

LAISPS EXTENSION:  
**WINTER/SPRING COURSES 2018**



# MEDICATION AND ITS MEANING: ADJUNCTIVE PSYCHOTROPIC DRUGS IN PSYCHOANALYTIC TREATMENT

JACQUELINE LICHTENSTEIN, M.D. *LAISPS Member*

**Saturday, January 6 9:00 AM – 1:00 PM**

LAISPS classroom

4.0 CE/CME credits • \$85

A brief overview will be given of the different classes of psychotropic drugs, as well as their indications, mechanisms of action, and common side effects. Issues relating to the initiation and effects of combined treatment will be explored. These include difficulty in shifting between dynamic and phenomenological approaches, facilitating vs. sabotaging effects, the transference/countertransference meanings of medication, and advantages and disadvantages of split therapy.

## EDUCATIONAL OBJECTIVES

**Upon completion of this course, participants should be able to:**

- Demonstrate knowledge of different types, indications, mechanisms of action, and side effects of the commonly used psychotropic drugs.
- Evaluate the need for pharmacological intervention.
- Understand how the use of medication may affect the psychoanalytic process.
- Better negotiate a split therapy.

# TREATING PRIMITIVE MENTAL STATES

DANIEL PAUL, PH.D. *LAISPS Training Analyst*

**2 Saturdays, January 6 & 13 9:00 AM - 1:00 PM**

LAISPS classroom

8.0 CE/CME credits • \$165

Enormous demands are often made on therapists trying to help patients suffering from primitive mental states. This course focuses on helping therapists understand these demands and the impact they may have on him/her. This focus serves to help the therapist be freer to think in the face of demands and thus empowers him/her. Clinical vignettes amply illustrate theoretical concepts.

## EDUCATIONAL OBJECTIVES

**Upon completion of this course, participants should be able to:**

- Work in the here and now with the latent negative transference.
- Employ different treatment strategies for patients who have difficulty being weaned and are heavily impacted by separations from those who have never bonded, fear any kind of dependency and for whom weaning is not yet an issue.
- Understand the dynamics of self mutilation and how to treat this compulsion.
- Recognize common countertransference patterns and use his/her responses to further treatment.

# “I WOULD PREFER NOT TO”: ANDRE GREEN AND THE WORK OF THE NEGATIVE

THOMAS HELSCHER, PH.D. *LAISPS Training Analyst*

**Saturday, January 27 10:00 AM – 12:00 PM & 1:00 PM - 3:00 PM**

LAISPS classroom

4.0 CE/CME credits • \$85

Our most difficult patients manifest a refusal to live, grow, change, or engage. In this course, we will explore how Andre Green's ideas about the work of the negative, specifically, his concepts of the dead mother, his revision of the death instinct, and his concept of negative hallucination, can help us to understand and thereby begin to unlock the psychic prisons in which our patients put themselves (and us) in the treatment.

## EDUCATIONAL OBJECTIVES

**Upon completion of this course, participants should be able to:**

- Differentiate positive and negative narcissism.
- Identify strategies by which patients detach their libido from the world.
- Help patients create 'patches' for blank spaces created by representational deficits.
- Better contain and metabolize the blank and depressive states of the borderline patient.

# OBJECT RELATIONS IN DREAMS

SANDRA GARFIELD, PH.D. *LAISPS Training Analyst*

**2 Saturdays, February 3 & 10 9:30 AM - 12:00 PM\***

Instructor's office:

415 North Camden Drive, Suite 227

Beverly Hills

5.0 CE/CME credits • \$105

Internal objects may be regarded as the source of internal "presences" with which one constantly interacts, and which influence one's current object relationships. Elements which appear in the manifest dream often depict representations of these internal object relationships and may reflect the state of the transference as well as changes in the dreamer's sense of self. The clinical usefulness of understanding these phenomena in the interpretation of dreams will be discussed. Lectures will be infused with illustrative clinical material.

*\*Course enrollment will be limited. Enrollment closes Thursday, February 1, 2018. No at-door enrollment.*

## EDUCATIONAL OBJECTIVES

**Upon completion of this course, participants should be able to:**

- Discuss object relations theory.
- Describe how internal object relations are represented in dreams.
- Apply object relations theory towards understanding dreams.
- Utilize this information in the interpretation of dreams.
- Apply this knowledge towards deepening the therapeutic process.

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

ELIZABETH E. BERLESE, PH.D. LAISPS Member

Saturday, February 3 9:00 AM - 1:00 PM\*

Instructor's office:

22 A West Micheltorena Street

Santa Barbara\*\*

4.0 CE/CME credits • \$85

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.

*\*Course enrollment will be limited. \*\*Please note that this course will be held in Santa Barbara.*

## EDUCATIONAL OBJECTIVES

**Upon completion of this course, participants should be able to:**

- Comprehend the differences between Freud and Fairbairn's structural models of the personality and its evolution.
- Describe 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.
- Recognize 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

# I LIKE YOU BETTER IN 2-D: INTERNET PORN AND THE NARCISSISTIC RETREAT AND OTHER PART-OBJECT MEANDERINGS

BARRY ROSS, PH.D. LAISPS Member

Saturday, February 10 10:00 AM – 2:00 PM\*

Instructor's home:

5 Salvo

Irvine\*\*

4.0 CE/CME credits • \$85

The use of internet pornography has become widespread in our increasingly technological society. To name it pathological, i.e. “addiction”, or to place moralistic labels on it does not get at the analytic meaning, and is not clinically useful. This four-hour course will consist of watching a movie, “Don Juan”, followed by a three-hour seminar-style discussion on the theme of pornography as a narcissistic solution to the sometimes painful realities, limitations, and anxieties of interpersonal life.

*\*Course enrollment will be limited. \*\*Please note that this course will be held in Irvine.*

## EDUCATIONAL OBJECTIVES

**Upon completion of this course, participants should be able to:**

- Understand the goal and internal need for the “narcissistic solution”.
- Identify and apply the notion of the narcissistic solution to their clinical work.
- Empathize with these patients, demonstrating curiosity rather than judgment.
- Define and address shame, claustrophobic anxiety, and other common obstacles to redirecting psychic energies away from pornography to 3-D relating.

# SKIN DEEP: UNCONSCIOUS DYNAMICS EXPRESSED THROUGH THE SURFACE OF THE BODY

KAREN BEARD, PH.D. LAISPS Member

Saturday, February 24 10:00 AM – 1:00 PM

LAISPS classroom

3.0 CE/CME credits • \$65

The skin is both the boundary of the self and the subject of the other's gaze making it the ideal canvas for the representation of unmentalized sensations and emotions. The skin ego is the ‘living history’ of the earliest skin-to-skin relationship with the mother. Skin disorders (eczema, hives, rashes) and body modifications (tattoos, cutting, cosmetic surgery) and their underlying meanings will be explored through clinical case material, as well as cultural references in film, literature and advertising.

## EDUCATIONAL OBJECTIVES

**Upon completion of this course, participants should be able to:**

- Be more aware of how the body speaks through symptoms.
- More deeply understand unconscious meaning.
- Facilitate their patients' ability to think and feel their emotions.

## SUBJECTIVE, INTERSUBJECTIVE AND TRANS-SUBJECTIVE DIMENSIONS IN THE ANALYTIC ENCOUNTER

JOSEPH BOBROW, PH.D. LAISPS Guest Instructor

Saturday, February 24 9:00 AM – 1:00 PM

LAISPS classroom

4.0 CE/CME credits • \$85

Forging a subject, becoming able to express, value, and learn from subjective experience, and constructing a durable sense of personal agency constitute an important part of the analytic process. Developing the capacity to make use of the analyst, other “others,” and eventually to meet, subject to subject, likewise is an analytically developmental trajectory. Being open to experience that is not easily classified as subjective or intersubjective, that may even defy cognitive understanding, can paradoxically add depth and meaning to life that may remain otherwise unavailable.

Drawing from his acclaimed book, *Zen and Psychotherapy: Partners in Liberation*, the instructor, an experienced analyst and also a seasoned Zen teacher, will use case vignettes and other illustrative examples to weave in an engaging way a usable framework for deepening and expanding our analytic work-play.

### EDUCATIONAL OBJECTIVES

Upon completion of this course, participants should be able to:

- Identify three key dimensions of the psychoanalytic encounter and their interplay.
- Recognize the respective developmental capacities they require and grow.
- Compare these dimensions and their respective contributions to analytic experience and a life well-lived.
- Become conversant with experience, solitary and relational, that cannot be captured with conceptual formulations.

## PSYCHOANALYSIS OF POLITICS THROUGH OP-ED PIECES AND ONLINE BLOGS

PETER WOLSON, PH.D. LAISPS Training Analyst

2 Saturdays, March 3 & 10 10:00 AM – 12:00 PM

LAISPS classroom

4.0 CE/CME credits • \$85

This course focuses on the psychoanalysis of politics and culture through writing op-ed pieces and online blogs on the most pressing current news. Dr. Wolson has published numerous such pieces, and will use them to discuss how to conceptualize and illuminate the unconscious psychodynamic underpinnings of major societal events, write effective opinion pieces and market them to newspapers and online blogs for public consumption. Through a psychoanalytic perspective, therapists can deepen the public’s awareness of the most controversial political issues of the day and contribute to the public dialogue.

### EDUCATIONAL OBJECTIVES

Upon completion of this course, participants should be able to:

- Recognize a political and cultural psyche motivated by unconscious psychodynamics that can be psychoanalyzed.
- Identify how psychoanalytic understanding can deepen awareness of political issues, such as social stigma and fears of the unconscious, the psychodynamics of war and violence, hatred of the other, corruption through idealization, etc.
- Discern, conceptualize and write about political psychodynamics.
- Differentiate between articles of advocacy versus illumination.

## THE PSYCHOANALYSIS OF ART: FREUD AND THE PROBLEM OF ART AND SCIENCE

ELIZABETH E. BERLESE, PH.D. LAISPS Member

Saturday, March 3 9:00 AM – 12:00 PM\*

Instructor’s office:

22A West Micheltorena Street

Santa Barbara\*\*

3.0 CE/CME credits • \$65

As is the case with many of Freud’s ideas, his model of art, pathography, has settled into common knowledge amidst high controversy. A recurrent grievance is the objection that, rather than illuminating art, by an ironic turn, Freud obliterated it, taking “the creative out of creativity” and reducing it to a neutered form.

Despite the criticism, pathography’s essential premise endures. In fact, Freud’s study of art presents less a failing than a riddle. He made a vital contribution that he cut off at the knees; he did see art’s essence but looked another way; he expressed misgivings but did not redress them. One must ask, why was this so?

This course will present Freud’s time-honored and useful insights into creative experience while examining how his aesthetic theory was shaped—and misshaped—by a “quarrel” between humanistic and scientific paradigms that extended from the Ancient world and unsettles questions of validity to the present day. It will illuminate pathography as a micro-study—and, in ways, a casualty—of an old and persistent debate: is psychoanalysis an art or a science? Freud was clear. He admired art but he admired science more.

Freud’s study of Leonardo da Vinci will provide case illustration throughout.

*\*Course enrollment will be limited. \*\*Please note that this course will be held in Santa Barbara.*

### EDUCATIONAL OBJECTIVES

Upon completion of this course, participants should be able to:

- Understand essential premises of Romanticism and of positivistic science, including how these are relevant to the present-day argument for accountability and evidence-based therapies.
- Understand the history of pathography and, most importantly, Freud’s unique model.
- Utilize the pathographical model in understanding creative process, both in the clinical setting and in critiquing a work of art.
- Identify the contributions and shortcomings of Freud’s aesthetic theory and how both were influenced by the ongoing debate between art and science.

# THE DYNAMICS OF COUPLE THERAPY: THE THEORY AND TECHNIQUE OF WORKING WITH COUPLES

**VANESSA BELL, PH.D.** LAISPS Member

**4 Thursdays, March 8, 15, 22 & 29 1:00 PM – 2:30 PM**

Instructor's office:

3795 Regal Vista Drive

Sherman Oaks 91403

6.0 CE/CME credits • \$125

This class uses theory, clinical case presentation and discussion to improve a clinician's understanding and skill working with couples. Participants will use readings and published clinical material to learn an assessment process, techniques for interpretation, impasse management and have the opportunity to present current case material from their own practice for discussion.

## EDUCATIONAL OBJECTIVES

**Upon completion of this course, participants should be able to:**

- Understand how to use the initial session and those that follow.
- Set the tone and frame.
- Evaluate treatment for a particular couple.
- Diagnose the nature of object relationships from archaic to mature.
- Join the marital system to create a therapeutic triangle and an alliance with each partner.
- Strengthen the couple's alliance with each other.
- Understand and interpret unconscious communication.
- Recognize and articulate goals and limitations of treatment.
- Use transference and counter-transference in couple therapy.
- Understand enactment and resolve impasse as it occurs.

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

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

**Saturday, March 10 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 add 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 course, participants should be able to:**

- Understand climate change history and how it impacts us now as individuals.
- Learn through the transference and countertransference 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.



## BEING AND BECOMING IN THE CLINICAL SETTING: AN APPROACH TO INEFFABLE EXPERIENCE

LESLIE HOWARD, PH.D. LAISPS Member

Saturday, March 24 10:00 AM – 12:00 PM

LAISPS classroom

2.0 CE/CME credits • \$45

How do we make room in the clinical setting and in ourselves for the emergence of the new and the unknown? In this course, Leslie Howard demonstrates a unique method of translating the unconscious reverie of the session with visual images that offer access to emergent themes in the treatment. This approach takes up formless, unsymbolizable experience embodied in Bion's notion of *Becoming O* through a juxtaposition of session notes, post-session collage imagery made by the analyst, and associations to these images.

This course will demonstrate *Transformations in O*, in which unknown, formless, and infinite *O* (which exerts an influence in the clinical setting without our being able to grasp it directly) moves into the domain of knowledge (K), where coming to know something is acquired through emotional experience. Class participants will be invited to associate to an image as Leslie describes the process and logic of her work and its application to an analytic case, illustrating its transformative potential in the clinical setting.

### EDUCATIONAL OBJECTIVES

Upon completion of this course, participants should be able to:

- Describe the clinical implications of Bion's formulation of *O* and its significance to the practice of psychotherapy and psychoanalysis.
- Identify the treatment implications of *Becoming O* of the clinical experience.
- Discuss the clinical value of *Transformations in O* in relation to inchoate, ineffable experience, prominent in encounters with unrepresented states.

## THE POWER OF LOVE AND THE LOVE FOR POWER

VALERIE RUBINSTEIN VON RAFFAY, PH.D. LAISPS Member

Saturday, April 21 10:00 AM – 12:00 PM\*

LAISPS classroom

2.0 CE/CME credits • \$45

This course will provide an experience of what literature can contribute to psychoanalysis. Literature describes fascinating case studies that uniquely bring to life the complexity of human beings and interpersonal relationships. Baláz's libretto, *Bluebeard's Castle*, an opera by Bartok, is a drama about the illusion of redemption of an evil man's soul through the power of love by a woman. The story will be used to illustrate how some women hold an omnipotent fantasy that they can redeem the psyche of a sadistic man and liberate him from his isolation and hatred with their love. Driven by their omnipotence and fear of abandonment, such women remain trapped in sadomasochistic relationships with destructive, possessive men with the illusionary hope that someday their love will be returned.

### EDUCATIONAL OBJECTIVES

Upon completion of this course, participants should be able to:

- Explore the relationship between psychoanalysis and literature.
- Identify the motives of women who remain trapped in sadomasochistic relationships with destructive, possessive men.
- Describe the dynamics of men who can be characterized as having a love for power.
- Give a clinical example of a female patient who holds an illusionary hope that she can redeem the soul of an evil man and that someday her love will be returned.

\*Early registration is recommended as course enrollment will be limited.



## TRAGIC DILEMMA BETWEEN SHAME AND GUILT: CHEKOV'S "THE DEATH OF A CIVIL SERVANT" AND POE'S "THE TELL-TALE HEART"

VALERIE RUBENSTEIN VON RAFFAY, PH.D. LAISPS Member

Saturday, May 5 10:00 AM – 12:00 PM\*

LAISPS classroom

2.0 CE/CME credits • \$45

The duality and dialectic of shame and guilt, when taken to an extreme, can lead to a sense of fragmentation and annihilation. To escape from feelings of weakness and humiliation in a more fragile ego passive suffering can turn into an abuse of power and sense of triumph, with the potential for destruction of the self or the other. Drawing from clinical work and the stories of Chekhov and Poe, we examine some of the ways in which the capacity to tolerate shame and guilt can lead to a greater sense of integration and transformation.

### EDUCATIONAL OBJECTIVES

Upon completion of this course, participants should be able to:

- Differentiate between the concepts of shame and guilt.
- Discuss Wurmser's dialectic concept of shame and guilt, in which the two affects oscillate rapidly.
- Give two clinical examples of how the dialectic of shame and guilt is manifest in current clinical disorders.
- Explain how the capacity to tolerate shame and guilt can lead to a greater sense of integration and transformation.

*\*Early registration is recommended as course enrollment will be limited.*

## HOW ROMANTIC LOVE CAN CHANGE A LIFE: A PSYCHOANALYTIC UNDERSTANDING OF LOVE, PART I

DANIEL PAUL, PH.D. LAISPS Training Analyst

2 Saturdays, May 5 & 12 10:00 AM – 1:00 PM

LAISPS classroom

6.0 CE/CME credits • \$125

People's internal difficulties in falling in love and in maintaining love relationships are among the most frequent issues faced by psychotherapists. Confronting these issues often involves the exploration of the deepest of human anxieties. This course explores the internal obstacles that prevent people from falling in love. How the experience of love realized can change a life is discussed. Romantic love versus carnal love, willful surrender versus enslavement and masochism and the timing of love and choice of lover are addressed. Psychological points are illustrated by vignettes from opera and film.

### EDUCATIONAL OBJECTIVES

Upon completion of this course, participants should be able to:

- Identify fears of loss of control inherent in falling in love.
- Distinguish romantic love versus affectionate bonding.
- Distinguish carnal love versus mature sexual love.
- Distinguish willful surrender versus enslavement and masochism.
- Understand the devouring nature of love.
- Recognize love versus dominance.
- Identify characteristics of falling in love and of erotic desire.
- Examine determinants of the timing of love and choice of lover.
- Recognize recovering from unhappy love.
- Identify determinants of lasting love

## THE FRAGMENTED SELF: PSYCHOANALYTIC PERSPECTIVES ON DISSOCIATION

JACQUELINE LICHTENSTEIN, M.D. LAISPS Member

ROBERTA MIRISCH, PSY.D., L.C.S.W. LAISPS Senior Candidate

Saturday, May 12 9:30 AM – 12:30 PM & 1:30 PM – 4:30 PM

LAISPS classroom

6.0 CE/CME credits • \$125

This course will provide an overview of past and current concepts of dissociation and dissociative disorders, emphasizing their application to psychoanalytic work with a variety of patients. Topics include the connection of dissociation to trauma, the etiology and manifestation of traumatic (unformulated) memories, adaptive versus non-adaptive dissociation, and the representation of internalized attachment patterns in dissociated self-states. The instructors will present case material related to Dissociative Identity Disorder to illustrate theoretical, diagnostic and treatment issues.

### EDUCATIONAL OBJECTIVES

Upon completion of this course, participants should be able to:

- Understand how early trauma can lead to the development of dissociated and contradictory self-states.
- Recognize dissociative defenses and symptoms.
- Distinguish between repression and dissociative processes and between declarative and procedural memory.
- Better negotiate treatment issues, such as the therapeutic use of the analytic frame and the holding environment, the role of primitive communication, and the management of regressive phenomena.
- Develop ways to understand, tolerate and work effectively with intense transference and countertransference dynamics.





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](http://www.laisps.org)**

Or call the LAISPS office for further information:

**(310) 440-0333**

Please make check payable to LAISPS and mail to:

**12011 San Vicente Blvd., Suite 520**

**Los Angeles, CA 90049**

To pay with credit card, please visit our website: [www.laisps.org](http://www.laisps.org)

FEEES: \$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: \_\_\_\_\_



**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.