



November 6-9, 2025
Omni Austin Hotel Downtown
700 San Jacinto Street, Austin, TX 78701

American Association for Psychoanalysis in Clinical Social Work
Sponsored by National Institute for Psychoanalytic Education & Research in Clinical Social Work, Inc.
(NIPER)*, 501c3 educational arm of AAPCSW.

As we move through unprecedented individual and collective pressures, our human capacity also allows us to experience joy amidst the turmoil. We can dream the future and feel, think, imagine, and even behave in different ways. Join us at this conference to examine how to go forward, applying multiple psychodynamic perspectives to what we are facing in the consulting room, in the broader world, and in ourselves – in the darkness and in the light.

Thursday, November 6, 2025

4:00 – 6:00 pm Walking Tour of Austin

(Wear comfortable shoes. Meet at the Omni Hotel)

Experience the vibrant layers of Austin's past and present on a fully narrated walking tour beginning at the Omni Hotel and winding through iconic landmarks, including Driskill Hotel, Texas Capitol, and Congress Avenue. This immersive journey blends architectural marvels, quirky local history, and cultural touchstones, ending in the lively Rainey Street District for independent exploration, food and drinks. Complimentary ticket sponsored by AAPCSW. Separate registration. [For all conference participants and their guests.]

6:00 - 8:00 pm Meet Up at the Rainey Street District for Food and Drinks

This area offers speakeasies, restaurants and bars. Participants can split up in groups and go to various venues in the area. Self-pay. [For conference participants and their guests.] Here are suggestions:

The Stay Put, 73 Rainey Street

Food Truck Lot, 75 Rainey Street

Banger's Sausage House and Beer Garden, 73 Rainey Street.

Friday, November 7

7:25 – 8:25 am Registration

8:25 – 9:55 am PLENARY (1.5 CE)

1.

Never Look Away: Uvalde, American Patriarchy, and the Slaughter of Innocents

Carolyn M. Bates, PhD

George Hagman, MSW, LCSW, Moderator

This presentation will explore questions behind the current American epidemic of mass school shootings. It posits that cultural complexes underlie the country's willingness to let its children continue to be victimized, as though to sacrifice them on the altar of an archetypally violent ethos. There is a strong likelihood that internal experiences of alienation, resentment, and contempt are often at play in the individuals who carry out such violence. However, this paper also suggests that the uniquely American glorification of "the lone wolf," the "rugged individual," and the "misunderstood hero" fuels a supportive background for mass shooters in our nation, a nation that appears to cling to ancient patriarchal attitudes in its valuing of weaponry. Such patriarchal attitudes, underscored by capitalism and the profits of the gun industry, are implicated in the territorial adhesion to American gun-rights and in the high cost paid by the blood of innocents.

After attending the presentation, participants will be able to

- Describe intrapsychic and social dynamics that may contribute to a perpetrator's vulnerability to take up arms against peers.
- Define a "cultural complex."
- Identify "cultural complexes" that may support perpetrators' choices to take up arms against peers.

References

Czubinska, G. (2020). Difference—Is it hated or desired? Reflections on the totalitarian state of mind. *Journal of Analytical Psychology*, 65(2), 325–344.

Odde, D., & Vestergaard, D. (2021). A preliminary sketch of a Jungian socioanalysis—an emerging theory combining analytical psychology, complexity theories, sociological theories, socio-and psycho-analysis, group analysis and affect theories. *Journal of Analytical Psychology*, 66(2), 301–322.

Wamser-Nanney, R. (2020). Understanding gun violence: Factors associated with beliefs regarding guns, gun policies, and gun violence. *American Psychological Association: Psychology of Violence*, 11(4), 349–353.

Education and Practice Gaps

While psychoanalytic theory traditionally considers the problematic intrapsychic dynamics of individuals, this presentation invites the participant to consider the larger cultural beliefs that may contribute to episodes of mass shootings, including the availability of weapons without concomitant social services to protect those vulnerable to using them toward negative aims. Clinicians will more likely encounter victims of mass violence rather than perpetrators and potential perpetrators and taking larger cultural

questions into account may assist the clinician to monitor any countertransference temptation to dehumanize perpetrators in their work with victims. The presentation will fill the gaps cited here.

10:15 am – 12:15 pm Sessions 2-7 (2.0 CE)

2.

PANEL

Physically Separated, Psychically Connected: Technology as a Psychodynamic Bridge in Migrant Families

Cheryl Aguilar, MSW, LICSW

Joel Kanter, MSW, LCSW-C

Natalie Peacock-Corral, MSW, LCSW, Moderator

This presentation conceptualizes “virtual parenting” among physically separated migrant families through the lens of Self Psychology. Drawing on Kohut’s tripolar model of the self, it explores how digitally mediated interactions facilitate selfobject experiences – mirroring, idealizing, and twinship – that sustain psychic cohesion and buffer against narcissistic injury. These interactions offer continuity of relational bonds despite physical absence.

After attending the presentation, participants will be able to

- Describe how selfobject experiences – mirroring, idealizing, and twinship – manifest in technology-mediated interactions between migrant parents and their children.
- Explain how virtual parenting practices support psychic cohesion and mitigate narcissistic injury in the context of forced family separation.

References

Aguilar, C. (2024). Luchando Juntos Por Una Familia Unida (Fighting Together for a United Family): Rebuilding the Cohesive Self of Immigrant Parents and Community Healing after a Family Separation in the United States – A Self Psychology Perspective. *Clinical Social Work Journal*, 1-15.

Cadenas, G. A., Luna, V., Tule-Romain, L., Carrizales, V., Akoto, M., Aguilar, C., ... & Ogunkoya, E. (2024). Reaching Traditionally Underserved Populations: School-Based Interventions to Create Safe and Welcoming Schools for Immigrant Students and Families. In *Scaling Effective School Mental Health Interventions and Practices* (pp. 137-158). Cham: Springer Nature Switzerland

Greer, R. (2022). Voice and Vision in Psychotherapy. *Psychoanalytic Social Work*, 31(1), 72–85.

Education and Practice Gap

This presentation highlights the application of Self Psychology to the experiences of migration and forced separation. There is a gap in practice related to the functionality of technology to mediate connection in these situations. This paper fills the gap by exploring how technology is a connector to facilitate selfobject experiences that support psychic cohesion across distance and becomes a crucial medium for maintaining relationships and the sense of "being with."

3a.

A Life Interrupted

Jane Abrams, DSW, LCSW
Karen Baker, MSW, Co-Chair, Moderator

This presentation describes the life of CW, who experienced gender incongruence after going through puberty in the late 1940's. She was misdiagnosed, as a high school student, with schizophrenia, leading to decades of psychiatric hospitalizations and ineffective treatment. Based on interviews with CW, this presentation illustrates the clinical, ethical, and political importance of proper diagnosis and treatment, highlighting the devastating long-term consequences of misunderstanding, by mental health practitioners, of gender identity struggles in their patients, especially teenagers.

After attending the presentation, participants will be able to

- Describe how our mental health system failed to accurately diagnose and effectively treat a teenager who sought treatment for gender dysphoria.
- Discuss long-term consequences of psychiatric misdiagnosis of gender questioning teenagers.

References

Butler, J. (2024). *Who's Afraid of Gender*. Farrar, Straus and Giroux.

Gherovici, P. (2017). *Transgender psychoanalysis: A Lacanian perspective on sexual difference*. Routledge.

Soh, D. (2020). *The end of gender: Debunking the myths about sex and identity in our society*. Threshold Editions.

Education and Practice Gap

Theoretical and empirical sources are crucial to our understanding of gender dysphoria and transgenderism. The personal reflections of CW fill gaps in our knowledge of the history of the mistreatment of gender questioning individuals in the mental health system in the US and highlight, from CW's unique perspective, the suffering and lost opportunities that can result from misdiagnosis in teens.

3b.

The Internal Developmental Experience of Parents Who Have a Gender Variant Child

AAPCSW Child and Adolescent Committee

Barbara L. Gamble, MS, LLP

Karen Baker, MSW, Co-Chair, Moderator

Parenting gender variant children presents challenges both to parents' internal development and to their tasks of parenting. There is little literature that directly addresses parents' internal emotional experience of their child's gender variance. In this paper, parent development and parenting tasks particularly relevant to parenting children with "differences" are reviewed along with Diane Ehrensaft's delineation of parent experience with gender variant youth. Next, assumptions and biases are considered. Then, as the central focus, the presenter describes and discusses her own journey with a gender-variant child, augmented by the experiences of others.

After attending this presentation, participants will be able to

- Identify developmental stages and tasks of parenting a gender variant child.

- Discuss the importance of parents' working through their internal conflicts evoked by parenting a gender variant child, in order to optimally address challenges for their children.

References

Saketopoulou, A. & Pellegrini, A. (2023). *Gender Without Identity*. New York: Unconscious in Translation.

Marcus, L., Marcus, K., Yaxte, S. M., & Marcus, K. (2015). Genderqueer: One family's experience with gender variance. *Psychoanalytic Inquiry*, 35(8), 795-808.
<https://doi.org/10.1080/07351690.2015.1087287>

Abbasi, A., & McNamara, S. (2015). The body one is: The best form of containment or The Crying Game redux. *Psychoanalytic Inquiry*, 35(8), 786-794. <https://doi.org/10.1080/07351690.2015.1087285>

Education and Practice Gap

There is little in the psychoanalytic literature that directly addresses the parenting experience with gender variant youth and how to support parents in this experience. This paper fills that gap by referencing psychoanalytic literature on parenting and gender with a personal parenting case study and clinical case study to explicate this parenting experience, to expand clinicians' competence working with parents of gender variant youth.

4a.

Can We Do This Work? Addressing Fear, Uncertainty, and Capacity in Social Work Education

Pamela Szczygiel, DSW, LICSW

Alexandrea Rich, PhD, LMSW, Moderator

This paper provides an overview of the wellness crisis within social work education. Further, it explores experiences from a first semester MSW theory course, as many in the classroom community, including the instructor, questioned their capacity to begin and sustain a social work career within a society that often feels less accepting and supportive of their social justice related professional pursuits. Psychoanalytic concepts will provide framework for examining the concerns of this sincere and curious group of students and comments from members of the psychoanalytic social work community will be elicited.

After attending this presentation participants will be able to

- Describe the unique challenges of supporting social work students and new practitioners in an era marked by increased professional burnout and hostility toward public welfare work.
- Discuss relational-psychoanalytic concepts to the process of professional development and education of the next generation of social workers.

References:

Butler, L. D., Carello, J., & Maguin, E. (2017). Trauma, stress, and self-care in clinical training: Predictors of burnout, decline in health status, secondary traumatic stress symptoms, and compassion satisfaction. *Psychological Trauma: Theory, Research, Practice, and Policy*, 9(4), 416.

Magalhaes, M., Hall, T. & Szczygiel, P. (2023). Perceptions of self-care, coping, and impact of sexual trauma among social work students. *Social Work in Mental Health*, 22(2), 1-23.

Szczygiel, P. & Emery-Feritta, A. (2021). Shared trauma, parallel process and forced termination: Lessons learned during COVID 19. *Journal of Social Work Education*, 57(1), 137-148.

Education and Practice Gaps

Students often enter their MSW programs with anxiety related to their capacity to care for themselves while caring for others. Social work education has not yet provided sufficient space to explore such uncertainties. In the wake of a global pandemic, political animosity toward social welfare services, and given the already high rates of compassion related stress in the profession, social work education must allow space to fill this gap for students to voice concerns about sustaining a social work career. This paper casts light on student uncertainties and invites broader conversation among professionals about this critical topic.

4b.

WORKSHOP

“First-Timers” Workshop: Approaching an AAPCSW Conference and a Life in Psychoanalytic Social Work for Early Career Professionals

Daniel L. Buccino, LCSW-C, BCD

Alexandrea Rich, PhD, LMSW, Moderator

This presentation (re)introduces AAPCSW, highlighting its history and distinctive place within the psychoanalytic community, while offering guidance for new and prospective members on engaging with our flagship biennial conference, other membership benefits, and broadening professional perspectives. At a time of change within psychoanalysis, with generational, theoretical, and sociopolitical fault lines emerging within its organizations, this presentation explores the vital contributions of clinical social workers and the leadership roles they can assume in the field. This session will showcase diverse career and training paths, with insights from past AAPCSW leaders reflecting on their experiences and the future of psychoanalytic social work.

After attending the presentation, participants will be able to

- Describe the essential role clinical social workers have played – and continue to play – in the development and practice of psychoanalysis.
- Identify non-traditional career and training pathways available to psychodynamically and psychoanalytically oriented practitioners.

References

Kanter, J. (2020). Clinical case management. *In Theory and Practice in Clinical Social Work*, Brandell J. (ed.). CA: Cognella. 442-464.

Lazar, F. (2024). Where are the social workers in APsA? Making good on a more inclusive vision of psychoanalysis. *The American Psychoanalyst*. 58(1): 68-72.

Ngo-Smith, B. (2018). The couch has bedbugs: On the psychoanalysis of homelessness and the homelessness of psychoanalysis. *Clin Soc Work J*. 46: 26-33

Education and Practice Gap

While the role of social workers in the establishment and current landscape of psychoanalysis is well-established, they remain underrepresented in the leadership of major psychoanalytic organizations and in the production of psychoanalytic knowledge. Alongside broader concerns about the variability in

clinical training within social work education, this presentation will highlight this practice gap and explore how AAPCSW can support social workers in generating and sharing psychoanalytic knowledge. It will also focus on how social workers can continue to practice insight-driven, depth-oriented therapies in diverse settings, while staying true to social work's commitment to social justice.

5.

PANEL

Endings: The Good, The Bad, and The Ugly

Barbara Berger, PhD, LCSW, BCD

Sarah Goldberg, PhD, MSW

Fran Levine, LCSW, Moderator

Traditional psychoanalytic theories have focused on early development and given less thought and research to midlife and late life developmental realities. Nowhere is that more evident than in the lack of training for clinicians around how to navigate aging or illness in their practices. Using frameworks for later developmental phases, this seminar will explore the challenges and benefits for clinicians as they navigate mid-and-late life realities. With the presentation of poignant clinician struggles, the presenters will explore the complexities and implications of choices that are made for the clinician, patients, and colleagues.

After attending the presentation, participants will be able to

- Describe the tasks of midlife and late-life and how they relate to clinical practice.
- Identify key developmental junctures to navigate aging as a clinician.
- Discuss the complexity of issues involved in ending a practice.

References

Colarusso, C. (2025) Psychoanalytic Observations Near the End of Life. *The Psychoanalytic Study of the Child* 78:282-290

Lentz, K. (2024) When the Analyst Dies and the Patient Goes Missing: An Ethical Crisis in Psychoanalysis. *Psychoanalytic Dialogues* 34:52-70

Picard, S. (2022) The End of the Hour: A Therapist's Reflections on Closing a Practice. *Psychoanalytic Dialogues* 32:419-430

Education and Practice Gap

Little has been written about the enormous difficulty that clinicians deal with in ending our clinical practices. This paper fills this gap by addressing the complex challenge we must face despite issues of aging and retirement, illness and death.

6.

WORKSHOP

Helping Couples "On the Brink": Collaboration between Individual and Couple Therapists Treating High-Conflict Couples

Gildo Consolini, PhD, LCSW

Lorraine R. Tempel, PhD, LCSW

Michael De Simone, PhD, LCSW, Moderator

This workshop will focus on the crucial role therapeutic collaboration between individual and couple therapists can play in working with couples who present with higher degrees of relational conflict based on early individual trauma for each member of the couple. Illustrative case material from the workshop leaders' experiences will be presented, and workshop participants will consider how collaborative work can help guide us as clinicians when working with those who challenge our own maintenance of hope in the clinical process.

After attending the presentation, participants will be able to

- Explain the need for active collaboration between the individual therapist and couple therapist—activity that goes beyond simply referring to each other, early in the work with high-conflict couples.
- Describe how the structure of the collaboration between the individual therapist and the couple therapist will be established and how the therapists will communicate with each other and with the couple about their ongoing clinical engagement.

References

Fraenkel, P. (2019). Love in action: An integrative approach to last chance couple therapy. *Family Process*, 58, 569-594.

Montesano, A., Madigan, S., Çakmak, K., Ness, O., & Brønseth, S. R. (2023). Reconnecting with relational values in highly conflicted separating couples: A narrative therapy – informed relational interviewing teamwork-based supervision approach. *Journal of Clinical Psychology*, 79(6), 1521–1536

Nathans, S. & Schaefer, M. (Eds.) (2017). *Couples on the Couch: Psychoanalytic Couple Therapy and the Tavistock Model*. Routledge: London.

Education and Practice Gap

There is little discussion in clinical training programs and virtually no discussion in the recent literature about independent practitioners working in tandem with the same client or related family members in multiple modalities, particularly when engaging with more challenging clients in private practice. This workshop aims to fill the missing gap, by laying out a potential framework for ongoing collaboration between the individual and couple therapist in working with high conflict couples, without which the benefits of treatment can be compromised even for the most seasoned professionals.

7.

Asian Americans Dreaming: Psychoanalyzing the Daytime Horror/Nightmare of Bad Objects, Part-Objects and Self-Objects

AAPCSW Committee on Diversity and Social Action

Phuongloan Vo, PhD, LISW-S

Lynn Rosenfield, PhD, LCSW, Discussant

Golnar Simpson, PhD, LCSW, Chair, Moderator

Generations of Asian Americans have lived in the USA since the 1700s, yet to this day, they are perpetually viewed as foreigners, their inclusion and belonging often questioned and conditional. This presentation is an advocacy for a subject largely silenced about a people whose presence is in/visible and their worth commoditized. The presenter examines core psychoanalytic concepts in relation to how Asian Americans are socially placed, theoretically conceptualized, and clinically treated. A review of the literature and analysis of transference and countertransference dynamics will foreground the exploration

of “the Asian American problems,” in relation to the unconscious and conscious disavowal of Asian American subjects in psychoanalytic conceptualization and praxis. Finally, the ways to move beyond wishful dreaming to building Asian American subjectivity and visibility will be discussed.

After attending the presentation, participants will be able to

- Identify and deconstruct the problems and challenges for Asian Americans in the US through psychoanalytic perspectives.
- Articulate insights and ways to advocate for better treatments of/for Asian American people.

References

Azhar, S., Alvarez, A. R. G., Farina, A. S. J., & Klumpner, S. (2021). “You’re so exotic looking”: An intersectional analysis of Asian American and Pacific Islander Stereotypes. *Affilia*, 36 (3), 282-301. <https://doi.org/10.1177/08861099211001460>

Eng, D. L., & Han, S. (2024). Racial rage, racial guilt: The uses of anger in Asian America. *Psychoanalytic Dialogues*, 34 (4), 441- 460. <https://doi.org/10.1080/10481885.2024.2373713>

Yi, K. (2023). Asian American experience: The illusion of inclusion and the Model Minority stereotype. *Psychoanalytic Dialogues*, 33 (1) 45-59. <https://doi.org/10.1080/10481885.2023.2160171>

Education and Practice Gap

Asian Americans and their subjectivity are a disavowed and understudied subject. This presentation fills the gap by exploring theoretical and practice considerations for psychoanalytic clinicians.

12:15 – 1:15 pm Lunch on your own. Restaurant list: <https://www.aapcsw.org/events/conference/>

1:15 – 3:15 pm Sessions 8-13 (2.0 CE)

8.

PANEL

From Projection to Presence: The Psychodynamic Weight of Representation for Black Male Clinicians
Diversity and Social Justice Committee

D’Wayne James, PhD, LCSW

Janice Berry-Edwards, PhD, MSW, LICSW

Avah Toomer, MSW, Moderator

Golnar Simpson, PhD, LCSW, Committee Chair

This panel explores the psychodynamic toll and emotional labor placed on Black male clinicians as they navigate systemic racism, internalized projections, and historical exclusion within predominantly white institutions. Grounded in a multi-site qualitative study and framed by theories of intersectionality, projective identification (Occupational Segregation Theory), and racialized countertransference (Social Learning Theory), the session highlights how BMCSWs manage visibility, authenticity, and survival in their roles. Presenters will offer clinical vignettes, research findings, and theoretical interpretations to invite more profound reflection on the psychic weight of representation and the need for racially conscious supervision and practice.

After attending the presentation, participants will be able to

- Describe the psychodynamic processes that affect Black male clinicians, including projective identification, racialized countertransference, and the false self.
- Identify adaptive strategies used by BMCSWs to maintain authenticity and emotional integrity while navigating professional invisibility, hypervisibility, and institutional marginalization.

References

- Aymer, S. R. (2016). "I can't breathe": A case study—Helping Black men cope with race-related trauma stemming from police killing and brutality. *Journal of Human Behavior in the Social Environment*, 26(3–4), 367–376. <https://doi.org/10.1080/10911359.2015.1132828>
- Goode-Cross, D. T., & Grim, L. J. (2016). Black men who go to therapy: Positive mental health effects and implications for practice. *Psychology of Men & Masculinity*, 17(3), 251-258. <https://doi.org/10.1037/men0000027>
- Walker, A., & Bruhn, C. M. (2024). Licensure disparities and the professional identity development of African American clinical social workers. *Clinical Social Work Journal*. Advance online publication. <https://doi.org/10.1007/s10615-023-00872-9>

Education and Practice Gap

While psychodynamic frameworks have long shaped clinical social work, they often fail to account for the racialized experiences of Black male clinicians, particularly the emotional labor required to survive and serve within institutions that marginalize them. This session fills the gap in literature and research on Black male clinicians by addressing the need for racially informed psychodynamic training, supervision, and practice models that reflect the lived experiences and structural burdens uniquely impacting Black male clinicians.

9a.

Meaningful Surrender: To the Shared Third and Intersubjectivity

S. Christina Chang, LP, MBA

Susan B. Sherman, DSW, LCSW, Moderator

This paper explores how the analyst has experienced working with a patient who has a borderline personality structure. This presentation will focus on Object Relations Theory, including projective identification, the paranoid-schizoid position described by Melanie Klein, and the concepts of pathological organization and borderline organization described by Contemporary Kleinians. Also, a case will discuss a disclosure of countertransference involving unconscious enactments between analyst and analysand, allowing for further deepening of analytic material, which is navigated by leaning on Relational theory.

After attending the presentation, participants will be able to

- Identify the psychoanalytic matrix of the analysand's transference and analyst's countertransference, and how supervision aided the analyst's survival as a new object.
- Define the concept of surrender, which allowed for the emergence of unrecognized shame and trauma, thereby creating a shared Third.

References

Stern, S. (2019). Airless Worlds: The Traumatic Sequelae of Identification with Parental Negation. *Psychoanalytic Dialogues*, 29 (4): 435-450.

- Silverman, S. (2015). The Colonized Mind: Gender, Trauma and Mentalization, *Psychoanalytic Dialogues*, 25(1), 51-66.

Howell, E.F. (2020). *Trauma and Dissociation Informed Psychotherapy: Relational Healing and the Therapeutic Connection*. W. W. Norton & Co: New York.

Education and Practice Gap

This presentation addresses the therapist's difficulty in tolerating the multiple affects embedded in the patient's internal world. It fills the practice gap regarding the lack of effective management strategies with borderline personality disorder patients, due to complex symptomatology and stigma.

9b.

Living Between Borders: Intrapsychic Ecotones in the Immigrant Analytic Encounter

Elizabeth Haberer, LCSW-S, DSW, CGP

Susan B. Sherman, DSW, LCSW, Moderator

This paper introduces the ecological concept of ecotones as a metaphor for understanding the complex psychic terrain inhabited by immigrants. Drawing on clinical material, it explores how immigrants often occupy internal "borderlands" where vitality and psychic deadness coexist, shaped by dislocation, cultural rupture, and unformulated mourning. Recognizing and attending to these threshold states is especially urgent in today's political climate, where the nuanced, transitional spaces of thought and discourse surrounding immigrants are challenged.

After attending the presentation, participants will be able to

- Describe the concept of "ecotones" to complex intrapsychic dynamics, particularly in navigating the interplay between psychic vitality and deadness in clinical work.
- Identify and clinically engage the subtle expressions of unformulated mourning as they emerge within the transference and therapeutic process.

References

Morgan, H. (2021). Whiteness: A problem for our times. *British Journal of Psychotherapy*, 37(4), 469–483.

Levine, H. (2021). Trauma, process, and representation. *International Journal of Psychoanalysis*, 102(5), 794–807.

Hernandez, L. (2021). Racial and cultural in-betweenness meet in the consulting room: The case of "Anna." *The Journal of Analytical Psychology*, 66(5), 644–664.

Education and Practice Gap

Traditional psychoanalytic approaches often overlook the impact of migration, cultural loss, and identity disruption, particularly as they apply to intrapsychic and transferential borderlands. The concept of ecotones as zones of transition between ecosystems has never been utilized to understand these psychic borderlands, despite its potential to illuminate the complex, shifting spaces immigrants inhabit. This

paper introduces a concept to fill in a missing gap in the literature for a more expansive usage in practice.

10.

PANEL

What Do Our Homes Mean to Us? The Personal and Clinical Impact of The LA Fires as Processed Through Our Case Consultation Group

Lynn Rosenfield, PhD, LCSW, Chair/Presenter/Moderator

Samoan Barish, PhD, DSW, MSW

Renee Schwartz, PhD, LCSW

Sally Hackman, PhD, MFT

The panel will present the varied experiences of members of our clinical consultation group as we processed the impact of the devastating Los Angeles fires. We will share the meanings of “home” that emerged through our discussions, amplified by the first-hand narrative of one of our members whose house burned to the ground. The rest of us experienced secondary and shared trauma, as we, our friends, colleagues, and clients, including young children, had to evacuate or bear witness to terrifying stories and visual images.

After attending this presentation, participants will be able to:

- Identify a variety of meanings of the concept of home and how these associations shaped the nature of the grief for the victims of the fire and those who experienced secondary trauma.
- Describe the clinical challenges of helping children cope with the loss of their home, neighborhood, school and friends.
- Identify how our case consultation group provided a sense of “home” as clinicians in crisis supported each other and sorted out transference/countertransference and boundary dilemmas with patients navigating parallel experiences.

References

Atwood, G.E., & Stolorow, R.D. (2016). Walking the tightrope of emotional dwelling. *Psychoanalytic Dialogues*, 26, 102-107. DOI: 10.1080/10481885.2016.1123525

McEnery West, C.J., (2025). On losing and finding home: and how the external object world facilitates psychic growth. *Psychodynamic Practice*, 00(00), 1-17. DOI: 10.1080/14753634.2025.2458925

Yerushalmi, H. (2024). On the experience of being at home within the therapeutic framework. *Psychodynamic Practice*, 30(1), 1-6.

Education and Practice Gap

Other clinicians and researchers have studied community disasters such as Hurricane Katrina or the impact of 9/11. This presentation will fill the gap of what is not studied directly, by adding a new dimension: exploring the impact of the LA fires through the lens of a case consultation group. This forum, which differs from both a therapy group and a friendship group, provided a container, a “home” so-to-speak, for processing the grief and trauma experiences of its members while also providing guidance for managing clinical dilemmas as therapists and patients navigated parallel crises.

11a.

From Janet to K: How is Dissociation being Conceptualized as a Therapeutic Modality in Ketamine Treatments

Matt Hiller, AM, LCSW

Kevin Barrett, AM, LCSW, Moderator

Ketamine has gained increasing popularity as a mental health treatment for depression, trauma, and anxiety. Known as a dissociative anesthetic, it can produce a sense of entering an alternate reality or “leaving one’s body.” This presentation highlights connections between contemporary discourses on the therapeutic uses of dissociation in ketamine treatments and the work of French psychiatrist Pierre Janet on trauma and hypnosis, suggesting that these discourses reanimate foundational debates in the history of psychoanalysis.

After attending the presentation, participants will be able to

- Describe connections between the work of Pierre Janet and current discourses on dissociation and trauma in ketamine treatments and psychedelic therapy.
- Identify potential risks and ethical challenges with using ketamine in the treatment of trauma.

References

Hart, G. C., Ortu, F., & van der Hart, O. (Eds.). (2019). *Rediscovering Pierre Janet: Trauma, Dissociation, and a New Context for Psychoanalysis*. Routledge. <https://doi.org/10.4324/9780429201875>

Mathai, D. S., Mora, V., & Garcia-Romeu, A. (2022). Toward synergies of ketamine and psychotherapy. *Frontiers in Psychology*, 13. <https://www.frontiersin.org/articles/10.3389/fpsyg.2022.868103>

Rougemont-Bücking, A., Guenot, F., Salamin, V., Gothuey, I., Duffour, C., King-Olivier, J., Girard, V., & Naudin, J. (2024). Psychedelic-augmented psychotherapy for overcoming traumatic dissociation: A review of neuroscientific and phenomenological evidence. *European Journal of Trauma & Dissociation*, 8(3), 100431. <https://doi.org/10.1016/j.ejtd.2024.100431>

Education and Practice Gap

This presentation addresses a practice gap among mental health providers seeking greater literacy in the growing fields of ketamine and psychedelic medicine. It meets an educational need by examining how discourses about ketamine connect to foundational debates about dissociation and trauma in the history of psychoanalysis.

11b.

Cultural Wounds, Chemical Armor: A Psychodynamic Analysis of Substance Use Among Aging Puerto Ricans Through Object Relations Theory

Geovanni Vazquez, PhD, LCSW, LMHC

Kevin Barrett, AM, LCSW, Moderator

This presentation applies Otto Kernberg’s object relations theory to examine substance use in aging Puerto Rican adults as a psychological defense against cultural trauma, acculturative stress, and identity fragmentation. In this way, substances function as “chemical armor” for affect regulation and analyze protective factors like *familismo* and ethnically affirming networks. The discussion advocates for

culturally responsive psychodynamic interventions that address both intrapsychic conflicts and systemic marginalization.

After attending this presentation, participants will be able to

- Describe how object relations theory explains substance use as a defensive strategy for aging Puerto Ricans facing cultural trauma.
- Identify two culturally specific protective factors (e.g., *familismo*, community networks) that mitigate substance use risks in this population.

References

Kernberg, O. F. (2024). Psychoanalytic object relations theory revised: Affect systems and the notion of drives. *The International Journal of Psychoanalysis*, 105(5), 790–803.

Lee, B., et al. (2024). Explaining substance use among Puerto Rican older adults: Impact of perceived discrimination, perceived stress, and social activities. *Substance Use & Misuse*, 59(11), 1595–1603.

Rivera, F. I., et al. (2024). Compound crises: The impact of emergencies and disasters on mental health services in Puerto Rico. *International Journal of Environmental Research and Public Health*: 21(10), 1273.

Education and Practice Gap

Current addiction interventions often neglect the psychodynamic roots of substance use in culturally marginalized elders. This presentation bridges gaps by integrating object relations theory with sociocultural analysis, offering clinicians tools to address trauma and identity fragmentation in aging Puerto Rican populations.

12a.

The Appeal of Intersubjectivity: Lacan's Early Criticism of Countertransference

Nick Collura, LICSW

Mario Starc, PhD, LCSW, Moderator

This paper presents a critique of countertransference from a Lacanian perspective, focusing specifically on his grounding of psychoanalysis in intersubjectivity in his early seminars. A case from the literature is reexamined using Lacan's distinction between the imaginary and symbolic registers.

After attending the presentation, participants will be able to

- Describe Lacan's imaginary and symbolic registers.
- Discuss Lacan's early intervention in, and contribution to, psychoanalytic theory.

References

Fink, Bruce (2019). On the value of the Lacanian approach to analytic practice. *International Journal of Psychoanalysis* 100:315-332

Hook, Derek (2018). *Six Moments in Lacan*. Routledge, London.

Svolos, Thomas (2017). *Twenty-First Century Psychoanalysis*. Karnac Books, London.

Education and Practice Gap

The early work and initial embrace of intersubjectivity in Lacan's theory is not well known by many clinicians in the United States. This presentation will fill the gap in the ongoing debates about countertransference in psychoanalytic technique, as well as the recent dialogues between relational and Lacanian practitioners.

12b.

Being a Grandparent: Its Psychology and Impact on Analytic Practice

George Hagman, MSW, LCSW

Mario Starc, PhD, LCSW, Moderator

This presentation explores the psychoanalytic significance of grandparenting through the lens of Intersubjective Self Psychology (ISP), focusing on how becoming a grandparent transforms the analyst's subjectivity and clinical approach. Drawing on personal experience and clinical observation, the presenter proposes that grandparenting evokes core self-states—such as vitality, joy, and generative continuity—that deepen the analyst's capacity for empathic attunement and intersubjective responsiveness. The grandparent role both reactivates early organizing principles and introduces new selfobject experiences, which can broaden interpretive sensitivity and enhance therapeutic presence.

After attending the presentation participants will be able to –

- Describe the developmental significance of grandparenting in the psychological life of the older person.
- Identify the ways in which the experience of grandparenting enhances the capacity for empathy towards patients with relational trauma.
- Assess specific ways that patients' experience of grandparenting can evoke conflicts regarding earlier parenting problems and relational deficits and integrate this understanding into treatment planning.

References

Tuber, S. (2024) Child's Play, Adult Playfulness and Aging: Becoming a Grandpa (Baba). *Journal of Infant, Child, and Adolescent Psychotherapy* 23:236-245

Wrottesley, C. (2017) Does Oedipus Never Die? The Grandparental Couple Grapple with "Oedipus". *Couple and Family Psychoanalysis* 7:188-207

Park, EH. (2018) For Grandparents' Sake: The Relationship between Grandparenting Involvement and Psychological Well-Being. *Aging Int* 43, 297–320.

Education and Practice Gap

Grandparenting is rarely addressed in psychoanalytic literature, even though many older analysts are grandparents, many patients are grandparents, and the impact of the analyst being a grandparent is also missing. This paper fills these gaps by exploring these factors through an Intersubjective Self Psychology lens.

13a.

Heads I Win, Tails You Lose: Borderline Personality Disorder as a Disorder of Paradox

Mark L. Ruffalo, MSW, D.Psa

Edward Ross, LCSW, Moderator

Since its identification as a distinct form of psychopathology in the 1970s by Gunderson, various psychodynamic theories have attempted to explain the etiology and basic nature of borderline personality disorder. This presentation will explore the idea that BPD is best understood as a disorder of paradox or self-contradiction.

After attending the presentation, participants will be able to

- Trace the historical evolution of the borderline construct, especially models incorporating concepts of paradox and self-contradiction.
- Identify common communication patterns in borderline patients demonstrating the paradoxical nature of the disorder.

References

Gunderson, J. G., Herpertz, S. C., Skodol, A. E., Torgersen, S., & Zanarini, M. C. (2018). Borderline personality disorder. *Nature reviews. Disease primers*, 4, 18029. <https://doi.org/10.1038/nrdp.2018.29>

Leichsenring, F., Heim, N., Leweke, F., Spitzer, C., Steinert, C., & Kernberg, O. F. (2023). Borderline personality disorder: A Review. *JAMA*, 329(8), 670–679. <https://doi.org/10.1001/jama.2023.0589>

Ruffalo M. L. (2025). Heads I win, tails you lose: Interpersonal aspects of borderline personality disorder. *Bulletin of the Menninger Clinic*, 89(1), 52–69. <https://doi.org/10.1521/bumc.2025.89.1.52>

Education and Practice Gap

For decades, various psychodynamic theorists (Gunderson, Adler, Masterson, and others) have noted the paradoxical nature of symptoms in borderline personality disorder, yet a unified conceptualization is lacking. This presentation seeks to integrate this work to advance a theory of borderline personality disorder as a disorder of paradox, providing clinicians a coherent account of the problem to foster more effective treatment.

13b.

The Patient's Plan for Therapy: An Individualized, Case-Specific Approach to Treatment.

Norman M. Sohn, PhD, LCSW, BCD

Edward Ross, LCSW, Moderator

Supported by empirical clinical research, Control Mastery Theory, a cognitive, relational, psychoanalytic perspective of how the mind works can help the patient master traumas. Control Mastery Theory and the Iterative Process of Therapy delineate how each patient works in therapy to master traumas. It is a case-specific approach to treatment. Therapists can gain an understanding of how patients unconsciously test their pathogenic beliefs and how to pass those tests. Case material will be presented, and participants will practice formulating a patient's plan.

After attending the presentation, participants will be able

- Describe how to formulate the patient's plan for testing.
- Discuss how to pass tests and calibrate progress.

References

Gazzillo, F., Dimaggio, G, and Curtiss, J.T. (2021a). Case formulation and treatment planning: How to take care of relationships and symptoms together. *Journal of Psychotherapy Integration*, 31, 115-128.

Gazzillo, F, Kealy, D., Fiorenso, E., Rodin, M. (2024). Passing tests & using one's attitude to help patients overcome their pathological feelings of guilt and shame. *Journal of Clinical Psychology*, 1-13.

Novak, A.N., Luedemann, J., & Andreas, S. (2023). When Patients probe the analyst: Manifestations of patient testing and its complexity—An in-depth exploration of case examples of extant research. *International Forum of Psychoanalysis*, 32, 23-39.

Practice and Education Gap

The efficacy of Control Mastery Theory resides in enabling patients to master traumas. The method this paper presents fills the gap that is missing in training by demonstrating its explanatory power in how traumas are mastered. In addition, it contains evaluative tools to assess when tests are passed, and if failed, how to get back on track.

3:35 – 6:05 pm Film Presentation (2.5 CE)

14.

Penguin Lessons

(Directed by Peter Cattaneo)

William Meyer Film Series

Karen Redding, PhD, LCSW, Moderator/Discussant/ Chair

The 2024 film is based on a 2016 memoir by Tom Michell that takes place in Argentina in 1976 where a military dictatorship has emerged and taken control of the country. A disillusioned teacher arrives from England to teach English literature at a boarding school for privileged boys. On a trip to Uruguay, the teacher rescues a penguin from an oil spill and brings it back to Argentina. A mother-daughter pair of local housemaids, who work at the school, teach him how to connect to and feed the penguin. He brings the animal into a chaotic classroom, and suddenly the class is transformed into a unified body dedicated to learning. Professors and the Dean also relate to the penguin as a silent, all accepting therapeutic presence. With arrests of activists, the housemaid's daughter is abducted, and the focus shifts to releasing her. More is revealed about the teacher's personal life and his reason for coming to teach in a foreign country. A personal trauma leads to a journey and search for human connection, and the animal is a conduit for change.

After attending the presentation, participants will be able to:

- Identify the symbolic function of the penguin, in terms of loss, mourning, and healing through the shadow of unresolved grief and trauma.
- Describe the journey from escapism to healing that a person makes through a relationship with a penguin that leads to a deepening of one's own humanity and growing acceptance of the impact of loss.

References

Ponder, J. (2019). Patients' use of dogs as objects of identification, projection, and displacement. *Psychoanalytic Psychology*, 36: 29-35.

Jozef Perelberg, R. (2020). Psychoanalysis and social violence: Civilization and Its Discontents revisited. *International Journal of Psychoanalysis*, 101:1248-1263.

Hagman, G. (Ed.). (2016). *New Models of Bereavement Therapy and Treatment: New Mourning*. NY: Routledge.

Education and Practice Gap

The discussion will touch upon loss, styles of mourning, and the transformational impact that grief can have when deep suffering is known, felt, and understood. This presentation will fill the gap in the literature and in practice, by illuminating a human story as a lived experience that shows, rather than only describes, a healing process through multiple layers of trauma. It offers a tool for therapists to view trauma through a micro-and-macro lens.

6:05 – 8:00 pm RECEPTION at the Hotel (cash bar) for all conference participants

Saturday, November 8

7:30 – 8:25 am Registration

8:25 – 9:55 am PLENARY (1.5 CE)

15.

Systemic Re-Transmission of Trauma: Defending Against the Lost and Found

Felecia Powell-Williams, EdD, LPC-S, RPT-S, FABP

Janice Berry Edwards, PhD, MSW, LICSW, Moderator

The paper will address the ongoing societal intrusions that emotionally handicapped the inter-racial therapeutic relationship of the psychoanalyst and the patient. The treatment began in an institutionalized setting with the children who were searching for their lost maternal object, and then the therapeutic work centered on the mother and her search to find the lost self. The presentation will illustrate the various disruptions of the human bond, as a result of intergenerational transmission of trauma and the impact on relational value.

After attending the presentation, participants will be able to

- Discuss the impact of systemic re-transmission of trauma as it relates to self-identification.
- Identify various societal intrusions that influence the therapeutic relationship.

References

Alpert, J. L. (2015) Enduring Mothers, Enduring Knowledge: On Rape and History. *Contemporary Psychoanalysis* 51:296-311

Holmes, D. E. (2019) Our Country 'tis of We and Them: Psychoanalytic Perspectives on Our Fractured American Identity. *American Imago* 76:359-379

Abbasi, A. (2018) The Analyst's Bodily Sensations as Important Information in Clinical Work. *Psychoanalytic Inquiry* 38:530-540

Education and Practice Gaps

In a review of the literature, there remains a great deal that is overlooked as how re-transmission of trauma is seen systemically in clinical treatment. This presentation will address the education and

practice gaps, as they pertain to retransmission of trauma and its impact on the psychotherapist-patient relationship.

10:15 am - 12:15 pm Sessions 16-21 (2.0 CE)

16a.

Holding an Intersectional Perspective While Foregrounding Social Class

Joan Berzoff, MSW, EdD

Teresa Méndez, MSW, LCSW-C, LICSW, Moderator

As DEI is being challenged and dismantled, it is even more important that clinicians hold an intersectional perspective with their clients. This presentation will demonstrate how the kaleidoscope of race, gender, sexualities, and culture must be held in mind, while turning the lens on social class particularly, an often-neglected topic. Clinical illustrations will be used to foreground class while revisiting the intersecting identities.

After attending the presentation, attendees will be able to

- Define an intersectional perspective in work with clients.
- Discuss the role of social class in intersectional practice.

References

Morgan, D (2019) *Class and Psychoanalysis: Landscapes of Inequality*. New York: Taylor and Francis

Hanley (2018) Class is an absent presence. *New Associations*, 26, 1-3.

Ryan, J. (2019) Class at the nexus of psychoanalysis and sociology: Disjunction and connection, *Psychoanalysis, Culture & Society*, (24) (4): 413-431.

Practice and Education Gap

Currently due to changes in policy, we are witnessing systematic destruction and demise of diversity, equity, and inclusion in academic curricula. This paper will foreground the importance of holding the multiple identities of our clients in clinical education going forward, to fill the practice gaps that are forming.

16b.

Reimagining Social Work with Social and Psychoanalytic Theory

Jerry Floersch, PhD, LCSW

Teresa Méndez, MSW, LCSW-C, LICSW, Moderator

Explaining the world's recent eruption of lethal aggression requires Freudian and Marxian theories. To analyze politics without both, and their surprisingly similar philosophical assumptions, would be like analyzing a patient's conscience without a parent-child triangle and cultural theory. This presentation will examine social and psychological structures that are powering extreme aggression by asking one simple question: How could cooperation, instead of competition, become the dominant value and practice in organizing everyday life? Social work in general, and clinical social work in particular, needs to reimagine itself in order to address the world crisis of lack of trust, increased aggression, and the tragic, consequential, defensive scapegoating of the "Other," especially immigrants and refugees. In short,

our *natural* aggressive impulse (Freud) is supercharged and directed outward to “Others” by a competitive, free-market distribution of all *natural* resources (Marx).

After attending the presentation, participants will be able to

- Describe the philosophical similarities of Freudian and Marxist theories.
- Explain how these theories address unbridled aggression toward our self-described enemies.
- Identify how cooperation could replace competition as the dominant economic, political, and social value.

References

Fryer T. & Navarrette, C. (2024). *Revisiting Realist Theory of Science: A Practical Guide*
1st edition (open access, https://tfryer.com/wp-content/uploads/2024/12/revisitingrts_241219-1.pdf)

Giridharadas, A. 2018. *Winners Take All: The Elite Charade of Changing the World*. Alfred A. Knopf, New York.

Oreskes, N. & Conway E. M. (2025). *The Big Myth: How American Business Taught Us to Loathe Government and Love the Free Market*. Bloomsbury Publishing, NY.

Education and Practice Gap

Community activists and clinical social workers are educated within a macro and micro theoretical framework and rarely do they cross theorize problems like aggression. This is a serious practice gap when aggression is universal and needs explanations and practices that contain and reduce its socially violent tendencies.

17.

Immigration and Otherness: Finding Our Way Home into Spaces of Deeper Humanity

Golnar Simpson, PhD, LCSW

Karen Redding, PhD, LCSW, Interviewer/Moderator

Life is a continuing process of “becoming” and along the way, we collect fellow travelers who accompany us. The immigration epoch and the “otherness” experience add unique challenges and meaning to the Journey. As such, the perspective that we are always with “others” extends beyond the “me”/ “not me” paradigm into another dimension of “inter-being.” As an example, this live conversation with Golnar Simpson will touch upon her life as a clinical social worker, early determinants that influenced her choice to become a psychoanalytic clinician, her experiences with emigrating to the United States as a young adult, and her reflections on the meaning that both psychoanalysis and immigration have had in shaping her personal and professional life. Moreover, the discussion will focus on dynamics of the clinical hour.

After attending the presentation, participants will be able to

- Identify an example of how “otherness” can be seen from a variety of perspectives that considers mind/brain/context dialectics.
- Describe the essential elements of practice implications in working with immigration induced traumas and the healing process.

References

Gonzalez, F., J. (2016). Only what is human can be foreign: The trope of Immigration as a creative force in psychoanalysis. In *Immigration in Psychoanalysis: Locating Ourselves*, ed. J. Beltsiou, London and New York: Routledge, pp.15-38.

Kanwal, G. S. (2018). Loss, self-states, and the immigrant analyst: Exploring the analytic fourth. *Psychoanalysis, Culture and Society* 23:419-436.

Simpson, G. A., and Graybow, S. (2021). Holding multiple perspectives in mind: The dialectics of contemporary clinical practice. *Psychoanalytic Social Work* 28:97-114.

Education and Practice Gap

With “otherness” as the core experience of immigration, and the current negative interpretation of its meaning, there is insufficient literature that touches on the essential function of the “other” in the development of the self, in general, and particularly in the context of immigration. This formulation is explored in the presentation and fills the missing theoretical gap, by addressing new areas of inquiry on “otherness” that also lend themselves to clinical relevance.

18.

PANEL

Harnessing Humanity: Expanding Psychoanalysis for a “Superpowered” Future

Kate Smaller PhD, LCSW

Mark Smaller PhD, LCSW

Louis Pansulla LCSW, Moderator

As the world evolves, so must psychoanalysis. While psychoanalysis has long examined psychic conflict and pathology, its most forward-thinking contributions have also illuminated human resilience and growth. This presentation builds on Forward Edge theory, introducing 12 psychological superpowers—core capacities that drive self-actualization, connection, and transformation. By expanding psychoanalysis beyond its historical emphasis, integrating research, and making its insights accessible and actionable, we can harness what makes us powerfully human. This session explores how a strength-based, future-focused approach can keep psychoanalysis at the forefront of mental health and human flourishing.

After attending the presentation, participants will be able to

- Explain how the expansion of Forward Edge theory enhances the accessibility of psychoanalytic concepts and why supporting theory with research is essential for maintaining the field’s relevance and broadening patient access to the transformative benefits of psychoanalytic treatment.
- Identify the universal “superpowers” inherent in each individual – concrete expressions of Marian Tolpin’s abstract “tendrils” of the healthy self.
- Explain how to cultivate and strengthen these qualities within the therapeutic process.

References

Knight, Z. G. (2021). The forward edge transference within self-psychology and the activation of inborn capacity through interpretation and internalization. *Research in Psychotherapy: Psychopathology, Process and Outcome*, 24(3), 241–249. <https://doi.org/10.4081/ripppo.2021.550>

Leichsenring, F., Abbass, A., Luyten, P., Hilsenroth, M. J., & Rabung, S. (2022). Empirically supported psychodynamic psychotherapy for common mental disorders: An update. *Frontiers in Psychiatry*, 13, Article 976885. <https://doi.org/10.3389/fpsyt.2022.976885>

Shedler, J. (2018). Where is the evidence for “evidence-based” therapy? *Journal of Psychological Therapies*, 3(1), 15–36. <https://jonathanshedler.com/wp-content/uploads/2021/04/Shedler-2018-Where-is-the-evidence.pdf>

Education and Practice Gap

Despite strong empirical support, psychodynamic treatment continues to decline in use and accessibility. The field has often responded by defending its value, rather than offering collaborative, integrative solutions. The presenters’ model fills this gap by translating core psychoanalytic concepts – particularly those rooted in development and inner strength – into an accessible, strength-based framework. It is not a defense of psychodynamic work, but a usable, appealing clinical tool that allows practitioners of any background to draw on the depth of psychoanalytic thinking within their own modality. The model also opens the door to objective measurement, without sacrificing the richness or complexity of the theory it’s built on.

19a

Finding Faye: The Discovery of Pleasure in a Cis/Trans Analytic Dyad

Robert D. Campbell, LCSW

Susan B. Sherman, DSW, LCSW, Moderator

This paper traces the arc of an up-to-that-point five-year analysis with Faye, a transwoman who began working with the analyst when she was 26 years old and who initially identified as nonbinary. The paper illustrates the evolution of both the analyst’s professional development as well as the development of the analytic relationship with Faye and her understanding of her gender identity, how these separate but related processes paralleled and influenced each other, and how they culminated in new and unexpected experiences for both analysand and analyst.

After attending the presentation, participants will be able to

- Describe the concepts of mutuality, mutual recognition, and mutual impact within a relational psychoanalytic framework.
- Discuss their feelings of ambiguity, not-knowing, and anxiety when working with clients with trans and gender expansive experiences.

References.

Hansbury, G. (2017). Unthinkable anxieties: Reading transphobic countertransferences in a century of psychoanalytic writing. *Transgender Studies Quarterly*, 4, 384–404.

Pellegrini, A. & Saketopoulou, A. (2023). On taking sides: Clinical encounters with nonbinary genders. Gender without identity. *The Unconscious in Translation*. 11-76.

Porchat, P., & Santos, B. (2021). "Are We Safe Analysts?" Cisgender Countertransferential Fantasies in the Treatment of Transgender Patients. *Psychoanalytic Review*, 108(4), 411–431.

Education and Practice Gap

This presentation will address the growing but still insufficient practice gap in addressing the range of cisgender analysts' countertransference experiences that can hinder or advance clinical work with transgender and gender expansive analysts.

19b.

"A Joy to be Hidden, A Disaster Not to be Found": The Double Bind of Visibility and Invisibility in Intersectional Trauma and the Analytic Dyad

Melanie Marin, LCSW

Susan B. Sherman, DSW, LCSW, Moderator

This paper explores the psychoanalytic treatment of a gay, African American male patient navigating intersecting traumas related to race, sexuality, and early caregiving disruptions. Using a Winnicottian and Brombergian lens, the case illustrates how dissociation, shame, and visibility struggles are negotiated in the analytic dyad. The paper highlights the clinical use of play, humor, and self-state integration to support emergent authenticity in both patient and analyst.

After attending the presentation, participants will be able to

- Identify clinical markers of dissociation and deadness within the therapeutic dyad, particularly in patients with intersectional trauma histories.
- Discuss the role of countertransference, play, and spontaneous enactments in facilitating self-state integration and authentic expression.

References

Belkin, M. (2021). Toward an intersectional psychoanalysis of race, gender, and sexuality. *Contemporary Psychoanalysis*, 57, 206-227.

Hardy, K. V. (2023). The self of the therapist in contemporary multicultural practice. *Psychotherapy*, 60(1), 1–8. <https://doi.org/10.1037/pst0000433>

Samuels, A. (2020). The plural psyche: Personality, morality and the postmodern self. *British Journal of Psychotherapy*, 36(4), 635–648. <https://doi.org/10.1111/bjp.12619>

Education and Practice Gap

Psychoanalytic clinicians often struggle to navigate the layered complexities of identity, dissociation, and visibility in patients with intersecting racial and sexual traumas. This presentation addresses a critical need and fills the gap for evidence-informed, relational approaches to fostering authentic engagement and self-state integration in marginalized patients.

20a.

Reflections on Adolescent Work During the Pandemic and Afterwards: The Descent into Psychic Breakdown to the Capacity to Re-imagine a Future

AAPCSW Child and Adolescent Committee

Karen E. Baker, MSW

Wendy Winograd, PhD, LCSW, BCD-P, Moderator

As the world was thrust into lockdown and therapeutic work moved to telehealth, the adolescent patient descended into a period of acute psychic turmoil, culminating in suicidal ideation. This

presentation reflects on how the pandemic intersected with internal developmental vulnerability, disrupting the adolescent's capacity to imagine a future. The work became a holding space for survival and psychic reintegration – where uncertainty, fear, and fragmentation were slowly metabolized. Functioning as a developmental object as well as a containing object facilitated the adolescent's restoration to a forward movement in his development. The capacity for re-imagining a future is reconsidered as a developmental task and a therapeutic necessity in times of profound disruption such as the COVID 19 pandemic.

After attending this presentation, participants will be able to:

- Apply psychodynamic concepts such as mentalization, containment, holding, and reverie in the treatment of adolescent patients during times of psychic breakdown.
- Describe how early trauma and collective trauma, like the COVID pandemic, disrupt adolescent developmental processes and contribute to suicidal ideation.

References

Bate, J., Schulder, I. (2022). A Collective Strange Situation: COVID -19 and Children's Developmental Lines. *Psychoanalytic Study of the Child* 75 (1) 6-21.

Sharma, S., Fowler, J. (2018). Restoring Hope for the Future: Mentalization Based Therapy in the Treatment of a Suicidal Adolescent. *Psychoanalytic Study Child*, 71(1):55-75

Aguayo, J., (2018). D. W. Winnicott, Melanie Klein, and W. R. Bion: The Controversy Over the Nature of the External Object-Holding and Container/Contained (1941-1967). *Psychoanalytic Quarterly*, 87 (4):767-807

Education and Practice Gap

The COVID-19 pandemic created a rupture in the psychic and social lives of many adolescents, resulting in increased rates of depression, anxiety, and suicidality. Despite this, many clinicians lack a conceptual framework for understanding how collective trauma intersects with individual psychic development, especially in adolescence. Additionally, the shift to telehealth left clinicians underprepared to manage acute risk and profound emotional disorganization when working remotely. This presentation addresses these gaps by exploring a long-term clinical case in which an adolescent patient became suicidal during the pandemic. The case highlights the need for deeper education around working with regression, psychic disintegration, fragmentation, and suicidal ideation as meaningful expressions of pain.

20b.

Dreaming the Music: Listening for the Emerging Voice of a Quiet Adolescent

AAPCSW Child and Adolescent Committee

Nicole E Buller, MSW

Wendy Winograd, PhD, LCSW, BCD-P, Moderator

This presentation explores psychoanalytic work with an anxious and depressed adolescent patient who remained mostly silent for two years. Winnicott's ideas of not communicating, holding environment, and transitional phenomena are considered in how this patient-clinician pair progressed from parallel play to therapeutic dialogue. Tele-analysis as a catalyst is examined.

After attending this presentation, participants will be able to

- Describe the possible functions of silence in psychoanalytic treatment of quiet adolescents, including resistance, repetition, affect regulation, communication.

- Discuss Winnicott's concepts of not communicating, holding environment, and transitional phenomena as they relate to the identity development of quiet adolescents.

References

Ablon, S.L. (2025). Profound silence. *The Psychoanalytic Study of the Child*, 78(1), 10-18.
<https://doi.org/10.1080/00797308.2024>.

Bomba, M., Alibert, J-F. & Velt, J. (2021). Playing and virtual reality: Teleanalysis with children and adolescents during the COVID-19 pandemic. *International Journal of Psychoanalysis*, 102(1), 159-177.
<https://doi.org/10.1080/00207578.2021.1876401>

Sheppe, A.H. (2023). The sound of silence: Engaging the quiet adolescent. *Psychodynamic Psychiatry*, 51(2), 185-205. <https://doi.org/10.1521/pdps.2023.51.2.185>

Education and Practice Gap

In the psychoanalytic literature, there is little written about the use of tele-analysis with adolescent patients or how to work psychoanalytically with silent adolescents. This presentation addresses these gaps by exploring a clinical case in which the patient remained silent for an extended period of time.

21a.

Sleeping with the Enemy: Grief, AI, and the Analyst's Shadow

Valerie Frankfeldt, PhD, LCSW

Cathy Siebold, DSW, LCSW, Moderator

Is a psychoanalyst who uses ChatGPT as a therapeutic tool sleeping with the enemy? This paper elucidates what makes the use of an AI app so appealing. Where is the line that differentiates a human therapist from a data infused machine? When might AI truly serve a therapeutic purpose? Chat GPT's genuine helpfulness in augmenting self-understanding and insight can be seen in the parsing of a dream following the death of the author's analyst. For the author, who was processing the loss of her analyst, the AI app offered some solace when the author realized picking up with a new analyst was unpalatable. At the same time, the difference between the more intellectual insight provided by the machine versus what a human-to-human relationship has to offer also became abundantly clear.

After attending the presentation, participants will be able to

- Identify the forces that make use of AI more and more appealing.
- Discuss the threat of AI in potentially replacing therapists.
- Name the differences between an AI "therapist" and a human psychotherapist.

References

Frankfeldt, V. (2025). Beyond the algorithm to emotional communication: Why AI lacks the heart of psychoanalysis. *Psychoanalysis, Self and Context*, 20(3).

Possati, L. (2022). Psychoanalyzing artificial intelligence: The case of Replika. *AI & Society*, 37(3), 1–16. <https://doi.org/10.1007/s00146-021-01379-7> .

Tugwell, S. (2021). What lurks beneath: The erotic charge of the Laplanchean unconscious and the digital object. *Psychoanalysis, Culture, and Society*, 26, 165–180.

Education and Practice Gap

Psychoanalytic psychotherapists are not paying sufficient attention to the threat represented by the rapid expansion of AI taking the place of humans, including therapists. Due to this new phenomenon in the field of psychotherapy, there is a need for the benefit of clinical practice and education to address the strengths and weaknesses of AI, as well as how to address this in the public eye. This paper serves the purpose of adding to the literature and filling existing gaps on the subject.

21b.

Auditing the Self: Audit Culture in Community Mental Health

Daniel Hoffman, LCSW

Cathy Siebold, DSW, LCSW, Moderator

This presentation examines the idea of “audit culture” in mental health settings and argues that it mimics the “self-auditing” that takes place on social media. Like the widely documented adverse effects of social media, the presenter demonstrates how this culture has adverse effects on the psyche and creates conditions for psychiatric oppression and burnout.

After attending the presentation, participants will be able to

- Describe how institutional rhetoric relates to mass culture (such as social media).
- Identify how this broader culture shows up in confusing and unrealistic policies and ideals that create conditions for various forms of psychiatric oppression.

References

Hoffman, D. (2024). Deconstructing the Language of Psychotherapy Documentation. *Psychoanalytic Social Work*, 32(1), 20–32. <https://doi.org/10.1080/15228878.2024.2411280>

Khalaf, A. M., Alubied, A. A., Khalaf, A. M., Rifaey, A. A., Alubied, A., & Rifaey, A. (2023). The impact of social media on the mental health of adolescents and young adults: A systematic review. *Cureus*, 15(8).

Layton, L. (2020). *Toward A Social Psychoanalysis: Culture, Character, and Normative Unconscious Processes*. (M. Leavy-Sperounis, Ed.). Routledge/Taylor & Francis.

Education and Practice Gap

The presentation addresses the gap between the abundant writings on neoliberalism and the relative lack of writing about how these theories, especially the idea of “auditing,” understood literally and figuratively, can be worked into psychodynamic formulations about patients.

12:15- 2:00 pm Luncheon at Hotel

Rebecca Mahayag, LCSW-C, LICSW, Moderator

Sponsored by NIPER

Lifetime Achievement Award to: Jerrold R. Brandell, PhD, LCSW

Presented by Penny Rosen, MSW, LCSW, BCD-P

Professional Writing Award to: Janice Berry Edwards, MSW, PhD, LICSW

Presented by Golnar Simpson, PhD, LCSW

The AAPCSW Selma Fraiberg Award to: Huey Hawkins, Jr., PhD, LCSW
Presented by Karen Baker, MSW, and Wendy Winograd, DSW, LCSW, BCD-P

The Diana Siskind Award for Excellence in Writing to:
Robert D. Campbell, LCSW, S. Christina Chang, LP, MBA, Elizabeth Haberer, LCSW-S, DSW, CGP,
Molly Lang, LCSW, Melanie Marin, LCSW
Introduction by Susan Sherman, DSW, LCSW

2:00 – 3:15 pm PLENARY (1.25 CE)

22.

Performing Empathy: How AI May Be Transforming Us and What It Means for Therapeutic Practice

Ricardo Ainslie, PhD

Louis Straker, MSW, LCSW-C, Moderator

Artificial Intelligence (AI) has given rise to many questions relevant to psychoanalytic developmental and clinical theories. For example, how do AI-mediated platforms influence processes of identification and mirroring that are theorized to play such an important role in the formation of a sense of self? And what are we to make of the proliferation of AI-assisted therapeutic encounters that increasingly emphasize “Empathic AI” as accessible and inexpensive alternatives to in-person psychotherapy? These and other related questions will be explored in this presentation.

After attending this presentation, participants will be able to

- Explain the developmental implications of AI for identificatory and mirroring processes that help shape the sense of self.
- Describe the current status of AI platforms as treatment interventions.

References

Arjanto, P., Senduk, F. F., Nahdiyah, U., & Utami, M. S. (2024). AI and ethics in mental health: exploring the controversy over the use of ChatGPT. *Journal of Public Health*, 46(2), e340-e341.

Knafo, D. (2021). Digital desire and the cyber imposter: A psychoanalytic reflection on catfishing. *Psychoanalytic Dialogues*, 31(6), 728–743.

Rodado, J., & Crespo, F. (2024). Relational dimension versus artificial intelligence. *The American Journal of Psychoanalysis*, 84(2), 268-284.

Education and Practice Gap

AI has emerged as a powerful, complex reality that is profoundly transforming every aspect of individual and collective life, from psychotherapy, to medicine, to commercial activity, to education, to the practice of law. Our understanding of the impact of AI on developmental and therapeutic processes lags far behind, as AI seeps into virtually every corner of our lives. This presentation fills this gap by fulfilling the imperative that we learn about the power and limitations of AI both from our vantage as practicing clinicians as well as in terms of how these developments may be shaping the lives of those seeking our therapeutic help.

3:35- 5:35 pm Sessions 23-28 (2.0 CE)

23.

PANEL

Psychoanalysis on the Margins: The Center that Holds

Christine D. Tronnier, PhD, LICSW, Chair/Presenter/Moderator

Kris Evans, MSSW, LICSW

Terri Onstad, LCMHC

Lili Sznaidman, MS, LCMHC-S

Phuongloan Vo, PhD, LISW-S

Rajeev R. Warriar, MS, PsyD

In the tradition of Esprey's 2018 paper describing the potential space of a consultation group focused on rupture and repair at the intersection of race and clinical work, this workshop will explore the generative space created within a U.S.-based study group comprised of geographically dispersed members whose intersectional identities are at once marginalized and centered relative to others in the group. At a time when divisiveness within and beyond psychoanalytic spaces threatens to collapse dialogue, this group has somehow benefited from conditions that enable connection to flourish. While this group has always explored what it means to center marginality in the context of psychoanalysis, members have increasingly come to regard the group and group process as an antidote to the despair and uncertainty of this political moment. In this workshop, group members will identify the conditions that support the establishment of the safety necessary for the development of a robust group process and will invite workshop participants to explore strategies for creating similar groups in their own analytic communities.

After attending the presentation, participants will be able to

- Define qualities/practices of a study group that facilitate transformative exploration of the intersection of socio-cultural identity and psychoanalysis
- Identify concrete strategies for forming intersectional spaces in their own communities.

References

Esprey, Y., Croxford, H., Durrant, P., Eagle, G., Kometsi, K., Kuhn, J., ... & Zitha, P. (2018). Raids on the inarticulate: a group's engagement with race. *Psycho-analytic Psychotherapy in South Africa*, 26(1), 54-93.

Gerson, S. (2024). Affiliation vs. Alienation. *Psychoanalytic Dialogues*, 34(3), 280-287.

González, F. (2023). On identity and the political in psychoanalysis. *The Psychoanalytic Quarterly*, 92(4), 567-598.

Education and Practice Gap

Not enough attention is given to the conditions that facilitate intersectional discourse within psychoanalytic settings. This panel will fill this gap by exploring the systems of power within analysis that seem resistant to change and will demonstrate how creating connections related to different forms of marginality has the potential to create communal strength. This process can be extended to clinical practice and other societal situations.

24.

PANEL

Modeling the Future: Integrating Intuition in Clinical Practice

Marilyn Stickle, LCSW, Chair/Presenter/Moderator

Susan Folwell, LCSW, LICSW

Virginia Newton, PhD

In the early 20th century telepathy, the transfer of information between minds, was not supported by science though it was acknowledged by both Freud and Jung. Open discussion of telepathy was seen by Freud as a threat to the acceptance of psychoanalysis as a science, while Jung thought of telepathy as a fundamental aspect of human experience. Over a century later, advances in scientific understanding, most notably in the field of quantum physics, support the post materialist paradigm shift toward connected consciousness that telepathy represents. Focusing on the clinical application of core principles of quantum science, panelists will discuss the neuropsychology of intuitive experience, how therapists utilize intuitive skills without necessarily understanding or articulating them, and the collaborative process between therapist and client. Examples from clinical sessions and exchanges between panel members will describe the subtlety of clinical work that reflects high levels of awareness and frequency states of peace, joy, and love that accompany them.

After attending the presentation, participants will be able to

- Identify three core principles of quantum science that suggest new understanding of time, space, and the role of observation in clinical practice.
- Describe the intuiting cognitive function in terms of “clair” experiences, which involve unconscious perception, pattern recognition, and spontaneous insights including the brain regions associated with these functions.
- Describe the feeling associated with embodied experience of intuition in clinical sessions.

References

Blackie, A. & Spencer, J. H. (Eds.) (2015). *The Beacon of Mind: Reason and Intuition in the Ancient and Modern World*. Vancouver: Param Media.

Rosenbaum, R (2024). Psychoanalysis, Psi Phenomena, and Spiritual Space: Common Ground. In L.J. Miller, (Ed.) *The Oxford Handbook of Psychology and Spirituality*. (2nd ed., pp. 388-414). New York, NY: Oxford University Press.

Silverberg, F. (2020). The Interspace: Evolving psychoanalytic metatheory. *Psychoanalytic Inquiry*, 40 (5), 311–326.

Education and Practice Gap

The current paradigm shift from Newtonian to quantum science and interdisciplinary integration are illustrated in this presentation. Considering new research on the telepathy debate, this presentation fills the gaps of previous scientific Newtonian views and applies post materialist understanding of intuition in psychoanalytic/psychodynamic practice.

25a.

Reaching Towards Ithaka: A 25-Year-Long Co-Companioning Journey of “Dreaming Towards Our Future” – from Darkness into Light

Louis Pansulla, LCSW

Rahim Thawer, MSW, RSW, CCS, Moderator

This paper will explore some “enactive relational phenomena,” seen through the course of a 25-year-long clinical relationship. The presenter will examine the co-creation of “mutual influences,” using Robert Grossmark’s scaffolding of “co-companioning,” and delve into the relational idea of “generative enactment,” created by Atlas and Aron to explain how both the patient and analyst co-construct a frame of “dreaming towards our future.”

After attending the presentation, participants will be able to

-Explain the relational concept of “co-companioning.”

-Identify and describe the phenomena known as “generative enactment.”

References

Grossmark, R (2018). *The Unobtrusive Relational Analyst*. NY: Routledge.

Kuchuck, S. (2018). The Analyst’s Subjectivity: The Impact of Inadvertent, Deliberate and Silent Disclosures. *Psychoanalytic Perspectives*. Vol 15(3), 265-274.

Saketopoulou, A. (2023). *Sexuality Beyond Consent: Risk, Race, Traumatophilia*. NY: NYU Press.

Education and Practice Gap

There is not much literature on the integration of a long-term treatment modality informed through a contemporary relational lens, focused on “unobtrusive relational co-companioning.” This paper fills that gap. In addition, it delves into the matrix of intersectionality exploring sexuality, race and trauma through the lens of “traumatophilia.”

25b.

The Making of Music: Enhancing Clinical Listening Skills with Black Men in Psychodynamic Psychotherapy

Huey Hawkins, PhD, LCSW

Rahim Thawer, MSW, RSW, CCS, Moderator

The presenter employs Winnicott’s concept of “Adaptation to Need” to emphasize the importance of clinical listening in long-term psychotherapy with Black male patients to help reduce termination rates. His extensive experience with a patient who often incorporated music into the therapeutic space allows for an exploration of the critical need to be attuned to emotional tones, symbolic language, silences, and recurring themes. This approach to listening requires a consistent stance of curiosity and empathy, enabling the therapist to recognize how early relational patterns, internalized object relations, and cultural socialization influence the patient’s current emotional life and behavior.

After attending the presentation, participants will be able to

- Describe how attention to emotional tone, symbolic language, silence, and recurring themes can deepen the therapeutic alliance and support long-term engagement.

- Discuss the impact of early relational patterns, internalized object relations, and cultural socialization on the emotional and behavioral expressions of Black male patients in psychotherapy.

References

Holmes, D. E. (2016). The wrecking effects of race and how to heal them: A perspective from analytical psychology. *The Journal of Analytical Psychology*, 61(3), 289–306.

<https://doi.org/10.1111/1468-5922.12215>

Tummala-Narra, P. (2021). Cultural competence or cultural humility? Moving beyond the discourse of competence in psychotherapy. *Psychotherapy*, 58(4), 496–501.

<https://doi.org/10.1037/pst0000370>

Winters, M. F. (2019). Culturally responsive psychotherapy with Black American men. *Psychotherapy*, 56(1), 21–29.

<https://doi.org/10.1037/pst0000202>

Education and Practice Gap

Black men are less likely to remain in psychotherapy compared to other demographic groups, as some research estimates that the early termination rates for these individuals can be as high as 50% or more. To improve retention rates, additional training for therapists is necessary to better support these patients in treatment. This presentation fills the practice gap by addressing clinical listening skills, a component of “adaptation to need.”

26.

PANEL

Feminizing Freud: Women’s Contributions to Psychoanalysis’ Evolution

Heather deCastro, LCSW, Presenter/Moderator

Joan Erdheim, PhD

Cara Erdheim Kilgallen, PhD

Valerie Levy, LCSW

This panel reexamines Freud’s legacy through feminist, clinical, and artistic perspectives, centering the vital but often overlooked contributions of women to the development of psychoanalysis. Presentations highlight figures such as Marie Bonaparte, Melanie Klein, and Jane McAdam Freud, exploring how relationality, creativity, and feminist insight have transformed the analytic tradition. Together, the panel challenges dominant narratives and offers a progressive, inclusive framework for contemporary psychoanalytic thought and practice.

After attending the presentation, participants will be able to

- Identify the key contributions of historical and contemporary women, such as Marie Bonaparte, Anna Freud, and Jane McAdam Freud, in shaping and reinterpreting Freudian psychoanalytic theory.
- Discuss how feminist, artistic, and clinical perspectives offer new approaches for engaging with Freud’s legacy in clinical practice and personal self-reflection.

References

Appignanesi, L., & Forrester, J. (2018). *Freud’s Women: Family, Patients, Psychoanalysts* (Revised Edition). London: Weidenfeld & Nicolson.

Cereijido, M., Ellman, P. L., & Goodman, N. (Eds.). (2022). *Psychoanalytic Explorations of What Women Want Today: Femininity, Desire, and Agency* (1st ed.). Routledge.

Chodorow, N. J. (2019). *The Psychoanalytic Ear and the Sociological Eye: Toward an American Independent Tradition*. Routledge.

Education and Practice Gaps

Psychoanalytic theory has historically reflected patriarchal assumptions, leaving core concepts of gender, identity, and creativity underexplored from feminist perspectives. This presentation addresses the educational and clinical gap by reengaging with foundational Freudian theory through the contributions of women past and present, offering enriched insights for both clinical practice and cultural understanding.

27a.

Learning to Survive: Traversing Clinical Crises and Termination with a High-Risk Adolescent

Molly Lang, LCSW

Susan B. Sherman, DSW, LCSW, Moderator

This paper narrates a four-year treatment with an adolescent with borderline features. The paper explores the impact of trauma on a borderline presentation, the experiences of narcissistic transference and emotional inductions in treatment, the complexities of navigating crises with our patients, and how the termination process can facilitate transformation.

After attending the presentation, participants will be able to

- Identify common transference and countertransference experiences in treatments with borderline individuals.
- Explain how working within a narcissistic transference can lead to therapeutic change.

References

Hawkins, H. (2022). The antisocial tendency and the role of deprivation: Facilitating the maternal environment, *Psychoanalytic Social Work*, 30(1): 1-11.

Steele, M., Bate, J., Nikitiades, A., Buhl-Nielsen, B. (2015). Attachment in adolescence and borderline personality disorder. *Journal of Infant, Child, and Adolescent Psychotherapy*, 14(1): 16-32.

Grossfeld, M., Calderón, A., O'Keeffe, S., Green, V., & Midgley, N. (2019). Short-term psychoanalytic psychotherapy with a depressed adolescent with borderline personality disorder: An empirical, single case study. *Journal of Child Psychotherapy*, 45(2), 209ap–228.

Education and Practice Gap

There is a gap in scholarly writing about successful psychoanalytic treatments with borderline adolescents who have experienced trauma. To fill this gap, this paper will describe a successful treatment with a borderline adolescent and focus on the transference matrix and termination process as catalysts for growth.

27b.

Reflections on Friendship in a Polarized World

Sarah K. Abel, LICSW

Susan B. Sherman, DSW, LCSW, Moderator

In this paper, the presenter will discuss a rupture that occurred between herself and her friend analyzing a connection between split off parts and the current hostility in our society. This examination offers a path towards repair of relationships in the face of a polarized world.

After attending the presentation participants will be able to

- Identify the forces contributing to polarization.
- Describe the phrase “turning ghosts into ancestors” as it pertains to their understanding of themselves.

References:

Frankfeldt, V. (2024) “The Interfamilial Holocaust Within Me.” *Psychoanalytic Perspectives*, 21 (2): 258-263.

Griffin, C. D., Echegoyen, R., & Hyman, J. (2020). The Secret Society: Perspectives from a multiracial cohort. *Contemporary Psychoanalysis*, 56(2–3), 282–304.

Sandmeyer, J. H. (2023). Transgenerational Transmission of Privilege and Trauma: Locating Jewish Experience in Racial Reckoning within Psychoanalysis. *Contemporary Psychoanalysis*, 59(3–4), 342–368. <https://doi.org/10.1080/00107530.2024.2315007>

Education and Practice Gap:

Psychodynamic literature lacks references to relationship ruptures that occur when politics and cultural backgrounds differ between individuals. This paper fills the gap by addressing the processing of rupture and repair.

28a.

Working with the Unspeakable: Shame, Self-hatred, and Relational Repair

Cynthia Mulder, LCSW

Josh Abrahams, MS, LCSW, Moderator

This presentation explores the often unspoken yet pervasive role of shame in patients’ internal worlds – a silent force that brings them to treatment but remains hidden beneath the surface. Today, psychoanalysis understands shame as a relational concept, often due to attachment trauma, that fuels an internal victimizing dynamic. The “tyranny of the shoulds” creates self-loathing, emotional distress and paralysis. Through a relational lens, the presentation offers clinical strategies for recognizing, naming, and transforming these patterns to foster curiosity, empathy and agency.

After attending the presentation, participants will be able to

- Describe how childhood experiences can lead to internalized unconscious shame dynamics that are repeated relationally through the lifecycle.
- Apply psychoanalytic strategies to recognize, interrupt, and transform clients’ internalized revictimization dynamics into more adaptive relational patterns."

References

Austin, S. (2016). Working with chronic and relentless self-hatred, self-harm and existential shame: A clinical study and reflections. *Journal of Analytical Psychology*, 61(1), 24- 43.
<https://doi.org/10.1111/1468-5922.12193>

Goldin, D., & S. Posner, D. (2024). The origin of shame in early life. *Psychoanalytic Inquiry*, 44(3), 234-244. <https://doi.org/10.1080/07351690.2024.2331965>

Shabad, P. (2024). *Passion, shame, and the freedom to become: Seizing the vital moment in psychoanalysis*. Taylor & Francis.

Education and Practice Gap

Clinicians frequently encounter clients whose symptom – such as depression, anxiety, addiction, and self-harm – are rooted in unspoken shame, yet shame often remains unaddressed in treatment due to its elusive nature and the discomfort it evokes in both therapist and client. This presentation addresses a critical gap in clinical practice by providing psychoanalytic and psychodynamic clinicians with the theoretical insight and relational skills needed to recognize, explore, and effectively work with shame to support deeper therapeutic engagement and healing.

28b.

Psychology of the Skin: Integrating Mind, Body, Skin, and Psyche

Stacy Nakell, LCSW, CGP, CCTP

Josh Abrahams, MS, LCSW, Moderator

In this workshop the presenter will explore the ways to conceptualize the relevance of the skin to therapeutic work. In particular, she will unpack Ester Bick's (1968) concept of the psychic skin, focusing on the key significance of the early development of a sense of containment of the self as the foundation for self-regulation. Difficulties in this development will be connected with the kinds of body-focused repetitive behaviors that often show up in the therapy room, such as picking at cuticles or twirling hair. Helping clients translate body language into words is introduced as a way to tend to and repair these early developmental disruptions.

After attending the presentation, participants will be able to

- Describe the connection between the skin and attachment from infancy through adulthood.
- Implement techniques to help clients translate body language into words.

References

Anzieu-Premmureur, C. (2015). The skin-ego: Dyadic sensuality, trauma in infancy, and adult narcissistic issues. *Psychoanalytic Review*, 102(5), 659-681.

Nakell, S. (2023). *Treatment for Body-Focused Repetitive Behaviors: An Integrative Psychodynamic Approach*. NY, NY: Routledge.

Curley, E., Tung, E. & Keuthen, N. (2016). Trait anger, anger expression, and anger control in trichotillomania: Evidence for the emotion regulation model. *Journal of Obsessive-Compulsive and Related Disorders*, 9, 77–81.

Education and Practice Gap

Integration of somatic experience into psychodynamic therapy has become widespread throughout the past decade. This focus on the body in therapy tends to leave out the experience of the skin, which holds some of the earliest memories and the key to uncovering and treating early attachment disruptions. Treatment of skin-focused behaviors has been centered around Cognitive Behavioral Therapy. This presentation fills the gaps in practice cited here and emphasizes the advantages of a psychodynamic case formulation and treatment.

Dinner on your own – Restaurant and Music Venues List: <https://www.aapcsw.org/events/conference/>

Sunday, November 9

7:45 – 8:45 am Registration

8:45 – 10:00 am Session 29 (1.25)

29.

Current Clinical Applications of Neuropsychanalysis

Jane Abrams, DSW, LCSW, Presenter/Moderator

Neuropsychanalysis is a discipline which, over the past 25 years, has brought together neuroscientists and psychoanalytic psychotherapists with the goal of integrating current neuroscience with psychoanalytic theory and practice. While neuroscientific discoveries have supported many of Freud's theories, others have led to important revisions. Revisions in theory necessitate changes in practice. This presentation will consist of a summary of the current foundational ideas in neuropsychanalysis, including suggested revisions in psychoanalytic theory based on current scientific findings. These changes in theory are resulting in new neuropsychanalytic approaches to working with our psychotherapy patients

After attending this presentation, participants will be able to:

- Describe the basic tenets of neuropsychanalysis and the suggested revisions of basic Freudian theory resulting from modern neuroscientific findings.
- Describe the developing clinical applications of neuropsychanalytic theory.

References

Bettelheim, E. C. (2022). Acting out and enactment: An effort at clarity. *Neuropsychanalysis*, 24(1), 71–85. <https://doi.org/10.1080/15294145.2022.2053190>

Solms, M. (2025). "Function" in functional neurological disorders: The common ground of neuroscience and psychoanalysis. *Neuropsychanalysis*, 1–14. <https://doi.org/10.1080/15294145.2025.2472340>

van den Engh, M. (2024). "I'm a fish!" Deepening receptivity to neurodiversity: a neuroscientifically informed integration of psychoanalytic psychotherapy, reciprocal prediction, and mindfulness. *Neuropsychanalysis*, 26(1), 57–71. <https://doi.org/10.1080/15294145.2024.2335655>

Practice and educational gap

While the basic tenets of neuropsychanalytic theory are well established, clinical applications are in their infancy and not widely documented in the literature. This presentation will fill this practice gap by describing current neuropsychanalytic interventions, using case examples.

8:45 – 11:00 am Sessions 30-31 (2.25 CE)

30.

WORKSHOP

12 Steps of Alcoholics Anonymous (AA): Intersection of Beliefs Embedded in Each Step, Neurobiological Underpinnings, and Related Self Psychology and Clinical Social Work Concepts

Arlene Montgomery, MSSW, PhD, LCSW-S

Irek Banaczyk, LCSW, LCDC

Alexandrea Rich, PhD, LMSW, Moderator

Each of the 12 Steps of AA is examined for the core belief addressed by the step, the neurobiological function underlying the belief, and related brief examples of concepts from Self Psychology and psychoanalytic social work.

After participating in the workshop, participants will be able to

- Identify the core beliefs and principles underlying the 12 Steps of Alcoholics Anonymous (AA).
- Analyze how these beliefs align with selected psychodynamic concepts.
- Discuss the utility of this approach in treatment planning and implementation.

References

Brandell, J. R. (2020). *Theory and Practice of Clinical Social Work, 3rd Edition*. Solano Beach, CA: Cognella Academic Publishing.

Goldberg, A. (2015). *The Brain, the Mind, and the Self: A Psychoanalytic Roadmap*. NY: Routledge.

Palombo, J. (2017). *The Neuropsychodynamic Treatment of Self: Searching for Complementarity*. NY: Routledge.

Education and Practice Gap

“Addiction remains so stigmatized, and its treatment avoided by many psychodynamic clinicians...” – to quote one reviewer of this conference submission that was shared with the presenters, which has been the experience of the presenters, as well. In general, the addiction field has likewise not endorsed treatment with psychoanalytic concepts and intervention strategies. The goal of this presentation is to make a contribution to bridging this gap, by incorporating and applying psychodynamic concepts to the treatment of addictions.

31a.

Dogs Are a Link to Paradise: Working in the Displacement with Adult Clients' Canine Imagery

JoAnn Ponder, PhD

Lance Stern, LCSW, BCD, Moderator

During the clinical process with adults in psychoanalytic treatment, associations to their companion dogs

sometimes arise. While early psychoanalysts tended to pathologize animal identifications, this has subsided with empirical findings indicating that dogs have more human-like behavior than other animals, including primates. Working in the displacement with clients' fantasies, dreams, and identifications with dogs can reduce the clients' defensiveness about their issues. This presentation will cite animal studies and prior psychoanalytic reports about the human-dog connection to help understand the canine imagery that arose in a young woman's clinical journey toward self-understanding, separation-individuation, self-agency, and her capacity to dream a future and experience joy.

After attending the presentation, participants will be able to

- Explain what it means to work in the displacement and why this might be an advantage in treating some clients.
- Identify 3 aspects of the client's psychic functioning that the dog imagery may elucidate.

References

Nagasawa, M., Mitsui, S., En, S., Ohtani, N., Ohta, M., Sakuma, Y., Onaka, T., Mogi, K. & Kikusui, T. (2015). Oxytocin-gaze positive loop and the coevolution of human-dog bonds. *Science*, 348: 333-336.

Pellegrini, A. (2018). The dog who barks and the noise of the human: Psychoanalysis after the animal turn. *Studies in Gender and Sexuality*, 19: 14-19.

Ponder, J. (2019). Patients' use of dogs as objects of identification, projection, and displacement. *Psychoanalytic Psychology*, 36: 29-35.

Education and Practice Gap

Despite the increasing amount of empirical research about the human-dog connection, there are still few published reports in psychoanalytic journals about the use of canine imagery in the psychotherapeutic treatments of adult clients. Though child therapists are usually experienced in working in the displacement, adult therapists may not be as familiar with this treatment technique, its use, and advantages. This paper fills the gaps cited here.

31b.

Reframing "Helpfulness" in Clinical Social Work Practice

Joel Kanter, MSW, LCSW-C

Lance Stern, LCSW, BCD, Moderator

While the role of offering "help" to clients has been a central component of social work practice, "helpfulness" has often been disparaged as a countertransference problem in psychoanalytic psychotherapy. In this presentation, the presenter will examine, using a psychoanalytic lens, how "helping" clients in clinical practice can be an important, life-affirming experience that can have value apart from the specific "help" that was provided.

After attending the presentation, participants will be

- Differentiate the objective of offering "help" from our understanding of psychoanalytic psychotherapy.
- Explain how interpersonal learning and developmental guidance are valuable interventions in clinical practice.

References

Kanter, J. (2015). H. S. Sullivan and "interpersonal learning." *Smith College Studies in Social Work*, 85(4), 409-420. <https://doi.org/10.1080/00377317.2015.1084213>

Kanter, J. (2022). Moving from "facts" to "feelings": Using Sullivan's "detailed inquiry" in clinical practice. *Psychoanalytic Social Work*, 29(2), 217-225. <https://doi.org/10.1080/15228878.2022.2103431>

Barth, F. D. (2022). Could We Be Friends? When a Wish to Be Friends Becomes Part of a Therapeutic Relational Dynamic. *Psychoanalytic Social Work*, 29(2), 138–159.

Education and Practice Gap

Training in psychoanalytic therapy focuses on "in-depth therapy" with clients seeking greater self-understanding; however, we commonly encounter clients simply seeking "help" with life problems. This presentation will fill the gap in practice by addressing how the experience of receiving "help" can both facilitate regressive dependence as well as enhance self-efficacy.

Conference Planners

Committee:

Penny Rosen (chair), Josh Abrahams (co-chair) Kevin Barrett (co-chair), Barbara Berger, Janice Edwards (president), Golnar Simpson (diversity and social action committee chair), Louis Straker (president-elect), Karen Baker (child and adolescent subcommittee co-chair), Michael De Simone, Sue Fairbanks, Judy Kaplan, Cynthia Mulder, JoAnn Ponder, Karen Redding, Judith Rosenberger, Lynn Rosenfield (call for papers co-chair), Susan Sherman (candidate/student call for papers chair), Cathy Siebold, Mario Starc, Lance Stern, Christy Tronnier (call for papers co-chair), Wendy Winograd (child and adolescent subcommittee co-chair).

Call for Papers Readers:

Lynn Rosenfield and Christy Tronnier (Co-Chairs), Terrie Baker, Joan Berzoff, Margaret Blum, Daniel Buccino, Fanny Chalfin, Michael De Simone, Ada Frummerman, Sharon Harp, Christie Hunnicutt, Molly Kiefer, Debra Kupper-Smith, Barry Ostrow, Lois Ostrow, Anne Segall, Norman Sohn, Lance Stern.

Candidate Call for Papers Readers

Susan Sherman (Chair), Jane Abrams, Valerie Frankfeldt, Ruth Oscharoff, Claire Rosenberg, Cathy Siebold.

Continuing Education – CE – 17.0 Hours offered (Hours provided for each session attended)

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