Thursday, October 15th       Pre –Conference AM Workshops
9:30 am – 12:00 noon

A. Relational Self Psychology: Key Features in the Evolution of Self Psychology and Psychoanalysis and the Integration of Cognitive Science

Speaker: James L. Fosshage, PhD, ABPP

Abstract:
The purpose of this Pre-Conference power point presentation is to contextualize the paradigmatic changes occurring in psychoanalysis over the past 40 years, Kohut’s contributions to those changes and the subsequent evolution of Kohut’s model that have contributed to what we now call, “Relational Self Psychology.” Integrating cognitive science, I will discuss the following topics: epistemological and field theory, the evolving concepts of self and selfobject, changing models of transference/countertransference, the formation and transformation of the organization of experience, motivation, the interplay of the empathic and other listening/experiencing perspectives, the expanded participation and use of the analyst’s subjectivity, enactments, integration of selfobject and intersubjective relatedness, and theories of therapeutic action. I will highlight the major contributions of relational self psychology with major contributions of other relational approaches. Clinical implications, especially involving the more difficult, intractable treatment situations, will be illustrated with clinical vignettes and several longer case discussions. Dialogue with the audience will be invited throughout the presentation.

Learning Objectives:

At the conclusion of my presentation, the participant will be able to:
1. understand and utilize clinically the theoretical changes in the relational self psychological theory of therapeutic action;
2. assess and clinically use different listening perspectives;
3. integrate theoretically and clinically different forms of relatedness, for example, selfobject and intersubjective relatedness.
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B. Self Psychology as Artistic Experience

Speakers: Doris Brothers, PhD and George Hagman, MSW

Abstract: This workshop explores the ways in which analysts and patients can enhance the creative potential of the psychotherapeutic process. Two brief papers that bring a relational systems sensibility to a self-psychological approach will be presented. One paper discusses the dynamics of creativity in psychoanalytic treatment. It outlines the specific forms of feeling, thinking and relating that lead to the emergence of therapeutic change. The second paper focuses on a therapeutic relationship in which both analyst and patient discovered that their artwork had not only promoted their psychological survival in childhood, it allowed them to find creative solutions to problems that haunted their lives. Workshop participants will be invited to discuss these presentations and to describe the ways in which their own therapeutic relationships have tapped into the realm of artistic creativity to the benefit of the analytic couple.

Learning Objectives

At the conclusion of the presentation the participant will be able:
1. to apply specific interventions which increase creativity in analytic practice;
2. to use artistic concepts to understand the analytic relationship;
3. to develop skills to enhance creativity in treatment planning and clinical work with patients
C. Using Psychodrama Technique to Process our Work

Presenter: Monica Leonie Callahan, PhD

Abstract:
This workshop will focus on the use of psychodrama techniques in an exploratory fashion to learn about ourselves as clinicians and to help us deal with impasses, enactments, countertransference challenges, or difficulties empathizing with our patients. These methods can be applied to individual or group supervision, or they can be adapted for the ongoing, self-directed processing of our work. I will offer guidelines for the in-depth psychodramatic embodiment of our patients, which participants can then implement during experiential exercises. I will also demonstrate the use of combined psychodrama techniques for clinical processing, using material from participants’ practices and/or my own. We will discuss important precautions in applying these methods and necessary conditions for their effective use.

Learning Objectives:

Participants will be able to:
1. describe at least two warm-up techniques that can help facilitate and in-depth, life-like experience of a role;
2. identify at least two psychodrama methods that can be used to enact and explore a challenging clinical situation;
3. devise a simple structure using these techniques that could potentially be used to work through one of their own clinical challenges
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Presenter: Scott Davis, MD

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

Learning Objectives

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

1. Apply the principles of attachment theory, infant research, neurobiology, and nonlinear dynamic systems theory to clinical work with patients.
2. Create inclusive, collaborative and contingent explicit and implicit dialogue to foster optimal development.
3. Utilize a mindfulness of implicit and explicit communication and responsiveness, leading to the emergence of new intentional unfolding processes within the patient and new procedures of implicit relational knowing between patient and analyst.
E. The Embodied Analyst - An Experiential Pre-Conference Workshop

Presenter: Jon Sletvold, PsyD

Abstract: This preconference workshop will focus on how we can learn about the analyst’s self, the patient, and their relationship from focusing on the analyst’s own body. I will do this by demonstrating a supervision model that focuses on the analyst’s embodied experience. In this model the supervisee stages her interaction with the patient. 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. The participant will be asked first to role-play 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. This focus on embodied experience tends to make unconscious relational experience conscious. The theoretical underpinnings of this approach aimed at integrating experiences of self, other and interaction, will be briefly outlined.

Learning Objectives:

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

1. how to access unconscious parts of their embodied self
2. how they can learn about the patient from their own body
3. how they can analyze previously unformulated/unconscious aspects of interaction between analyst and patient
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F. Working Effectively with the Non-Verbal:
Language Somatic and Movement Data

Presenter: Sandra Kay Lauffenburger, MSc

Abstract:
Research in neuroscience, trauma, attachment, and infant development emphasizes the emotional, relational richness of the non-verbal exchange. Awareness and use of procedural, implicit material forms the self-organizing fabric of the therapeutic relationship (Boston Change Process Study Group, 2013). However, capturing in words the dynamics of the non-verbal experience in order to explore this psychological and subjective phenomena is more difficult as it is not part of standard training. Although we sense the time, space, and force of our client’s dynamic vitality and of the intersubjective encounter (Stern, 2012), we lack a non-interpretive framework with which to language, reflect upon, and engage with this raw material. This workshop extends psychoanalysis and psychotherapy into the world of body sensation (somatics) and movement. It theoretically and experientially introduces Laban Movement Analysis, a language for observing, describing, and understanding the fertile, kinetic and sensory components of relationship (Laban, 1966; Hackney 1998). An introduction to this conceptual framework will enable therapists to more clearly experience implicit, procedural patterns within themselves, their clients, and the intersubjective space. Using this framework, languaging and response to the implicit transactions that influence therapeutic outcomes can more effectively emerge.

Learning Objectives:

At the conclusion of my workshop, the participant will be able to
1. Identify and effectively language observations of gestural, postural, and motor activity using a non-interpretive framework for non-verbal data gathering and categorization (Laban, 1966; Hackney, 1998)
2. Identify and effectively language one’s own personal sensory information as a precedent to understanding the intersubjective experience (Siegel, 2013)
3. Organize and reflect, as appropriate, sensory and motor information for more effective therapeutic intervention