

ACP 2017 Annual Meeting Objectives and Course Descriptions

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.

Friday, April 21, 2017

Supervisors' Workshop

Carla Elliott-Neely, PhD

9:00 am – 10:30 am

Total of 1.5 hours of **CE only credit** offered

Course Objectives:

- To understand a supervisor's theory of the supervisory process
- To understand different theories of supervision

Course Description:

Supervision of child and adolescent psychoanalysis can benefit from an understanding of the framework that underlies actual clinical practices. This workshop will address a number of psychoanalytic theories about effective supervisory process and discuss problems encountered with candidates as well as with more senior analysts who seek consultation.

ADHD for Child Analysis: A Discussion from Several Perspectives

James Bennett, MD, Nathaniel Donson, MD and Don Rosenblitt, MD

11:45 am – 1:15 pm

Total of 1.5 hours of CE/CME credit offered

Course Objectives:

- To better understand the psychodynamics of children who struggle with behaviors consistent with a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD)
- To explore different therapeutic approaches for children who struggle with ADHD behaviors (i.e. inattention, hyperactivity, and impulsivity)

Course Description:

This panel aims to illustrate the salient features of an ADHD assessment, treatment and long-term outcomes as they are applicable to child psychoanalysis.

Nat Donson will demonstrate how early life relational trauma can be responsible for subsequent difficulties with self-regulation, containment, focus and impulsivity, symptoms that are often indicative of ADHD. Within this framework, ADHD behaviors only make sense when understood in the context of infant development and the child's inner narratives of his relationship to self and others, thus a developmental viewpoint is vital to a successful outcome.

Jim Bennett will consider how data is gathered and interpreted in a standard assessment, and why medication has become “first line-only line” treatment. He will discuss current ADHD psychotherapeutic treatments, including the appropriate use of medication, and emphasize a treatment approach that enhances the child’s object relations and realigns parent/educator/child relationships

Don Rosenblitt will argue that states of dysregulation are internally coherent integrations, rather than integrative weaknesses, and outline how the excessive excitability of children who struggle with ADHD behaviors represents a less than optimal integration in the ability to deal with extraordinary internal challenges, as opposed to a manifestation of a failure of inhibition or dysregulation.

Friday Afternoon Workshops

4:00 pm – 6:00 pm

Please see separate insert “**About the Friday Afternoon Workshops**”

Saturday, April 22, 2017

Plenary Session: ‘*Scars that Heal and Scars that Never Heal: A Psychoanalysis Across Ages and Stages*’

Sydney Anderson, PhD

9:00 am – 2:00 pm

Total of 5 hours of CE/CME credit offered

Course Objectives:

- To identify two ways in which unresolved preoedipal issues affect both the entry into oedipal issues and the entry into physical adolescence.
- To identify ways in which resistances to the analytic process differ at different ages and developmental stages.
- To identify two different aspects of a uniquely psychoanalytic approach to conceptualization and intervention with children or adolescents who experienced early abuse or neglect
- To identify the ways in which the movement into biological and psychological adolescence calls for an analytic reworking of earlier issues

Course Description:

- This presentation will describe the psychoanalysis of a girl that began when she was seven years old and terminated when she was fourteen years old. The purpose of the presentation is to demonstrate the ways in which unconscious elements coalesce differently at different developmental ages and stages.

Sunday, April 23, 2017

Marianne Kris Lecture *Promoting a Sense of Self-As-Agent in Child Psychoanalysis*

Alan Sugarman, PhD

9:00 am – 10:15 am

Total of 1 hour of CE/CME credit offered
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Course Objectives:

- To understand how different models of pathogenesis affect technique in ways which either promote or minimize a sense of self-as-agent in the child patient.
- To understand the dynamic interferences in the sense of self-as-agent and ways in which to analyze them.

Course Description:

Current literature on child psychopathology demonstrates a polarization about pathogenesis of trauma versus constitutional issues. Some view the child as either a victim of his environment or his constitution while others emphasize that such variables are experienced through the lens of preexisting intrapsychic conflict and contribute to further conflicts. These different models of pathogenesis give rise to different ways of analyzing that can enhance or reduce the child patient's sense of self-as-agent. This presentation will discuss the clinical importance of promoting an active sense of self-as-agent and examine some of the dynamic factors that undermine it.

Extension Division Program – ‘*Applying Psychoanalytic Developmental Concepts in the Community: How We Can Contribute to the Efficacy of Early Childhood Education in Preschools. A Panel Discussion*

Kerry Kelly Novick

10:45 am – 12:45 pm

Total of 2 hours of CE/CME credit offered

Course Objectives:

- To utilize psychoanalytic developmental theory in deepening an understanding of clinical observations in an early childhood setting such as daycare or preschool.
- To apply psychoanalytically based interventions in both normal and therapeutic early childhood settings to promote the child's social-emotional development
- To apply psychoanalytic developmental theory to teacher and parent consultations in normal and therapeutic early childhood educational settings

Course Description:

This panel will describe how psychoanalytic principles can inform the work of early childhood educators in the preschool classroom and the work of psychoanalytically-trained family consultants in their various roles of observing and treating preschoolers and consulting with teachers and parents. In so doing, the panel will demonstrate the relevance of psychoanalytic developmental theory and psychoanalytically-informed forms of intervention in both normal preschool settings and therapeutic preschools.