The model avoids the usual chaos or constriction that can often be associated with group supervision. It has been developed over several years and had been demonstrated in the United States, in South Africa, and in Japan.

The American Group Psychotherapy Association (AGPA) has offered it as a workshop in the past six years and gave it a special conference award in 2015. The workshop was also presented at the IAPSP Conference in Boston in 2016. The presentation takes 2 ½ hours

Learning Objectives:

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

1. Describe the difference between supervision and psychotherapy
2. Describe the 6 steps of the supervisory model
3. Describe the process of knowing when to move from one step to the next



**Thursday, October 19th
1:00 pm – 4:00 pm**

Pre-Conference Workshop

K. A Self Psychological Perspective: Three Psychoanalytic Perspectives on the Treatment of a Very Stuck, Enrages and Disengaged Couple

Case Presenter: Florence Faizi, BS, PsyD

Discussants: Carla Leone, PhD; Philip Ringstrom, PhD, PsyD and David Shaddock, PhD, MFT

Abstract:

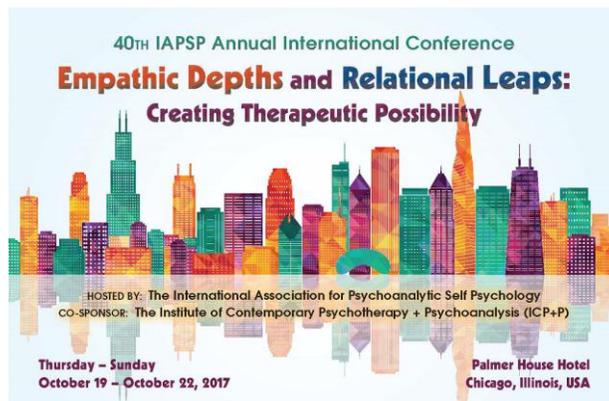
The proposed pre-conference workshop will begin with the presentation of the treatment of a very angry, very stuck, white middle-aged couple being treated by a therapist of color who is younger than they. The case will then be discussed by three discussants, each representing a different version of psychoanalytic couples therapy, with ample time allotted for audience discussion as well. The primary focus will be on understanding and intervening with very stuck, angry, disengaged couples from each theoretical perspective, but the influence of age, ethnicity, race and culture on the subjectivity of the patients and therapist and on the transference-countertransference field will also be addressed. The case presenter will be Florence Faizi, currently a graduate student at the Wright Institute's PsyD program. She will present the case background, conceptualization and course of treatment to date, using a video or audio of a session if available or a written transcript which will be projected for the audience's view. Her presentation will last a maximum of one hour. The case will then be discussed by three discussants: Carla Leone, PhD who will speak from a more classical self psychological framework; David Shaddock, PhD, who is supervising the treatment and will utilize an attachment-based, Intersubjective Systems approach; and Phil Ringstrom, PsyD, who will speak from a relational psychoanalytic perspective. Each discussant will have 25 minutes, leaving 45 minutes for discussion with the audience and time for the case presenter to respond.

Discussants will focus their presentations on the case material, using it to illustrate key tenets of their theoretical model. Rather than presenting their theory itself in detail, each discussant will provide an article outlining his or her theory which will be emailed to participants prior to the conference. Discussants will also each distribute a one page summary of the key tenets of their model to attendees at the presentation, so that they may focus the majority of their presentation on the case material.

Learning Objectives:

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

1. Explain the key tenets of a more classical self psychological approach, an Intersubjective Systems approach and a relational approach to work with very stuck, angry, disengaged couples
2. Describe the differences and similarities between each model presented.
3. Explain how age, race, ethnicity and culture can affect the experience of patients and therapists and the transference-countertransference field between them.



**Thursday, October 19th
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Pre-Conference Workshop

L. Stuck in the Middle With You: Therapeutic Impasse Through the Lens of Self Psychology, Intersubjectivity, and Relational Theory

Presenters: Diana Lidofsky, PhD and Peter Kaufmann, PhD

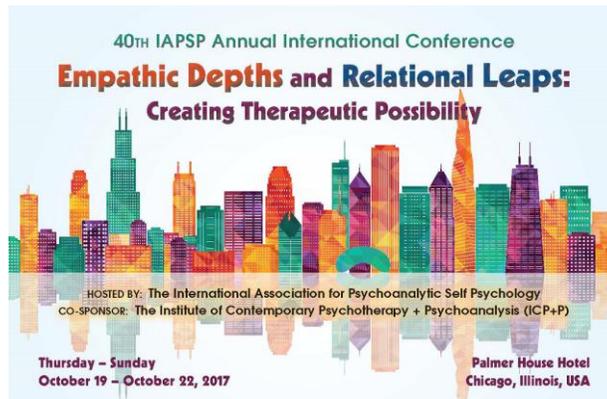
Abstract:

The purpose of this workshop will be to explore some of the ways our understanding of therapeutic impasse--and approaches to its resolution--continue to expand and evolve in contemporary psychoanalysis. We will specifically describe the perspectives of Self Psychology, Intersubjectivity, and Relational Theory in terms of impasse, and will then explore each theory's formulations and organizing principles with respect to impasse and potential therapeutic action. While the workshop will articulate Self, Intersubjective, and Relational theories conceptually, we will also consider the possibility that no one theory can adequately explain what is happening when impasse occurs—and that no one theory can adequately explain what is needed in order to work it through. We will focus on clinical material in order to bring these questions to life, and audience participation will be invited and encouraged.

Learning Objectives:

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

1. Describe approaches to therapeutic impasse from the perspectives of Self Psychology, Intersubjectivity, and Relational Theory.
2. Explain the advantage of using multiple theories to explain impasse and its resolution.
3. Identify how dyadic complexity and an integrative approach may assist in the resolution of impasse.



**Thursday, October 19th
1:00 pm – 4:00 pm**

Pre-Conference Workshop

M. Contemporary Ethical Guidelines for Therapists

Presenter: Brenda Solomon, MD

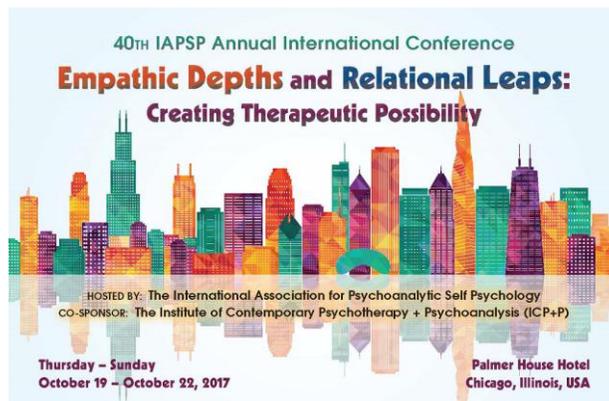
Abstract:

Although all professional therapists are guided by Professional Ethics, the contemporary world of Cyberspace pries open the classic Issues of confidentiality, therapeutic frame, boundaries and writing about patients. These issues will be considered from a Selfpsychological perspective as well as current concerns about Telepsychology, Internet-therapy, informed consent, illness in the therapist and retirement. This session fulfills many of the continuing education requirements for risk management.

Learning Objectives:

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

1. Identify professional guidelines in the contemporary world of cyberspace and internet therapy patients.
2. Describe recognition and reporting criteria for impairment and cognitive decline in therapists.
3. Discuss informed consent and patient exploitation.



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Pre-Conference Workshop

N. How Bodies Speak: Expanding the Analytic Instrument

Presenters: Heather Ferguson, LCSW and Caryn Sherman-Meyer, LCSW

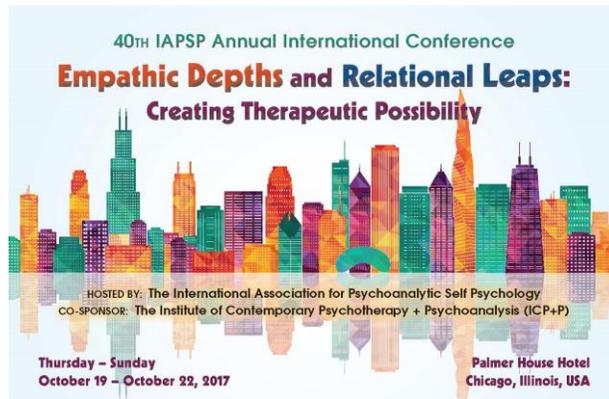
Abstract:

By listening with our whole being, our embodied mind, opening to bodily and affective reveries, the analyst expands his or her scope of understanding. We feel our way into our patient's experience with all our senses, listening to *how* patients tell their story. We attune to the rhythmic patterns--accents, cadence, silences--the affective tone and the musicality behind the words. In this 2.5 hour pre-conference workshop, we introduce a form of embodied communication that we refer to as "embodied resonance." Through case examples, exploration of the literature on embodiment and a series of interactive exercises, the participants will explore how physiological states evoked in treatment, felt by analyst and patient, implicitly or explicitly, deepens empathic attunement. In this workshop, we strive to heighten awareness to the bodily register as crucial data about the patient's unsymbolized experience and the intersubjective field.

Learning Objectives:

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

1. Describe the concept of embodied resonance and how it may be utilized to access dissociated self-states in treatment.
2. Assess whether embodied resonance requires verbalization.
3. Discuss how the analyst's somatic attunement may help patient and analyst work through clinical impasse.



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1:00 pm – 4:00 pm**

Pre-Conference Workshop

O. “She is not just a computer”- The Possible Transformative Role of Virtual Reality

Presenter: Gabriela Mann, PhD

Abstract:

In the conclusion I will discuss a central questions raised by New Media: is cyber space a negative phenomenon or can virtual reality have a curative effect, not as a defense mechanism against real engagement, but as a creative means of coping with problems of alienation? When we look at the generation that uses virtual devices, we may wonder if they are trying to fulfill a missing link in their lives, or whether they are extremely creative in enriching their lives and learning from experiences of others regardless of where they live and to which "social group" they belong. Do we tend to be judgmental towards the virtual world, because we do not know how to fit into this infinite new social network? Aside from the concerns that we have when we encounter "internet addicts", (a definition that is common in Japan), we may also appreciate the freedom and potential space that the virtual world offers.

Learning Objectives:

At the conclusion of this workshop, participants will learn:

1. about the transformative impact of media and virtual reality on the Self
2. the Paradoxes of intimacy in modern society
3. How can virtual reality fulfill selfobject needs?