

ACP 2018 Annual Meeting Objectives and Course Descriptions

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 10 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 10 hours of CME credit offered
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Friday, May 4, 2018

Master Session

Dynamic Systems Theory: Its Application in Child Analysis

Rona Knight, PhD

Panelists: Claudia Lament, PhD, Wendy Olesker, PhD,PC and Alexandra Harrison, MD

10:00 am –12:00 pm

Total of 2 hours of CME credit offered.
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Course Objectives:

- Identify the flux, fluidity, and transformational nonlinear shifts that occur across development. In particular, the normative disharmonies as well as the symptomatic anomalies in non-conscious systems that lie outside of the dynamic unconscious, and which the child analyst's technical interventions must target.
- Describe the concept of the co-creation of a narrative in child analysis that helps move our patients to develop a flexible, fluid, and expansive way forward in their future development.
- Identify the features in discontinuous growth that complicate prediction.

Course Description:

Historically the definition of child analysis has been constrained by its association with adult analysis. Those mainstays of psychoanalytic work with adults, such as transference, regression, reconstruction, and others, were applied to analytic work with children without sufficient regard for the modifications necessary to account for the flux, fluidity, and transformational nonlinear shifts that occur across development. In particular, the normative disharmonies as well as the symptomatic anomalies in non-conscious systems that lie outside the dynamic unconscious, and which the child analyst's technical interventions must target, do not readily map onto adult models of intervention where interpretation is the principal tool.

A study group was formed to try and distinguish the most relevant aspects of child analysis as it is practiced today. As we listened to the child and adolescent analyses we all presented, we concluded that a new conceptualization of what actually takes place in child analysis that allows for transformation and growth was long overdue.

With the guiding help of Sam Abrams, we came upon a description of child analysis as the co-creation, between patient and analyst, of new narratives that account for the transformative development we see in our patients. Our therapeutic techniques are influenced by the broad swath of systems that include dispositional, temperament, cognitive, symbolic, mentalization, the dynamic unconscious, as well as those qualities that describe each child's pull forward into new hierarchies, whether it be lackluster or robust.

We feel that our project's focus on interactive multi-systems and their perpetually fluid, unpredictable and novel qualities enlivens the psychoanalytic therapy partnership between analyst and patient. It may be defined not only in terms of that of dynamic fantasies, or toward correcting a dysfunctional parental or sibling or dispositional system. Rather, the therapeutic collaboration can assist in a transforming dialogue that sparks, for the patient, the potential creation of new narratives about her life that better suit the person she is becoming. If present and future possibilities can be foremost in our thinking as we work with a multi systems approach, we think we will have a clearer picture of how child analysis is practiced today

Master Session

Autism Spectrum Disorder: Atypical Circuitry, and Uneven Development: Using Case Material to Understand Neurodevelopment from a Psychoanalytic Point of View

Susan P. Sherkow, MD

1:45pm-3:45pm

Total of **2 hours of CME credit** offered.

Course Objectives:

- Describe how knowledge of neurodevelopment can shed light on addressing the symptoms and treatment of a child across a range of presenting problems.
- Identify how symptoms addressed in the process of analytic play reveal distortions in mental representations.
- Explain how psychoanalytic treatment can be effective in helping a child internalize mother and mothering through the transference.

Course Description:

This course aims to describe current concepts of the etiology, presentation, and neurodynamics of children who present with developmental differences, variably categorized as "Autism Spectrum Disorder," "Uneven Development," "Asperger's Disorder," or simply "Atypical Wiring." We will examine factors that shed light on symptom formation, models of interaction, and, most particularly, the internalization process in neurodevelopment.

Case material from the psychoanalytic treatment of children with varying degrees of neurodevelopmental differences will illustrate how atypical wiring impacts the development of a mental representational schema that organizes emotions, cognition, and self-regulation. Comparing the development of children with atypical wiring to that of their neurotypical peers, we will examine the derivatives of atypical development. In particular, we will focus on: 1) distortions in a neuro-atypical child's mental representation of mother and being mothered, caused in part by atypical neurodevelopment; 2) the impact of these distortions on the mother, the child, and the mother-child relationship; 3) how these distortions come through in the transference; 4) how psychoanalysis can help "rewire" the brain to allow for a secure internalization of mother. Throughout, we will take a psychoanalytic view of the impact of atypical wiring on ego and superego development, including drive derivatives and defense, and their relationship to essential aspects of cognitive function such as reality- testing, predictability, and scaffolding

Saturday, May 5, 2018

Plenary Session

Overstimulation in the 21st Century: How it Influences Analytic Work with Adolescents: Does it Alter the Analytic Understanding and Work?

Lee Ian Ascherman, MD

Moderator: Sarah Knox, MD

Discussants: Steven Wein, PhD and Ed Kohn, MD

9:00 am – 2:00 pm

Total of **5 hours of CME credit** offered.

Course Objectives:

- Identify two modern sources of stimulation relevant to understanding child development relevant to analytic understanding of children and adolescents
- Identify three ways that traditional analytic understanding of pre-oedipal and oedipal development remains applicable to modern youth despite multiple sources of overstimulation
- Explain how selection of internet media stimulation can be used in the analytic process to further understanding of the adolescent's inner world
- Explain how modern sources of stimulation (cell phones, internet, media) can alter the analytic frame and technique

Course Description:

Since the first description of child analytic work 113 years ago, society has undergone revolutionary changes; changes that impact family structure, parenting, expectations of children and adolescents at any given age, and the nature of stimulation impacting children and adolescents as they mature towards adulthood. During the past 25 years, the internet, in particular, has offered unprecedented access to sexual and violent material, replacing fantasy with the direct story line and imagery suggested by those who create the content.

This presentation offers an in-depth profile of a youth coming of age in the 21 st century raising important questions about the impact of such stimulation on development and symptom formation, and the inherent challenges linked to such overstimulation manifesting in the analytic treatment. Such a case raises important questions as to whether a basic understanding of the individual is altered by such history, and, in turn, whether the essential conduct of the analytic work should change. Can an analytic understanding be preserved, and does a history for overstimulation impacting development make holding to the analytic frame more or less essential?

This presentation aims to stimulate discussion of these questions, and the fundamental question of whether our understanding of youth coming of age in 1950, 1985, or 2018 need be fundamentally different, or not.

Sunday, May 6, 2018

Marianne Kris Memorial Lecture

The Role of the Analyst as Developmental Objective in Therapeutic Action

Carla Elliott-Neely, PhD

9:00 am – 10:15 am

Total of 1 hour of CME credit offered.

Course Objectives:

- Explain the difference between developmental object and a corrective emotional experience
- Compare aspects of the transference relationship with those of the developmental object relationship

Course Description:

The use of the analyst as a developmental object can occur in all analyses but has been linked historically to technique applicable primarily to developmental pathology. It has also suffered by its confusion with the concept “corrective emotional experience.” This paper attempts to correct that confusion as well as to clarify the mechanisms by which the analyst as developmental object contributes to structural change. To highlight the unique role of the developmental object in therapeutic action, clinical material is presented contrasting the use of the analyst as a developmental object with that of the analyst as transference object. To achieve this goal, this paper draws on psychoanalytic theorists’ study of the concept and illustrative clinical examples.