

About the Friday Afternoon Workshops
Friday, April 21, 2017
Sheraton Ann Arbor Hotel
4:00 – 6:00 pm

The Association for Child Psychoanalysis, Inc. is approved by the American Psychological Association to sponsor continuing education for psychologists. The Association for Child Psychoanalysis maintains responsibility for this program and its content.

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

The American Psychoanalytic Association designates this Live Activity for a maximum of 9.5 AMA PRA Category 1 Credit(s)[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

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

Total of 2 hours of CE/CME credit offered
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The theme for the 2017 Annual Meeting is “Psychoanalysis and Developmental Transitions.” On Friday, April 21st from 4:00 to 6:00pm, we are offering four workshops. Each workshop will have both a clinical and technical focus, and we are confident that each will be excellent. The four workshops are as follows.

Susan L. Donner, MD

Paving a Developmental Road: The Construction of a Mind

Workshop A: 4:00 – 6:00pm

Course Objectives:

- Identify delays and deficits in multiple developmental domains in a preschool child.
- Assess a psychoanalytic intervention as an interpretation, a developmental assist or both.
- Recognize when a particular intervention is called for that may require a shift in the analyst’s role

Course Description:

Classical analysis has emphasized the role of the analyst as the interpreter of transference and minimized the importance of the patient’s “real relationship” with the analyst. In child and adolescent psychoanalysis, the analyst has an additional important function, as a developmental object who assists with developmental lags, deficits and distortions. This presentation of the psychoanalytic treatment of a 3-year-old girl with developmental delays in multiple domains demonstrates the necessary integration of these roles for the return of a child to a more typical developmental path.

Theodore Fallon, MD, MPH

Female Adolescent Development: Chaos Through Autonomy with the use of Illustrations

Workshop B: 4:00 – 6:00pm

Course Objectives:

- Using Bion's model of learning from experience, described how sense perceptions are metabolized from feeling experiences to meaningful ones.
- Using Matthis's ideas of how affects are held in the body, describe five manifestations of such affects demonstrated through bodily experience.
- Describe how art work can be used as a medium to translate bodily held perceptions/affects into meaningful narratives.

Course Description:

One aim of psychoanalysis is to make meaning of the analysand's experience. However, in certain states such as trauma, and obsessions and compulsions, words are not available and meaning is not present. Bion provides a model to understand and work with such situations, which is explicated and demonstrated through the use of the analysand's illustrations.

Daniel Kietz, MD

Considerations in the interrupted treatment of a young boy who experienced the death of a parent.

Workshop C: 4:00 – 6:00pm

Course Objectives:

- Describe transference themes
- Identify the analyst's use of countertransference in his work
- Analyze the type of parent work performed
- Assess the connection between work with the child and the mother

Course Description

This presentation will describe the one-year analysis of a five-year-old boy whose father died prior to the start of treatment, with an emphasis on the analytic dyad and possible mutative factors. The analytic material will be compared to vignettes from the previous 18 months of psychotherapy, with an eye to differences in the clinical processes.

Adam Libow, MD

Working within the transference and displacement in the analysis of an at-risk adolescent boy

Workshop D: 4:00 – 6:00pm

Course Objectives:

- Describe different technical approaches to the at-risk adolescent
- Explain how work in the displacement can help advance an adolescent analysis
- Explain how the transference can be both a vehicle and a resistance to the work with an at-risk adolescent
- Compare the risks of working within the transference versus working within the displacement in the at-risk adolescent

Course Description:

Case material from the five-year analysis and ongoing treatment of an at-risk adolescent boy with atypical ego development will be used to illustrate the analyst's work within the displacement and the transference. Examining the balance between these two modes of understanding and communicating to a patient are crucial in promoting and sustaining the analytic treatment of the at-risk adolescent. Attention to the patient's defensive structure and resistances also informs analytic interventions and technical choices.