

# About the Afternoon Workshops

Friday, May 4, 2018  
El Dorado Hotel and Spa  
Santa Fe, New Mexico  
4:00 pm – 6:00 pm

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 2 AMA PRA Category 1 Credit(s)<sup>TM</sup>. 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.

<b>Total of 2 hours of CME credit offered</b>
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The theme for the 2018 Annual Meeting is *The Contemporary Child Analyst at Work: Perspectives and Challenges*. On Friday, May 4<sup>th</sup> from 4:00 pm to 6:00 pm, we are offering four workshops. Each workshop will have both a clinical and technical focus, and we are confident that each will be excellent.

## **Workshop A: Deborah Genninger, LCSW**      Discussant: Karen Weise, PhD

*The Latency Boy: Analysis in “the hood”*

### Course Objectives:

- Describe different approaches to the technical difficulties encountered in the treatment a traumatized latency child.
- Describe when a particular intervention is called for that may require a shift in the analyst’s role.
- Describe technical approaches to analytic process and treatment in a school-based environment.

### Course Description:

Case material from the five-year analysis and on-going treatment of a latency boy who struggles with multiple traumas will be presented. The presentation will address moments of difficulty in the analytic process and their technical handling by the analyst. Such difficulties might arise from variables within the analysand (transference, defensive structure and resistance), the analyst (counter-transference) or external reality (shift in the analytic frame). Process material will be presented and examined, highlighting the challenges to maintaining an in-depth approach to a school-based analytic treatment.

## **Workshop B: Roderick S. Hall, PhD**      Discussant: Paul Brinich, PhD

*Healing in the Displacement of the Play*

### Course Objectives:

- Describe how a parent’s physical disabilities may impact the development of a child
- Explain how a child’s narcissistic tendencies may interfere with his or her capacity to learn
- Explain how non-directive play therapy enables a child to express his or her beliefs, wishes, or fears
- Discuss how a child’s negative view of himself or herself might express itself in the play

Course Description:

The case of eight-year-old Peter will be presented to illustrate how an equivalent of parental loss through severe disability contributed to Peter's depression, anxiety and narcissistic defenses. Illustrative examples will demonstrate Peter's vulnerability to narcissistic injury and show how the resulting narcissistic defenses interfered with his education.

Discussion of case material will show how Peter used the displacement of play with Lego blocks and Lego mini-figures to express how much of a bad guy he thought he was. His multiple transferences to his analyst were also expressed in the displacement of the Lego play. He thought he was the worst of bad guys. Before treatment, he seemed to be on the way to propelling that image of himself to reality. Through the displacement of play in intensive psychoanalytic treatment, Peter expressed his fervent wish that he could heal his father. He worked through his wishes, fears and beliefs about himself to the point where his self-image shifted to one that is more reasonable. Peter was eventually able to state that he realizes he is not such a bad guy and that the whole world is not against him.

**Workshop C: Elahe Sagart, MD**

Discussant: Denise Fort, PhD

*The Role of the Sibling Loss in the Development of a Latency Boy*

Course Objectives:

- Describe the complex nature and impact of the sibling loss on the development of a latency child
- Explain the complex function of lies in dealing with a severe trauma within a family structure

Course Description:

Drawing from the analysis of a latency boy, the presenter will demonstrate the impact of a severe traumatic experience (loss of a sibling) on the development of the patient. The presentation will also explore the defensive functions of parental lies within the family structure and their obstructive influences on healthy development.

**Workshop D: Ann Smolen, PhD**

Discussant: Matthew Shaw, PhD

*The Angry Child: The Analysis of a Four-Year-Old Girl Who Had Experienced Early Trauma*

Course Objectives:

- Explain how a disruption in the earliest relationship with the primary caretaker can influence normal development
- Describe how medical trauma can influence child development.
- Describe specific psychoanalytic techniques for working with children who have experienced early trauma
- Explain how working through overt aggression in a very young child in treatment can further his/her growth and development
- Explain how working closely with parents of the very young child facilitates treatment.

Course Description:

This case presentation will follow the analysis of a four-year-old child who experienced medical trauma, as well as an early disruption in her relationship with her mother, exploring contemporary classical psychoanalytic framework for working with young children. Participating clinician, will gain practical insight into the impact of various types of childhood trauma on lifelong development. They will also learn specific psychoanalytic techniques for working with children who have experienced early trauma.

Please indicate your order of preference on the registration form. We will make every effort to place you in your 1st or 2nd choice, but we will divide the attendees equally among all four workshops. Each of the four workshops will offer a valuable and in-depth exposure to analytic process material and related theoretical ideas.