



Thursday, March 1, 2012 – Itinerary

Full Day Optional Pre-Conference Programs

7:45 AM

Registration for Optional Pre-Conference Programs

Workshop Session A:

9:00 AM - 12:00 PM/1:00 PM - 3:30 PM

Lyric Narratives, Evocative Prose, Dialectical Thinking, and Much More

A Clinical Writing Workshop Inspired by Stephen Mitchell's Ideas and Clinical Prose

Instructor: Suzi Naiburg, PhD, LICSW, USA

Abstract:

" . . . experimenting with literary form used in analytic writing is part and parcel of the effort to develop fresh ways of thinking analytically. A fresh idea demands a fresh form in which to say it."

Thomas Ogden, "On Psychoanalytic Writing"

This all-day workshop will be useful for published and unpublished writers alike, because you will discover new ways to think and talk about clinical writing and put what you learn immediately into practice, laying the groundwork for your own writing project(s) while nourishing your creativity. We will draw on Stephen Mitchell's ideas and clinical prose for inspiration and examples of writing techniques and spend a significant part of the workshop exploring and writing in the lyric narrative mode that embodies Steve's idea of pursuing "the absence of conscious intentions." Those of you who have already taken my workshops or the IARPP webinar will find plenty of new material here and are encouraged to come. All of the excerpts I will use to exemplify the narrative, evocative, enactive, paradigmatic, and lyric narrative modes will be new. The workshop will include close reading and writing exercises, didactic material and discussion. Writing about our clinical work, especially when we experiment with literary form, as Ogden notes, can initiate a process of discovery about our work, our patients, and ourselves. There's a bonus too: You'll come away with a better appreciation for Steve as a creative psychoanalytic thinker and writer.

Learning Objectives:

1. Participants will be able to identify the features of the Narrative, Evocative, Enactive, Paradigmatic, and Lyric Narrative modes of clinical prose.
2. By discussing close reading exercises that draw on Stephen Mitchell's clinical prose, participants will develop a greater appreciation of him as a creative psychoanalytic thinker and writer.
3. By doing the writing exercises throughout the day using one or more of the different modes of clinical prose, participants will begin to lay the groundwork for their own writing project(s).

Workshop Session B:

9:00 AM - 12:00 PM/1:00 PM - 3:30 PM

An Introduction to the Work of Stephen A. Mitchell

Instructors: Maria Lechich, PhD, USA and Alan Kintzer, PhD, USA

MITCHELL PRE-CONFERENCE SEMINAR is offered free of charge on a first come-first served basis for any student or candidate who has registered for the conference.

Abstract:

This workshop is designed for graduate students and those new to the field of psychoanalysis who want to be introduced to the fundamental theoretical and clinical contributions of Stephen A. Mitchell. We will begin with a broad historical overview of psychoanalysis, tracing the roots of relational thought. Mitchell's unique contribution to the emergence of relational psychoanalysis will then be discussed. His view of human relationships as the basic components of the human psyche will be presented, along with other primary aspects of his relational thinking. Case presentations will be used to illustrate Mitchell's key theoretical and clinical concepts. A video of Mitchell teaching will be employed to present the man himself. The development of relational psychoanalysis following Mitchell's work will be discussed. Consideration will also be given to critiques of Mitchell's ideas.

Learning Objectives:

1. To understand Mitchell's place in the history of psychoanalysis and his seminal contributions to relational psychoanalysis.
2. To understand Mitchell's synthesis of two revolutions in relational thought concerning what the patient needs and what the analyst can know.
3. To learn Mitchell's key concepts as they relate to theory and clinical practice.

Workshop Session C:

9:00 AM - 12:00 PM/1:00 PM - 3:30 PM

Infant Research and Adult Treatment: Videotaping Mother-Infant Interaction and Videotaping the Analyst's Face

Instructors: Beatrice Beebe, PhD, USA and Spyros Orfanos, PhD, USA

Discussant: Larry Sandberg, MD, USA

Abstract:

Dr. Beebe will explore a view of face-to-face interactive process that informs both mother-infant communication and adult treatment. Three bodies of information will be brought together. First, a dyadic systems view of face-to-face communication will set the stage for an understanding of nonverbal communication across the lifespan. This view construes the dyadic system to be the basic unit of interest. In this view communication operates through simultaneous processes of self-and-interactive regulation, generating "organizing principles of interaction." This theory integrates interactions which operate implicitly, out of conscious awareness, as well as those which operate explicitly through verbal narrative. We focus on the former, articulating the nonverbal dimensions of the co-construction of dialogue. Organizing principles of interaction in the implicit mode generate patterns of expectation, procedurally-organized action sequences. In infancy these procedural expectancies define infant representations. In adult treatment these procedural expectancies are a potent mode of therapeutic action, out of awareness.

Second, this dyadic systems view will be illustrated through research on the origins of disorganized attachment in infancy. Films and frame-by-frame analyses will illustrate remarkable patterns of self-and interactive regulation disturbances at four months which predict disorganized attachment at twelve months. This research examines organizing principles of interaction which include vocal rhythm coordination, attention, facial mirroring, touch, and spatial orientation, as well as modes of entering the state of the other, and modes of distress regulation. The research demonstrates the ways in which these infants have difficulty cowing, and being known by, the mind of the mother.

Third, this dyadic systems view will be used to explore processes of nonverbal communication in adult treatment through a new project, "Videotaping the Analyst's Face: Video Feedback Consultations with a Patient Who Does Not Look." A series of videotaped video feedback consultations with one patient will be presented, and the patient's analyst will comment on the role that these consultations have played in the analysis. Implicit and explicit dimensions of the communication will be examined simultaneously. We explore nuances of the analyst's facial expression, vocal tone, self touch, and postural orientation as avenues of understanding the coconstruction of the dialogue. This work expands the playing field of psychoanalysis to vocal rhythm coordination, facial exchanges, shifts of orientation, gaze, and body posture, as well as self touch and breathing rhythms. To harness the power of nonverbal communication we need to bring it into the awareness of the analyst. The analyst's own nonverbal communication is a pivotal feature. An integrated verbal and nonverbal theory of interactive process will enhance our understanding of therapeutic action in psychoanalysis.

Educational Objectives:

1. Participants will become familiar with a dyadic systems view of self- and interactive regulation as it applies to mother-infant communication and therapist-patient communication.
2. Participants will become familiar with the lifespan organization of face-to-face communication through facial mirroring, vocal rhythm coordination, the coordination of looking and looking away, distress regulation, and nonverbal modes of entering the state of the other.
3. Participants will become familiar with mother-infant 4-month dysregulated patterns of attention, emotion, orientation and touch which predict disorganized, vs. secure outcomes, at one year, and which lead to infant difficulties in knowing and being known by the mind of the mother.
4. Participants will learn about video feedback in adult treatment, and its role as an adjunct to ongoing psychoanalysis.

Paper Session 1:

(12 Concurrent Sessions)

3:45 PM - 5:15 PM

#1: Culture and Immigration: Exploring Relational Trauma

Presenters: Barbara Eisold, PhD, USA and Joel Kanter, MSW, LCSW-C, USA

Discussant: Kadri-Ann Laar, PhD, CANADA

Moderator: Julia Beltsiou, PsyD, USA

Abstract:

Exploring Difference in Psychotherapy with Naturalized and First Generation Chinese Americans, Barbara Eisold
For me, one of the pleasures of our work occurs when unexpected vistas seem to open up, giving me the opportunity to learn about the world and to widen my clinical perspective. Remaining open to these vistas implies a willingness to re imagine the contours of "psychopathology" in the context of unfamiliar, unusually skewed external pressures. My latest journey of this hopefully "creative" kind has come about because, recently, eight people of Chinese descent (first generation Americans and recent immigrants) contacted me for psychotherapy. Before meeting them, I knew very little about either Chinese culture or modern Chinese history. The latter (I have learned) has been punctuated by a series of horrendous historical events, including

the Japanese invasion, the Communist revolution, the Great Leap Forward, and the Cultural Revolution. Work with this group has thus forced me to take a fresh look at the interaction of familiar themes with unfamiliar events. Some of these are explored in the attached paper. These include: (1) the long-term effects of unreconstructed trauma, compounded by unrecognized historical catastrophes (the Cultural Revolution especially), on family relationships: (2) the effects of culturally different, conflicting assumptions (American and Chinese) about the child's role and achievement on (3) the adult's sense of identity, especially in regard to life's goals. (4) The implications, for the therapeutic relationship, of different interpretations (mine and theirs) of racial difference. And finally (5) some issues in regard to technique. Unusually close observation of my own behavior has been crucial, in order to keep the treatment with this group on-going and increasingly psychoanalytic. The question of the slow nature of progress has at times been an issue for them, if not also for me. In general, however, I have found the work to be profoundly moving.

At the conclusion of my presentation, participants will:

1. Have greater knowledge about the nature of the conflicts first generation Chinese Americans may experience, in regard to their sense of identity and goals in living.
2. Be more familiar with potential counter-transference issues in work with this immigrant group, if not with others as well.

Abstract:

The Trauma of Dislocation and the Transitional Participant, Joel Kanter

While the psychoanalytic literature has frequently addressed issues involving separation, loss and attachment, the experience of "dislocation" encompasses much more than these commonplace phenomena. The experience of dislocation is vividly illustrated in the lives of immigrants, but occurs in children in divorce, children in the child welfare system, military personnel and families, persons with severe psychiatric disorders, and the elderly. Extracted from the work of Clare Winnicott with evacuated children in wartime, the concept of the "transitional participant" involves that active participation of a social worker, other professional or lay person who stays actively involved with the life and social network of an individual over time. This presentation will describe this concept and discuss how this approach can be used in psychotherapy and other professional interventions.

Learning Objectives:

At the conclusion of my presentation, the participant will be able to identify the common presentations of traumatic dislocation in clinical practice.

At the conclusion of my presentation, the participant will be able to differentiate the role of a psychotherapist in conventional practice from the role of a transitional participant.

#2: The Play's The Thing

Presenters: Darlene Ehrenberg, PhD, USA and Robert Grossmark, PhD, USA

Discussant: Stefanie Glennon, PhD, USA

Moderator: Mark Gerald, PhD, USA

Abstract:

On Laughter and Transformation, Darlene Ehrenberg

This paper is the result of challenging an assumption about aging and chronic disease: the long held classical belief that psychic growth and expansiveness has an upper age limit. Mina, a 73 year old woman suffering from severe rheumatoid arthritis, has taught me otherwise. Mina came into treatment expressly because she needed to counter the withering of her body which despite sophisticated medical treatment has been proceeding on its own relentless course. This paper is about working relationally with Mina augmented by principles of neuropsychobiology which acknowledges the interweaving of body and psyche. Mina has been a good teacher illustrative of Mitchell's tenant that one must continuously question their participation in "openness to criticism and self reflection" (Mitchell, 1994, 369).

Educational Objectives:

1. The participants will be able to describe psychic changes that are likely to occur as an individual ages.
2. The participant will be able to discuss the relational changes that occur during and after an enactment.

Creativity in Psychoanalytic Process: The Flow of Enactive Engagement, Robert Grossmark

This paper will advance the idea that enactment can be regarded as a contemporary form of free association. Freud saw free association as the key to the psychoanalytic process, and suggested that the analyst not interfere with the flow of associations. I argue that the contemporary, engaged and present relational analyst can allow 'the flow of enactive engagement', and that this process is the engine that can drive a contemporary psychoanalysis. Borrowing from the enactment literature and the work of the River Plate psychoanalysts (Barranger & Barranger) I suggest that both patient and analyst are engaged in a mutual regression that enables the emergence of fantasies of the field of the treatment. The analyst and patient participate in and construct the field, but, like a group-as-a-whole, it is more than the sum of its parts. The role of the analyst is to hold this process, to be present and to allow it to tell its own revelatory story; to be unobtrusive to this process while being in it. A brief clinical vignette illustrates the flow of enactive engagement.

Participants will be able to:

1. Describe the concept of 'the flow of enactive engagement' and its relation to the field of treatment.
2. Utilize the concept of the 'flow of enactive engagement' when formulating a conception of the process of a relational treatment, either as a way of describing what has happened or when thinking about how to engage with a patient.

#3: Relationality and Embodiment: The Multiple States of Being

Presenters: Andrea Celenza, PhD, USA and Jack Foehl, PhD, USA

Discussant: Ann Louise Silver, MD, USA

Moderator: Frances Sommer Anderson, PhD

Abstract:

From Binomial Constraints to Gender Multiplicity: Stephen Mitchell's Contributions to Gender and Beyond, Andrea Celenza

Relationality: States of Being and Embodied Engagement in Psychoanalysis, Jack Foehl

This session describes and discusses a supervision model developed at the Norwegian Character Analytic Institute over the last decade. In this model the supervisee stages her interaction with the patient. This is done by asking the supervisee first to role-play both herself, second to role-play the patient, and then to move to a third position for reflecting upon the experiences in the two previous positions. The theoretical underpinnings of this approach to supervision, aimed at integrating experiences of self, other and interaction, will be briefly outlined. At the end of the presentation the model will be demonstrated. This will be done by offering one (or more if time allows) of the participants a short supervision on a case of her/his choice.

Educational Objectives:

At the conclusion of my presentation the participant will have an understanding and image of the supervision model presented. Additionally the participant will have some personal experience of and feeling for possible advantages of this approach to supervision.

#4: Through "Harrowing Dread:" The Analyst's Trauma as Inspiration for Creative Investigation

Presenters: Doris Brothers, PhD, USA and Jane Lewis, LCSW, USA

Discussant: Ellen Shumsky, LCSW, USA

Moderator: Hilary Hoge, MD, USA

Abstract:

Stephen Mitchell (1993) helped us to see that "the analyst's investment in her own therapeutic powers inevitably always functions to help the analyst heal herself." He also suggested that sometimes hope can only be reached "through an immersion in prolonged and harrowing dread." This 2-paper panel attempts to show that our efforts to heal from "the harrowing dread" of trauma may also inspire creative efforts to investigate poorly understood aspects of our relational worlds. One paper demonstrates how the author's experience of Bell's Palsy led to creative and hope-inspiring encounters with patients and surprising discoveries about the ways in which facial expressivity mitigates existential uncertainty. The other paper reveals how un mourned losses and deaths in the author's life led her to investigate the intergenerational meanings of hair-pulling. It attempts to show that all research findings reflect the intersecting experiential worlds of the researcher and her research partners. Both of the papers use a relational systems sensibility.

About Face: How an Analyst's Traumatizing Bout of Bell's Palsy Sparked a Creative Process, Doris Brothers

At the heart of this paper is the author's experience of having half of her face paralyzed by Bell's Palsy. She attempts to show how her illness led to creative and hope-inspiring encounters with patients and surprising discoveries about the ways in which facial expressivity mitigates existential uncertainty. She describes how an analyst's inexpressive face holds the threat of retraumatization for some patients who cannot forecast her responses. She also examines the erasure of a sense of differentiated selfhood in the context of illness.

Bringing a Dialectical-Constructivist Sensibility into "Re"Search on the Relational World of Hair-Pulling, Jane Lewis

This paper represents an inquiry into the meanings and value of research when it is conducted with a dialectical-constructivist sensibility. Its focus on hair-pulling is illustrated through the use of vignettes of two people who pull out their hair as well as the author's own experience. While histories of un mourned losses and deaths were widely found in this study, all meanings were viewed solely as an outgrowth of the intersecting experiential worlds of the author and her seventy-five research partners. This paper also explores the complex ways in which a relational psychoanalytic perspective affects all that emerged.

At the conclusion of this presentation, the participant will be able to describe the ways in which efforts to heal from trauma can inspire creative efforts to investigate poorly understood aspects of our relational worlds; and to explain how a relational systems sensibility affects psychoanalytic research.

#5: Neuroscience and Eating Disorders: A Clinical Integration

Presenters: Doris Heather Ferguson, LCSW, USA and Judith Rustin, LCSW, USA

Discussant: TBD

Moderator: Caryn Sherman-Meyer, PhD, USA

Abstract:

Neuroscience and Eating Disorders: A Clinical Integration, Heather Ferguson

Look But Don't Touch: Integrating the Neuroscientific Perspective in Clinical Practice, Judith Rustin

This paper delineates the neuroscientific point of view of Eating Disorders and integrates it with mainstream psychoanalytic clinical theory. We argue that the integration of neuroscience into the clinical exchange helps the analyst address and ameliorate the eating disorder symptoms. In the process of addressing the symptoms, the analyst establishes herself as an attuned, understanding presence thereby contributing to the

establishment of a deep dyadic relational bond. As the symptoms of the Eating Disorder recede, the patient's experience of feeling helped sets the stage for a deepened relational bond and a meaningful psychoanalytic process. In this second stage of treatment, the issues of dysregulated affect and conflict that initiated the development of the symptoms can be more directly addressed. A detailed case example demonstrates how this integrated approach facilitates therapeutic action.

Objectives:

1. The participant will be able to integrate the neurobiological understanding of eating disorder symptoms within a relational psychoanalytic perspective.
2. The participant will be able to describe the Seeking/Reward System of the brain and how this reinforces and maintains destructive behaviors.
3. The participant will understand how restricting, purging, and over-exercising act as drug delivery systems by releasing the endogenous opioid systems of the brain.

#6: Relational Themes & Religious Influences

Presenters: Harriet Lutzky, PhD, USA and Alistair Ross, PhD, UK

Discussant: John Sloane, MD, CANADA

Moderator/Interlocutor: Sally Rudoy, MSW, USA

Abstract:

The Early Bond with the Mother as a Prototype of Religion, Harriet Lutzky

In this paper I deal with three issues. First is the psychoanalytic construct of union with the mother in the early bond.. Second is whether such union, or aspects of it, are reflected in religious concepts. Third is whether the experience of union with the mother (in the form of connection with the universe) can be identified with religion itself, as Romain Rolland argued in his correspondence with Freud, or with a particular type of religion, as William James suggested. In considering these issues I draw on psychoanalysis, psychology, anthropology, biblical studies and philosophy.

Educational Objectives:

At the conclusion of my presentation, the participant will be able to:

1. Consider religion as one possible cultural expression of the early bond with the mother;
2. Place the psychoanalytic study of religion in an interdisciplinary context.

Harry Guntrip (1901-1975) – An Early Relational Psychoanalyst?, Alistair Ross

Harry Guntrip is best known for his elaboration and application of Object Relations ideas, drawn from Fairbairn and Winnicott. He is one of the few analysts that have written about his experience in analysis with them both. Yet there is an unknown side to Guntrip as a highly creative thinker and practitioner. This paper draws on unpublished letters from Guntrip with two patients (a husband and wife) that reveal fascinating insights into how he worked relationally. This includes an integration of his first vocation as a Minister of religion. Stephen Mitchell was one of the first influential figures to see Guntrip's relational focus and connection is made between Guntrip's practice and the current relational context.

Educational Objectives:

At the conclusion of my presentation, the participant will be able to:

1. Understand the links between current relational ideas and a significant analytic figure from a previous generation;
2. Recognise the importance of living out relational theory in practice as illustrated by Guntrip and his patients.

#7: Relational Psychoanalysis: New Frontiers

Presenters: Robin Grace, MSW, USA and Evelyn Rappoport, PsyD, USA

Discussant: Dennis Debiak, PsyD, USA

Moderator: Cathy Fewer, MSW, USA

Abstract:

"Shrink Rap" on the Air, Mentalizing in the Last Frontier: A New York City Psychotherapist Meets the Frontier, Robin Grace

This paper highlights the author's approach to expand the process of mentalizing in a rural Alaskan town. Limited resources and a steady flow in cases of trauma, loss, and abuse prompted the question, "What treatment approach would facilitate healing and the promotion of security?" The author illustrates how a unique culture and independent frontier-minded individuals influenced her use of a systems and psycho-educational approach. Psychoanalytic concepts, attachment research, and mentalization became the guiding principles for weekly broadcasts of Shrink Rap, a radio show including 'relational scenarios' acted and analyzed by the author and community participants.

Educational Objectives:

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

1. Recognize the possibilities for expanding psychoanalytic thinking beyond its usual boundaries;
2. Identify creative opportunities (including the use of media) for extending relational analysis to populations who are generally shuffled into the domains of short term cognitive behavioral approaches.

Somatic Experiencing and Psychoanalysis: Expanding the Relational Frontier, Evelyn Rappoport

I offer this presentation in the spirit of Steve Mitchell's legacy to relational psychoanalysis as a developing, living and expanding process. Recent developments in neurobiology, attachment and trauma research have generated an increasing recognition of the centrality of body experience in the intersubjective relational field. Integrating conceptual and clinical applications of somatic experiencing I demonstrate the use of sensory focused interventions in my work with two long term, analytic patients with whom I highlight the process of accessing inchoate self states on a procedural and somatic level. Intentionally working with the activation of the body and the autonomic nervous system enables me to access the physiology and felt sense experience of distinct self parts which can then be addressed separately. In the process, my patients and I meet on a somato-sensory level and together we experience mutual affect regulation as well as increased self regulatory capacities. I invite my colleagues to consider the theoretical and clinical implications of the meeting between relational analysis and directed somatic work.

At the completion of this presentation participants will be able to

1. Demonstrate an understanding of somatic, physiologically based interventions;
2. Describe and utilize elements of the felt sense experience in relational psychoanalysis.

#8: Hidden Adaptive Potentials of Seemingly Pathological States

Presenters: Lynne Layton, PhD, USA and Shoshana Ringel, PhD, USA

Discussant: Aaron Balick, PhD, UK

Moderator: Ilene Philipson, PsyD, USA

Abstract:

A Bend Towards Truth: A Relational Rethinking of Perversion, Lynne Layton

In this paper, I build on Ruth Stein's theory of "perverse pacts" to argue for a relational understanding of perversion. My point of departure is Freud's work on disavowal and the fetish structure, and I argue that the disavowal in question in perversion is the inability to face the truth of relational failures, particularly the truth that one has not been loved or loved well. This inability accounts for what I call the perverse core at the heart of repetition compulsions, the refusal to know what one knows. The fetish structure that results from this disavowal entails a repeated oscillation between two fantasy structures: "I don't need you" and the fantasy of a perfect love. I illustrate with two cases that suggest some differences in how perversion and perverse pacts manifest in treatment.

Educational Objectives:

At the conclusion of my presentation, the participant will be able to:

1. Understand a relational view of perversion that rests on disavowal of relational truths too painful to bear.
2. Use the above understanding to think differently about repetition compulsions and the perverse pacts that sustain them.

On Unrequited Love: Mastery, Submission and Transcendence, Shoshana Ringel

In the following paper, Mitchell's question of whether passionate desire and affectionate love can co-exist is addressed through the lens of a romantic relationship based on mastery and submission. The work of Bach, Benjamin, Bromberg, and Ghent are utilized to illuminate attachment deficits that may lead to the wish for pain and submission. The author examines the dissociative process in which shameful and unwanted aspects of the self are projected onto the other, and explores the possibility of transcending dichotomized self states through mutual surrender.

Objectives:

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

1. Understand how attachment history and familial dynamics shape the patient's desire for a relationship based on mastery and submission
2. How patient-analyst interactions can contribute to the integration of dissociated self states and may help the patient move from submission to mutuality and transcendence

#9: Conceptualizing Supervision for a Relational Perspective

Presenters: Dana Castellano, PsyD, USA and Jon Sletvold, PsyD, NORWAY

Discussant: Elizabeth Goren, PhD, USA

Moderator: Judy Kaufman, LCSW, USA

Abstract:

Trauma Triangles and Parallel Processes: Geometry and the Supervisor/Trainee/Patient Triad, Dana Castellano
Relational psychoanalytic literature is filled with discussion regarding how the concept of intersubjectivity has enhanced the space between and within patients and analysts. As the relationship between the dyad expands and contracts, prior traumatic experiences become ripe for reenactment. Several theorists have posited that there is a fluidity between the positions of persecuted, persecutor, and bystander/rescuer. Patients who have been abused may be more likely to project sedimented aspects of this trauma into the analyst. Unconscious motivations may include gaining a sense of empowerment, disavowing feelings of shame and inferiority, or mastering feelings of abandonment or misattunement experienced by a Third who either stood by or was unable to rescue the patient from being abused. Traditionally understood as "identification with the aggressor," a relational view of this pattern understands the implicit relational knowledge that becomes activated when placed in a situation reminiscent of prior experiences of abuse. The vicissitudes of each particular therapy dyad

are complex in such cases, but what happens when the analyst is a trainee and the supervisor reenacts the abuse experienced by the patient onto the trainee? Can the analyst/trainee withstand such "identification with the oppressed?" When the enactment extends beyond the dyad and moves into the triad, how can the trainee/analyst move beyond her own feelings of persecution, using this shared experience to create agency for both herself and the patient? As a trainee, she is particularly vulnerable to devaluation, criticism, and being placed in the position of "Other" in terms of her lesser status in the training environment. In my case illustration, the setting was an art institute's counseling center, and the patient a sculptor. Bullying and sadism were projected into the analyst/trainee so that she could share the patient's shame and anger. Resultantly, this regression to a shared intersubjective space of juvenile bullying led the trainee to take risks in the treatment, enraging her supervisor for "breaking the frame." Feeling bullied by both patient and supervisor led the trainee to further enter the subjugated space of the patient, ultimately empowering both to "sculpt" a relationship that moved them out of such constricted roles.

At the conclusion of this presentation, the participant will be able to

1. Describe the ways in which early traumatic experiences may be reenacted within the treatment dyad. Specifically, participants will develop a greater understanding of the sequelae of early childhood sexual abuse on the relational matrix within the dyad.
2. Explain how as a trainee, a supervisee may be hierarchically placed in a subjugated role while training. Therefore, she may experience a greater susceptibility to enacting with the patient the dynamics of perpetrator/victim/rescuer-bystander that often is at the relational core of abuse survivors.

Supervision, Embodiment and Creativity: Staging the Analytic Interaction, Jon Sletvold

The paper describes and discusses a supervision model developed at the Norwegian Character Analytic Institute over the last decade. In this model the supervisee stages her interaction with the patient. This is done by asking the supervisee first to role-play both herself, second to role-play the patient, and then to move to a third position for reflecting upon the experiences in the two previous positions. The theoretical underpinnings of this approach to supervision, aimed at integrating experiences of self, other and interaction, will be briefly outlined. At the end of the presentation the model will be demonstrated. This will be done by offering one (or more if time allows) of the participants a short supervision on a case of her/his choice.

Educational Objectives:

At the conclusion of my presentation the participant will have an understanding and image of the supervision model presented. Additionally the participant will have some personal experience of and feeling for possible advantages of this approach to supervision.

#10: Artist/Analyst: The Interaction of Creative Attitudes in the Work of Dual Professionals

Presenters: Linda Cummings, MSW, USA; Karen Schwartz, PhD, USA and David Shaddock, PhD, USA
Moderator/Interlocutor: George Hagman, MSW, USA

Abstract:

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 art work, and analysis resulting in the increased welfare and happiness of the patient. This panel proposes to explore the relationship between art and analysis through discussion with practitioners who identify themselves as dual-profession artists and analysts. It is our hope that light can be shed on these questions through the exploration of the day-to-day struggle to succeed at both. To this end the proposed panel consists of artist/analysts who are currently working in both professions and each has been trained in and is currently practicing psychoanalysis or psychoanalytic psychotherapy. The following brief statements are written by each panelist, summarizing their viewpoint which they will elaborate more fully in the panel.

Educational Objectives:

Upon completion participants will be able to understand and make use of creative aspects of their own work as analysts; and to identify aesthetic and creative dimensions of the analytic relationship and make use of these areas for change.

Abstract:

Looking and Listening: Intersections between the Practice of Photography and Psychoanalysis, Linda Cummings

From the point of view of my experience as a professional photographer and psychoanalytically trained psychotherapist, I consider aspects of the photographic process to be analogous to psychic operations wherein unconscious material becomes available for conscious use, as in psychoanalysis. What is the photographer's aim; what is he/she looking for? What is the analyst's aim; what is he/she listening for? Is there a similarity between the moment the shutter of the camera clicks in taking a photograph and the moment "something clicks" in treatment? Might photography and psychoanalysis both create frames within which the pleasure and the reality principles safely converge? Both disciplines provide a transitional space for internal conflicts to be externalized, fostering the co-existence of reality, imagination, paradox and play. This paper posits reciprocal interactions and dynamics between photographer, camera and viewer share significant parallels in the co-creation of meaning within an intersubjective field occurring during the treatment process between analyst and patient.

Running Head: On Being An Artist and Analytic Therapist, Karen Schwartz

This paper describes the author's firsthand experience of being both artist and psychotherapist. It is written so as to convey the interplay of the two endeavors in elaborating values and attitudes common to each with respect to self-expression, shared subjectivity, empathy in the service of knowing and communicating, and self-encounter. The valuing of process as key to the elaboration of subjective experience through either form of self-expression and the fundamental intersubjective context in which both unfold are highlighted. The author cites the tension between disciplined versus unconstrained self-expression that she experiences and attempts resolution of through each pursuit.

Educational Objectives:

1. At the end of my presentation, the participant will be able to discuss how artistic process can mirror, if not enhance, an analytic therapist's empathic sensing capacity.
2. At the end of my presentation, the participant will be able to consider the preoccupation with process, as opposed to content, that is of central concern to the artist and therapist alike.

To Build a New World: Creative and Aesthetic Choices in Psychoanalysis, David Shaddock

This paper examines the role of creativity in the analytic process by comparing the process of writing a poem to the process of decision making in a short clinical vignette. A comparison is made between the artist responds to the flow of his own imagination to the way the analyst responds to the flow of his patient's material in a session. A detailed description of the composition of a single poem is followed by a description of the therapist's response to the oedipally-tinged material presented in a single session by his 57 year old male patient. Special attention is given to the alternation between intention and surrender in both the creative and analytic process as well as to the aesthetic considerations that shape responses to the flow of energy within a poem or an analytic session.

At the end of my presentation the participant will be able to understand the creative nature of the therapist's choice between listening or shaping in response to patient's material; and understand the role aesthetic decisions play in responding to the energy or intensity of the patient's material.

Creative Analysis: Comparing Artistic and Psychoanalytic Processes, George Hagman

This paper discusses the dynamics of creativity in psychoanalytic treatment. It argues that the creative process of the analyst is characterized by specific forms of feeling, thinking and most importantly, relating that lead to the emergence of something new – therapeutic change. While the artist works with form, the scientist with concepts, the analyst works in the medium of the intersubjective field, the infinitely ambiguous constellation of human meanings that makes up the analytic relationship. The paper shows how the model of artistic creativity may be useful in understanding the analytic process. It argues that the creative analyst must be open to the experience of anxiety, as she seeks to be responsive to the patient's unique self-organization and mode of relating. Similar to the creative artist the analyst's self-experience is subject to innumerable disruptions as a result of failures in resonance and the subsequent doubts about the analytic self. This self-state must be resolved and becomes the primary motivation for the analyst's most creative work. In several sections the paper examines 3 phases of the creative process, first as it is manifest in art and then as we see it in the analytic process. Case examples are used by way of illustration and the paper closes with several recommendations to enhance the analytic creativity.

Educational Objective:

Participants will learn an innovative model of creativity in analytic practice. They will also hear clinical vignettes illustrating the model, and acquire special skills that will enhance their own creative potential.

#11: Extending Mitchell's "Delicate Balance" to Transform the Reparative Quest

Presenters: Jenny Kaufmann, PhD, USA and Peter Kaufmann, PhD, USA

Discussant: Peter Maduro, PsyD, JD, USA

Moderator: Janet Kelly, MSW, USA

Abstract:

From Conjunctive Impasse to Analytic Process: Transforming Reparative Quests On Transforming the Reparative Quest

In *Relational Concepts in Psychoanalysis*, Stephen Mitchell outlined an integrative approach to narcissistic illusions in which he advocated that the therapist appreciate the developmental and defensive aspects of these ways of integrating interpersonal situations. He advised that the therapist practice "a delicate balance" in which he/she both "join the dance" of the patient's narcissistic integration while finding playful ways to call it into question and open up new ways of being and relating. In considering the spectrum of patients who experience "narcissistic" issues, Mitchell did not specifically focus on people who pursue narcissistic illusions in order to buttress their efforts at disavowing the traumatic past. These patients pursue what can be seen as a reparative quest. In pursuing this quest, they are trying to repair their experience of the traumatic past so that they eliminate or expunge any re-evocation of past pain and ensure against its recurrence. Typically, they engage in activities that are specifically intended to undo past trauma and reinforce the dissociation of painful affect associated with this trauma.

In this panel, we propose to extend Mitchell's integrative approach to apply to patients who are engaged in a reparative quest. We want to emphasize how much these patients are organized around the experience of formative trauma and how the therapist's practice of that "delicate balance" between developmental and defensive considerations focuses particularly on facilitating the integration of painful affect and threatening affect states associated with this trauma. In treating these patients, we advocate that the therapist affirm

what is developmental in the patient's aspiration yet also address its self-protective functions and welcome the patient's previously disavowed painful or dangerous affect when it is evoked. Here, the therapist's creativity involves not simply joining with the patient in his creation, but imagining what he/she has disavowed and seeing the potential of how he/she can better achieve passionately felt aspiration when he/she has better integrated and mourned the traumatic past.

Abstract:

From Conjunctive Impasse to Analytic Process: Transforming Reparative Quests On Transforming the Reparative Quest

The panel will involve two papers and a discussion. Each paper will present the integrative treatment of a patient who can be seen as pursuing the reparative quest as we define it above. The discussion will take up commonalities and differences in the cases and address the importance of witnessing in facilitating mourning. A paradox implicit in these presentations may be that what is truly new and creative involves recognizing and providing a "holding environment" for what has been so old, unfelt and unintegrated.

Educational Objectives:

At the conclusion of the panel presentation:

1. Members of the panel audience will be able to explain the concept of the reparative quest.
2. Members of the panel audience will be able to describe the differences in the reparative quests that these two patients pursued.
3. Members of the panel audience will be able to explain how clinicians can be "creative" in facilitating the therapeutic transformation of the reparative quest.
4. Members of the panel audience will be able to explain how the presenters' therapeutic approach to the reparative quest reflects an extension and application of Mitchell's "delicate balance".

#12: Moving Beyond the Familiar and Secure

Presenters: Nancy VanDerHeide, PhD, PsyD, USA and Karen Wiesbard, PsyD, USA

Discussant: Rebecca Curtis, PhD, USA

Moderator: Julia Davies, PhD, USA

Abstract:

The Analyst's Evolution

Among the many authors who have contributed significantly to creating a psychoanalysis that embraces present-day knowledge and needs, Stephen Mitchell stands out as a model of creativity. Today's psychoanalyst needs the flexibility to keep many diverse psychoanalytic balls in the air and the creativity to manage the ones we drop. This presentation considers the values and assumptions derived from the mushrooming psychoanalytic literature, the paradigmatic changes in thought that ushered them in, and analyst qualities that prove optimal in that context.

Objectives:

1. At the end of this presentation, the listener will be able to identify the important theoretical trends in contemporary psychoanalysis.
2. At the end of this presentation, the listener will be able to explain the relevance of implicit forms of knowledge to the therapeutic process.

Leaving Insurance: Risk, Paradox, and Creativity

This paper relates how an ordinary business decision to no longer be a provider with an insurance panel was made rich and complex as it unfolded in the relational matrix that Stephen Mitchell (1988) first described. I elaborate how intersubjectivity became an important component of my clinical work as I introduced aspects of my subjectivity into the treatment, both purposefully and unconsciously. Surprising aspects of hope and dread related to dependency, recognition, and a desire for something new and larger than oneself emerged in the process within myself, my patients, and between us.

Educational Objectives:

1. At the conclusion of my presentation, the participants will be able to describe what intersubjectivity is, and the processes that lead to its achievement, breakdown and restoration.
2. At the conclusion of my presentation, the participants will be able to explain how the analyst's self-interest is an inevitable part of any treatment, and needs to be recognized by both patient and analyst.

5:15 PM

Adjournment of Paper Session 1

Registration for Main Conference Opens

IARPP Candidate's Reception

Conference Welcome

Margaret Black, LCSW Conference Co-chair

PLENARY I:**Swimming the Bosphorus: A Clinical Presentation****Clinical Presenter: Spyros Orfanos, PhD, USA****Chair: Margaret Black, LCSW, USA****Discussants: Mary Bayles, MSW, AUSTRALIA; Raul Naranjo, PhD, SPAIN;****Ilana Laor, MA, ISRAEL; and Yavuz Erten, MA, TURKEY****Abstract:**

This presentation will focus on the unique and complex reactions of a Turkish man who experienced the extreme trauma caused by the September 11, 2001 attacks on the World Trade Center. The clinical process was "like digging a well with a needle." At times, the Greek American analyst engaged in acts of disclosure and reverie. The treatment set into motion aspects of self-experience for both participants. These involved sexuality, religion, and cultural resentments and idealizations. We will explore how this facilitated reflection and recovery.

Educational Objectives:

1. At the conclusion of this presentation, participants will be able to identify 3 overlap dimensions between psychotherapeutic progress and analytic gains.
2. At the conclusion of this presentation, participants will be able to identify how thick descriptions of cultural resentments and idealizations can enrich clinical process.

8:15 PM**Adjournment of Opening Event Plenary
Opening Conference Reception****Friday, March 2, 2012 – Itinerary****8:00 AM Registration & Coffee****8:50 AM President's Welcome: Spyros Orfanos, PhD:
The Internationalization of Imagination****PLENARY II:****A Conversation with Stephen Mitchell****9:00 AM Discussants: Hazel Ipp, PhD, CANADA and Jody Messler-Davies, PhD, USA
Interlocutor: Lew Aron, PhD, USA****11:00 AM Adjournment of Plenary II & Coffee Break****Paper Session 2:****(11 Concurrent Sessions)****11:30 AM - 1:00 PM****#1: Time Travel in the Clinical Process****Presenters: Deborah Agrest, LCSW, USA and Christina Emanuel, MA, USA****Discussant: William Coburn, PhD, PsyD, USA****Moderator: Marsha Hewitt, PhD, CANADA****Abstract:**

Serving Time, Deborah Agrest

The author explores the ways in which a patient's experience of time plays out in a relational treatment, impacts the analyst, and ricochets back to the patient. Both inhabit multiple self-states as they find themselves in a parallel flow of time. The use of the deep transference/countertransference matrices and enactment in mending a sense of time are discussed. How are we to extrude experience into language or, indeed, the printed word? This contribution was shaped to deliberately veer off the course of the prevailing structure of psychoanalytic literature. The reader is invited to immerse her/himself in an experience, as we might allow baroque music to wash over us in a darkened concert hall or in the privacy of our own living room. Themes repeat, in spirals, in scores of variations. I have written with those in mind who listen intently to material that is at first confusing, repetitious, to be sat with, and allowed to wash over them.

Educational Objectives:

At the conclusion of my presentation, the participant will be able to:

1. Describe how to elicit and engage with patients' multiplicity of self-states with different temporal lines.
2. Describe how the deep transference/countertransference matrices and therapeutic enactment can retroactively re-work patients' early organizing relational paradigms, in this case, a patient's sense of

herself in time.

Abstract:

Rarefied, Luminous Spaghetti: The "Swoosh" as You Enter the Future and the Future Enters You, Christina Emanuel

Broke, broken, stuck, and undead, Parker came to me five years ago, an overmedicated zombie who persistently wanted to die. A precocious and clever child, Parker was deflated, degraded, and disappointed too many times by a family in which emotions and alcohol were shaken, not stirred. He entered treatment struggling with the suicide of a dear friend and mentor, a series of unfulfilling relationships that ended in debilitating depression, and, significantly, the trauma of having been seduced by his previous therapist. In this paper I describe how my patient Parker becomes "stuck in time," his temporal response to the difficulties he has endured, and how, through our work, "time comes in." Drawing inspiration from, among others, Kurt Vonnegut's Slaughterhouse-Five, Adrienne Harris' article "You Must Remember this," and Freud's concept of nachtraglichkeit, I suggest new ways of thinking about time in an analysis, including adding the concept of "beforeness" to accompany "afterwardsness."

Educational Objectives:

1. Describe the concepts of "temporal parts," "afterwardsness," and "beforeness" and explain how they can be used in psychoanalysis.
2. Describe the concept of "temporal bandwidth" in psychoanalysis, explaining the difference between narrow and broad bandwidth when considering a patient's experience in time.

#2: Death is Nothing At All: On Imagining Non-Existence – A Relational Psychoanalytic Engagement of the Fear of Death

Presenter: Martin Stephen Frommer, PhD, USA

Discussants: Susan Mailer, MA, CHILE and Sam Gerson, PhD, USA

Moderator: Stephanie Bot, PsyD, USA

Abstract:

If what binds us together as human beings is the shared knowledge that we must die, what simultaneously sets us apart, dividing us in opposing, if not warring camps, are the strategies or belief systems we use to cope with this reality of existence. For many, religion provides the needed palliative through its assurances that in one way or another death is not the end. For non-believers, there is no such solace. The logic that if one no longer exists, one ceases to have a consciousness of one's state of being (or lack there of) does not readily find a home within the human psyche. Freud addressed this difficulty by declaring that the mind simply cannot conceive of its own nonexistence, setting the stage for a long standing relationship between psychoanalysis and death that has been ultimately abandoning of the secular mind's need to be joined psychoanalytically in grappling directly with its own mortality. This essay emanates from an interest in psychoanalytic process, specifically in relation to the existential dimension of experience, as it is lived between analyst and patient. I explore what happens when the fact of death finds its way into analytic discourse and becomes an object of scrutiny, as it does, in the treatments I describe. How can minds engage and help one another in considering non-existence? How might relational psychoanalytic thinking inform a response to this question? In presenting clinical material concerning a patient who was terrified of death, I attempt to consider the interplay between the analyst's omnipotent self and his more vulnerable mortal self, as both aspects of his subjectivity engaged with the patient's fear of death. This paper considers the nature of the relatedness between analyst and patient that fosters and facilitates the development of the patient's "existential self."

Educational Objectives:

1. At the conclusion of my presentation, the participant will be able to explain how the fear of death has been understood in psychoanalytic theory.
2. At the conclusion of my presentation, the participant will be able to describe a form of therapeutic engagement with the patient that can help the patient to deal more adaptively with the fear of death.

#3: Transformations in Psychoanalysis: The Role of Shame and Forgiveness

Presenters: Margy Sperry, PsyD, USA and Sharon Ziv Beiman, PhD, ISRAEL

Discussant: Ruth Gruenthal, MSS, MSW, USA

Moderator: Maria Tammone, PhD, ITALY

Abstract:

Clinical Attitudes and the Transformation of Shame, Margy Sperry

Contemporary psychoanalytic theorists differ in how they understand shame and these differences have important clinical ramifications. Most contemporary thinkers believe that shame is initially generated in interaction with caregivers. They diverge, however, in how they believe that shame is elicited and maintained throughout life. Whereas some argue that sensitivity to shame is intrapsychically maintained and evoked,

others believe that shame is shaped and elicited in an ongoing way by one's relational milieu. This paper explores three attitudes that derive from process (contextualist) theories, including intersubjective systems theory and psychoanalytic complexity theory, and illustrates the role that these attitudes play in clinical work with shame-prone individuals. It is concluded that the attitudes associated with contextualist theories help to derail the shame-blame cycle, and support the patient's capacity to face her thrownness and to embrace authentic existence.

At the conclusion of this presentation, participants will be able to define three attitudes that are associated with contextualist theories and the role that these attitudes play in the mediation and transformation of shame; and recognize the difference between attitudes which emanate from an intrapsychic model of shame and those that emanate from a contextualist (process) model of shame.

Abstract:

Forgiveness Revisited: A Relational Platform for Integrating Forgiveness into Psychoanalytic Theory, Sharon Ziv Beiman

This paper will present a case, on the basis of which I would like to propose forgiveness as a vital therapeutic process, especially in therapeutic contexts in which the patient has been profoundly hurt by significant others. In these cases injured self-states crystallize, dominated by a prevailing sense of worthlessness and helplessness, alongside the perseveration of interpersonal dyads in which the patient experiences herself as a victim. I will attempt to show that forgiveness adds an additional and vital dimension to the therapeutic process, which is bound to and affected by concepts such as reparation, empathy, containment, mutual recognition, working through, and creation of meaning, though it does not overlap with them. After screening the historical and conceptual barriers that have hindered the incorporation of the concept of forgiveness into psychoanalytical discourse, as well as outlining contemporary efforts to integrate it into therapeutic theory, I will suggest that forgiveness calls forth and requires a creative stance. This stance combines a philosophical-ethical position that views forgiveness as a mutually releasing process, and stresses its contribution to the reinvigoration of mentalization processes that were blocked as a result of trauma. A relational conceptualization of forgiveness as a dialectical process that enables and promotes an infinite oscillation between blaming and forgiving self-states, between the positions of victim and perpetrator, between the intra- and the interpersonal, between the emotional and the sexual – heading towards mental movement and liberation from the constant repetition of pain and injury – will be delineated.

Educational Objectives:

At the conclusion of my presentation the participant will be able to:

1. Recognize the historical and conceptual barriers that have hindered the incorporation of the concept of forgiveness into psychoanalytical discourse, and outline contemporary efforts to integrate it into therapeutic theory.
2. Describe the relational theory's contribution in conceptualizing forgiveness as a dialectical process and in constructing it as a meaningful and integrative dimension of the therapeutic endeavor.

#4: Relating: Danger and Possibility

Presenters: Danielle Knafo, PhD, USA and Valeria Pulcini, MD, PhD, ITALY
Discussant: Daniel Shaw, LSCW, USA
Moderator: John Skrovan, PhD, USA

Abstract:

A Journey from Extreme Solitude to Relatedness: A Case of Hikikomori, the Japanese Shut-in, Danielle Knafo

This paper describes the fascinating treatment of a singular young Japanese man, Hisoka, who epitomized the phenomenon of Hikikomori. The hikikomori are young people who live extremely solitary lives, never leaving their homes and hardly coming out of their rooms. At the onset of therapy, Hisoka only emerged for his therapy sessions and even then he hardly participated in a usual manner. The therapeutic work involved the creation of a safe holding space within which Hisoka learned to face the derailments of his early attachments and to engage in a mutual relationship. He gradually took steps to interact with the analyst and the outside world. The experience transformed both him and the analyst.

Educational Objectives:

At the conclusion of my presentation, the audience will be familiar with the Japanese culturalbound syndrome called Hikikomori, an extreme schizoid condition; and more conversant with therapeutic ways to work with severe isolation and solitude.

Abstract:

A "Miri", Many "Miris", and Their Dance Together on a Stage, Valeria Pulcini

The last decades have seen the rise of different approaches in the contemporary psychoanalytic field, due,

among others, to the creative contribution of Stephen Mitchell. The case report hereby presented, concerns a severely traumatized, and dissociated patient with whom the traditional approach turned out to be hardly applicable. Beginning with a metaphor by Mitchell, applying his multiple Self theory, and also using several works by other Authors, I've put to test various methods, and some non-interpretative tools during the treatment, thanks to which my patient and I were able to achieve considerable change. This exploration from multiple perspectives, namely the implicit, the explicit, the "play space", the "improvisational moments", the "moments of meeting", all together on a "metaphorical stage", allowed us to understand and to create an intense relationship between us, and enabled her dissociated Selves to come to light, and "dance" together with me, in a movement of cohesion.

Educational Objectives:

At the end of my presentation the participant will be able to:

1. Appreciate Mitchell's relevant perspective on "Multiple Self";
2. Discuss some non-interpretative tools helpful in accessing the otherwise inapproachable inner dissociated world of my patient;
3. Analyze and discuss the risks related to the use of these non-conventional techniques, referring to this case of dissociation in which the collusion with the split parts might've been possible;
4. Consider these instruments as a possible way to approach the procedural memory.

#5: Philosophical Underpinnings of Intersubjectivity

Presenters: Gabriel Vallejo Zeron, MD, MEXICO and Elizabeth Corpt, MSW, USA
Discussant: Christine Kieffer, PhD, USA
Moderator: Andrea Bleichmar, PsyD, USA

Abstract:

Review of Phenomenology Psychoanalytic Intersubjectivity, Gabriel Vallejo Zeron

This paper addresses the influence of phenomenology on psychoanalysis starting with the critique that the former has made of positivism in the latter intent to eliminate the subjectivity of the observer. The contribution of phenomenology concerning the experience of the other not mediated by conscious representations is enhanced. This suggests the existence of a corporeal subject and a primary intersubjectivity in which phenomenological empathy is based. The incarnated subject is related to affects and their regulation in an intersubjective yield. In the search for the conscious and unconscious meanings of the psychoanalytic experience this has determined that psychoanalysis has moved towards a phenomenological contextualism. A clinical vignette is presented to illustrate the Concepts related to the phenomenological turn to end with a discussion in which jive concepts that guide the practice of a phenomenological oriented psychoanalysis are put forward.

Educational Objectives:

1. Discern the difference between RELATIONAL Intersubjectivity vision, compared to the positivist view in psychoanalysis, phenomenology, hermeneutics, poetic, etc.
2. Arguing about the deep value and strength of the relational view and its philosophical underpinning.
3. Show a case where inter-relational approach show and difference from the classical approach in psychoanalysis.

Abstract:

The Ethical Turn in Psychoanalysis: Contemporary Pragmatism and the Engagement With Otherness, Elizabeth Corpt

In this paper, I intend to explore what I am calling the ethical turn in psychoanalysis; a turn that again calls up Pragmatism's influence. In light of this, I believe a revisiting of some of the contemporary tenants of Pragmatism is in order, not only as it pertains to the plurality within psychoanalysis, but more importantly, as it pertains to the pragmatics of responding to intimate pluralities – the actual engagement of otherness - in the consulting room.

Educational Objectives:

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

1. Comprehend the meaning of the ethical turn in psychoanalysis and it's relevance to psychoanalysis.
2. Understand and apply the pragmatics of engaging otherness in the consulting room.

#6: When (and Why) Analyst and Patient Change Together

Presenters: Phyllis DiAmbrosio, PhD, USA and Alan Sirote, LCSW, USA
Discussant: Aner Govrin, PhD, ISRAEL
Moderator: Sarah Mendelsohn, LCSW, USA

Abstract:

Patient and Analyst in Crises: A Mutual Transformation Reflected in a Clinical Narrative and St. Exupery's "The Little Prince," Phyllis DiAmbrosio

In this paper I will describe and illustrate how personal crises of patient and analyst, in contrast to the more commonly recognized detrimental effect, can actually facilitate a mutually transformative process. While I was in the throes of my own personal crisis, a very challenging patient arrived for treatment. How that analysis evolved over the course of 12 years to become a mutually transformative and creative process for both the patient and myself is the focus of this paper. To augment delineation of this process, I will use St. Exupery's "The Little Prince" as a literary depiction of what I believe to be the essential healing elements involved, poignantly illustrated through presenting a film clip from the cinematic version of the book.

At the conclusion of my presentation, participants will be able to discuss the circumstances in which psychoanalysis can potentially be a mutually transformative experience for both the patient and the analyst; and describe how an attitude of creativity, mutuality and openness can help to create a mutually healing environment in an analysis.

Abstract:

The Patient Who Had Me Committed: A Mutually Influential Relationship between Patient and Analyst in the Context of a Broadening Analytic Frame, Alan Sirote

Patients and analysts frequently become locked in enactments generated by their reciprocal dissociations. Emerging from this quagmire often entails the capacity of the dyad to confront each other and negotiate out of these impasses. When discussing the analyst's role in facing her own dissociations much of the analytic literature refers to minor omissions or blind spots that are effectively dealt with by slight attitude adjustments toward the patient. I suggest that, in some instances, the therapist's willingness to grapple with her deeper and more profound detachments while struggling and negotiating with her patient's dissociations could lead to intense mutual influence and spirited enlivening collaboration between the two, including invitations to participate in architecting the therapy itself. This thoroughgoing relational process could be further advanced by broadening the analytic frame to include external environmental factors. A detailed case vignette is presented.

Educational Objectives:

At the conclusion of my presentation the participant will be able to illustrate the advantage of embracing a more comprehensive relational and environmental approach to therapeutic action. There are two educational objectives in this:

1. The therapist's willingness to grapple with her deeper and more profound detachments while struggling and negotiating with her patient's dissociations could lead to intense mutual influence and spirited enlivening collaboration between the two, including and especially invitations to participate in architecting the therapy itself.
2. This thoroughgoing relational process could be further advanced by broadening the analytic frame to include external environmental factors.

#7: Shared vulnerabilities in Development and Treatment

Presenters: Ruth Livingston, PhD, USA and Etan Lwow-Maier, MD, ITALY
Discussant: E. Joyce Klein, LICSW, USA
Moderator: Antonia Piazza, PhD, ITALY

Abstract:

Limping Along, Together: Finding a Balance in the Consulting Room, Ruth Livingston

This paper explores the issue of the disabled therapist. Specifically, the author considers how her limp enters the analytic process, both with patients who also have gait problems and with those who do not. Using the "limp" as a metaphor for feelings of unsteadiness and vulnerability, internally and relationally, the author considers the ways in which her disability is incorporated by her patients to understand their own feelings of being "off balance", and how this and the concept of "moving unsteadily" often refer to the process itself. One question is how cultural images of "lameness" are translated within the intersubjective field by both participants, sometimes resulting in mutuality, at other times leading to disconnection. Case vignettes illustrate the complex dynamics that ensue when this analyst's limp becomes a conscious focus or is

dissociated in the consulting room.

Educational Objectives:

At the conclusion of my presentation, the participant will be able to:

1. Discuss how the analyst's limp may impact the psychoanalytic relationship, and how stereotypical images of disability are dissociated or enacted in the clinical encounter.
2. Describe how an analyst with a mobility disability might use the metaphor of imbalance and "lameness" to explore intrapsychic dynamics and interpersonal relatedness with patients who themselves have mobility challenges and with those who do not.

Abstract:

The "River Banks" Parental Function - Development in the Shadow of Unrecognized Permissions, Etan Lwow-Maier

The lecture is an attempt to offer a novel understanding of the self-other co-construction of the self's healthy or pathological development. We are accustomed to see the relational impact between two subjects as reflecting a web of hidden and overt intensive interactions between two worlds of emotionally charged psychological motives and forces flowing between the two subjects; one subject's motives acting, reacting and interacting with the subjective world of the other subject and vice versa in a reciprocal-circular way. The paper suggests that the other's subjectivity has also a different critical function, as a kind of "potential space" for the development of the self. The view of the other's subjectivity not only as a source of intersubjective motives for the self, but also as a critical potential space for the development of the self, changes the arena of treatment. This perspective has allowed for the development of an innovative therapeutic treatment - mediated by the parents - for children, adolescents, or young adults who refuse treatment or suffer from resistant psychological disturbances. A developmental and a clinical example will illustrate the concepts of the paper.

Educational Objectives:

1. At the conclusion of my lecture, the audience will understand a clinically useful, critical function of the significant other in the co-construction of individual developmental psychopathology.
2. The lecture will generate interest in an important but usually overlooked parental intersubjective function, essential for promoting a stable "direction" toward health and maturity for the developing self; as well as in the applicable interventions towards that aim.

#8: Varieties of Coupling in Psychotherapy and Assessment

Presenters: Helene Beinoglou, MA, GREECE and Marco Bernabei, PhD, ITALY
Discussant: Lawrence Josephs, PhD, ABPP
Moderator: Irit Paz, MA, ISRAEL

Abstract:

Finding My Own Voice Working as a Couple Therapist, Helene Beinoglou

The paper I present links my work as an analytical psychotherapist with my personal history. I attempt to describe briefly the notion of transgenerational transmission of trauma and repetition. Repetition is a desperate attempt to find a pathway in life where the consequences of traumas have been dissociated. It is a potentially destructive way of regaining a psychic foothold. Finally it is the perpetuation of a scenario that prevents a sense of freedom, aliveness and creativity. Submission to the past imprisoned me, leaving me powerless as a child. The internalization of the bad internal objects used to fill the void of the absent other, creating a false self personality and containing the sense of vacuum inside. This is a journey from a sense of isolation and emptiness to a feeling of aliveness and creativity by [re]connecting to the traumatized parts of myself.

In the second part of my paper I describe two vignettes of Couples Therapy with deeply traumatized couples (sexual and non-sexual abuses) with violent behaviors. These couples needed to discover a way to [re]connect their violence to their past abuses. In both cases, secrets had destroyed their capacity for association or symbolization and their traumatic history was perpetually repeated within the couple relationship. I try to show that these repetitions reinforced a sense of total estrangement and absolute aloneness in relation to their environment. I describe how the creation of a protective shield in therapy was necessary before they dared acknowledged their violent, hateful, fearful traumatized parts of self. The therapeutic work is concentrated on the countertransference feelings and non-verbal elements of the sessions, used to access unelaborated material.

Educational Objectives:

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

1. Relate feelings of estrangement and aloneness to the transgenerational repetition of past traumas.
2. Explain the importance of the acknowledgement of the therapist's personal history and the way she relates to it.
3. Describe how the elements of the personal history of the therapist can create transference and countertransference bridges with couple.
4. Describe how accessing our traumatized parts of self can foster our sense of creativity and aliveness.

Abstract:

Taking Into Therapy Only the Parents or Also the Son/Daughter? A Criterion for Choosing During the Assessment with the Parental Couple, Marco Bernabei

In the paper I suggest some criteria that can be used during the assessment of a therapeutic plan for psychotherapeutic treatment during development when the decision needs to be made as to whether one should continue to see only the parents or involve their son/daughter in the treatment as well. The criterion for suggesting one setting or the other depends on the image which the parents offer to the therapist of their child: when the image of "the mother's son" does not appear to be too discrepant from that of the "father's son", it is possible to suggest that one continue to see only the parents. On the contrary, the need for the therapist to see also the son/daughter arises when the image of the child (or boy/girl) presented by one of the parents is so different from that of the other that one gets the impression one is dealing with two different children, that of the mother and that of the father. In this regard, I explain that the reason for deciding to see also the child is that, coming directly into contact with some of his/her traits, bypassing the filters introduced by the father or mother, will allow the therapist to present them again to both parents in less of a dissociated way so that together they may start a process to reconstruct more of a shared image of a child-son/daughter. Mitchell's (Mitchell, 1993) statements regarding the repercussions of the differences between the mother's child and the father's son within the universal conflict among the different self-organizations are associated with the idea that underpins this paper, according to which when the mother's child is altogether different from that of the father the result is not a mere conflict among self-organizations but an actual dissociation between such self-organizations (reference is made to non-communication among rigidly dissociated self-organizations, as postulated by Bromberg) (Bromberg, 2006). I also posit that the onset of such dissociated self-organizations depends on how the parents-child identification processes are played out. In the paper, I suggest that when it comes to choosing a setting, the best way to proceed, if one begins to notice that the conflict among the child's self-organizations (arising from his/her identifications with the discrepant views the parents have of his/her unripe self) runs the risk of resulting in, or indeed has already resulted in dissociation, is to take into therapy both the parents and the child. I have become convinced that, when instead the views of the child produced by the two parents are only slightly different, it is not only possible but indeed advisable to try to work only with the parents. As the clinical vignettes of therapeutic treatments involving only the parents show, in these cases the therapeutic work will focus primarily on reducing the discrepancy between their views of the child. I describe how, in the setting which involves only the parents, seeing them alternately, first individually and then as a couple, allows the therapist to serve as a shuttle between the parents and their images of the child which are conveyed from one to the other during their individual sessions and are then shared with both so that they may be discussed together during the couple sessions.

#9: Thinking About Creativity: Emily Bronte, Heinz Kohut and Thomas Hardy

Presenters: Barbara Feld, LCSW, USA; Barbara Schapiro, PhD, USA and Charles Strozier, PhD, USA
 Discussant: Sandra Hershberg, MD, USA

Abstract:

Emily Bronte: A Private Self in the Context of an Insular Family: A Focus on the Effects of Creativity, Barbara Feld

Thinking about the life of Emily Bronte, the author of one of the most famous novels in the English language, *Wuthering Heights*, is helpful in understanding the creative transformation of the experience of traumatic loss. In this presentation, I will illustrate the basis for Emily's entrapment in the sequence of traumatic losses through death of family members, and discuss several themes that can be observed in her development. Other additional theses I have developed include her struggle to find freedom and individuate in the midst of intense dependency, and her ability to transform trauma into art through her creative fantasies. Her imagination, creativity, wanderings on the moors, and her extensive writing were fertile ground for the expression of her will. Her poems and her novel *Wuthering Heights* were integral to her moments of individuality.

Learning Objectives:

1. A listener will learn about the development of creativity in a family context and its use in dealing with traumatic loss.

2. A listener will come to understand the parallels between life and art in Emily Bronte's creations.

Abstract:

Creativity, Passion, and Romance: Reading Thomas Hardy Through the Lens of Stephen Mitchell, Barbara Schapiro

Three themes in Stephen Mitchell's work—creativity, passion, and romance—resonate closely with those of the British Victorian writer Thomas Hardy. Both Mitchell and Hardy explore the perpetual tension between our inner subjective world, with its fantasies, passions, and creative projections, and an inexorable external reality. Reading Hardy's fiction through the lens of Mitchell's theorizing can shed light on Hardy's passionately romantic characters and illuminate a complex psychodynamic tension at play in his novels. Equally it is hoped that this discussion will further appreciation of Mitchell's ideas as they find expression in fictional form.

Educational Objectives:

At the conclusion of my presentation, the participant will be able to explain Stephen Mitchell's ideas about the dialectical relationship between fantasy and actuality and to describe how that dialectic operates in Thomas Hardy's fiction; and explain how idealization and aggression inform Stephen Mitchell's ideas about romance, and they will be able to illustrate those ideas through examples from Hardy's fiction.

Abstract:

Heinz Kohut and Creativity: At the Frontier of Self Knowledge, Charles Strozier

Paper addresses the theme of creativity in the life and work of Heinz Kohut. In the first part the story is how he himself embraced music, art, and literature in profound ways in his own life, including his favorite artists and musicians, as well as the reading that most appealed to him. The second part of the paper describes the creative transformation of Kohut's ideas about psychoanalysis in the 1960s and how the new theory, culminating in his greatest work, *The Analysis of the Self* in 1971, went along with a remarkable change in the kind of literature and art that had meaning for him.

Learning Objectives:

1. A listener will learn about the workings of creativity in psychoanalytic theory and how personally challenging it can be to engage new ideas.
2. A listener will come to understand some aspects of the intellectual journey of Heinz Kohut.

#10: On Butterflies and Dynamic Systems in the Consulting Room

Presenters: Raimundo Guerra Cid, PhD, SPAIN & Yakov Shapiro, MD, FRCPC, CANADA

Discussant: Karen Rosica, PhD, USA

Moderator/Interlocutor: Susan Bodnar, PhD, USA

Abstract:

Why Can Even A Fluttering of a Butterfly's Wings Change Everything: A Chaos Perspective and A Complexity of Therapeutic Relations, Luis Guerra Cid

Along the history of psychoanalysis there has been a tendency to think that the processes that take part in therapy (diagnostics, etiology of psychopathology, transference, processes and phases of treatment) have lineal tendencies of "The therapist interprets and the patient accepts what the analyst says and experiences insight or, ultimately, resists" type. This has two consequences: an illusion of linearity based on the fact that the therapist and the patient move always in the same segment forwards and backwards; and a more static role in both with some default rules (patient's free association that needs to comprehend the objective reality that the therapist proposes and the therapist's abstinence and neutrality that is interpreted when the "objective truth" is known"). S. Mitchell (1993) commented that apart from the importance of the insight we are to evolve towards the observation of other elements like the relational expansion and the experiential part that it connotes. The hard sciences that have been working for a long time with the Nonlinear dynamic systems theories (NLDS) bring forward the importance of the complexity and relative chaos that exists in the complex systems. The contemporary psychoanalysis can also work from this perspective provided that the existing difference between our object of studies (a human being immersed in relations) and the elements studied by the hard sciences are taken into consideration as various authors do, putting that into practice from the relational perspective (Seligman, 2005; Lyons-Ruth, 2010; D.B. Stern, 2010 Marks-Tanlow, 2011). In this way, the NLDS shows that different actions, enactments and all the shared relational knowledge indicate implicit dynamics, nonlinear and dynamic in the therapeutic processes. So as to explain all that issues we will start with a simile that comes from certain approaches from the recent theories of hominization in anthropology. Those apply to certain aspects of the complexity and of the NLDS in the human evolution. Hereupon we will provide divergent explanations to the classic ones on the etiology and maintenance of psychopathologies and of some characteristics of the relation as a technique itself for the progress of the

treatment.

Educational Objectives:

Describe and explain which are the consequences of taking the NLDS models and the theory of complexity both in etiology and maintenance of psychopathology and in the therapeutic relation. With this presentation it is intended that the participant learns throughout this theories the mechanisms that cause the progress of a therapeutic relation or change the registers (for example, over moment to moment interactions or because of the accumulation of emotional feedbacks between the therapist and the patient).

Abstract:

Psychodynamic Formulation in the Age of Neuroscience: A Dynamical Systems Model, Yakov Shapiro

Dynamical systems approach to neural network functioning offers the most comprehensive foundation for psychotherapy available to us today. Recurrent patterns of thinking, feeling, and relating can be analyzed by modeling cortical and subcortical network processes. Dynamical Systems Therapy (DST) stands as a trans-theoretical model with the explanatory power to integrate systems of synaptic networks with systems of meaning. It powerfully argues for shifting the emphasis from maladaptive patterns as the problems in themselves – to seeing them as patients' imperfect solutions to their inner and relational conflicts. Patients are seen as active agents who create the subjective meaning of their experiences based on specific developmental templates. Therapeutic relationship becomes our tool in re-shaping the topology of the patient's neural network landscape and re-establishing self-organizing process.

Educational Objectives:

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

1. Carry out a comprehensive psychiatric assessment without the artificial separation into biological vs. psychological domains in order to construct a unique individualized treatment plan for the patient integrating both psychotherapeutic and biological interventions.
2. Use DST framework as a trans-theoretical teaching tool to help psychiatric trainees see beyond the manualized assessment, and incorporate the patient's unique subjectivity into biopsychosocial case formulation.

11: Relational Complexities: Challenges of Contemporary Work

Presenters: Stanley Rabin, PhD, ISRAEL; Etziona Israeli, MA and Carla Leone, PhD, USA

Discussant: Mary-Joan Gerson, PhD, USA

Moderator: Maurizio Pinato, PhD, ITALY

Abstract:

The Psychotherapist, The Patient and The Lover: Caught in the Web of Virtual Relationships, Etziona Israeli and Stanley Rabin

The Internet has created a new kind of social space where people are "meeting and mating" in new ways. The meeting between people on the web is unique in that there is no corporeal body, no touch, no sensual impressions, this in contrast to real-life meeting, in which one detects something out of the ordinary, reacts to body language, reacts to verbal and nonverbal communication. The thrust of our presentation will be to consider the actual significance and meaning of the cyberspace encounter as told by the patient and its interwoven expression in the psychotherapeutic relationship. Our paper will attempt, through the presentation of a case, to trace the development of this new phenomenon of virtual romantic love relationships on the internet.

Educational Objectives:

1. Through the virtual relationship of the patient, the therapist understands the patient's difficulties in forming relationships.
2. Through the emotions that the therapist feels in the therapeutic session he/she learns about the dynamic processes that occur in the patient therapist relationship.

Abstract:

The Unseen Spouse: Pitfalls and Possibilities for the Individual Therapist, Carla Leone

Individual therapists frequently hear a great deal about their patients' spouses or partners, and naturally develop ideas and beliefs about that person and about the causes of any relationship difficulties. However, problems arise when therapists lose touch with the fact that their impressions of an unseen spouse are only constructions that have emerged from the transference-countertransference field, based on only partial or limited information – not veridical truths. They can then begin to speak about the patient's partner or

relationship issues in ways that can ultimately do both patient and spouse a disservice and perhaps distract from the patient's own issues and analytic goals. This paper discusses several factors that seem to contribute to the development of this problematic dynamic, including various qualities of the transference-countertransference field, and offers suggestions for avoiding or reducing it. Clinical material is used to illustrate key points.

Educational Objectives:

By the end of this presentation, participants will be able to:

1. Discuss the problems that can occur when individual therapists develop strong feelings or opinions about an individual patient's spouse or partner, despite having never met that person.
2. List several factors that contribute to the development of this problematic dynamic or phenomenon.
3. List several ways to avoid or minimize the development of the problem.

1:00 PM Adjournment of Paper Session 2 and Lunch (on your own)

PLENARY III: Two Realms of the Analyst's Will: Unbidden Intentions and Committed Choices

**2:30 PM Presenters: Irwin Hoffman, PhD, USA and Donnel Stern, PhD, USA
Interlocutor: Malcolm O. Slavin, PhD, USA**

"[T]he self is created from meanings assigned to experience; one cannot begin to understand a life, a person, without an appreciation of those experiences and what they provide in terms of possibilities and constraints. But the meaning of those experiences is not given; it is composed, created, designed. The self is not produced by motives and causes; there is also the creative will of the individual." (from *Relational Concepts in Psychoanalysis*, 1988, p. 257)

Abstract:

This panel will explore the dialectical interplay in the analyst's experience of finding himself or herself "feeling inclined" to act and proactively exercising will to influence the process. Sometimes what seems to be in the foreground is the sense of "unbidden" experience that is the impetus for new understanding and action (Stern's emphasis), sometimes what is in the foreground is a sense of determination to affect the patient and the analytic relationship in a particular way (Hoffman's emphasis). The wellspring for the analyst's experience can never be fully known and yet certain moments become inspirational for creative exploration of new possibilities.

1. Attendees should be able to define relational freedom and apply the concept to clinical situations in their own experience.
2. Attendees will gain understanding of how analytic therapists' proactive, creative efforts in a constructivist framework to inspire change in their patient's lives can be integrated with a critically reflective analytic attitude and with awareness of the never fully known or controlled foundations for changing perspectives.
3. Attendees will gain understanding of how analytic therapists' explicit expressions of loving affirmation can do battle with the destructive effects of persecutory introjects and provide fertile ground for the emergence in the patient of new possibilities and new hope.

**4:30 PM Adjournment of Plenary III and Coffee Break
IARPP Membership Meeting
Adjournment for the day**

Saturday, March 3, 2012 – Itinerary

Panel/Paper Session 3:

(11 Concurrent Sessions)

8:30 AM - 10:00

AM

#1: Invited Panel: Stephen Mitchell Scholars

Presenters: Chaim Aharonson, MA, ISRAEL; Shlomo Beinart, PhD, ISRAEL; Marie Hoffman, PhD, USA and Ariel Liberman Isod, SPAIN
Discussant: Jade McGleughlin, MSW, USA
Moderator: Margaret Black, LCSW, USA

#2: Response to the Other: Developmental Enactment As A Bridging Concept Between Self Psychology & Relational Psychoanalysis

Presenter: Donna Orange, PhD, PsyD, USA
Discussants: Steven Stern, PsyD, USA & Stephen Hartman, PhD, USA
Moderator: Judith Levene, PhD, CANADA

Abstract:

This panel presents and discusses, in the context of Mitchell's questions about the analyst's personal engagement with the patient, an idea of enactment as a developmental process. It proposes that such an understanding might form a useful bridge or connection among psychoanalysts of diverse denominational allegiances that have previously found it difficult to speak with each other, in part because their languages differ. Both interlocutors have devoted themselves to dialogue among psychoanalytic communities as well as within them, and will explore the possibility that this concept might help. Much turns on the question of what "developmental" means, and what elements of the psychoanalytic situation, and what attitudes, may prevent enactment from deteriorating into unmitigated negativity.

Educational Objectives:

1. Participants will be able to distinguish between enactment as a general feature of psychoanalytic work and enactments as described by Bromberg.
2. Participants will be able to give an example of a "developmental enactment."

#3: The Roles Of Time & Space In Psychoanalytic Theory & Practice

Presenters: Katie Gentile, PhD, USA and Steven Knoblauch, PhD, USA
Discussant: Sandra Kiersky, PhD, USA
Moderator: Maureen Murphy, PhD, USA

Abstract:

Gathering Time as Affect Regulation, Katie Gentile

In literature and cultural studies, theories of embodiment have renewed interest in time. In psychoanalysis Loewald advanced theory on time in development and Mitchell highlighted and expanded his ideas. This paper follows their lead, integrating Henri Bergson's ideas about time and space and recent research in neuroscience, to explore further time's foundational role of creating experience and regulating affect, thus, enabling us to come into being within relational spaces. For a detailed illustration I will be using one component of a larger project that collaboratively analyzed 18 years of one woman's diaries. This part of the project has not been published elsewhere, and the diarist was never my patient. As will be outlined in the paper, the activity of being, is to be in temporal motion, spatially traveling from past to present to future, building layers of continuous and simultaneous experience. Here affect regulation is always relational and emerges simultaneously with the ability to place the present into a horizontal, nonlinear temporal context where a pattern of discomfort and relief has been established and accumulated and can be called upon to "self"-soothe. Here language and symbolizing processes function as temporal reminders, continually engaging us in re-creating past experiences. Using Hannah's diary entry like a moment in a clinical session, I will provide an in-depth exploration of the temporal dimensions of affect regulation. Having her evolving process tracked in the diaries provides us with a unique window into the temporal foundations of affect regulation where it is clear that the innovative creation of embodied, relational self experience depends on our capacities to play with space and time.

Educational Objectives:

1. Participants will be able to identify the central role our psychological constructions of time play in

development.

2. Participants will be able to reflect on different forms of affect regulation and how they promote healing in the clinical relationship.

Abstract:

Rhythm'ning and Imagination, Steven Knoblauch

This presentation begins with a musical illustration (on saxophone) of how a certain progression of harmony in music, best known as the structure of "I Got Rhythm" can be approached in a novel way (using an example from the jazz artist, Thelonious Monk) where the rhythmic shifts and tonal directions take unexpected turns compared to the expected melodic patterning. The emotional impact of these shifts on the listener is briefly illustrated and discussed with the audience. This musical exercise becomes the point of reference for a comparative discussion of contemporary approaches for how an analyst can create or collapse timing and space for previously denied or dissociated emotional experience to emerge. With the first approach coming from contemporary object relations, the analyst uses attention to embodied registrations of experience to inhabit and open up space for imagination, for the patient to be able to think, feel, create and anticipate a future. This approach is then contrasted with several relational approaches for how an analyst can develop a mimetic identificatory experience entering, if not momentarily merging with a patient's embodied rhythms in interaction with the analyst's. With the first perspective, the analyst's attention to embodied participation opens up space for imagination. With the second perspective, the analyst's attention to embodied participation closes the distance or space between the two to find ways to break rigid repetition, creating the possibility for acting and imagining in new ways. A brief illustration is then offered in which both approaches can be compared for their limits and clinical usefulness.

Educational Objectives:

1. Participants will become more attuned to gestural and tonal communications in clinical work.
2. Participants will learn about the value of nonverbal clinical interventions.

#4: Breaking the Tie: The Complications of Cutting Back or Ending Treatment

Presenters: Peggy Crastnopol, PhD, USA and Jill Salberg, PhD, USA

Discussant: Holly Levenkron, MSW, USA

Moderator: Brendan McPhillips, MBBS, MA Psych, AUSTRALIA

Abstract:

Cutting Back: Inflicting and Sustaining Loss, Peggy Crastnopol

Ending Treatment in Another Key: The Patient as Supervisor to the Analyst, Jill Salberg

This panel will look closely at the truism that leave-taking and loss are an inevitable part of attachment. How we negotiate the cutting back, winding down, or ending of a relationship will retroactively color how the relationship is metabolized and internalized. The topic of termination has recently been taken up and reconsidered by Relational analysts and the two papers in this panel will further this exploration by looking at the vicissitudes of reducing and terminating contact, both in the psychotherapeutic setting and in "real life." The panel will pose a range of inquiries, along the lines of: who evaluates a person's desire to reduce or end contact as appropriate and timely or as resistance? What if the two parties involved disagree about that designation? Is rupture and injury inevitable when we detach or are other experiences conceivable? Do the issues of authority, self-determination, and the balancing of individuality with mutuality loom large at a decision point about altering or ending a relationship? Although cutting back sessions or ending treatment may reflect growth and change, it also inevitably implies loss. How are the relative values to be negotiated? In the spirit of (and paraphrasing) Stephen Mitchell, we will consider, what does the analyst know and what does the patient need in order to make optimal decisions about separation, and to make letting go more helpful than harmful. The panel will look at multiple sides of these issues, both the constructive and injurious aspects. Clinical material will be used throughout, and our discussant will compare and contrast the presenters' points and offer added perspective.

Participants will be able to:

1. Describe different understandings of analytic authority and how that authority impacts decisions around termination of the treatment.
2. Articulate techniques for utilizing playful curiosity as a means to foster analytic dialogue with the patient about endings.
3. List indicators that the patient is unconsciously ready for termination, whereas formerly those indicators might have been viewed as resistance or enactment.
4. Identify and describe subtle signs of self-withdrawal and its impact on the analytic dyad, whether it occurs in the analyst or the patient.
5. Articulate strategies for reducing the injury inflicted by unconscious tendencies to attenuate

attachment, whether this is a characterological patterning or a situational occurrence, in the psychotherapeutic relationship or in everyday life.

6. Differentiate among diverse motivations behind "cutting back" and to explain the consequences of each for the termination process.

#5: On the Subject of Subjectivity

Presenters: Alioscia Boschioli, PhD, ITALY and James Fosshage, PhD, USA

Discussant: Janine de Peyer, LCSW, USA

Moderator: Patricia Harney, PhD, USA

Abstract:

When A Disorganized Subjectivity Prevents the Building of an Authentic "Subjectivity," Alioscia Boschioli

This study focuses on the relationship between subjectivity, authenticity and the building of what I call our "subjectuality", meant as the perception of one's own subjectivity. I will use as starting point some philosophical premises (Husserl and Heidegger) and some psychoanalytical theories on subjectivity (and its processes and organizations) and on authenticity (as quality of self-perception of one's self in internal and external intersubjective contexts). After a brief introduction of Sara, a patient I have been following for 6 years, I will try to understand what kind of relationship exists between the processes underlying and preceding conscious and unconscious experiences and creating what Mitchell calls "personal meaning" (or the transcendental structure of my subjectivity) and its perception: the perception of myself while I experience my subjectivity and the epistemological, aesthetic (and indirectly) ontological value of the constructions of meaning organized around me, both as object and subject. The aim is to explore how the experience of being ourselves, of being the person we are, of being and feeling our own "subjectuality" can be represented.

Educational Objectives:

After my presentation, the participant will be able to describe the difference between the concepts of subjectivity and "subjectuality", the link between organization and processes of our subjectivity and authenticity and to explain the role of authenticity in shaping our perception of ourself and our selfhood.

Abstract:

Listening/Experiencing Perspectives and Analysts' Subjectivities: Controversies, Reassessments and Proposals, James L. Fosshage

As part of the epistemological transition from positivistic to relativistic science that had begun earlier in the twentieth century, Kohut attempted to update psychoanalytic thinking in formulating the empathic mode of observation. The purpose of this paper is to reassess, through a conceptual and historical lens, the considerable controversy generated by the empathic perspective. The author specifically addresses constructivist philosophical underpinnings, the use and impact of the analyst's subjectivity, the inclusion of unconscious processes, the need for additional listening perspectives to comprehend the complex analyst/analysand interaction, and the influence of theoretical models in the organization of clinical data. A clinical vignette is presented to illustrate the analyst's rapidly oscillating use of three listening perspectives.

Educational Objectives:

1. To understand and explain the controversies and their origins concerning the empathic listening perspective.
2. To describe additional listening perspectives emergent within psychoanalysis at large.
3. To explain the usefulness of integrating the empathic, other-centered and analyst's self listening perspectives.

#6: Where Truth Lies: Empathy and Surprise in Relational Process

Presenters: Linda Beeler, LCSW, USA and Paolo Stramba Badiale, PhD, ITALY

Discussant: Karen Starr, PsyD, USA

Moderator: Carmine Schettini, MD, ITALY

Abstract:

Mutual Discoveries Emerging Out of Secrets, Lies, Deceptions and Truths, Linda Beeler

The author illuminates the examined life and journey of both analysand and the analyst. This paper is a clinical journey and sets forth the analysand's history as it unfolded during the course of treatment. The clinical material describes the course of a six year treatment of a man with a rigid self-constricting way of life, and show the analyst's parallel shift toward more spontaneity and creativity. The compelling clinical work posed a challenge to the analyst, who ventured into the use of relational theory to help the analysand organize his expanding identity. The co-construction of the analytic dyad illuminates how the analysand and analyst mutually influence each other. The process of psychoanalytic treatment is explored through several interactions and enactments within the intersubjective field of the analytic dyad. Enactments, heightened

affective moments, self and mutual regulation, moments of spontaneity, and exchanges within the analytic encounter promoted change within the analysand as well as analyst.

Educational Objectives:

At the conclusion of this paper, the participants will be able to understand the bidirectional influence between analysand and analyst. They will be able to appreciate how the analysand has an impact and influence on the analyst, and be able to explain and illustrate how the analyst can use oneself as an object in the analytical space by using creativity and spontaneity within a relational context.

Abstract:

Listening to the Patient. Responsibility and Authenticity in the Analytic Treatment, Paolo Stramba Badiale

The paper addresses psychoanalytic listening as a space created by the analyst and patient together. The elements and features that make listening specifically psychoanalytic, hence respectful of the patient's deep-rooted and unique subjective organization, are pointed out. In particular, three variables are considered: the analyst's non-neutrality, empathy and authenticity, understood as aspects of the self experience of both participants in the analytic dialogue. These variables are discussed within the theoretical-clinical frameworks of the Relational Psychoanalysis, also as key concepts in the debate that is taking place in contemporary psychoanalysis regarding the specific nature of the requests and needs that emerge in the therapeutic relationship. Therefore, psychoanalytic listening is the result of the convergence of empathy, non-neutrality and authenticity, which are also understood as specific components of the therapeutic role and discipline. Within this framework, the implicit aspects of psychoanalytic relationality, intended as curative factors, are taken into consideration.

Educational Objectives:

At the conclusion of my presentation, the participant will be able to improve the capacity to listen the patient in the analytic treatment; and explain the therapeutic role in the analytic treatment.

#7: Relational Perspectives on Immigrant Subjectivity

Presenters: Ruth Lijtmaer, PhD, USA and Glenys Lobban, PhD, USA

Discussant: Cleonie White, PhD, USA

Moderator: Laura Molet, PsyD, SPAIN

Abstract:

How Stephen Mitchell's Legacy Influenced My Work as an Immigrant Analyst, Ruth Lijtmaer

This presentation will illustrate my psychoanalytic development as an immigrant analyst being initially trained in the classical tradition. I will describe particularly my struggles with the concepts of self-disclosure and neutrality; boundaries; transference and countertransference and language and bilingualism.

At the conclusion of my presentation the participants will:

1. Understand the influence of race, culture and ethnicity in the individual's life, particularly immigrants.
2. Recognize the significant role of the analyst's values and cultural countertransference in the interactions with the patient.

Abstract:

Immigrant Subjectivity: On Being a Bicultural Analyst in North America, Glenys Lobban

In this paper I offer a theoretical framework for conceptualizing the psychic experiences of immigrants to the United States. My specific focus is the subjectivity of the immigrant analyst and the ways in which this shapes her relationships with her patients. I am an immigrant analyst. I came to New York when I was 27 to study Clinical Psychology. When an enactment occurred with my American patient Rachel where I found myself actively siding with her immigrant boyfriend and trying to explain his motivations to her, it made me realize that I needed to examine how I felt about my own immigrant status. I borrow the concept of "double consciousness" from W.E.B. du Bois and review the experiences of immigrants to North America through this lens. I use my own experiences to illustrate how an immigrant arrives in North America with one set of selves, which are then overwritten and refracted by her experiences in her new culture, and all of this shapes her consciousness, subjectivity and sense of identity. The immigrant's experience is colored by the fact that American culture awards privileged status to those Americans who are born in North America, and who have parents who are American, White, and English speaking. Immigrants experience "double consciousness" when they judge themselves via the "American is best" lens, see themselves as "less than" Americans, and reject their foreign selves. When I examined the enactment that I participated in with my patient Rachel I realized I had my own unconscious "double consciousness". I identified with Rachel's foreign boyfriend and defended him because part of me felt like an "outsider" in America and I was speaking up that facet of myself. In spite of my aspirations to be a bicultural analyst I had developed a binary, bifurcated analyst self. With my American patients I tried to be an "insider" and I utilized a culture neutral, assimilated facet of myself. I showed a more spontaneous "outsider" self to my patients who were foreigners or immigrants. When I

processed the enactment with my patient Rachel, this led to a resignification for each of us, where we redefined and expanded our self definition and experienced a new hybridity.

Educational Objectives:

At the conclusion of my presentation the participant will be able to understand how “double consciousness” develops in immigrants to North America, the psychic toll that “double consciousness” takes on the immigrant and how the therapist can address this problem when she is treating immigrant patients; and understand the powerful role that social and cultural factors play in the development of subjectivity.

#8: Creating Voices/Creating Selves

Presenters: Hillary Grill, MSW, USA and Marko Pejovic, MS, SERBIA

Discussant: Ahuva Barkan, MA, ISRAEL

Moderator: Jill Choder-Goldman, LCSW, USA

Abstract:

Bob Dylan's Creative Selves: A Wild Analysis, Hilary Grill

Stephen Mitchell's legacy to psychoanalysis as it is thought about and practiced today is so rich that it is difficult to focus on one...or even two aspects of it. One aspect that calls out to me is the value he placed on all things creative—from creative approaches to theory, to the treatment situation, to the encouraging of patients to tap into their creativity, to the mind of the analyst. It takes a great and creative mind to be able to conjure the new viewpoints, ideas and theories that became the foundation of the Relational perspective in psychoanalysis. More broadly, in order to envision new dimensions of psychoanalysis, we analysts must operate creatively. Relationally, being inspired by others has creative resonance. I read Mitchell and am inspired. I listen to Bob Dylan and I'm inspired. Not necessarily to take a particular action—instead it is a feeling that I can do more, that I am open to more. Thus, the focus of my presentation will be a multi-layered exploration of creativity as told through a “wild analysis” of Bob Dylan. In conducting this faux analysis, I will conduct a study of a creative individual in order to understand creativity from a psychoanalytic perspective. At the same time I will be inspired by and incorporate many of Mitchell's thoughts and theories along with psychoanalytic thinkers such as Winnicott, Bromberg, Knafo, MacDougall and others. Another layer will address the importance of the analyst's own openness to creativity as I journey through the entirely creative venture of a fictional analysis of an artist. Understanding the development of a creative artist helps us to understand the ways in which we can nurture those parts of ourselves and our patients.

Educational Objectives:

1. At the conclusion of my presentation, the participant will be able to explain that the dynamic analytic process is inherently creative, involving both analyst and patient in a reciprocal creative process.
2. At the conclusion of my presentation the participant will be able to describe the ways in which an individual's developmental history informs their creativity.

Abstract:

Creativity in Psychotherapeutic Process (Or how Edward and Gaveston appeared), Marko Pejovic

This paper is a result of the need to articulate a product of relationship between two subjects in therapeutic work, when usual explanatory systems of psychoanalysis practice— transference, counter transference, working alliance - seem to be insufficient. Therapist can transcend standstill in therapeutic process by keeping his/her creative potentials alive. The right way is not to explain, but to re-create information, senses and emotions he/she gets in contact with the client. These senses and emotions are initially generated in form of mental image that becomes a medium through which our creative potential speaks. If the therapist is able to communicate this insight with the client, progress in client's understanding of her/him-self will surely happen, as well as possibility of experience integration. I believe that such reaction of therapist is creative act and that it represents strong support for therapeutic practice.

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

1. Make difference between infantile and more mature forms of creativity by it's function in human life;
2. Understand the importance of structure of mental images, that appear in therapeutic process;
3. Be familiar with the idea that real position of creativity in psychotherapy is between client and therapist.

#9: The Costs of Relational Safety

Presenters: Zina Steinberg, EdD, USA and Tomas Wange, PhD, SWEDEN
Discussant: Kathy Bacon-Greenberg, PhD, USA
Moderator: Susan Greenberg, MSW, USA

Abstract:

Empty Arms and Secret Shame: Relational Trauma and the Fate of the Imagination, Zina Steinberg

Relational trauma takes a particular toll on imagination. Thinking becomes concrete and psychic chaos threatens. It can therefore be an act of adaptive survival to foreclose imagination. This paper investigates relational trauma in a neonatal intensive care unit and the pervasive power shame plays in such trauma, its role in dismantling thinking and rendering imagination treacherous. Case examples of individual, couple and group consultations are used to illustrate the particular force of shame and the often positive effect when it is spoken. And just as this symbolized awareness can provide a vital affective connection for the parent, I give an example of how it also does the same for me, the analytic consultant.

Educational Objectives:

At the conclusion of my presentation, the conference participant will be more attuned to the role of shame in relational trauma as seen in an intense medical setting; and able to describe how profoundly imagination can be constricted in relational trauma, yet also learn how adaptive that may at times be.

Abstract:

Can Love Last? Some Relational Perspectives in Family Counseling Work, Tomas Wange

"Can Love Last? The Fate of Romance over Time" became the title of Stephen A. Mitchell's last book. Besides having a historical perspective and an insight in the importance of the human social context, Mitchell also had an interest in understanding things by integrating different disciplines and therapeutic schools. Margaret Black introduces us to Mitchell's attitude to learning and knowledge: "Stephen assumes in his writing that the most powerful impact comes from the reader's deeply personal engagement in the process. He simply asks you to think things through with him, to puzzle over the paradoxical nature of the human experience of passionate connection." I'll try to follow this device in the presentation, based on my experience working as a family counsellor in the Swedish social welfare system, the last couples of years.

Educational Objectives:

1. Psychoanalysis and family therapy are rooted in quite different historical and social realities, and there has been a lot of tensions between these two disciplines. My presentation shows relational psychoanalysis compared to traditional psychoanalysis, has come closer to family therapy and counselling. After the presentation participants will be able to integrate these disciplines in a easier way.
2. Because of fast changes in our social ideology and postmodern culture, there are many different ways to live your life today. Intimate relationship also seems to be more difficult to sustain today. In the presentation some of these issues are discussed. After the presentation the participant will be able to better describe: how to construct a good relationship, what is robustness, and the contextual influence on our sexuality.

#10: The Relationality of Everyday Life: The Unfinished Journey of Relational Psychoanalysis

Presenter: Paul Wachtel, PhD, USA
Discussants: Maria Gilbert, MA, UK & Kenneth Frank, PhD, USA
Moderator: Michelle Sweet, PhD, USA

Abstract:

Building on the insights embodied in Stephen Mitchell's critique of the metaphor of the baby and the developmental tilt, this paper examines the ways that relational theory has continued in important respects to build on a model of infantile prototypes and examines the limitations of such an approach to relational theorizing. Theorizing about the mother-infant interaction and about the analytic relationship and the events in the consulting room has rather thoroughly incorporated the insights of Mitchell and other relational pioneers, but conceptualizations about daily life have been less thoroughly relational. This gap in relational theorizing has also impeded understanding of the importance of this vast swath of everyday living, relegating it to a realm in which the patient's psychological organization is reflected or enacted, but not appreciating its crucial role in whether proclivities laid down in early childhood are continued throughout life or later change or differentiate. Through probing of theory and clinical case illustrations, the paper attempts to carry forward more thoroughly an agenda implicit in Steve Mitchell's foundational writings and to link Mitchell's theorizing to a parallel theoretical arc arising out of examination of the relationship between the ideas and observations of psychoanalysts and those of therapists operating from other points of view.

Educational Objectives:

1. At the conclusion of my presentation, the participant will have a better understanding of the concepts of the developmental tilt, the metaphor of the baby, and the excluded middle relational theorizing.
2. At the conclusion of the presentation, the participant will better understand the dynamics and importance of the interactions of everyday life and the ways they strengthen or modify the proclivities arising from the experiences of infancy and early childhood.

#11: Can Love Last? Re-Imagining Love

Presenters: Sarah Hill, LCSW, USA and Farrell Silverberg, PhD, USA

Discussant: Neil Skolnick, PhD, USA

Moderator: Kyra Montague, MSW, USA

Abstract:

Malignant Merger and the Mutually Dissociated Dynamics of Sadomasochism, Sarah Hill

This paper identifies a clinical phenomenon, which the author calls malignant merger, defined as a kind of clinical force field, pulling patient and analyst into a mutually dissociated sadomasochistic dynamic, whereby both members lose contact with the full multiplicity of their own selves and of the other and become stuck in interlocking defense. The author is specifically interested in the countertransference problem of how the analyst loses hold of a symbolic space internally as she struggles to separate herself from her patient's concrete and non-symbolic negative transferences. Building on Balint's work on benign vs. malignant regression, the author is interested in distinguishing between generative vs. destructive forms of merger. The author challenges the collective superego in the psychoanalytic field around the analyst's omnipotent survival of the patient's destructiveness and argues that there is not proper attention paid in analytic training or in the literature to the analyst's management of her own personal limits and boundaries, which contributes to malignant mergers. The author explores creative ways in which the analyst might navigate the dyad through a malignant merger and focuses on the development of the analyst's relationship to her own separate presence, psychically as well as somatically; certain bodywork modalities are described which support the process of embodied presence.

At the conclusion of my presentation, the participant will be able to:

1. Identify the clinical phenomenon of malignant merger in his/her psychoanalytic practice.
2. Consider contributing factors to malignant mergers, both theoretical and personal, and explore methods of working with such clinical impasses.
3. Ideally experience a decrease in shame around personal limits and professional experiences of treatment "failures."

Abstract:

Love's Life-Cycle: A Relational Treatise, Farrell Silverberg

Romantic love—love in the wild—has a life, beyond the life of the individuals within it. The life of a love relationship is an intersubjective one, is co-constructed by its two originators in an inbetween dimension (reminiscent of the ancient Tibetan concept of a bardo), and is fragile and fleeting in form. Departing from descriptions based on contained models of the mind, this model extends the intersubjective and relational bounds of the concept to include a more transcendent aspect. The shared co-construction of love has a life-cycle of its own, and is posited to exist in a space-time dimension that is accessible in the "now"—and is not just a memory of past jouissance. As Stephen Mitchell (2002) stated, "Romantic love became almost paradigmatic of the transcendent experience; it was at once both erotic and sacred" (p. 39). Love's coconstruction brings down the walls between the conscious subjective, the unconscious, and the universal unconscious. Freud and Kristeva may be overstepping when they tell us that love can only stem from a self-mirroring way of relating, and when we acknowledge Eastern philosophies, it transforms the meaning of seeing yourself in another into a higher and more transcendent rather than infantile relation to love.

Educational Objectives:

1. At the conclusion of this presentation, the participant will be able to describe and explain a model of romantic love that is based on a relational co-construction in the "now," formed of the colliding between two originator subjectivities rather than based on a search for past jouissance.
2. At the conclusion of this presentation, the participant will be able to illustrate, utilize new metaphors for, and, should he or she so wish, apply a more Eastern philosophical notion of a more transcendent dimension to the understanding of romantic love "in the wild" that can inform clinical work in issues of love and loss.

10:00 AM

Adjournment of Paper Session 3 and Coffee Break

PLENARY IV: From the Nursery to the Consulting Room; Relational Perspectives on Development

10:15 AM **Presenters: Jessica Benjamin, PhD, USA and Joyce Slochower, PhD, USA**
Interlocutor: Kenneth Corbett, PhD, USA

"We are designed, in ways that we are just beginning to appreciate, to be drawn into a wide array of reciprocally regulating interactions and shared affects with other human beings..." (from *Relationality*, 2000, pp 106-107)

Abstract:

Our History, Our Selves, or "You've come a long way Baby.": How the Intersubjective Theory of Development Grew Up, Jessica Benjamin

Psychology recapitulates ontogeny as many currents converge in the growth of an intersubjective understanding of development. The process of theory building is like growing up, a relational process that takes a village. The new psychoanalytic developmental perspective on self and other grew out of many strands of thinking in the latter part of the 20th century. This talk will consider the way our theory grew up, how relational theory met developmental theory. Beginning by tracing my own intellectual history, I show my own process of developing an intersubjective perspective as part of a larger historical process. My own vision of intersubjectivity was embedded in and grew out of a matrix including many currents in philosophy, object relations (especially Winnicott), selfpsychology, attachment studies, infancy research, and later continued to incorporate work by relational analysts on affect regulation, dissociation, and multiple self-states. I will trace the development from the idea of "recognition and destruction" as a one-way process where the analyst survives, to a two-way process where the relationship moves from rupture to repair of the third. I show some points of divergence with Mitchell's intellectual history, his original critique of "the developmental tilt," as well as the later convergence with his embrace of intersubjectivity theory. Likewise, I show some of the divergence and convergence with the intersubjectivity theory of Stolorow, Atwood and Orange. I will illustrate the clinical use of a developmental perspective., as well as suggest further directions for relational developmental thinking in the future.

Educational Objectives:

1. Learn about the history of psychoanalytic developmental theory and infancy research in the last 30 years.
2. Understand key concepts in intersubjectivity theory such as rupture and repair, recognition and destruction, the third.
3. Learn about the clinical applications of developmental intersubjective theory and the key concepts.

Abstract:

Psychoanalytic Babies and Psychoanalytic Bathwater, Joyce Slochower

As Mitchell and his colleagues began articulating a relational perspective in conversation with competing theoretical models, they rather roundly critiqued the value of the maternal metaphor in the treatment situation. That critique, amplified by feminist writers, sharply skewed relational thinking toward a vision of the patient-as-adult and a view of the analytic dialogue as inherently intersubjective. Bringing my own Winnicottian/relational perspective to this critique, I proposed that we bridge the two models rather than throwing out the former by complicating rather than abandoning the maternal metaphor. As relational theory has come of age, we've re-imagined and re-found the psychoanalytic baby. , now filtered through other attachment theory. And so As we address notions of mutual regulation we come, in a sense, full circle. The relational ideal of patient and analyst as two negotiating adults can coexists with an implicit maternal metaphor. Yes, Gertrude, there's a baby--or two--in the consulting room after all.

Objectives:

1. Develop a thorough understanding of the basis for the relational critique of developmental tilt models
2. Understand the theoretical and clinical basis for a relational holding model
3. Explore how contemporary theory informs and shifts our view of developmental facts as they play out in the consulting room.

12:15 PM **Adjournment of Plenary IV and Lunch (on your own)**

Panel/Paper Session 4:

(11 Concurrent Sessions)

1:45 PM - 3:15 PM

#1: Vivienne's Songbook: A Film about Trans-generational Trauma

Presenter: Ofra Bloch, LCSW, USA

Moderator/Interlocutor: Mitchel Becker, PsyD, Israel

Abstract:

Vivienne's Songbook is an intimate and affecting portrait of the relationship between a mother and her talented artist daughter that at once revolves around and also transcends the Holocaust experience. As she explores her mother's traumatic past, Vivienne gradually reveals the true legacy of her mother's Holocaust experience, hidden deep beneath the layers of paint that make Vivienne's paintings both beautiful and haunting. Vivienne's Songbook is a study of transgenerational trauma and the ways in which it defines Vivienne's symbiotic relationship with her mother.

At the conclusion of the presentation of the film the participants will be able:

1. To describe how trauma can be transferred and experienced across generations and affect the core of a mother-daughter relationship.
2. To explain how trauma that hasn't been processed by a first generation survivor can be metabolized by a second generation survivor through her artwork.

#2: Mitchell's Enduring Influence

Presenters: Susan Bodnar, PhD, USA; David Mark, PhD, USA & Rachel McKay, PhD, USA

Discussant: Neil Altman, PhD, USA

Moderator: Carol Perlman, MSW, USA

Abstract:

The Man Who Mistook His Patient for a Person, Susan Bodnar

It is important to know how Stephen Mitchell worked as a psychoanalyst, just as it is important to know how Freud, Winnicott, and other great theoreticians actually practiced. In this paper patients will discuss their experiences in psychoanalysis with Stephen Mitchell. They will review what was helpful and say how their experiences have affected their own work as psychoanalysts. They will describe self-disclosures made by Steven and any lacks of disclosure that they found surprising or interesting. They will also consider how they internalized the experience with Steve in terms of how they spoke to him in their minds after termination of the analysis. They will include reactions to his untimely death. The presentation will also state how the analyzands found Steve's style to be similar to and/or different from their expectations based on his writings. Discussants will then comment—one with training outside the relational umbrella in the US, but with sympathies and connections to it, another from outside the US with a relational orientation, but from diverse background including work in the feminist tradition.

Educational Objectives:

Attendees will be able to describe Steve's style as an analyst with two patients; and discuss differences and similarities in Steve Mitchell as an analyst of two patients and what is known about him as writer, teacher and speaker.

Abstract:

The Wings of Daedalus: Teaching Mitchell's Writing to Seed the Relational Imagination, David Mark and Rachel McKay

Mitchell's writing – its breadth, lucidity, and the excitement it generates in readers - makes it ideal as a way to introduce candidates to the paradigm shift entailed in working Relationally, and to locate Relational thought in the context of the history of psychoanalysis. In this paper, we reflect on aspects of the writings we assigned in a one semester course on Mitchell's work, as well as on the ways in which students responded to these writings – especially in regard to being able to appreciate the implications for what happens in the consulting room. We note that while some students quickly grasp something about the clinical freedom that is being suggested and are eager to take the leap that this entails, others are more uncertain. In trying to understand the latter response, we conclude that Mitchell's clinical stance, characterized by moving amongst theoretical strands without allying himself uncritically with any one, as well as privileging what is most compelling in the interpersonal current over any theory at all in key moments, is different from the kind of predictability that students have come to expect from clinical theory. It is the very aliveness in Mitchell's stance as theorist and clinician that is both challenging and freeing. The wings of Daedalus: Teaching Mitchell's work to seed the Relational imagination

Educational Objectives:

At the conclusion of our presentation, the participant will be able to describe the place of theory and personal history (both the patient's and the analyst's) in Mitchell's clinical work; and to provide several reasons why students, who are relatively inexperienced clinicians, often had difficulty articulating Mitchell's clinical stance, despite the clarity of his writing and the openness with which he shared his clinical work.

#3: Creativity in the Second Half of Life

Presenters: Avi Berman, PhD, ISRAEL and Gila Ofer, PhD, ISRAEL
Discussant: Milt Zaphiropoulos, MD, GREECE
Moderator: Ellen Fries, MSW, USA

Abstract:

In the hands of the Potter-Decay or Creativity in the second half of life, Gila Ofer

The age of wisdom (l'age de raison), (some refer to it as middle age), is a period in life which holds many possibilities alongside crisis and losses. It is the time of the many cracks built up during our life, alongside the seeds of becoming which allow for development and vitality. What will enable us to achieve creativity and integration and avoid despair and depressive sinking into ourselves? This lecture examines these issues while relating to clinical vignettes. My main argument is that in order to liberate ourselves from the binds of depression, despair and downfall, we must be creative and active (in the broad sense of these words). This is not a magical process, occurring all by itself, but an active sculpting of one's life which facilitates the forces of living. The acceptance of limitation and finality on the one hand and creative living on the other are the key to staying vital and avoiding the withering associated with this age.

At the conclusion of my presentation, the participants will be able to better explain processes of adulthood; and to describe different types of creativity.

Creativity and Acts of Freedom in Midlife Crises, Avi Berman

There seem to be some common aspects in midlife crises. There is typical tension between selfworth of proven abilities and achievements and threatening experience of missing long-for wishes. Anxiety of time wasting away might confront time consuming crucial obligations. The urge for intimacy and friendship may become common for many men and women. As far as needs may become mothers of inventions these tensions seem to call for personal creativity. Interpersonal misunderstandings and escalations might be an outcome of unrecognized internalized social demands that become ego-syntonic and are not recognized as such. The need to rebel against the intrusion of social demands into one's private wishes might be displaced into couple relations and may create mutual projections and frustration. I suggest that couple confrontations, including gender issues are often enactments of inner call for changes. They may bear new ideas and solution that need to be deciphered. Analysis that takes into account that these enactments may hide some mutual unconscious creative ideas for change become useful tool for further development.

Educational Objectives:

At the end of the presentation the participants will be able to explain couple processes in midlife; and describe mutual processes in couples.

#4: A Relational Psychoanalytic Process: Clinical Presentation and Discussion

Presenter: Rosa Velasco, MD, SPAIN
Discussant: Alejandro Avila Espada, PhD, SPAIN
Moderator: Marta del Rio, MD, CHILE

Abstract:

This is a clinical and experiential account of a 7-year long, 4-session a week analysis in which relational components contributing to psychic integration and change are highlighted. It is an enriching experience of co-construction involving both analyst and patient – a 27-year old man (Ferran) – who from adolescence sporadically suffered crises of confusional anxiety, with feelings of depersonalisation and brief hallucinatory episodes. Starting with an unstable and "provisional" integration of his identity, Ferran uses the relational experience with his analyst as a loom on which to weave a mesh where he could anchor a more solid self-experience as well as permitting more fulfilling relationships. The analysis is a shared space in which existing implicit relational knowing that was blocking access to new and more satisfying relational experiences is put to the test and disproved. The genuine emotional experience of the relationship, integrated as shared reflection, re-writes the emotional memory associated with his past patterns, giving way to the creation of new meanings of self and other.

Educational Objectives:

1. The participant will be able to explore, using the clinical illustrations, how a psychoanalytic process became relational.
2. Attendees will be able to understand the intersubjective mechanisms that conform a relational psychoanalytic process, those concerning mutuality, transference and counter-transference processes.

#5: Relational Adolescent Psychotherapy: Creating Connections

Presenters: Shelley Doctors, PhD, USA and Jacqueline Gotthold, PhD, USA
Discussant: Daniel Gensler, PhD, USA
Moderator: Esther Bamberger, PhD, ISRAEL

Abstract:

The ferment characterizing contemporary psychoanalysis, the explosion of relational theories, and the exciting findings of attachment studies and other developmental research have barely found their way into psychoanalytic theorizing about adolescence, at least in part due to the privileged place of "adolescent turmoil" in developmental theory. Anna Freud's (1958) claim that turmoil is normative in adolescence blurred the distinction between healthy and pathological development for too long. This panel addresses the task of engaging adolescents in a psychoanalytic treatment where the primacy of the relationship powers the treatment process. Attachment issues as they impact upon the adolescent's development and treatment will be explored in one of the papers on this panel. The nature of the bidirectional, dyadic, self and interactively regulated relational treatment process will be examined in the second paper. Each paper considers the specific, contextualized co-created treatment process between patient and analyst. The discussant will bring together the elements of a relational contemporary psychoanalytic approach to adolescent treatment.

"A Boy Likes ME!" Relational Psychoanalytic Treatment with Adolescents, Jacqueline Gotthold

A contemporary Relational Psychoanalytic approach to the treatment of adolescents is examined in the context of a treatment with a 15 year old. The questions that will be examined in considering the nature of the analytic treatment process are: How does the analyst make contact with and engage an adolescent in such a way that forays into the relational realm are mutative and developmental? The co-created, bidirectional, dynamic, dyadic, interactively regulated treatment relationship with an adolescent will be elucidated. Drawing from contemporary psychoanalytic literature (Kohut, Stolorow, Atwood and Orange, Brandchaft, A. Freud, Beebe and Lachmann, and Stern et al(BSG))the concept of a layering of the multi-dimensional influences in the development of 'theory' will be illustrated.

Educational Objectives:

Participants will understand and explain the primacy of the psychoanalytic treatment relationship in working with adolescent patients; and explain the multi-dimensional approach of a co-created, bi-directional, interactively regulated analytic relationship.

Abstract:

A Relational View of Individuation in Adolescence: The Role of Attachment Status

The ferment characterizing contemporary psychoanalysis, the explosion of relational theories, and the exciting findings of attachment studies and other developmental research have barely found their way into psychoanalytic theorizing about adolescence, at least in part due to the privileged place of "adolescent turmoil" in developmental theory. Anna Freud's (1958) claim that turmoil is normative in adolescence blurred the distinction between healthy and pathological development for too long. Although cognitive and experiential advances in adolescence lead to a more complex inner experience of the parents, if adolescent attachment to each parent is largely secure, the transition is relatively smooth. If, however, the tie to a parent is insecure or disorganized, the dramatic symptoms and the tumultuous family circumstances sometimes seen with adolescent patients are indications of the inadequacy of the attachment tie; events in this domain are better understood as vicissitudes of attachment-individuation than separationindividuation. Clinical vignettes illustrate this idea.

Educational Objectives:

Participants will be able to explain the difference between a separation-individuation and an attachment-individuation conceptualization of the adolescent passage; and recognize the link between psychological turmoil in adolescence and insecure or disorganized attachment and will be able, accordingly, to plan appropriate clinical interventions.

#6: Clinical Impasse as Cultural Critique

Presenters: Steve Botticelli, PhD, USA; Sue Grand, PhD, USA & Melanie Suchet, PhD, USA
Discussant: Jeanne Wolff Bernstein, PhD, USA
Moderator: Sue Grand, PhD, USA

Abstract:

Weak Ties, Slight Claims: The Psychotherapy Relationship in an Era of Reduced Expectations, Steve Botticelli, PhD

Embodiment and the Nameless Subject, Sue Grand

Forgiving the Other, Forgiving the Self, Melanie Suchet

Traditionally, psychoanalysis extruded politics and culture from clinical process. Recently, relationalists have been illuminating the way culture shapes theory and clinical practice. Following Mitchell and Benjamin, we understand that 'pathology' is socially constructed. This panel extends that investigation, and asks: how does clinical impasse encode an inchoate cultural critique? How will our theory be re-shaped by listening to this cultural critique? The papers will have a clinical density, which calls upon the relational literature on therapeutic impasse.

Educational Objectives:

1. At the end of this panel, therapists will be able to query the cultural assumptions that inform the clinical impasses they experience.
2. At the end of this session, therapists will have new tools with which to break out of clinical impasses.

#7: The Relational World Meets Winnicott: Perspectives on Creative Development and Analytic Process

Presenters: Richard Frankel, PhD, USA and Michael Reison, PhD, USA
Discussant: Jay Frankel, PhD, USA
Moderator: Ricardo Rieppi, PhD, USA

Abstract:

Creative Living, Creative Analysis, Richard Frankel

In this paper, I ask the question of what it would mean to conceive of analysis as primarily a creative practice. Winnicott's thoughts about the origins of creativity and what he names 'creative living' form the backdrop against which I explore this question. Along the way, I draw from Bion, Ogden and Ferro in order to illustrate how the idea of creativity, not always explicitly thematized, is inherent to both their way of theorizing and practicing analysis. Finally, I explore the idea of locating therapeutic action in the experience of mutual creativity, what I come to call 'being-creative-together', that develops over the course of analysis. I show how this transforms our understanding of the 'intersubjective third' when it is viewed in the light of the overlapping of two creativities rather than two subjects.

Educational Objectives:

At the conclusion of my presentation, the participant will be able to understand what it means to see analysis as primarily a creative practice; and explain the implicit expressions of creativity in the work of Bion, Ogden and Ferro.

Tensions Between Positive and Negative Feelings and Their Relationship to the Creative Processes of Feeling-What-Is-Happening, Michael Reison

There is an inherent tension between our uncomfortable experiences and our capacities to experience and hold onto positive experience. These tensions further affect our capacities to actively immerse ourselves in the process of creating new self-enriching experience. In this paper I will introduce the concept of feeling-what-is-happening as the medium through which we experience positive and negative feelings. It is in the experience of feeling-what-is-happening that we experience ourselves in a form of an ongoing relational squiggle game with our caretakers in order to develop a sense of 'me-ness'. We have a need to both feel and express our positive and negative feelings in connection with emotionally present caretakers who can feel and tolerate our feelings as well as their own. Through this ongoing squiggle game of felt and expressed feelings we develop a sense of 'me-ness' and a repertoire for future creative moments.

Educational Objectives:

At the conclusion of my presentation, the participant will be able to understand the relational concept feeling-what-is-happening; and understand how through an ongoing squiggle game of felt and expressed feelings between child and caretaker we develop a sense of 'me-ness' and a repertoire for future creative moments.

#8: Shamed Bodies, Unsettled Genders

Presenters: Deborah Sherman, MS, USA; Sandra Silverman, LCSW, USA & Mary Sonntag, LCSW, USA
Discussant: Jack Drescher, MD, USA
Moderator: Noelle Burton, PsyD, USA

Abstract:

Lesbian Boy Meets Lesbian Girl: Toward A Fantastic Bid For Mutual Recognition, Deborah Sherman

Thought Destruction, Body Construction and the Transgendered Self, Sandra Silverman

Gender as Perversion, Mary Sonntag

Stephen Mitchell, in two of his earlier papers on the psychoanalytic theory and treatment of homosexuality (1978, 1981) challenged the widely held psychoanalytic view that homosexuality was inextricably pathological. In both of these articles, he is one of the first analysts to contest this assumption and to reclaim a non-authoritative stance of analytic inquiry in his approach to homosexuality. In the 30 years that have followed Mitchell's papers, developmental and clinical theories of gender and sexuality have greatly evolved and emerged within a relational, intersubjective space; the way one might think about gender and sexuality as experience rather than structure, as emergent, not preprogrammed, as multiple and stratified forms and functions and subjectivities, not as a rigid binary. The three papers in this panel demonstrate that however much the climate in contemporary and analytic culture has changed, the terrible strain of phobic hatreds continue to be felt by analyst and analysand. The papers describe treatments in which the uncertainty, fluidity, and enigma of gender and sexuality carry profound experiences of shame, rage, and excitement that create powerful, destabilizing intersubjective effects. Each analyst is describing a clinical process in which she is immersed in potent transmissions that are intended to teach and to obfuscate, to evacuate and to be held. The clinical cases convey the courage it takes to be unsettled in one's gender and sexuality where the body and bodily identity is sometimes speech, sometimes weapon, sometimes both. The task, in each treatment, is to be able to weather the storms that trauma, disruptions in attachment and identification and embodiment, have all befallen the patient.

Educational Objectives:

1. At the conclusion of our panel presentation, participant will be able to discuss contemporary relational ideas of gender and sexuality.
2. At the conclusion of our panel presentation, participant will be able to describe transference and countertransference experiences that may arise in treatment focused on gender and sexuality.

#9: Passion and Aggression in the Consulting Room- Mitchell, Ferenczi and Beyond

Presenters: Galit Atlas-Koch, PhD, USA and Steven Kuchuck, LCSW, USA
Discussant: Eyal Rozmarin, PhD, USA
Moderator: Adina Shapiro, LICSW, USA

Abstract:

Stephen Mitchell and others have stated that relational psychoanalysis evolved as the result of integrating British object relations theory and interpersonal psychoanalysis. Because Michael Balint and Clara Thompson, major contributors, respectively, to each of these earlier traditions were each patients, students, close colleagues and enthusiastic supporters of Sandor Ferenczi, it is not surprising that the seeds for much of Mitchell's work can be found in the writing of Sandor Ferenczi. This panel will explore some of the origins of Mitchell's thinking in Ferenczi's most important texts, review some of the differences between these two groundbreaking theorists, and use this understanding as the framework for exploring two extended cases. In "Confusion of Tongues: Trauma and Playfulness-From Ferenczi to Dialectical Thinking", the presenter will explore ways in which patient and therapist use playfulness to collude in avoiding aggression in order to protect the tenderness that evolves in the treatment and prevent the retraumatization of both parties. In "Can Love Heal? The Therapeutic Action of the Analyst's Desire", the second of two presenters will build on Mitchell's relational psychoanalysis and the later contributions of his colleagues and students, and use Ferenczi's texts as a backdrop for exploring the role of the analyst's erotic desire as an agent of therapeutic change. "Mitchell's Ferenczian Roots" will be a discussion of these two papers and offer additional exploration of the panel's theme.

Confusion of Tongues: Trauma and Playfulness From Ferenczi to dialectical thinking, Galit Atlas-Koch

This presentation explores the confusion of tongues that arises in the chasm and dialectic between the language of tenderness and the language of aggression as it appears in the therapeutic relationship. I will emphasize the way in which patient and therapist use playfulness to collude in avoiding aggression as a means of protecting the tenderness that evolves in the co-constructed third of the treatment and preventing the retraumatization of both parties. In referring to Ferenczi's notion of the confusion of tongues, my focus is on the mutual interactional processes between analyst and adult patient, acknowledging the fact that they

both speak the two languages and act unconsciously to satisfy needs on two corresponding parallel axes. Using this framework, I will present a case, discussing the therapeutic situation in which an unconscious collusion is co-constructed by the therapist and the patient, and focus on the dialectical way in which both therapist and patient speak both languages, i.e., the child's tender language as well as the adult's sexual and aggressive language. The confusion appears when the coexistence of the two languages threatens to disrupt psychic regulation. When this happens, aggression gets disguised as tenderness in an effort to avoid destroying the benevolent, tender parts of the treatment. This language shift becomes activated in response to an unconscious reminder of our patient's—or our own—trauma. Discussing the case I will raise the questions about the analytic couple's ability to work through these collusions.

Educational Objectives:

At the conclusion of this presentation, participants will be able to describe what Ferenczi and presenter mean by the difference between the language of tenderness and the language of aggression; and describe at least one reason why the patient presented was unable to work or date successfully.

Can Love Heal? The Therapeutic Action of the Analyst's Desire, Steven Kuchuck

This presentation will examine Mitchell's and Ferenczi's overlapping interest in the relationship between analyst and patient as the main vehicle for therapeutic intervention. Building on Mitchell's relational psychoanalysis and the later contributions of his colleagues and students, I will use Ferenczi's "Confusion of Tongues" and other texts as a backdrop for exploring the role of the analyst's erotic desire as an agent of therapeutic change. When it comes to matters of love, if the analyst is able to feel "irresponsibly" but behave "responsibly", as Mitchell puts it (2000), tremendous opportunities for the patient's growth can open up. Issues of gender, sexual orientation and paternal neglect will also be considered and an extended case example provided.

Educational Objectives:

At the conclusion of this presentation, participants will be able to list at least two ways in which Stephen Mitchell and Sandor Ferenczi view the aims of psychoanalysis similarly; and identify one or more ways in which the analyst's erotic countertransference feelings can be used therapeutically.

#10: Issues in Psychoanalytic Training: Speaking from Experience

Presenters: Orna Kislasy, MA, ISRAEL and Deborah Pines, LCSW, USA

Discussant: Maria Eugenia Boetsch, PsyD, CHILE

Moderator: Hillary Offman, MD, CANADA

Abstract:

As Spoken by the Patient –Analysands Telling about their Analyses, Orna Kislasy

In this paper I explore stories about psychoanalysis written by analysands. It was interesting for me as a candidate in a psychoanalytic institute to know more about the analysand's point of view on this influential process. Drawing from books and papers written by analysands of: Freud, Anna Freud, Melanie Klein, Irvin Yalom and De Muzan's, comparing them with famous analysts/theoreticians writing about their own analyses (Little, Guntrip, Bion) and contemporary analysts describing theirs (Simon), I tried to create a definition of what is psychoanalysis. Drawing from these writers and from the relational perspective (Mitchell, Bromberg, Bass), psychoanalysis seems to be a process involving two subjectivities where the analyst asks "why", where there is a negotiation on understanding. Some of these analysands who wrote these books and papers describe their experience as door opening, with words of their analyst that can touch, of mutual listening and analysts reacting creatively, with elasticity. For others, experiences were disappointing, with important issues not being touched. I explore my own experience as an analysand, sharing a vignette as an analyst in the training process. Hidden in these stories, in this process of psychoanalysis, is a promise I came to realize each analyst offers to his/her analysand. This promise holds hopes and visions. This promise sets the basis for transformation.

At the conclusion of my presentation, the participant will be able to know more and specifically on what are the variables that can be found in stories of different analysands about their analysis. By that he will have an option to define the analytic process; and look at the analyst' work from a point of view of making a promise and it's vicissitudes.

The Road Less Travelled: Analytic Training as a Personal Journey, Deborah Pines

This paper is about my training in analysis and how certain of the events during the four years contributed to my learning—over and above the classes and reading. But it also will deal with the stroke I had nine months after I graduated and how it, too, made me lose my voice. The struggle to find it was similar to issues I dealt with throughout my training. I will discuss first, a phone call from a classmate and friend, asking me to be aware of others when teachers asked questions in class; secondly, it will talk about a classmate who berated me in supervision and how this helped me to understand both her issues and my own, and finally, it will focus on a few weeks during third year when I was feeling sick every Tuesday— the day of training—and how I discovered that I was angry at everything the institute stood for and all my classmates. The way I worked

through the anger gave me a clear understanding of what it meant to be an analyst.

At the conclusion of my presentation, participants will be able to describe how analytic training might help them to understand themselves, to see how to deal with the anger they might feel among analytic candidates and how it might be to their benefit; and to find their voices in the in training and in their personal analyses.

#11: Specificity Theory in Clinical Practice

Presenters: Howard Bacal, MD, USA & Lisa Vitti, PhD, USA
Moderator/Interlocutor: Ilan Alain Treves, MD, ISRAEL

Abstract:

Stephen Mitchell contended that "transformation occurs when the analyst stops trying to live up to a generic, uncontaminated solution, and finds instead the custom-fitted solution for a particular patient". In this workshop, we will explore how the foundational perspectives of specificity theory reflect and deepen Mitchell's assertion – how they transform clinical practice, and how they alter our view of traditional psychoanalytic concepts and principles.

Participants are invited to share their own clinical experience for consideration from these perspectives. Specificity theory is a contemporary psychoanalytic process theory whose focus is therapeutic effect. Specificity theory holds that:

1. Each analyst-patient dyad constitutes a unique, reciprocal relational system, and that its Eparticipants will co-create, through the specificity of their process, what is therapeutically needed, and what is possible for them to actualize.
2. No one psychoanalytic structure theory can explain our patients nor determine our response. Specificity theory recognizes that what each therapist effectively offers a particular patient will not only transcend considerations of both formal theory and its prescribed technique; it avers that the unique unfolding process of that therapist-patient pair illuminates theoretical concepts that may usefully come into play.

Specificity theory is consonant with Gerald Edelman's neurobiologic process theory of brain formation and function: that the human mind is continuously formed and created through ongoing selective interactions with itself and its environment. Specificity theory contrasts with theories that are premised upon a structure concept of mind, which designate techniques that constitute the therapist's responses, and offer methods and guidelines in order to obtain foreseen results.

Recommended Background Reading:

"The Power of Specificity in Psychotherapy: When Therapy Works – And When It Doesn't" (H. A. Bacal, 2011, in collaboration with L. Carlton). Rowman & Littlefield/Jason Aronson)

Educational Objectives:

After participating in this workshop, participants should be able to:

1. define specificity theory and understand its application.
2. apprehend the implications for therapeutic effect of the shift from a treatment approach based on any particular structure theory to a theory based on the specificity of process.

3:15 PM Adjourment of Paper Session 4 and Coffee Break

Panel/Paper Session 5:

(11 Concurrent Sessions)

4:00 PM - 5:30 PM

#1: Depicting Dissociation: Multiple Self-States in Multi-Media

Presenters: Margaret Dieter, LCSW, USA and Sheldon Itzkowitz, PhD, USA
Discussant: Elizabeth Howell, PhD, USA
Moderator: Eric Sherman, MSW, USA

Abstract:

Trauma, Dissociation and Transformation in Jane Campion's Film, "The Piano," Margaret Dieter

The concept of dissociation has been increasingly embraced by clinicians because of its usefulness in understanding and engaging people who have experienced trauma, opening up discussions of multiple self states, the usefulness of enactments and the importance of deep personal engagement. The psychologically insightful and compelling film, The Piano, by Jane Campion (1991), deepens this inquiry by illuminating the links between trauma, dissociation and transformation while allowing the complexity of the therapeutic challenge to be held in the confined space and time of the film's frame. Using the film, I will focus on the ways

that trauma organizes, structures, and disrupts mental life through the mechanism of dissociation in three main characters. I will then show how a particular kind of interpersonal relationship can help to transform that experience for each of the characters. Implications for clinical practice that can be drawn from this analysis will be considered at the end.

Educational Objectives:

At the conclusion of my presentation, the participant will be able to:

1. Describe and illustrate the way that dissociation works as an adaptive response of the mind to trauma
2. Describe and illustrate the way in which a relationship in which one person's ability to give the self over to the other person's reality can overcome the rigidity of pathological dissociation so that pain and loss can be tolerated and intrapsychic conflict experienced.

Abstract:

Good Girls Don't Get Angry: Dissociated Self-States Cope With Forbidden Affect, Sheldon Itzkowitz

Participants will have the opportunity to view 2 video clips that display Dr. Shelly Itzkowitz working with dissociated self-states in a patient diagnosed with Dissociative Identity Disorder. The audience will see how anger and aggression, previously forbidden affect, is permitted into awareness within the safety of the analytic relationship. Humor, spontaneity and enactments, afford self-states to engage feelings between the different states and in the transference. Drs. Richard Chefetz and Elizabeth Howell will be discussing the video clips.

Educational Objectives:

At the end of my presentation participants will be able to recognize and explain what self-states are and what functions they can serve for individuals; and understand and explain how dissociated affect is compartmentalized in the mind and how to engage such material.

#2: Mania, Narcissism, & Charisma: The Good, The Bad and Its Impact on the Analyst

Presenters: Christopher Bonovitz, PsyD, USA and Irwin Hirsch, PhD, USA
Discussant: Andrew Harlem, PhD, USA

Abstract:

Narcissism, Mania, and the Analyst's Envy, Irwin Hirsch

The Power of Charisma: Lies, Guilt, and Collusion, Christopher Bonovitz

In the spirit of Stephen Mitchell's invaluable contributions to psychoanalysis, this panel will honor his effort to deconstruct the analytic hierarchy and to question the historical emphasis on the pathology of the patient in contrast to the "morally superior and healthier" analyst. Through his writing and teaching, Mitchell brings forth a model of the analytic relationship as one between two flawed and thoroughly subjective co-participants. This panel will also highlight his successful attempt to bridge the intrapsychic and interpersonal realms of experience through the integration of object relations theories and interpersonal theory, and his keen ability to articulate the nuances of the analytic interaction in which the analyst inevitably becomes ensnared in the patient's relational configurations. The first paper in this panel will draw on pop culture (television show, 'Mad Men') and the analysis of a powerful, successful male patient in tackling the historical assumptions about mania that tend to pathologize and infantilize patients. This paper examines the analyst's envy in relation to such patients that may manifest as a morally superior attitude in the analyst, an attitude that ignores the patient's strengths and the analyst's flaws.

The second paper will explore the psychology of charisma in certain patients, speculating about its origins and how the charismatic patient subtly seduces the analyst. This paper looks at the self-destructive tendencies (including lies and deceit) that often accompany charisma, and the collusions that took hold in a complicated analysis of a charming, witty young patient.

Educational Objectives:

1. To understand the diagnostic and character features of mania and narcissism.
2. To explain how the analysis of countertransference helps with treating manic, narcissistic patients.

#3: Mourning, Destruction & Reparation: Creativity & Psychic Growth in Analytic Process

Presenters: Amy Schwartz Cooney, PhD, USA and Lauren Levine, PhD, USA
Discussant: Steven Cooper, PhD, USA
Moderator: Ann Baranowski, PhD, CANADA

Abstract:

Repetition, Reparation, Mourning and Generativity: The Psychic Replacement Child, Amy Schwartz Cooney

The Interweaving of Mourning, Destruction & Creativity in Psychoanalytic Realms, Lauren Levine

This panel will explore the interweaving of mourning, destruction, reparation, and the creation of the new in psychoanalysis. The first paper illustrates how the capacity to manage destructiveness and mourning is an aspect of creativity emerging through the analytic process. According to Bion (1970), change is a moment of catastrophe, and wrestling with catastrophic change is a fundamental aspect of psychic growth. Ogden (2000) asserts that mourning “centrally involves a demand that we make on ourselves to create something—whether it be a memory, a dream, a story, a poem, a response to a poem... (p. 65),” while Harris (2005) suggests that “melancholy is also the site of imagination, fantasy, and passion (p. 262).” Through the analytic process, the two patients in this paper slowly evolved from being haunted by their traumatized pasts to “dreaming themselves into existence” (Ogden, 2009). In the second paper the topic of mourning, reparation and the creation of the new is taken up again. The work of Klein (1975), Fairbairn (1952), Loewald (1960), Mitchell (1993), and Searles (1979) are particularly relevant. The treatment of a woman who has delivered a full term stillborn daughter is presented. She is struggling to loosen her ties to this baby (and all that she represents) and grieve so she can create the space to produce a new life, rather than engender a replacement child. This paper focuses on the tensions between loyalty toward the old and dead and commitment to the new and emergent. The role of hope for a progressive future will be explored considering the distinction between reparative/restitutive work and the creation/discovery of the new. Both papers resonate with Mitchell's vision of psychoanalysis as a dynamic, vibrant process in which patient and analyst engage, sometimes with hope, sometimes in despair, ultimately with an eye on growth and the creation of new meanings and ways of being. Our discussant, whose writing has focused on the interaction of old and new and the place of the psychic future in the analytic relationship, will reflect on these papers from his own unique perspective.

Educational Objectives:

At the conclusion of our presentation, the participant will be able to describe how managing destructiveness and mourning is an aspect of creativity that emerges through the analytic process; and integrate various theoretical ideas about the relationship between mourning and creativity in psychoanalysis, with particular emphasis on considering the interplay of reparative/restitutive and creative/expansive processes in the analytic relationship.

#4: Considering Closeness and Distance in the Analytic Process

Presenters: Judi Kobrick, PhD, CANADA, Koichi Togashi, PhD, JAPAN and Amanda Kottler, MA, SOUTH AFRICA
Discussant: Larry Zelnick, PsyD, USA
Moderator: Alexis Mordoh, PsyD, GREECE

Abstract:

A Failure of Imagination: Trapped Between Fear and Desire, Judi Kobrick

Stephen Mitchell's evocative words continue to profoundly transform, enrich and unlock the ambiguous, multifaceted and yet to be discovered nuances of the relational perspective sustaining creativity in our psychoanalytic work. In 1993 he wrote:

“ ... psychopathology might well be considered a failure of imagination, a life that is stuck because old constraints foreclose the possibility of new experiences, new states of the mind.” (Hope and Dread, p.222)

New possibilities for experience and the analytic relationship can become trapped in repeated enactments of the familiar given the fear of venturing into the unknown, both for the patient and the analyst. Mitchell (1988) reminds us that the “adhesive devotion to the relational matrix” and the “deep loyalty to the familiar” is inexorably tied to the terror of losing oneself and sense of connection with others. The fear and desire for “imaginative reshaping” transported me back in time evoking the affective storms and tensions of an analytic treatment that has never left the recesses of my mind. There standing before me was the apparition of Christian proclaiming his “hubris” and “misogyny”, that he has trapped himself and I am there with him. Christian was 28 years old when he began an analysis that traversed the battlefields of his past searching for something new in something old.

Educational Objectives:

1. Participants will gain knowledge of relational psychoanalysis and its application to clinical material.
2. Participants will gain knowledge of the clinical implications of complex facets of enactment in the relational matrix.

Abstract:

“I Am Afraid of Seeing Your Face:” Trauma & the Dread of Engaging in a Twinship Tie, Koichi Togashi and Amanda Kottler

In this paper, from a contemporary self psychological perspective, the authors develop the idea of a correlation between twinship and trauma. They focus on dynamic systems in which traumatized individuals, having sought out others with whom they can share similar traumatic experiences, paradoxically, avoid

acknowledging that these others are able to recognize similarities between them. With reference to a case vignette of a Japanese male who had been physically abused by his mother the authors illustrate how this plays out in the analytic dyad and the complexities involved in this process. As the analyst finds similarities between them the patient immediately expects that the differences between his analyst and himself will not be recognized or acknowledged. With this comes a dread that, if the patient does not immediately withdraw from the relationship, the analyst, to whom he has exposed the most vulnerable part of his subjectivity, will colonize his pain and suffering. The authors conclude that it is possible to keep this dynamic system open to transformation if the analyst focuses on the dynamic system's rigidity and the delicate balance between the patient's capacity to be closed or open to recognizing the multiplicity of an essentially curative twinship experience.

Educational Objectives:

At the conclusion of the presentation, from a contemporary self psychological perspective, participants will have a better conceptual grasp of the correlation between trauma and a twinship experience. They will have a greater understanding of the complex nature of the dynamic system, and the need for the analyst to be exquisitely sensitive to the traumatized patient's deep and intense longing for, but equally deep dread of an experience which allows for the mutual recognition of similarities and differences in the dyad.

#5: Culture and Conceptualization: Imbeddedness

Presenters: Guler Fisek, PhD, TURKEY and Maria Pia Roggero Kluzer, PhD, ITALY
Discussant: Juan Francisco Jordan Moore, MD, CHILE
Moderator: Linda Huganir, PhD, USA

Abstract:

When Daedalus fails Icarus: Male Narcissism in a Culture that Glorifies Masculinity, Fisek Guler

This paper takes its inspiration from Mitchell's 1988 chapter titled "The Wings of Icarus". There Mitchell uses the example of Icarus to describe narcissistic illusion as a learned way of human connection, that is, relationality. This presentation explores Mitchell's ideas on narcissism within a cultural context, in an attempt to show how cultural values buttress parental "overvaluing" (1988, p, 180) resulting in a grandiose approach to life and relationships, that inevitably leads to relational difficulties. The focus will be on male experience in the Turkish context where grandiose narcissistic phenomena reflect more or less normative male experience. A discussion of the contributions of culture to the development of male narcissism will be given. This will be followed by a composite case example, showing how the addition of particular combinations of individual attributes and family dynamics to this context can lead to illusory developments that end in grief.

Educational Objectives:

At the conclusion of my presentation, the participant will be able to see an example of how Mitchell's ideas offer new possibilities for understanding personality disorders; and develop further understanding of the role of culture in the development of personality disorders.

Abstract:

Sophie's Return, Maria Pia Roggero Klutzer

In this work I will use Sophie's case, drawn from Stephen A. Mitchell's *Hope and Dread in Psychoanalysis* (1993), to bring into focus how the *Psychoanalysis of Relation in Italy* (*Psicoanalisi della Relazione*), developed at about the same time but independently of *Relational Psychoanalysis in the US*. Since then, frequent and constructive exchanges have been going on between the two models which I will outline. The *Psychoanalysis of Relation in Italy* differs in several theoretical ways including: a) the notion of subject and b) the notion of psychopathology. These concepts are deeply interrelated. I will examine them by answering the three questions asked by Mitchell in the abovementioned book: 1) "What does Sophie need?" 2) "What does the analyst know?" Finally 3) "Where does the Analyst's knowledge of the patient come from?"

At the end of my presentation, the participants will be able to describe:

1. The differences and the common points between *Relational Psychoanalysis* and *Psicoanalisi della Relazione* regarding the concept of subject and the concept of psychopathology.
2. The therapeutic effects of this different conceptualization of the subject.

#6: Thinking About Affect

Presenters: Catherine Hicks, MA, AUSTRALIA and Peter Shabad, PhD, USA
Discussant: Carolyn Clement, PhD, USA
Moderator: Roger Segalla, PhD, USA

Abstract:

Neither Guilt Nor Self-Pity: A Typology of Nostalgia, Catherine Hicks

In his (2000) paper "You've Got to Suffer If You Want to Sing the Blues: Psychoanalytic Reflections on Guilt

and Self-Pity”, Stephen Mitchell proposed a form of guilt that is, in essence, a refuge from guilt and responsibility – the degraded form of suffering he calls ‘guiltiness’. I suggest that some kinds of nostalgia permit a similar retreat from genuine experience of self, other and real suffering. Building on Mitchell's conceptualization, and integrating it with Margalit's (2011) suggestions about good and bad types of nostalgia, I propose a typology of nostalgia, and within this, pay particular attention to a more extreme form – allied to Kammen's description of nostalgia as “history without guilt” (1991), especially as it manifests in those who have been part of a repugnant racist past.

Educational Objectives:

At the conclusion of my presentation, the participant will be able to differentiate between healthy and unhealthy forms and functions of nostalgia; and understand how some forms of nostalgia disable the capacity to bear guilt and complicity.

Abstract:

Licking One's Own Wounds: Suffering and Cycles of Shame and Self-Pity, Peter Shabad

Patients and analysts frequently become locked in enactments generated by their reciprocal dissociations. Emerging from this quagmire often entails the capacity of the dyad to confront each other and negotiate out of these impasses. When discussing the analyst's role in facing her own dissociations much of the analytic literature refers to minor omissions or blind spots that are effectively dealt with by slight attitude adjustments toward the patient. I suggest that, in some instances, the therapist's willingness to grapple with her deeper and more profound detachments while struggling and negotiating with her patient's dissociations could lead to intense mutual influence and spirited enlivening collaboration between the two, including invitations to participate in architecting the therapy itself. This thoroughgoing relational process could be further advanced by broadening the analytic frame to include external environmental factors. A detailed case vignette is presented.

Educational Objectives:

At the conclusion of my presentation the participant will be able to illustrate the advantage of embracing a more comprehensive relational and environmental approach to therapeutic action. There are two educational objectives in this:

1. The therapist's willingness to grapple with her deeper and more profound detachments while struggling and negotiating with her patient's dissociations could lead to intense mutual influence and spirited enlivening collaboration between the two, including and especially invitations to participate in architecting the therapy itself.
2. This thoroughgoing relational process could be further advanced by broadening the analytic frame to include external environmental factors.

#7: Relational Approaches to Parenting Interventions

Presenters: Susan Kraemer, PhD, USA; Andreja Poljanec & Barbara Simonic, PhD, SLOVENIA

Discussant: Dori Sorter, PhD, USA

Moderator: Elizabeth Allured, PsyD, USA

Abstract:

Imaginations at the Threshold: Psychoanalytic Consultation in Newborn Intensive Care, Susan Kraemer

In “Hope and Dread in Psychoanalysis” Steven Mitchell proposed that a patient who is suffering from a “failure in imagination” may be helped through her relationship with the analyst to “envision other ways of being and being with.” True to the spirit of the relational turn, Mitchell pointed out that the analyst's imaginative capacities are also at play, as is the analyst's “personal stake” in the process. I consider these ideas within the context of my work as psychoanalytic consultant in the Newborn Intensive Care Unit (NICU), an environment in which imagination can feel treacherous and hope and dread live in uneasy relation. Here, mothers' minds are places where ghosts and aliens hang about and destructive fantasies may be realized. In an effort to make sense of my experience of feeling like a “trespasser” in the NICU I explore the critical link between failures in imagination and failures in empathy within the analyst and the inherent shame that can accompany these states of mind. I describe how I come to “re-imagine” the ways in which my own narratives of birth and death inevitably shape my listening and how this has enabled me to appreciate the relational and reciprocal tensions inherent in these “failures.” In particular I develop my understanding of how shame and imagination in the NICU are intermingled with fears of trespassing onto maternal states of mind and are impacted by the mothers' own mix of fear, guilt, and shame, as well as history of perinatal loss. Through vignettes I describe how I come to know that holding back from imaginative engagement is sometimes a form of destructiveness, and sometimes, an expression of care.

Educational Objectives:

Participants will have a unique opportunity to consider the complexity of psychoanalytic consultation in an

intensive medical setting. At the conclusion of my presentation the listener will have been helped to:

1. Think more deeply about the ways in which the analyst is impacted by those with whom she works, and will be able to use these clinical vignettes as a means of understanding the ways in which the analyst is embedded in the analytic process and how this in turn impacts the patient and the work (Mitchell, Hope and Dread in *Psychoanalysis*, 1993).
2. Will be provided with experientially near examples that elaborate Stephen Mitchell's commitment to thinking about dialectic tension and paradox as inherent to clinical theory and practice.

Abstract:

Building Motherhood, Andreja Poljanec and Barbara Simoncic

The commitment and physical and emotional availability of parents will from the day their child is born determine the breadth and depth of the child's social and relational world; after all, this primary relationship undermines how the newborn will develop. The first three years of the child's life are fundamental for the development of the child's brain. As the brain is not yet a fully formed organ at birth, it develops and grows in response to the spontaneous relationships experienced within the environment. Experiences from the early formative years of the child's life are the most consequential. The child's primary relationship, especially with the mother, thus provides the basis for how the circuitry for emotional processing will draw up in the child's brain; this circuitry will also determine the individual's greater or lesser capacity to enter into emotional relationships later in life. This is the essence of why it is crucial for the mother and child to be able to mutually co-create the kind of connection that will allow this. In this contribution, we will look into the fields recognized by mothers attending a young mother's group as vital to co-creating a happy and fulfilling motherhood.

Educational Objectives:

At the conclusion of our presentation, the participant will be able to:

1. Understand the process of building a maternity and its meaning for healthy child development;
2. Identify the essential elements of successful motherhood.

#8: Idealization and Devaluation in the Therapeutic Relationship

Presenters: Ingrid Pedroni, PhD, ITALY and Sandra Salerno, LCW, USA

Discussant: Estelle Shane, PhD, USA

Moderator: Joye Weisel-Barth, PhD, PsyD, USA

Abstract:

Dealing with Emerging Creativity Between Grandiose Illusion and Catastrophic Failure, Ingrid Pedroni

The report of the treatment of a talented young woman with severe problems of self-regulation in bodily and relational terms, highlights how clinical paradigms of self psychology and relational psychoanalysis are necessary to respond to different stages of the analytic process. In the first years of the analysis a soothing, protecting and silently mirroring attitude led to a condition of increased well being, while an interpretative effort meant to underline the systemic nature of disruptive interactions in the family helped in the acquisition of a deeper and more mature self-other representation. But a similar analytic stance became ineffectual when the patient's new needs and different state of self caused a relevant change in the therapeutic relation signalled by the analyst's countertransferential reaction. If these new and unexpected countertransferential reactions are not taken into account and understood as the surfacing of conflicting new and old self-states, listening and mirroring is deprived of its authentic, empathic significance. The casting aside of the interpersonal dimension led to an impasse, which resulted in a radical, but resolute enactment. Mitchell's theoretical and clinical suggestions are considered in delineating possible alternative paths that may have avoided the impasse.

Educational Objectives:

At the end of my presentation, the participant will be able to explain:

1. How effective a mirroring and holding analytic stance can be in cases of severe disturbances in self- and self-other regulation.
2. Why the same attitude may lead to an impasse and to unexpected enactments, when in a new stage of the process interpersonal dimensions and a different countertransferential experience of the patient are not taken into account and how essential is, therefore, the theoretical and clinical teaching of Mitchell in envisaging a different outcome.

Abstract:

Oh No! Who Are You? Struggling with the Analyst's Loss of the Idealized Patient, Sandra Salerno

This paper picks up a strand of thought first explored by Stephen Mitchell in *Influence and Autonomy*, that of the conflicting desires of the analysts to help patients locate and express their individual personhood and to

shape them in the form of the analyst's vision of a psychologically, emotionally and socially healthy individual. Questions are raised regarding the values that underlie such visions. Also, the vision that the analyst creates of the patient is explored in an expansion of the concept of the idealized patient, a mosaic created through each interaction and laid down to create in the analyst's mind's eye a picture of who the patient is. When the analyst's vision of the idealized patient is challenged, and the mosaic falls apart, the analyst is left to pick up the pieces emotionally and clinically. This paper will illustrate such an occurrence through two case examples, one historic and one derived from the author's clinical experience.

Educational Objectives:

At the conclusion of this presentation, the participant will be able to:

1. Explain the potential danger in the idealization of the patient.
2. Describe how he or she may be influenced by personal, social and psychoanalytic values to react in the event of the loss of the idealized patient.

#9: Truth and Consequences: Reality as a Relational Construction

Presenters: Arthur Gray, PhD, USA and Michael Pariser, PsyD, USA
Discussant: Susan Warshaw, EdD, USA
Moderator: Deborah Birnbaum, PhD, USA

Abstract:

Living Truthfully Under Imaginary Circumstances: The Impact of Affective Improvisation in Psychoanalysis, Arthur Gray

Improvisation in psychoanalysis has heretofore been defined by a theater games model in which the emphasis is on a creative exchange of dialogue. In this paper, I expand the concept of improvisation by drawing on the contributions of Sanford Meisner. His model is characterized by two improvisers maintaining affective contact. He described this process as "living truthfully under imaginary circumstances." Clinical case material illustrates how Meisner's model of affective improvisation can be applied to circumstances in which the analyst is pushed beyond familiar analytic comfort zones. In such situations, affective improvisations provide the analyst with an additional resource with which to respond to these challenging moments in ways that facilitate increasing intimacy between patient and analyst. I spell out how affective improvisations impact therapeutic action in psychoanalysis.

At the conclusion of my presentation, the participants will learn what affective improvisations are; and learn to recognize how affective improvisations can be relied on to engage complex challenging moments that occur in an analysis.

Abstract:

Postcards from Hell: The Act of Creation as a Relational Process, Michael Pariser

In the midst of a two-and-a-half year analysis marked by an intense romanticized transference, the therapist was facing the all-too-common problem of frequent extra-session communication. Voice mail messages, text messages, and emails from the patient detailed the emotional horrors she suffered as a result of the analyst's refusal to allow the relationship to become more personal, and the analyst found himself growing increasingly resentful and disconnected. Then, noting the patient's dissociative process at work and wishing to bridge her discontinuous worlds of experience, he came up with the idea of playing the patient's voice messages back to her in session. After initial resistance on the part of the patient and clumsiness by the analyst, they were eventually able to use the process to stand more in the spaces between the patient's dissociated self-states. At that point, progress, which had stalled, began again to move forward. In the process, the analyst began to reconnect better to his own disconnected emotional experiences in relation to the patient. This creative act is illuminated as a psychoanalytic process that may have utility for other analysts in this age of electronic communication, and the creative process that produced it is examined as a profoundly relational process involving the therapist, the patient, and the therapist's growing range of contemporary theoretical influences.

At the conclusion of my presentation, the participant should be able to:

1. Identify those situations in which it might be useful to play a patient's voice mail messages in session.
2. Describe the advantages and disadvantages of doing so.
3. Explain the relational elements that constitute the creative process.

#10: Holding Horror: Dialectical Tensions in Working with Trauma

Presenters: Lisa Lyons, PhD, USA and Shaily Wardimon, MSW, ISRAEL
Interlocutor: Tessa Philips, PhD, AUSTRALIA
Moderator: Sophia Richman, PhD, USA

Abstract:

Analytic Knowing: Holding Horror & Working Towards Change, Lisa Lyons

Relational psychoanalytic literature is filled with discussion regarding how the concept of intersubjectivity has enhanced the space between and within patients and analysts. As the relationship between the dyad expands and contracts, prior traumatic experiences become ripe for reenactment. Several theorists have posited that there is a fluidity between the positions of persecuted, persecutor, and bystander/rescuer. Patients who have been abused may be more likely to project sedimented aspects of this trauma into the analyst. Unconscious motivations may include gaining a sense of empowerment, disavowing feelings of shame and inferiority, or mastering feelings of abandonment or misattunement experienced by a Third who either stood by or was unable to rescue the patient from being abused. Traditionally understood as "identification with the aggressor," a relational view of this pattern understands the implicit relational knowledge that becomes activated when placed in a situation reminiscent of prior experiences of abuse. The vicissitudes of each particular therapy dyad are complex in such cases, but what happens when the analyst is a trainee and the supervisor reenacts the abuse experienced by the patient onto the trainee? Can the analyst/trainee withstand such "identification with the oppressed?" When the enactment extends beyond the dyad and moves into the triad, how can the trainee/analyst move beyond her own feelings of persecution, using this shared experience to create agency for both herself and the patient? As a trainee, she is particularly vulnerable to devaluation, criticism, and being placed in the position of "Other" in terms of her lesser status in the training environment. In my case illustration, the setting was an art institute's counseling center, and the patient a sculptor. Bullying and sadism were projected into the analyst/trainee so that she could share the patient's shame and anger. Resultantly, this regression to a shared intersubjective space of juvenile bullying led the trainee to take risks in the treatment, enraging her supervisor for "breaking the frame." Feeling bullied by both patient and supervisor led the trainee to further enter the subjugated space of the patient, ultimately empowering both to "sculpt" a relationship that moved them out of such constricted roles.

Educational Objectives:

At the conclusion of this presentation, the participant will be able to describe the ways in which early traumatic experiences may be reenacted within the treatment dyad. Specifically, participants will develop a greater understanding of the sequelae of early childhood sexual abuse on the relational matrix within the dyad.

Also, the participant will be able to explain how as a trainee, a supervisee may be hierarchically placed in a subjugated role while training. Therefore, she may experience a greater susceptibility to enacting with the patient the dynamics of perpetrator/victim/rescuer-bystander that often is at the relational core of abuse survivors.

Abstract:

"Touching the Tar Baby:" On The Dialectic Interplay of Dissociation & Imagination, Shaily Wardimon

This paper will present the case of Lea, a Holocaust survivor coming to therapy for the first time in her life. The general lines along which the treatment went so far will be described, portraying the unique dynamics of severe past trauma, old age and structural dissociation. After discussing the ways in which this clinical material invokes Donnel Stern and Philip Bromberg's separate, but similar, conceptualizations of dissociation and its relation to a failure of imagination, I will attempt to show, following vignettes from the work with Lea, that dissociation and imagination can sometime maintain a dialectic relationship, without necessarily negating each other. Using a dialectic line of thought which finds its inspiration in Stephen Mitchell's conceptualization of the dialectics of hope and the role of imagination, the apparent contradictory qualities of imagination and dissociation will be shown as coming together in certain circumstances to form an intricate relational reality, which needs to be held by therapist and patient, so as not to collapse back to an either-or way of thinking.

Educational Objectives:

At the conclusion of my presentation, the participant will be able to:

1. Describe the dialectics of dissociation and imagination, understanding that despite their appearance as two opposing forces that negate each other, they sometimes must operate simultaneously, creating a very intricate relational reality that needs to be contained without a collapse into an either-or way of thinking.
2. Feel more familiar with the unique characteristics of working with Holocaust survivors today, struggling with the complex interlock of old age and PTSD.

#11: The Analyst Engages Creative Writing and Memoir

Presenters: Ann D'Ercole, PhD, USA and Colette Rayment, PhD, AUSTRALIA
Discussant: Bonnie Zindel, PhD, USA
Moderator: Sally Donaldson, PhD, USA

Abstract:

Memoir Writing and Analytic Work: The Analytic Witness, Ann D'Ecole

Noting a dearth of writers from the Italian-American community and of scholars interested in that experience, the author discusses the self-integration process of writing a memoir about growing up Italian-American in Post WWII America. The author explores the role of witness in telling ones story.

Educational Objectives:

At the conclusion of my presentation the participants will be able to describe some of the psychological challenges of the Italian American experience in Post WWII America and their generalizability to other immigrant groups; and illustrate how memoir writing provides a potential for sustaining creativity in psychoanalytic work.

Abstract:

Relationally and Creatively, Colette Rayment

Last year I left the San Francisco IARPP Conference and my newfound American colleague and returned to Sydney, primed to write in the creative genre of life writing. The work flourished through that autumn until it was interrupted in the winter by a desire to write a more academic paper for a Congress in Sydney on World Dreaming. All this while by Skype, my American colleague held the creative project up to my mind, showing her interest in what I might have to say on Aboriginal art and trauma, but never letting me forget the creative venture. Striding both projects through the winter, I realised that the paper on Aboriginal art and Dreaming and my life writing were two arms of one enterprise: both projects were talking about the same thing: an engagement with creativity (art and writing respectively) as vehicle for, and metaphor for, the integration of trauma. This proposed presentation is a reading from some of that writing.

Educational Objectives:

At the conclusion of my paper together with that of my panel colleague, the participant will further appreciate the power of the unconscious in the creative writing process. The enterprise of writing creatively will be understood as a relational interplay between conscious and unconscious enterprises, between academic and literary projects and between 'mentor' and writer. Additionally the participant will be able to recall certain images of various indigenous art works to trope concepts of unintegrated and integrated trauma and to forge her/his own creative visuals for these concepts.

5:30 PM

Adjournment for the day

7:00 PM

Conference Reception - Light Dinner & Dancing

Sunday, March 4, 2012 – Itinerary

Invited Panel/Paper Session 6:

(8 Concurrent Sessions)

8:30 AM - 10:00

AM

#1: Invited Panel: Por el Flamenco: The Roots of Pain, The Roots of Life

Presenters: Shem Shemy, MA, ISRAEL & Boaz Shalgi, PhD, ISRAEL

Moderator/Interlocutor: Barry Magid, MD, USA

Abstract:

The panel will present the movie: "Por el Flamenco" by Director Shem Shemy, followed by a lecture; "The roots of pain, the roots of life: Between Flamenco and Tango" by Boaz Shalgi.

Shemy's movie, which has been screened in many film festivals around the world, deals with the connections between multi-generational trauma (the director grew up in the shadow of his father's trauma, the impact of which he reveals "through the flamenco"), pain, the human need to know and say the truth, and the overwhelming powers of the most basic human means of expression: singing and dancing. The movie makes the audience both fall in love with these human means of expression, and encounter the tremendous healing potential they have. Shalgi's lecture was written in an effort to use and enhance the power of the movie to broaden the psychoanalytic discussion regarding one of the most basic human/therapeutic questions: how one deals with pain, both his own and that of his fellow subject/patient. Using the psychoanalytic conceptualizations of Bion, Winnicott, Searls, Ogden, Ghent and Bucci, the lecture compares the Flamenco with the Argentine Tango to show how the need and the fear to feel one's pain in all its grace and terror evolves within the dialectic of self creation and mutual creation, presence and absence, and now-moment (both one mind and two minds) and no-moment.

Educational Objectives:

1. Observing the work of art as a therapeutic process (the film) and as a form of life (the flamenco and the Argentine Tango) from a modern psychoanalysis perspective.
2. Broaden the conceptualization of pain and its connection with the basic human need to "dream oneself into existence" (Ogden, 2006).
3. Examine the way the therapeutic encounter can use the dialectic of subjectivity and intersubjectivity and of presence and absence in order to help the patient expand his emotional capacity to experience life and its inevitable pain with their full intensity and power.

#2: Invited Panel: Exploring the Dynamics of the Supervisory Dyad—in vivo

Presenters: Philip Ringstrom, PhD, USA, Emanuel Berman, PhD, ISRAEL & Michael Pariser, PsyD, USA

Moderator/Interlocutor: Judith Pickles, PhD, USA

Abstract:

This panel will focus on the emotional dynamics of supervision, through the observation and discussion of an actual supervisory session. Supervision will take place in the first half of the panel, and in the second half the moderator (Berman) will invite the supervisor (Ringstrom), the supervisee (Pariser) and the audience to join him in figuring out the subtle interactions and relational patterns they experienced and observed. The goal will be to avoid the traditional focus on the patient, and to focus on the supervisory process as an intersubjective phenomenon in its own right.

Educational Objectives:

1. To sensitize participants to conscious and unconscious levels of the supervisory process.
2. To help formulate major dimensions of the supervisory experience which go beyond its stated educational goals.
3. To allow participants to utilize these insights to deepen and improve supervisory relationships in which they are involved, either as supervisors or as supervisees.

#3: Invited Panel: Cultural Origins of Relational Psychoanalysis

Presenters: Adrienne Harris, PhD, USA and Stephen Seligman, DMH, USA
Discussant/Interlocutor: Frank Summers, PhD, USA

Abstract:

The Political and Social Context of the Relational Movement: Mitchell and Harris'—'What's American About American Psychoanalysis': 10 years on, Adrienne Harris

Relational analysis has been especially interested in the historical and cultural roots of analytic theories. This panel extends that interest to our own development. Harris' presentation extends an earlier paper that she co-authored with Stephen Mitchell, on the "Americanness" of relational analysis. Seligman explores how the first generation of relationalists have been influenced by involvement in the radical social movements of the 1960's and 1970's—the Civil Rights movement, the New Left, and Second Wave feminism. As relational analysis reaches a kind of maturity, we are interested in looking back to look forward; we hope to stimulate a multigenerational discussion.

Relational Psychoanalysis: Child of the Sixties?, Stephen Seligman

This paper revisits the questions Mitchell and Harris posed over 10 years ago in a PD essay. I look at the cultural, intellectual and political context for the relational movement as it evolved in the first quarter century of its existence. I trace the evolution and impact of political resistance from the sixties to the present, the impact of postmodernism, and liberatory movements around identity (race, class and gender) and the impact of work on war trauma and contemporary cultural crisis on the relational movement.

Educational Objectives:

Attendees will:

1. Have increased knowledge of the underlying historical forces that underly relational psychoanalytic theory and practice.
2. Increase their understanding of how these concepts and their historical and ideological roots affect their own working style in psychotherapeutic practice.
3. Become more able to think about the effects and clinical implications of interventions with patients in light of this understanding.

#4: Invited Panel: Sex and Gender in the Relational Tradition: Two Generations Take Stock

Presenters: Virginia Goldner, PhD, USA; Muriel Dimen, PhD, USA
& Avgi Saketoupulu, PhD, USA
Moderator/Interlocutor: Orna Guralnik, PhD, ISRAEL

Abstract:

The category of sexuality and the question of gender have been central to relational theory from the outset. In the founding year of Psychoanalytic Dialogues, Stephen Mitchell, with his characteristic intellectual generosity and curiosity, invited his feminist colleagues to produce an issue of the journal (1/3) that was devoted to gender. Three psychoanalytic scholars, two from the original group, one a junior colleague, will take stock what was accomplished in those original moves, what was left undone and unseen, and how work over the subsequent 20 years has led to a more complicated "gender queer" relational perspective.

Educational Objectives:

1. Attendees will learn how relationally oriented, psychoanalytic theories of gender have developed in the past 20 years.
2. Attendees will learn how relationally oriented, psychoanalytic perspectives on sexuality have developed in the past 20 years.

#5: Invited Panel: The Analyst Is As Much "In The Analysis" As The Patient (1929): Jung As A Pioneer Of Relational Psychoanalysis

**Presenters: Andrew Samuels, DHL, UK11, Linda Carter, MSN, USA
& David Sedgwick, PhD, USA
Moderator/Interlocutor: Jeremy Safran, PhD, USA**

Abstract:

The panel has three main themes. First, to show that Jung should be regarded as a pioneering and prescient figure in the evolution of psychoanalysis in a relational direction. Second, to indicate some trends in contemporary post-Jungian analysis that resonate with cutting edge developments in relational psychoanalysis. Third, to offer, from diverse Jungian and post-Jungian perspectives, a constructive critique of relational psychoanalysis leading, it is hoped, to the mutual enhancement of the two traditions.

Educational Objectives:

At the conclusion of the panel, the participant will be able:

1. to comprehend the historical and contemporary similarities and differences between Jungian and post-Jungian analysis and relational psychoanalysis;
2. to assess a constructive critique of relational psychoanalysis developed on the basis of ideas derived from Jungian and post-Jungian analysis.

#6: Invited Panel: The Poetry of Salvador Espriu: Poetic Words (And Words Used in Therapy) As A Guide To Experiencing Elusive Emotions

**Presenter: Ramon Riera, MD, SPAIN
Discussants: Susi Federici Nebbiosi, PhD, ITALY and Velleda Ceccoli, PhD, Italy
Moderator: Velleda Ceccoli, PhD, Italy**

Abstract:

Why is being moved by a work of art so comforting? Each specific emotion is a set of bodily physiologic states (with or without verbal-reflexive discourse) triggered by context. Etymologically emotion comes from the Latin "emotio", which signifies impulse toward action. So the emotion is the bodily (and sometimes verbal-reflexive) assessment of one particular context that prepares the body to react to it. Obviously, our bodies are not universally prewired to be able to create the physiological state of each and every emotion. We need an intersubjective process to create the physiologic substrate (neuro-hormonal circuit) of a new emotion: through our mirror system, we co-create new emotional states. When we contemplate a work of art and we are moved by it it is because our bodies make a copy of the physiological state of the artist in the moment he/she created it, this way we feel this unique emotion (emotion that probably would be elusive without the help of this work of art). In psychotherapy (talking cure), each time that therapist and patient attain a new shared emotional state during their conversations, both bodies create new circuits that will facilitate this emotion being less elusive in the future.

Salvador Espriu had a traumatic childhood and youth (the death of two siblings, his mother's deep depression, the Spanish civil war) and he devoted his entire life to constructing poems that helped him live life (for Espriu life was "walked death", that is to say walking towards death). For Espriu poetic words are the lights that show us the path to walk along. As is common in traumatized people, Espriu needed to create the right words to walk his life with an emotion that was very elusive for him: peace. What happens if we follow the wrong lights? Espriu uses Brueghel's painting "The Blind Leading the Blind" to illustrate the horror of being badly guided. In a clinical vignette I'll show, following Espriu, that I have also used Brueghel's painting to be able to feel what my patient was feeling: she was a patient terrified by the danger that I might not be able to guide her. When her feeling of terror made me feel irritated because I felt she was being histrionic and exaggerated, I would mentally look at Brueghel's painting to be able to feel what she was feeling. Once again, a work of art can help feel those feelings otherwise difficult to access. Hazel Ipp published the case of Zoe, who, the night before her death, read the list of words that she and Hazel had co-created during her therapy to help her feel peace. Inspired by this case of Zoe I propose that in the talking cure we search for the words or verbal constructions that spontaneously generate new emotional reactions in us; in other words, we search for metaphors that allow us to change our implicit memory of how to emotionally react.

I am suggesting that the work of art in general and the words used in therapy in particular are the paths that our mind-body needs to be able to feel new emotions. Poetic words form rhythms and sounds that, when are read with the right intonation, make an impact in our bodies and make us feel what the poet felt when he was writing them. Thus we have access to elusive feelings that the poet has captured for us. In

poems arranged with music, the composer emphasizes the musicality that the poem already has, thus this musicality is put in the foreground; I'll show the example of one poem by Espriu that the singer-songwriter Raimon arranged with music, one of my favorite songs in my adolescence. In therapy, patient and analyst use metaphors (verbal constructions with high sensoriality, that is to say with strong impact on the body) and paraverbal expression (intonation, rhythm, gestures) in order that the other can feel similar feelings. Sometimes, though, words are used to not feel, as Espriu shows us in one poem.

At the conclusion of this presentation, the participant will understand better why being moved by a work of art is so comforting; and understand that in therapy we use poetic words that help the patient emotionally react in a new way.

#7: Invited Panel: Creative Impact: The Therapeutic Action of Affective involvement

Presenters: Barbara Pizer, EdD, ABPP USA and Stuart A. Pizer, PhD, ABPP, USA
Interlocutor: Chana Ullman, PhD, ISRAEL

Abstract:

A Clinical Exploration of Moving Anger Forward: Creating the Context for 'A Dimension of Feeling That Was Not There Before, Barbara Pizer

The Analyst's Involvement with the Other: Recognition and 'the Tension of Tenderness,' Stuart Pizer

Before the turn of this century, Stephen Mitchell turned received psychoanalytic tradition, such as analytic abstinence, on its head with questions like: "What makes it possible for the analysand to feel safe enough to love and hate with abandon?" Recognizing the current "widespread appreciation of how dangerous it is to love and hate an other who is hiding and posturing noninvolvement," Mitchell, in true Talmudic style, prepares his answer by opening the field for future generations to consider and explore the potential implications of his conclusion: "What makes it possible to love and hate with abandon is involvement with an other who has feelings in return, sometimes even love and hate, but who is working to employ these feelings on both sides of the relationship in the service of analytic work—constructive, insightful growth and development." In this spirit, we emphasize the ways in which the analyst's affective involvement is determinative of the patient's widening horizons of experience in the analytic process. One paper elaborates the author's conviction that personal ownership and shared recognition of angry affect is a skill that must be newly mastered in the particular context of each analytic dyad. The analyst's capacity to experience and directly express angry affect is a necessary condition for the patient to approach commensurate levels of awareness and communication of anger. Together analyst and patient co-determine the development of this creative skill that provides both the pivot and the "safety catch" in the establishment of analytic trust and authentic intimacy. The other paper articulates its author's understanding of affective involvement in terms of the "tension of tenderness" within the analyst in response to recognition of a state of need in the patient. He delineates the affective underpinnings of analytic "generosity" and locates the analyst's experience of a tug toward provision as an intrinsic concomitant of analytic mentalization, illustrating how this essential dimension of affective involvement works in the service of analytic progress.

Educational Objectives:

1. To understand the clinical function of the "tension of tenderness" evoked in the analyst by the recognition of need in the patient
2. To understand the relationship between the expression of anger and the opening of trust in the analytic relationship
3. To apply an understanding of affective involvement in the service of moving clinical process forward.

#8: Invited Panel: The Right To Fragility

Presenter: Cristina Bonucci, PhD, ITALY
Lecturer: Gianni Garofalo, ITALY
Discussant: Rina Lazar, PhD, ISRAEL

Abstract:

The paper focuses on the early stages in the building up of a therapeutic relationship with a young adult, in the wake of an acute event (a psychotic breakdown with a high suicide risk) resulting from the deterioration of a chronic condition of lack of self recognition. The lack of recognition, which is the product of a seriously impaired parental relationship, appears to be the consequence of a disorganized attachment style. The depressive tendencies of the parental couple work in such a way as to produce a complete adhesion of the patient's ideal self to his narcissistic needs, making it almost entirely impossible for him to experience and

express his own subjectivity and his most authentic gifts. The author uses literary references of timeless and universal value (the biblical story of David and Goliath from the First Book of Samuel) and an excerpt from a very moving Afghan novel (Hosseini's "The Kite Runner") to underscore how indispensable it is for her to "play out" her abilities in order to conceive an attainable ideal self. The psychoanalytic literature relevant to the case includes Kohut's thought with regard to the sound flow of narcissistic exhibitionism; the theme of shame as it was treated by Morrison; the contribution offered by Jessica Benjamin, particularly with reference to mutual recognition and the "ethical third"; Mitchell's thought and the relational paradigm; Antonino Ferro's notion of creativity. The paper hinges on the therapist's attempt to overcome the impasse created by the patient's impossibility to express his subjectivity and the analyst's impossibility to provide a therapeutically viable response. Beyond all possible and foreseeable considerations, the patient's attempted suicide allows the analytic couple to relate to each other in a new and unprecedented way: the patient engages in an authentic expression of the self, while the therapist steps up her efforts to listen closely and to provide a stronger presence, in the hope that they may be and be together. To conclude, the author describes how, after the dramatic episode, when therapy is resumed, from the very outset, the dialogue becomes more fluid, allowing genuine emotions and expectations to surface. The aim of the paper is to point out the need to go back over some of the rules of psychoanalytic psychotherapy (regardless of whether it may refer to the classical setting or the setting inspired by contemporary models) that can be adapted to the particular setting that is created in the treatment of severe patients.

Educational Objectives:

The clinical case presented sheds light on at least three interconnected elements that emerged during the first months in the psychoanalytic treatment of a young adult following an acute event (a psychotic breakdown with a high suicide risk):

1. The involvement of parents in the treatment of an adolescent and young adult.
2. Improvisation.
3. Alternative languages in the treatment of uncooperative patients.

10:00 AM Adjournment of Paper Session 6 & Coffee Break

PLENARY V: Knowledge and Imagination: A Dialectic of Creativity and Expertise in the Analyst's Use of Self

**10:15 AM Presenters: Phil Bromberg, PhD, USA and Gianni Nebbiosi, PhD, ITALY
Interlocutor: Anthony Bass, PhD, USA**

"In a very broad sense, psychopathology might well be considered a failure of imagination..." Hope and Dread in Psychoanalysis

Abstract:

Hidden in Plain Sight, Thoughts on Imagination and the Lived Unconscious, Phil Bromberg

I offer the view that the therapeutic action of psychoanalytic treatment can reasonably be seen to include the freeing of imagination during the process of negotiating selfhood and otherness during enactments —the dissociated relational cocoon in which developmental trauma, trust, mistrust, affective safety and affective risk all participate within an aura of uncertainty and shifting self-state experience. Looked at from this transference/countertransference perspective, the analytic relationship is an opportunity for two human beings to encounter one's own and each other's "me" and "not-me" self-states by living together in the enacted shadow of what has always been experientially "visible but not seen" —hidden in plain sight rather than buried. During this shared journey, the patient/analyst relationship becomes a "safe but not too safe" therapeutic environment in which dissociated experience is played-out among the various selfstates of both participants and jointly symbolized by thought and language used imaginatively in the here-and-now. The analyst, by being authentically present as an affectively alive partner in what is being relived and shared in both old and new ways, is facilitating the cocreated reorganization of a lived Relational Unconscious that is both robust and flexible. As this is taking place, the patient's threshold for the potential triggering of affect-dysregulation is gradually raised at the brain level, leading to increased trust in the reliability of affect-regulation to remain stable in the presence of an "other" whether the other is one of the patient's "not-me" self-states or an "other" in the external world. Therapeutically, the patient's natural capacity for imagination is liberated to join spontaneously with the analyst's own safe pleasure in imagination, and the patient's life is lived with increasing interpersonal spontaneity, creativity, love, and personal meaning. In this regard I propose that healing and self-growth are the two interlocking rewards of all successful treatment, and that freeing of imagination plays a central relational role.

Learning Objectives:

1. Apply basic understanding of self-states and dissociative processes to how the enacted negotiation between developmental trauma, affective safety, imagination, and increased capacity for intersubjectivity is a foundational organizer of healing and relational self-growth in treatment.
2. Apply basic understanding of self-states and dissociative processes as a framework for liberating the use of imagination as a relational process both internally and externally.

Abstract:

"For All We Know" Clinical Creativity as a Dialectic Between "Knowledge" and "Unknowness," Gianni Nebbiosi

12:15 PM

Conference Summation

Chairs: Hazel Ipp, PhD & Spyros Orfanos, PhD

12:30 PM

Final Adjournment