

ACP 2019 Annual Meeting Objectives, Questions, and Course Descriptions

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of American Psychoanalytic Association and the Association for Child Psychoanalysis). The American Psychoanalytic Association is accredited by the ACCME to provide continuing medical education for physicians.

The American Psychoanalytic Association designates this Live Activity for a maximum of 2 AMA PRA Category 1 Credit(s)[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

IMPORTANT DISCLOSURE INFORMATION FOR ALL LEARNERS: None of the planners and presenters of this CME program have any relevant financial relationships to disclose.



Friday, May 3, 2019

Writing Workshop

Leon Hoffman, MD and Timothy Rice, MD

"Emerging Adulthood"

9:00am-10:30am

Course Objectives:

- Compile, create, and plan writing experiences on this developmental stage from a psychoanalytic perspective.
- Describe the social, including demographic, shifts that have contributed to the validity of emerging adulthood as a developmental stage of relevance to child and adolescent psychoanalysts.
- Apply knowledge from the affective neurosciences in deepening the understanding of this developmental age from a psychoanalytic perspective making use of the construct of defense mechanisms in relation to implicit emotion regulation.
- Critique the thinking and writing process involved in integrating clinical material with nonpsychoanalytic and psychoanalytic knowledge sets and perspectives.

Course Questions:

- Describe emerging adulthood as a developmental stage of relevance to child and adolescent psychoanalysis.
- Demonstrate increased communication in the writing process between psychoanalysis and the allied mental health fields.

Course Description:

The practice and art of writing up a case is a lifelong skill. In this writer's workshop, we will focus (1) on the process of selection of a topic (a new area of relevance to child and adolescent psychoanalysis: emerging adulthood); (2) review of clinical material which describes and addresses the issues of this developmental stage; (3) review of non-psychoanalytic and psychoanalytic literature on this developmental stage; (4) CHOICE: (A) a clinical case report, since it is a new area described in the field or (B) focus on a particular aspect of the issue: the relevance to this developmental stage of the neurobiological construct of implicit emotion regulation (parallel to the construct of defense mechanisms, utilized in defense analysis). Commentary upon concurrent medication management will be made.

References:

Arnette, JJ (2007). Emerging adulthood: What is it, and what is it good for? **American Psychologist**, 55: 469-480.

Chused, JF (2017). Listening to the transition: Adolescent to adult. **PSC** 70:63-73.

Rona Knight & Jill M. Miller (2017) Emerging Adulthood: A Developmental Phase, PSC 70:5-7. An introduction to an issue of The Psychoanalytic Study of the Child, 70:1, 5-7 on the issue of emerging adulthood. See other articles in this issue

Rice, T.R. and Hoffman, L. (2014). Defense mechanisms and implicit emotion regulation: A comparison of a psychodynamic construct with one from contemporary neuroscience. Journal of the American Psychoanalytic Association, 62: 693-708.

Biographical Sketch:

Timothy Rice is a third-year candidate in the accelerated child psychoanalysis program of the Columbia University Center for Psychoanalytic Training and Research. He is unit chief of the Mount Sinai Health System's child and adolescent psychiatry inpatient service in New York, NY.

Leon Hoffman is Training and Supervising Analyst in Child, Adolescent, and Adult Psychoanalysis and Co-Director Pacella Research Center, The New York Psychoanalytic Society and Institute, Faculty, Icahn School of Medicine at Mount Sinai, and Chief Psychiatrist/Psychoanalyst West End Day School.

Alliance for Psychoanalytic Schools Panel Presentation

Moderator: Barbara Streeter, LPCC

Presenters: Donald Rosenblitt, MD, Nathaniel Donson, MD, Janet C. Rotter, and Rosaleen Rusty Horn, MSED
"Collaborations Between Psychoanalysts and Educators: A Panel Presentation Sponsored by the Alliance for Psychoanalytic Schools"

11:45am-1:15pm

Course Objectives:

- Identify ways that psychoanalytic understandings can be put into practice in educational settings.
- Identify basic understandings that facilitate consultations and collaborations in child care centers and schools.
- Discuss the interface between psychoanalysis and education

Course Questions:

1. What is an example of how psychoanalytic understandings can be put into practice in an educational setting?
2. What factors facilitate the effectiveness of a consultation or therapeutic collaboration with educators?

Course Description:

Presenters will use case examples to illustrate how they have brought psychoanalytic understandings to educational settings through collaborations with educators. Attention will be given to the value of consulting, collaborating, and sharing ideas with fellow colleagues.

References:

- Barrett, D.G. ed., E. Danto, B. Streeter, D. Rosenblitt, k. Novick, J. Novick, F. Powell-Williams, D.Manning, C. Mason Wolfe (2018) So you want to start a psychoanalytic school? Succumbing to an almost "irresistible temptation." **PSC** 71:130-163.
- Barrett, T., B. Streeter, P. Lawson, M. Zraly, J. Longhofer, M. Buchbinder (2006). The Hanna Perkins Center model for consultation in childcare: meeting the needs of children and their caregivers. **Child Analysis Vol.** 17.
- Campbell, B.K. 2000. Consultation work with directors of childcare centers. **Child Analysis** 11:169-188.
- Freud, A. 1930. Four lectures on psychoanalysis for teachers and parents. The Writings of Anna Freud 1:73-133.
- Rosenblitt, D.L. 2005. Translating child analysis from the playroom to the classroom: Opportunities and choices. **JAPA** 53:189-211.

Biographical Sketch:

Barbara Streeter, LISW, Director of the Hanna Perkins School and President of the APS

Don Rosenblitt, MD, Director of the Lucy Daniels Center
Nathaniel Donson, MD, Psychoanalytic Consultant
Janet Rotter, Head of the Studio School in NYC and Psychoanalyst in Private Practice
Rosaleen Rusty Horn, LP, Psychoanalyst in Private Practice

Master Session

“Attention Deficit Hyperactivity Disorder – Two Clinical Presentations and a Discussion”

Presenters : Rebecca Mair, PhD and Van Degolia, MD

Moderator : B. James Bennett, PhD

2:15pm-3:45pm

Course Objectives:

- Describe how the conditions under which psychoanalysis may be a treatment of choice for the treatment of a child suffering from ADHD

Course Questions:

- What constitutes the core deficit of ADHD?
- How might the core neurobiological processes of ADHD shape the emergence of a sense of self and influence relationships with others?
- What are the psychological factors that might contribute to the development of or use of inattention?

Course Description:

The aim of this workshop will be to illustrate salient features of assessment, analytic treatment, and long-term outcome of children diagnosed with Attention Deficit Hyperactivity Disorder. Analytic work with two children so diagnosed will be offered, as well as comments about the relevance of the ADHD diagnosis for these children from developmental and psychodynamic viewpoints, the use of medication, parent consultations, and work with educational systems.

References:

- Barkley, R. (2002). Fact Sheet on ADHD
- Gensler, D. (2011). Trouble Paying Attention. **J Infant Child Adolesc Psychotherapy** 10:103-115
- Gilmore, K (2002). Diagnosis, Dynamics, and Development: Considerations in the Psychoanalytic Assessment of Children with AD/HD. **Psa Inquiry** 22:372-390.
- Widner, A.J. (1998). Beyond Ritalin. The Importance of Therapeutic Work with Parents and Children Diagnosed with ADHD. **J Child Psychotherapy** 24:267-281.

Biographical Sketch:

Van Dyke DeGolia, MD is a child, adolescent, and adult psychoanalyst and psychiatrist in private practice in West Los Angeles, California. He is a graduate of the Adult Psychoanalytic Training Program at the Los Angeles Psychoanalytic Institute and Society and a graduate of the Child and Adolescent Analytic Program, a Senior Faculty member, and a Training and Supervising Analyst at the New Center for Psychoanalysis in Los Angeles. He is also an Assistant Clinical Professor in Psychiatry at the UCLA Geffen School of Medicine, where he supervises and co-teaches a Psychodynamic Psychotherapy Course to Child and Adolescent Psychiatry Fellows, and is the Co-Dean of Training and past Chair of the Child and Adolescent Analytic Program at the New Center for Psychoanalysis. In the Adult Psychoanalytic Training Program at the New Center for Psychoanalysis, he teaches yearly courses on Winnicott’s Developmental Theory and Advanced Relational Theory.

Saturday, May 4, 2019

Plenary Session

“I Want it All” Manifestations of Infantile Sexuality in Child and Adolescent Psychoanalysis”

Presenter: Denia Barrett, MSW

Moderator: Wendy Olesker, PhD

Discussants: Kristen Dahl, PhD and Rex McGehee, MD

9:00am-2:00pm

Course Objectives:

- Discuss the relevance of Freud's concept of infantile sexuality for contemporary psychoanalytic work with children and adolescents
- Describe a technical approach to psychoanalytic work with children and adolescents that includes interpretation of psychosexual manifestations in the clinical material
- Identify transformations in psychosexuality in different developmental phases and in different phases of a psychoanalytic treatment
- Discuss the mutual influences of object relationships and the body on unfolding personality development

Course Questions:

- Do traditional psychoanalytic views of psychosexual phases (oral, anal, phallic, and oedipal) remain relevant in your current work with children and adolescents? Describe one illustration of psychosexual development in the case presentation.
- Does interpretation of psychosexuality retain its importance in contemporary psychoanalytic work with children and adolescents? Describe one example of how such material was handled technically in the case presentation.

Course Description:

This presentation of a psychoanalytic treatment of a child from late latency through adolescence illustrates how manifestations of psychosexuality were addressed in the clinical process. Contemporary child and adolescent psychoanalysts are seeking new ways to understand and work with the complexities of sexual development, object choice, and gender identity as these affect the patients coming for help today. The aim of the presentation is to provide clinical material that can serve as the basis for a discussion of our evolving theories and techniques.

References:

Barrett, D. (2012). Mum's the Word: Are We Becoming Silent on Masturbation? **PSC** 66:173-196.

Fonagy, P. (2008). A Genuinely Developmental Theory of Sexual Enjoyment and its Implications for Psychoanalytic Technique. **JAPA** 56:11-36.

Freud, S. (1905). Three Essays on the Theory of Sexuality. **SE** 7:173-206. London: Hogarth Press.

LaPlanche, J. (2015). The Temptation of Biology: Freud's Theories of Sexuality. Translated by Donald Nicholson-Smith. New York: The Unconscious in Translation.

Biographical Sketch:

Denia Barrett is a graduate of The Hanna Perkins Center's training in child and adolescent psychoanalysis in Cleveland, Ohio, where she was a faculty member, clinic associate, and editor of the journal *Child Analysis: Clinical, Theoretical, and Applied*. After thirty years at the Hanna Perkins Center, Mrs. Barrett relocated to Chicago, Illinois and joined the faculty of The Chicago Psychoanalytic Institute. She is the Director of Children's Clinical Services of the Institute's Treatment Center. She is a child and adolescent supervising analyst for the Chicago Institute, as well as a geographical rule child and adolescent supervising analyst for the St. Louis Psychoanalytic Institute and the Psychoanalytic Center of the Carolinas. She is on the editorial boards of *The Psychoanalytic Study of the Child* and *Psychoanalytic Social Work*. She has presented her clinical work nationally and internationally and has published on a variety of topics in the child and adolescent psychoanalytic literature. Mrs. Barrett is a past president of The Association for Child Psychoanalysis and has served on a number of committees, most recently as Co-Chair of the Program Committee.

Sunday, May 5, 2019

Marianne Kris Lecture

“Chatting about Child and Adolescent Psychoanalysis: Looking Towards 2020 and Beyond”

Presenter: James Herzog, MD

9:00-10:15 am

Course Objectives:

- Describe the hypothesis that child analysis and social justice are inherently related
- Cite analytic data which supports the hypothesis that child analysis and social justice are inherently related
- Cite data regarding child psychiatrists exposed to child analysis in their training
- Propose that the Association of Child Psychoanalysis incorporate this data into its teaching and social activism projects and activities.

Course Questions:

- How are child analysis and social justice related conceptually and technically?
- Why would it behoove child analysts to recognize this relationship and how would such recognition be congruent with the uniquely ideographic and, therefore, not generalizable aspects of each analysis?

Course Description:

This lecture will posit a robust relationship between child analysis and the development of recognition of the uniqueness of each child’s mind, and therefore, the uniqueness and values of each human being. Furthermore, it will describe the ways in which hearing about child analysis as a regular part of a child psychiatry training program that led to both social justice activism and interest in both analysands and child psychiatrists in training. This occurred as the training director, JMH, conducted these analyses in the clinic and presented process material, with permission to the trainees. A model will be proposed which encompasses these principles which are data generated.

References:

Available in PDF Format

Biographical Sketch

Jim Herzog is an child and adult psychiatrist and psychoanalyst. He is a training and supervisory analyst and a child and adolescent supervisory analyst at the Boston Psychoanalytic Society and Institute. He supervises at the Sigmund Freud Institute in Zurich, Switzerland.

Extension Program

“Developmental Issues Affecting the Risk of Suicide in Youth”

Presenter: Katie C. Lewis, Phd

Moderator : Christie Huddleston, MD

Discussants: Roderick (Rick) Hall, PhD and Julio Calderon, MD

10:45 a.m. – 12:15 p.m.

Course Objectives:

- Discuss the influence of attachment style, object relations, and defenses as risk factors for suicidal behavior
- Describe developmental trajectories and characteristics associated with increased risk for suicide
- Describe sources of stress and resources for coping for clinicians working with suicidal youth and adult patients

Course Questions:

What are issues in development that could raise concerns about future risk of suicide? How might early intervention be useful? What is the nature of useful intervention that could change the developmental trajectory of at risk individuals?

Course Description:

While longitudinal studies of suicidal individuals have focused on history of psychiatric symptoms, the timing of traumatic events, and the stability of specific risk factors known to relate to suicide, studies are lacking that address the relative influence of relational disturbances and subjective experiences of pain and alienation in suicidal individuals, which often begin in childhood and adolescence. This presentation will provide an overview of how developmentally-grounded psychoanalytic constructs such as attachment style, object relations, and defenses are related to suicidal behavior, and will discuss the clinical relevance of existing research findings connecting disruptions in development to increased suicide risk.

References:

Corruble, E., Bronnec, M., Falissard, B., et al. (2003). Defense styles in depressed suicide attempters. **Psychiatry and Clinical Neuroscience**, 58:285–288.

Gabbard, G. O. (2003). Miscarriages of psychoanalytic treatment with suicidal patients. **IntJPsa** 84:249-261.

Lewis, K., K. Meehan, N. Cain, P. Wong, A. J. Clemence, J. Stevens, and J. Tillman, J. (2016). Impairments in object relations and chronicity of suicidal behavior in individuals with borderline personality disorder. **Journal of Personality Disorders** 30:19-34.

Lewis, K., K. Meehan, N. Cain, P. and Wong, P. (2016). Within the confines of character: a review of suicidal behavior and personality style. **Psa Psychology** 33:179-202.

Yates, T. (2009). Developmental pathways from childhood maltreatment to nonsuicidal self-injury."In: Understanding Nonsuicidal Self-Injury: Origins, Assessment and Treatment, edited by M. Nock, pp. 117-137. Washington, DC: American Psychological Association, 2009.

Biographical Sketch:

Katie Lewis, PhD, is a staff research psychologist, the coordinator of the Grand Rounds, and medical staff affiliate at the Austen Riggs Center. Her research focuses primarily on examining personality processes in adults diagnosed with complex psychopathology as they relate to suicidal and self-destructive behaviors. Dr. Lewis received a doctorate in clinical psychology (PhD) from the Brooklyn campus of Long Island University and completed a pre-doctoral internship and postdoctoral Fellowship at Albany Medical Center. She is a former graduate student representative on the Ethics Board of Division 39 and a former Fellow of the American Psychoanalytic Association. Dr. Lewis currently serves as a Consulting Editor and Special Section Editor (Clinical Applications and Case Studies) for the *Journal of Personality Assessment*, and as a consulting research editor for the *Journal of the American Psychoanalytic Association*. She is the current recipient of the Robert Wallerstein Fellowship in Psychoanalytic Research (San Francisco Center for Psychoanalysis) and a Young Investigator Award from the American Foundation for Suicide Prevention. Dr. Lewis has published and presented on a wide range of topics including suicide and self-harming behaviors, personality psychopathology and assessment, and the ethics of confidentiality in clinical writing. She is a member of the Rapaport-Klein Study Group and the Mental Health Community Services Board for Saratoga County, NY. Dr. Lewis is a licensed clinical psychologist in New York and Massachusetts and operates a small private psychotherapy and assessment practice in addition to her work at the Austen Riggs Center.