

LAISPS EXTENSION:
FALL COURSES 2017



THE PROCESS OF INTERPRETATION: ART AND SCIENCE

ALAN P. SPIVAK, PH.D. LAISPS Training Analyst

Saturday, September 16 9:00 AM – 12:00 PM & 1:00 PM – 4:00 PM*

LAISPS classroom

6.0 CE/CME credits • \$125

Interpretation is both a listening attitude and a tool whose aim is to dismantle pathological mental structures, foster the growth of a more flexible and integrated mind, and enhance a sense of personal agency. Its skillful use empowers a psychodynamically oriented therapist, uniquely, to offer a patient far more than the removal of symptoms. The healing impact enables split-off areas of mind to come together by, first, having come together in the mind of another. The net effect, when all goes optimally, is a lasting impact on personality development.

Principles and guidelines, illustrated with clinical vignettes, will be presented for formulating interpretations of the dynamic unconscious that convey empathy, understanding, and recognition. Criteria for deciding what, how, or if to interpret at a given moment are addressed. Also emphasized is the follow-up process, as the patient struggles with the multiple effects interpretation may have on him or her, including enhanced aliveness, hopefulness, sadness, or resistance to the frightening aspects of self-knowledge and growth.

**Class size will be limited. Enrollment closes Thursday, September 14, 2017. No at-door enrollment.*

EDUCATIONAL OBJECTIVES

Upon completion of this class, participants will be able to:

- Better understand the unique role of interpretation in psychotherapy.
- Evidence improved skill in making interpretations.
- Understand and utilize criteria for deciding what and if to interpret in a session.
- Utilize a unique way to interpret when addressing resistance or impasse.

INTIMACY AND INTERIORITY: W.R.D. FAIRBAIRN'S WORK AND PRACTICE

ELIZABETH E. BERLESE, PH.D. LAISPS Member

Saturday, September 16 9 AM - 12:00 PM*

Instructor's Office

22 A West Micheltorena Street Santa Barbara**

3.0 CE/CME credits • \$65

Probably the most independent of the British Independents, Fairbairn worked in relative geographic and intellectual isolation. A free-thinker, he developed ideas revolutionary in his time but fundamental to psychoanalysis today. The core of his work, a structural theory of the personality, was not only a first among Independents, it was the first clear departure from Freud's structural model: from tripartite id, ego, and superego and indiscriminate tension-reduction to unitary ego and the need, innately present, for intimacy with another. For Fairbairn, differentiation within the personality does not take place from inside-out—id-driven demands requiring adaptive and governing structures, ego and superego—but from outside-in—the forced alteration of the original and “pristine” object-seeking ego through relational disappointment and its psychic consequences, repression and the crystallization of failed self-object ties. Fairbairn was radical: the self in relationship is the only meaningful consideration. When the need for connection goes unmet, an aspect of the self retreats to a world of its own and is lost to intimacy.

This course will present Fairbairn's novel take on personality development and its clinical implications, a strikingly useful and experience-near therapeutic approach the objective of which is to erode psychic monuments to relational failure along with their defensive strongholds and restore self to other, interiority to intimacy.

**Class size will be limited. **Please note that this course will be held in Santa Barbara.*

EDUCATIONAL OBJECTIVES

Upon completion of this class, participants will be able to:

- Understand the differences between Freud and Fairbairn's structural models of the personality and its evolution.
- Identify and understand the development and dynamics of the endopsychic substructures of the split ego.
- Utilize the endopsychic model of the personality in the clinical setting, in particular, as it appears psychodynamically in the transference and countertransference.
- Understand the role of the Internal Saboteur and its relation to the repetition compulsion and the negative therapeutic reaction.
- Understand the genesis and function of the moral defense.
- Define treatment objectives and progress in terms of the re-emergence of object-seeking and the capacity for intimacy.
- Recognize Fairbairn's legacy in contemporary psychoanalysis.



ANXIETY, GUILT AND MELANCHOLIA: THE CLINICAL HOUR RELATED TO CLIMATE CHANGE

ROSALYN BENITEZ-BLOCH, D.S.W. LAISPS Guest Instructor

Saturday, September 23 9:00 AM - 12:00 PM & 1:00 PM – 4:00 PM

LAISPS classroom

6.0 CE/CME credits • \$125

Freud called denial the main unconscious defense of an individual against guilt, anxiety and melancholia. The newly coined term “Environmental Unconscious” describes similar defenses throughout the population in response to environmental threats. In treatment, transference and countertransference provide access to the understanding of personal meanings of threats. Responding to what threatens a general population requires other methods. However, psychoanalytic knowledge can be useful in comprehending the impact of environmental dangers and their reality and in predicting crises and exploring solutions. Three case examples will be presented to illustrate where personal projections and the environment intersect. Contemporary Object Relations Theory will be the framework for discussion of both the case material and the relationship of humans with the Environment. Course participants may find examples from their own practice or themselves. Some environmental history and definitions will be presented in order to understand the issues. Climate change is surrounded by controversy, politics, fear, economics, medicine, - almost every area of human life. It can feel discouraging but there are areas of positive planning.

EDUCATIONAL OBJECTIVES

Upon completion of this class, participants will be able to:

- Understand climate change history and how it impacts us now as individuals.
- Learn through the transference and counter-transference how to identify and respond to feelings about climate change defended by denial and related to one’s emotional history.
- Use psychoanalysis as a way of understanding our relationship with the environment.

THE INTERPERSONAL PSYCHOANALYTIC APPROACH TO WORKING WITH VETERANS

ANDREW S. BERRY, PH.D., PSY.D. LAISPS Guest Instructor

CAPTAIN NATE EMERY LAISPS Guest Discussant

Saturday, October 14 9:00 AM - 12:00 PM

LAISPS classroom

3.0 CE/CME credits • \$65

Typically, when a veteran comes for psychotherapy for PTSD and related trauma, the PTSD is in the foreground of treatment, with everything else in the background. In the interpersonal approach, relationships and how PTSD effects them are in the foreground, with everything else in the background. Attachment issues and relationships are given special focus, and how PTSD affects them. Early clinical inquiries even during intake about the veteran’s brothers and sisters on the battlefield are emphasized, as well as how the characteristics of the veteran’s relationships before battle change after the battle is over. Special focus is given to how relationships to people in positions of authority develop prior to treatment, and how re-parenting can occur to an extent, when trust in the process is achieved. New relationship development is then sought in clinical treatment.

EDUCATIONAL OBJECTIVES

Upon completion of this class, participants will be able to:

- Understand the nature of an interpersonal focus in treatment.
- Focus, clinically, on the impact of PTSD on interpersonal relationships with those both living and dead in the life of the veteran while de-emphasizing PTSD symptomatology per se.
- Understand the elements of an effective intake with veterans, e.g., asking about who the veteran served with, who survived and who did not, as well as decorations.
- Recognize and focus on the importance of the veteran’s evolving relationship to authority figures during times of trauma and afterward, from early childhood to the present day.
- Recognize the need to inquire about and focus on the interpersonal impact of PTSD on the veteran’s transition back to civilian life.



THE ANALYST'S MIND: A CLINICAL SEMINAR ON CREATING, MAINTAINING, AND RECOVERING THE ESSENTIAL MINDSET

MICHAEL J. DIAMOND, PH.D. *LAISPS Training Analyst*

2 Saturdays, October 14 & 21 10:30 AM – 1:00 PM

LAISPS classroom

5.0 CE/CME credits • \$105

In asking the question, “What kind of mind is necessary for the analyst to be a skillful guide and hardy co-explorer of the patient’s psychic life?”, it is necessary to address the inherent tension required in order to tolerate uncertainty, paradox, and the uneasiness of living with patients in a transition zone between historical reality and psychic truth. The analyst’s mindset shapes the analytic atmosphere and becomes an essential pathway toward understanding the patient. Moreover, there is a long tradition indeed behind the idea that the analyst uses her/his mind in particular ways – ‘listening with the third ear’ – in order to achieve analytic understanding. This clinically oriented course explores the nature and development of the therapist’s “analytic mind” by considering the specific psychic activities required to understand the patient’s unconscious mental life – including the creation of inner receptive (potential) space, taking mind as object, and restoring the internal analytic setting, as well as allowing for one’s own regression, intense affect and states of uncertainty. Clinical material will be used throughout to illustrate these processes.

EDUCATIONAL OBJECTIVES

Upon completion of this class, participants will be able to:

- Describe how the analytic therapist can create a useful model of the patient and the transference/ countertransference field in order to formulate successful interventions.
- Identify four to six mental capabilities required in order to create an internal receptivity to unconscious communication in the analytic dyad.
- Identify steps to making use of unconscious, often non-verbal communications within the therapeutic dyad by means of interpretive and containing interventions.
- Differentiate between countertransference and the therapeutic utilization of the therapist’s subjective reactions that facilitate understanding the patient, including the creation and maintenance of an internal analytic setting.
- Demonstrate knowledge of unconscious communication in the therapeutic field; the role played by the therapist’s associations, sensations, affects, reveries, and dreams; and the important distinctions between analytic containment, validation, and interpretation.
- Plan successful analytically grounded interventions that arise from the experiences of the patient, the therapist with patient, and the uniquely co-created ‘third’ in the patient-therapist field.
- Apply analytic skills to actual clinical material presented by the instructor and class members and demonstrate their usage with detailed clinical process material.



A NEW ERA AHEAD WITH ALCOHOL AND DRUGS: RECONSIDERING OUR DESIRES AND REDEFINING OUR PROBLEMS

MARGARET ANN FETTING, PH.D., L.C.S.W. LAISPS Guest Instructor

2 Saturdays, October 21 & 28 9:30 AM – 12:30 PM

LAISPS classroom

6.0 CE/CME credits • \$125

This workshop provides an overview, as well as, a refresher course for the highly opinionated, yet ever-changing field of substance use disorders (SUDs). Emphasis will be placed on developing a deep appreciation for our ancient and natural desire for escaping reality through intoxication. We will discuss the historical transformation of this universal desire into a pathological obsession.

Participants will be introduced to the new dislocation theory of addiction that couples rising rates in addiction with globalization and the daily stresses of mastering technology. Workshop participants will explore cultural, sociocultural and family influences on our thinking and behavior around the use and excessive use of substances. Contemporary concepts about SUDs, the biology of desire, the DSM-5 diagnostic changes, ten classes of substances (known and unknown), as well as the non-substance-related disorder of gambling will be reviewed. Nine self-medication theories of SUDs and a symposium approach to treatment infused with contemporary psychodynamic and psychoanalytic concepts will be introduced. The symposium approach is based on the ancient Greek forum for education on drinking habits—learning to “tipple wisely” or, if heavy minded, decide on abstinence.

Participants will leave personally and professionally energized with fresh perspectives and with a newly constructed knowledge base for their clinical use.

EDUCATIONAL OBJECTIVES

Upon completion of this class, participants will be able to:

- Utilize and capitalize on the DSM-5 diagnostic revisions to develop novel and more collaborative assessment capacities of one’s relationship with substances.
- Learn about classes of substances (known or unknown), as well as the non-substance-related disorder of gambling.
- Understand 9 self-medication theories of substance use disorders.
- Introduce a symposium model infused with psychodynamic and psychoanalytic concepts based on the ancient Greek education process of learning to manage a pleasure that often can become problematic.
- Appreciate the impact of globalization, daily dislocations, and rising addiction rates.
- Apply the biology of desire in the treatment room or setting.

A HUNGER ARTIST: THE DESIRE FOR NOTHING

VALERIE RUBENSTEIN VON RAFFAY, PH.D. LAISPS Member

Saturday, October 28 10:00 AM – 12:00 PM*

LAISPS classroom

2.0 CE/CME credits • \$45

This course will shed light on the motives and conflicts of anorexia. Franz Kafka’s story “A Hunger Artist”, will be used to illuminate how, when the psyche is dominated by a powerful parental figure, the result can be the experience of being reduced to a “no thing”. The refusal of desire and needs based on Lacan’s concept of “desire for nothing” will be emphasized.

**Class size will be limited. Enrollment closes Thursday, October 26. No at-door enrollment.*

EDUCATIONAL OBJECTIVES

Upon completion of this class, participants will be able to:

- Describe how when the psyche is dominated by a powerful parental figure it can result in the experience of being reduced to a “no thing”.
- Describe what is meant by “refusal of desire” and human needs, in relationship to Lacan’s idea of “desire for nothing” in the context of anorexia.
- Give a clinical example of the relationship between “refusal for desire” and the development of anorexia.





ACCREDITATION AND CREDIT DESIGNATION STATEMENTS
CONTINUING EDUCATION CREDIT

Important Disclosure: None of the planners or presenters of this CME/CE program has any relevant financial relationship to disclose.

Accreditation Statement: LAISPS is accredited by the Institute for Medical Quality/California Medical Association (IMQ/CMA) to provide continuing medical education for physicians. LAISPS takes responsibility for the content, quality and scientific integrity of this CME activity.

Physicians: LAISPS designates this educational activity for a maximum of (#) *AMA PRA Category 1 Credits*. Physicians should only claim credit commensurate with the extent of their participation in the activity. This credit may also be applied to the CMA Certificate in Continuing Medical Education.

Psychologists: LAISPS is approved by the American Psychological Association to sponsor continuing education for psychologists. LAISPS maintains responsibility for this program and its content.

Social Workers and Marriage and Family Therapists: LAISPS is approved by the Board of Behavioral Sciences to grant continuing education credit to those holding LCSW and MFT licenses. (Provider #PCE311) This activity is designated for (#) credit hours.

Attention psychologists: According to APA guidelines, full attendance is required for psychologists to earn CE credit.

LAISPS Extension courses meet the needs of all mental health professionals including psychiatrists, psychologists, social workers, and MFT's.

A full description of course content also can be found on the LAISPS website:

www.laisps.org

Or call the LAISPS office for further information:

(310) 440-0333

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Los Angeles, CA 90049

To pay with credit card, please visit our website: www.laisps.org

FEES: \$5 Registration Fee. \$20 per CE/CME credit;

\$15 for full-time students and interns.

REGISTRATION FORM *(please print)*

Course: _____ Fee: \$ _____

Name: _____ Degree: _____ Prof. Lic. # _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____

E-mail: _____

**No Enrollment At Door Except With Explicit Permission of Instructor*

WINTER AND SPRING EXTENSION PROGRAMS STILL TO COME



THE LOS ANGELES INSTITUTE AND SOCIETY FOR PSYCHOANALYTIC STUDIES

A COMPONENT SOCIETY OF THE INTERNATIONAL PSYCHOANALYTICAL ASSOCIATION

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This logo is derived from a manuscript of Freud's and the method commonly used to abbreviate psychoanalysis

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Extension Program Chair: Elizabeth Berlese, Ph.D.