

aapcsw

American Association for  
Psychoanalysis in Clinical Social Work

THE  
*art*  
OF  
LISTENING  
PSYCHOANALYTIC TRANSFORMATIONS

As contemporary psychotherapy has become inundated with approaches offering a quick fix, the act of listening, the “art of listening” in healing psychic pain has lost its once exalted status. Psychoanalytic clinicians believe that deep and sustained transformations occur in an environment in which the individual feels both seen and heard. In this conference, we wish to emphasize that listening *is* an art, which is mastered through demanding study, hard-won self-awareness, and the gift of innate talent.

**March 12 – 15, 2015**

Durham Convention Center / Durham Marriott City Center  
Durham, North Carolina

*Sponsored by North Carolina Psychoanalytic Society  
Co-sponsored by National Institute for Psychoanalytic Education and Research in  
Clinical Social Work, Inc. (NIPER), educational arm of AAPCSW.*

## Thursday, March 12

**5:00 – 8:00 pm** - Tour  
(Meet at the Marriott)

Walking tour for food/drink in downtown Durham's exploding "foodie" scene with *Taste Carolina Gourmet Food Tours*, as you discover its history.

Register in advance. List dietary restrictions/food allergies with registration. (Wear comfortable clothes/shoes for walking.)

**8:00 – 10:00** - Opening Reception  
(and conclusion of the tour)

*The Pit, 321 W. Geer Street, downtown Durham.*

(For *all* conference participants, including anyone not on the tour. Cash bar.)

7:45 – 10:00 Complimentary bus transportation between The Marriott and The Pit (.6 mile) is encouraged.

## Friday, March 13

**7:30 – 8:45 am** – Registration/Breakfast

**8:45 – 10:30 am** (CME/CE/NBCC/CEU 1.75)

### 1. PLENARY

Welcoming Remarks: Penny Rosen, MSW, BCD-P

Welcoming Remarks from North Carolina: Rex Moody, MD

### **Private Practice: Listening Alone and Listening as a Group**

Gilbert W. Cole, PhD, LCSW

Cathy Siebold, DSW, Moderator

Recognizing oneself as a particular kind of person – a woman, a psychoanalyst, an artist – one may feel oneself to be part of that group. Being part of a group may affect how one listens. This presentation will explore two contrasting conditions that determine how one might listen: when one's membership in a group is foregrounded, and when a more private state is predominant.

*After attending this presentation, participants will be able to*

- Identify the psychological states that lead to a sense of (1) listening as part of a group and 2) listening in private.

- Describe the similarities and/or distinctions between these two states of listening.

### **The Ethics of Listening and Psychoanalytic Conversations: Philosophical Underpinnings and Dilemmas for the Contemporary Clinician**

Elizabeth A. Corpt, MSW, LICSW

Cathy Siebold, DSW, Moderator

The author explores the ethics of listening as it pertains to engagement in psychoanalytic conversations. Particular emphasis is placed on some of the philosophical underpinnings of deep engagement and the dilemmas one must consider.

*After attending this presentation, participants will be able to:*

- Identify what is meant by the ethics of listening as it pertains to engaging in psychoanalytic conversations.
- Identify philosophical underpinnings and dilemmas involved in deep engagement.

**10:45 am – 12:15 pm** Sessions 2 – 8 (CME/CE/NBCC/CEU 1.5)

2.

### **Listening and Empathy: The Art of Listening as an Analyst**

Frank Summers, PhD, ABPP

Judith Aronson, PhD, LCSW, Moderator

This paper will describe the special kind of listening unique to the psychoanalytic method. While empathy is often used to depict the analytic attitude, what empathy means is often obscure. It will be argued that there is an *analytic empathy* that is distinguishable from ordinary empathy and that defines an analytic stance that differentiates listening as an analytic therapist from other forms of listening.

*After attending this presentation, participants will be able to*

- Describe *psychoanalytic empathy* and distinguish it from other forms of empathy.
- Describe *psychoanalytic listening* and distinguish it from other forms of listening.

### **Listening to All of You with All of Me: the Arts, Empathy, and the Analyst**

Ashley Warner, MSW, LCSW, BCD-P

Judith Aronson, PhD, LCSW, Moderator

In the spirit of Kohut and beyond, the author explores psychoanalytic listening as an empathic, multi-sensory experience that transcends verbal communication. Artistic practice is presented as a means for developing the analyst's capacity for empathy in the service of self and other.

*After attending this presentation, participants will be able to*

- Define empathy as a core constituent of psychoanalytic listening.
- Describe how practice in the arts enhances and expands the empathic capacity of the analyst.

3.

### **Moments of Loneliness: A Shared Experience of Learning from Impasse in Couple Therapy**

Sharon Alperovitz, MSW, BCD

Christie M. Hunnicutt, MSW, LCSW

Two theoretical ideas not commonly referred to by couple therapists are applied: Klein's views on loneliness and Bion's and O'Shaughnessy's concept of the absent object. Winnicott's theory of how the baby develops the capacity to be alone is discussed. The transference-countertransference matrix is used to detect and name disturbing moments of loneliness. This approach with couples is applicable in many clinical situations.

*After attending this presentation, participants will be able to*

- Identify the concept of the absent object.
- Describe Klein's ideas about states of mind.
- Examine moments of loneliness between couples.

### **“No End or Return”: Thematics of Impasse, a Relational and Infancy-based Inquiry**

Teresa Méndez, MSW, LICSW

Diane M. Frankel, MSS, LCSW, BCD, Moderator

Impasse, defined broadly as any time therapist and patient feel stuck, comes to be an expectable, even inevitable, component of the treatment relationship. With attention to the role of enactment, rupture and repair, and non-verbal communication, impasse dynamics are explored through the dual lens of relational theory and infant research.

*After attending this presentation, participants will be able to*

- Identify two different theoretical conceptualizations (relational and infant research) of impasse.
- Explain strategies for navigating the inevitability of impasse.

4.

#### **Teaching Globally, Thinking Critically: Co-constructing Knowledge about Theory and Practice through Difference**

Joan Berzoff, EdD, MSW, Chair

David Byers, MSW, LICSW

Joanne Corbin, PhD

Graciela Rodriguez, LCSW, PsyD, Moderator

This panel will discuss experiences of teaching psychodynamic theory and practice and social developmental theories and practice from an anti-imperialist perspective in Uganda, Bulgaria, Hong Kong, and the Palestinian West Bank. Emphasis is on the context of exchange, on relationally based pedagogical approaches, and on the inter-subjective processes that can and do occur including cross-cultural enactments.

*After attending this presentation, participants will be able to*

- Identify some of the pitfalls of teaching clinical theories with Western histories in non-Western settings and the potential for cultural imperialism.
- Describe ways of holding a stance that emphasizes the role of socio/cultural/political contexts, relational pedagogical approaches, and inter-subjective processes, including enactments.

5.

#### **Adult Development and its Discontinuities: When Change Comes Knocking at Your Door**

Amy Eldridge, PhD

Laura W. Groshong, AM, LICSW, Moderator

Contemporary theories embrace unpredictability and disruptions as potent sources of change, developmentally and clinically. This perspective is particularly applicable as we age out of the traditional frameworks of adult life, and enter what Mary Catherine Bateson refers to as the “second adulthood.” This paper examines this critical life juncture through the lenses of non-linear dynamic systems theory, social anthropology, and relational psychoanalysis.

*After attending this session, participants will be able to*

- Define the re-conceptualization of developmental process as discontinuous.
- Describe the complexities of development in adulthood between midlife and old age.

#### **Putting Social Theory into Clinical Practice: Incorporating Fromm’s Theory of “Social Character” into a Traditional Psychodynamic Treatment**

Scott Graybow, MPhil, LCSW

Laura W. Groshong, AM, LICSW, Moderator

The author posits that listening for evidence of what Erich Fromm refers to as “social character” enhances the therapeutic experience. In this way, historically conditioned emotional responses to the economic realities of a client’s social class are brought forth. A clinical case demonstrates

how a client's lack of awareness of her marginalized social class status contributed to the presenting problems and impacted the manner in which treatment was utilized.

*After attending this presentation, participants will be able to*

- Describe Erich Fromm's theory of "social character" and how it offers a dynamic understanding of the economic challenges facing our clients.
- Explain how to overcome the ethical and practical dilemmas that arise when issues related to class inequality are addressed during treatment.

6.

### **The Simultaneous Treatment of a Mother and a Daughter and its Synergistic Effect on their Growth and Development**

Diana Siskind, MSW, LCSW

Susan Sherman, DSW, LCSW

Claire Rosenberg, MSW, Moderator

At the beginning of treatment the mother was emotionally frozen and unavailable to her three year old daughter who was terrified, defiant and lost. Both the mother's and daughter's therapists had ongoing contact and each created "a holding environment" for this struggling pair which enabled them to discover each other and form the bond that had been missing. This transformation took place gradually over many years of a somewhat non-traditional treatment.

*After attending this presentation, participants will be able to*

- Demonstrate the transformative effects of long-term psychoanalytic work and the effectiveness of a parent being in treatment at the same time as the child.
- Describe the need for flexibility in the treatment approach and if, when, how, and why collaboration between the parent's and the child's therapists may have a beneficial effect on the treatment process.

7.

### **Found in Translation**

Maryam Newman Razavi, PhD, LCSW

Adriana Passini, LCSW, Moderator

The presenter discusses how to listen to what is not said, the unconscious. Theory will be illustrated with clinical material, including dialogues from sessions.

*After attending this session, participants will be able to:*

- Explain the need for a frame when listening psychoanalytically.
- Describe the process through which the analyst translates what he hears back to the patient.
- Identify the unconscious of the patient in his/her articulations.

### **Listening as Art: Intuition as Process**

Marilyn Stickle, LCSW, BCD

Adriana Passini, LCSW, Moderator

This paper reflects 25 years of research on the integration of intuition in clinical practice. It addresses the nature of intuitive processes, the continuum of capacity, and the underlying principles and processes. Stories and clinical vignettes demonstrate the importance of this aspect of the art of listening.

*After attending this presentation, participants will be able to*

- Identify the intuitive process.
- Describe the continuum of intuitive experiences.

8.

**Listening to Ourselves: Clinical Implications of the Psychoanalyst's Life Experience**

Steven Kuchuck, LCSW

Louis W. Pansulla Jr., MSW, LCSW

Sandra Silverman, LCSW

Wendy Winograd, LCSW, BCD-P, Moderator

This panel will offer an exploration of the psychoanalyst's psychological and personal life. By shifting the focus from psychoanalytic theory and technique to consideration of the clinician's childhood and adult life events, each presenter will discuss particular ways in which these experiences and crises impact their presence in the consulting room. Consideration will be given to how these events and related dynamics affect theoretical and clinical choices.

*After attending this session, participants will be able to*

- Define what is meant by the analyst's subjectivity.
- Describe one way in which a life experience or crisis has affected their choice of theory or clinical intervention.

**12:15 – 1:30 pm** – Lunch

On your own

AAPCSW & Taylor & Francis/Routledge – *Psychoanalytic Social Work* – Reception

**1:30 – 3:00 pm** Sessions 9-15 (CME/CE/NBCC/CEU 1.5)

9.

**The New “Bridge to Adulthood”: Searching for Meaning and Cohesion in the Nexus of “Hook-Ups,” “Day Parties,” Internet Porn, and Instant Messages**

Jerrold R. Brandell, PhD, BCD

Suzanne Brown, PhD, LICSW

Anne Segall, LMSW, Moderator

Widening reliance on cyber technology, social media websites, and text messaging, in combination with newly-emerging patterns of sexual relations and recreational drug and alcohol use have complicated the navigation of the developmental transition to young adulthood. Findings from life-span psychology, developmental neurobiology, internet-mediated sexuality, and drug and alcoholism studies will be discussed. Case material will demonstrate difficulties with the transition to adulthood, manifested in part-object relating, and the use of cyber-mediated sexuality and compulsivity to resolve dysphoric self-states.

*After attending this session, participants will be able to*

- Identify unique features of the developmental phase known as “the bridge to adulthood”.
- Describe the effects of newly-emerging patterns of sexual relations and drug and alcohol on this important period of young adult development.

10.

**Listening and its Limitations: Psychoanalysis and Zen Meditation**

Seiso Paul Cooper, PhD

Melvin Miller, PhD

Janet Burak, LCSW, Moderator

This panel reviews the history of listening and the literature on Buddhist meditation and psychoanalytic listening, provides a classification of listening difficulties, and examines the notion of intention as a guiding principle in clinical work. The presentation emphasizes contemporary psychoanalytic theories that are consistent with basic Zen principles, offers

illustrative clinical material, and concludes with suggestions for effective listening.

*After attending this presentation, participants will be able to*

- Describe the history of the listening process and how it has been influenced by philosophers and psychoanalytic theorists over time.
- Identify the five major impediments to effective psychoanalytic listening.
- Describe the practical influence of Zen meditation on clinical practice/

11.

### **Listening with your Gut: The Role of Intuition in Resolving Boundary Dilemmas**

Margaret Arnd-Caddigan, PhD, LCSW

Derek Easley, MSW, LCSWA, Moderator

The author conducted a study using Interpretive Phenomenological Analysis to determine how six Master LCSWs resolved boundary dilemmas in practice. Four of the six participants identified intuition and/or a feeling (such as comfort/discomfort, stress, etc.) as a determining factor in the decision-making process. The literature review of the empirical work on intuition and moral intuitionism supports the appropriateness of the master clinicians' use of intuition.

*After attending this presentation, participants will be able to*

- Describe the position taken in the psychoanalytic literature regarding intuition in the clinical process.
- Define moral intuitionism.
- Identify the benefits of using intuition in clinical practice in general, and specifically in the process of resolving boundary dilemmas.

### **Teaching Psychoanalytic Concepts in the Land of Evidence-Based Practice**

Jay C. Williams, PhD, LCSW, BCD

Derek Easley, MSW, LCSWA, Moderator

A description of the presenter's experience teaching psychoanalytic concepts in an MSW program dedicated to evidence-based practice includes examples of student questions and instructor responses. For comparison, the presenter also describes his experience teaching psychoanalytic concepts in two more psychoanalytically-oriented programs: a psychiatry residency and a psychoanalytic institute.

*After attending this presentation, the participant will be able to:*

- Describe the typical sources of skepticism that students steeped in evidence-based practice have about psychoanalytic practice;
- Explain basic responses to this skepticism.

12.

### **The Art of Listening and Psychoanalytic Transformations: How Neuroscience Enriches Our Clinical Practice**

Joseph Palombo, MA

Mark Smaller, PhD

Diane Leamy, PhD, Moderator

Empathic immersion into our patients' experience requires that when we listen to what they tell us we do not ignore what neuroscience teaches about brain function and dysfunction. This workshop is devoted to a broad discussion of how the findings of the neurosciences can illuminate and deepen our understanding of our patients' psychodynamics and render more effective the interventions we make on their behalf.

*After attending this presentation, participants will be able to*

- Describe the theoretical intersection between neuroscience and clinical work.
- Apply recent findings for neuroscience to psychodynamic formulations and greater empathy with patients.

13.

### **The Multimedia Case Study: Implications for Clinical Social Work**

*AAPCSW Committee on Scholarship*

Jerry Floersch, PhD, LCSW, Chair

Jeffrey Longhofer, PhD, LCSW

Richard Miller, PhD

Why use multimedia technology to explore the intricacies and the implications of a clinical case? The obvious answer is this: the web is now the assumed means of professional communication. Rightly or wrongly, the prevailing assumption is that, if something is important, it's on the web. Panelists will discuss the rationale for multimedia and provide multimedia examples that specifically address how traditional print case studies can be re-mediated for the Internet.

*After attending this presentation, participants will be able to*

- Define the multimedia case study and its relevance to clinical social work.
- Identify the principles and techniques for a multimedia clinical case study.

14.

### **Conversations at The Border Between Comforts and Discomforts, Love and Hate**

Michael Reison, PhD, LICSW

John Chiamonte, LCSW, BCD, Moderator

This paper describes the intersubjective processes involved in the development and expression of comforts and discomforts, love and hate, as defined through the experiences of "yes" and "no." The ways in which we are responded to by primary caretakers and later by intimate others create emotionally organized self-with-other repertoires for being and interacting in the world.

*After attending this presentation, participants will be able to*

- Explain the positive nature of negative feelings.
- Describe how to sensitively deal with the multitude of ways in which patients will struggle with their comforts and discomforts throughout their life-cycle.

### **Connecting After Killing: The Intersubjective Space Between Therapist and Client When Combat Rests Between Them**

Alicia Simoni, MA, LMSW

John Chiamonte, LCSW, BCD, Moderator

The author explores how civilian therapists' subjectivities manifest in therapeutic work with service members who have killed or think they may have killed in combat. The experiences of previous generations of psychotherapists as well as findings from interviews with current-day clinicians point to ways in which reverberations of killing in combat are manifest in the dyad between civilian therapists and service members.

*After attending this presentation, participants will be able to*

- Describe psychological implications of killing in combat as they manifest in individuals and in civilian society.
- Identify common intersubjective themes in treatment with combat service members.

15.

## **Shadows of Multiple Realities: How Do Intersecting Diversity Themes Affect our Listening Stance, Panel I**

*AAPCSW Committee on Diversity and Otherness*

Golnar Simpson, PhD, Chair

Kathryn Basham, PhD, MSW

Audrey Thayer Walker, MSS, BCD

Ellyn Freedman, PsyD, LCSW, Moderator

Three presentations in this panel explore (1) the overarching core mind-body-context dynamics of listening from a biopsychosocial-spiritual perspective with emphasis on clinical listening and the influence of cultural factors; (2) the ways that we attend to intersecting social identities related to race, ethnicity, gender, sexual orientation, and military culture in couple therapy with military and veteran couples who are negotiating complex challenges in returning home; (3) how our clients who represent cultural, racial, and socioeconomic diversity teach us the healing art and consequential science of listening (a clinical case illustration).

*After attending this presentation, participants will be able to:*

- Describe central factors involved in the art and science of listening from a biopsychosocial-spiritual perspective.
- Demonstrate ways to consider intersecting diversity themes in the transference/countertransference dynamics of clinical work with individuals and couples.

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**3:30 – 6:00 pm** - Plenary, Film Presentation (CME/CE/NBCC/CEU 2.5)

16.

***The Stories We Tell*** (Film by Sarah Polley, Filmmaker/Writer/Director)

Samoan Barish, PhD, Discussant

“The film explores the elusive nature of truth and memory, but at its core it is a deeply personal film about how our narratives shape and define us as individuals and families....” Reviewers describe it as: “One of the boldest and most exciting films ... The kind of experience that has the power to alter your perception of the world” (*NY Times*). “Genius. I will never forget ‘Stories We Tell’” (*Vanity Fair*). “Extraordinary in every way” (*Toronto Star*).

<http://storieswetellmovie.com/story.html>.

*After attending this presentation, participants will be able to*

- Describe how personal narratives shape and define us.
- Identify how memory is partly constructed based on one's psychological needs.

*The film and discussion will take place at the Carolina Theatre, 309 West Morgan Street.*

**6:00 – 7:30 pm** – Reception: Post-Movie Hour

(at the Marriott/Durham Convention Center Ballroom)

Enjoy a complimentary drink and light hors d’oeuvres, pre-dinner. (Cash bar.)

Professional Writing Award to: Patsy Turrini, MSW, LCSW, presented by Joyce Edward, MSSA.

## Saturday, March 14

7:45 – 9:00 am - Breakfast

8:45 – 10:15 am - Plenary (CME/CE/NBCC/CEU 1.5)

17.

### **Listening, Dreaming, Sharing: On the Use of the Analyst's Inner Experiences**

Theodore J. Jacobs, MD

Judy Ann Kaplan, MSW, LCSW, BCD-P, Moderator

The focus of the paper is on the analyst's inner experiences as an integral and essential aspect of analytic listening. By means of clinical examples, the presenter demonstrates how the subjective experiences that arise in the analyst's mind in the course of listening enhance both his comprehension of the patient's communications and the interpretations that he offers.

*After attending this session, the attendee will be able to*

- Describe how the analyst's inner experiences are essential aspects of analytic listening.
- Identify in what way the subjective experience of the analyst contributes to the understanding of the patient

10:30 am-12:00 pm Sessions 18-24 (CME/CE/NBCC/CEU 1.5)

18.

### **Listening to Words, Hearing Feelings: Helping Clients with Alexithymia Process Their Emotions**

F. Diane Barth, LCSW

Barry Ostrow, MD, DLFAPA, Moderator

Krystal (1988) defined alexithymia as an impaired ability to use language to tolerate or process emotions or to recognize emotions as signals. The gap between understanding and behavior-change can become frustrating for both clients and clinicians. Clinical material and theory will illustrate ways to recognize, and work psychodynamically with this client group who display different diagnoses and psychodynamics.

*After attending this presentation, participants will be able to*

- Describe some contemporary research on alexithymia.
- Explain treatment techniques for clients with alexithymia, as they begin to process emotions, using both language and nonverbal experiences.

### **Listening with Two Brains: Hemisphere Asymmetry and Creative Analysis**

George Hagman, LCSW

Barry Ostrow, MD, DLFAPA, Moderator

The author explores how an understanding of left brain/right brain asymmetry enhances the analytic therapist's listening skills. Most importantly, how the dialectic between body-based, affectively charged right brain attitudes and verbal, rationally structured attitudes are manifest in

the clinical dialogue. Informed by this knowledge, analysts can more effectively formulate interpretive interventions that are useful to his or her patients.

*After attending this presentation, participants will be able to*

- Identify the specific functions of the right and left brain hemispheres.
- Formulate interpretations which target specific hemisphere conflicts and capabilities.

19.

### **Finding Meaning in What is Spoken and Unspoken in the Therapeutic Hour**

Joyce Edward, MSSA

Sheila Felberbaum, MSW, LCSW

Judy Byck, MSW, LCSW, Moderator

These two papers (one theoretical, one clinical) will focus on the way in which psychoanalytic listening and hearing of both the patient's words, silences, and non-verbal expressions as well as the therapist's own thoughts, feelings and non-verbal response lead to therapeutic understanding.

*After attending the presentation, participants will be able to*

- Describe what is said and not said and what is expressed non-verbally by the patient.
- Identify the therapist's use of their own inner thoughts and feelings as well as their non-verbal expressions in the service of the treatment.
- Explain what transpires in the therapeutic hour in a way that sheds light on their problems and helps to foster healthy development.

20.

### **Closed for Business: Reflections on a Psychoanalytic Psychotherapist's Voluntary Retirement**

Elizabeth Herman McKamy, MSW

Sylvia Teitelbaum, MSW, BCD-P, Moderator

A senior psychotherapist's decision to close her practice is described as a rite of passage that offers patients, often survivors of traumatic and grief laden losses, a good termination experience. Stage of life determinants to relinquish a caseload and what is required in termination for patients who are not yet ready to end treatment are discussed. Vignettes illuminate enactments and countertransference specific to a phase of practice.

*After attending this presentation, participants will be able to*

- Differentiate burnout from genuine readiness to leave the field and identify what goes into a well-considered retirement.
- Explore guidelines that support consistency and excellence throughout the final stage of patient-centered clinical work.

### **Come, Listen, I'm Going to Tell You a Story: A Clinical Engagement in Three Parts**

Ash Turnbull, LICSW

Sylvia Teitelbaum, MSW, BCD-P, Moderator

This is the clinical account of one analytic dyad's attempt to stay in contact and connection through deeply triggering enactments, created in large part by the analyst's pregnancy and leave in the middle stage of treatment. These enactments bring into question issues of love and hate, and the conflicts between difference and sameness.

After attending the presentation, participants will be able to

- Describe how analysts navigate and use their own vulnerabilities in listening and in their work.
- Describe impediments to listening to the patient's experience.
- Develop strategies to discuss the analyst's pregnancy and maternity leave.

21.

### **Oedipus 101: Experience-near Teaching for the Classroom**

William S. Meyer, MSW, BCD

Amy Ferlazzo, MSW, Moderator

Theories of the Oedipus complex, though over-stated, flawed, and biased, had long been the unrivaled cornerstone of all psychoanalytic theory and technique. This presentation describes how teachers can continue to evoke students' interest in this multi-faceted topic, by inviting students to consider common observations and experiences of everyday life.

*After attending this session, participants will be able to*

- Explain how one can meaningfully and accessibly introduce and teach complex psychoanalytic concepts.
- Describe various Oedipal-type themes that reverberate in people throughout various stages of the life cycle.

### **Enactments Between Clinical Practice Teachers and Their Students: How Do We Understand and Make Pedagogic Use of This Phenomenon?**

Cara Segal, PhD, LICSW

Amy Ferlazzo, MSW, Moderator

This paper synthesizes a dissertation study created to explore a theoretical application of the psychoanalytic/psychodynamic construct of enactment to a classroom setting. The paper captures the ways that clinical social work practice instructors conceptualize and manage complex interpersonal events and conflicts in their classrooms, and examines the pedagogic usefulness of this endeavor.

*After attending this presentation, participants will be able to*

- Apply the psychoanalytic concept of enactment to clinical social work practice classrooms.
- Identify many ways clinical social work practice teachers both understand and make pedagogic use of difficult and confusing affect-laden moments of impasse in their classrooms.

22.

### **Impasse and Disruption: How the Analyst's Subjectivity Contributes to Treatment Success and Failure**

Shoshana Ringel, PhD

Judith Rosenberger, PhD

Molly Kiefer, MSW, BCD, Moderator

This panel will address therapeutic impasse, disruption, and derailment, and how these may elicit the analyst's vulnerability. Exploration of mutual patient/analyst vulnerabilities may deepen the potential space. Treatment success and failure to resolve impasse will be presented.

*After attending this presentation, participants will be able to*

- Identify impasses and disruptions in treatment through a psychodynamic perspective.
- Describe treatment outcomes of the analyst's responsiveness during impasse.

23.

**Psychoanalytic Social Work "Heroes": Reflections on Selma Fraiberg, James Robertson, and Clare Winnicott**

Joel Kanter, MSW, LCSW-C

Karen Baker, MSW, Discussant/Moderator

Using audiovisual materials, this presentation will review the professional contributions of preeminent psychoanalytic social workers: Selma Fraiberg, James Robertson, and Clare Winnicott. All three developed their ideas from observations outside the conventional analytic setting, assertively and eloquently communicating their psychoanalytic perspective to the wider community.

*After attending this presentation, participants will be able to*

- Describe the major professional contributions of Selma Fraiberg, James Robertson, and Clare Winnicott.
- Identify the disparate approaches of Fraiberg, Robertson, and C. Winnicott in communicating psychoanalytic insights to the wider community.

24.

**Shadows of Multiple Realities: How Do Intersecting Diversity Themes Affect Our Listening Stance, Panel II**

*AAPCSW Committee on Diversity and Otherness*

Golnar Simpson, PhD, Chair

Janice Berry Edwards, PhD, LICSW, LCSW-C

Ellyn Freedman, PsyD, LCSW

Rosie Yap, MSW, LICSW

Kathryn Basham, PhD, Moderator

Three papers in this panel examine (1) the pervasive negative impact of poverty on the internal narrative of individuals that destroys well-being, initiative and self-respect, and the importance of attuned listening involving an intersection of diversity themes; (2) the impact of trauma of political aggression and violence associated with immigration on parenting attachment processes and the coloring of bonding; (3) managing traumatic transference and countertransference enactments in an inter-cultural psychotherapy context (a clinical case illustration).

*After attending this presentation, the participants will be able to*

- Illustrate the intergenerational effects of poverty, political aggression, and immigration trauma in relation to the management of these issues in inter-cultural clinical practice.
- Demonstrate the utility of clinical perspectives (i.e., D.W. Winnicott) in managing difficult transference and countertransference enactments in an intercultural psychotherapy context.

**12:00- 1:45 pm** – Luncheon

Judith Aronson, PhD, LCSW, Moderator

Hammered dulcimer music provided by NC's own recording artist - "Dulcimer Dan."

Lifetime Achievement Awards to:

Samoan Barish, DSW, presented by Marsha Wineburgh, DSW

Donna F. Tarver, MSSW, LCSW, presented by Diana Siskind, MSW

Judy Ann Kaplan, MSW, BCD-P, presented by Barbara Berger, PhD, BCD

Candidate Paper Awards to: Liling Lin, LCSW, Kay Nakyung Shin, LCAT, ATR-BC, and Ash Turnbull, LICSW

MSW Student Paper Awards to: Ashley Lambert Fasano, and Jessica Hallberlin.

Candidate and Student Paper Awards presented by Susan Sherman, PhD, and Diana Siskind, MSW.

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**2:00 – 3:30 pm - Sessions 25-31 (CME/CE/NBCC/CEU 1.5)**

25.

**An Unexpected War of Ages: The Conflicts between Young and Middle Adults in Development**

Barbara Berger, PhD, BCD

Marsha Wineburgh, DSW, Moderator

The intersecting developmental stages of young and middle adulthood will be examined, when poignant experiences are occurring with unexpected ambivalence. The early struggle for separation-individuation is rekindled for each, often creating conflict as developmental processes seem incompatible. These struggles will be viewed in the context of life-long striving for individuation and autonomy, as well as self and object constancy.

*After attending this session, participants will be able to*

- Define the re-conceptualization of separation-individuation as a life-long developmental process, which enables the clinician to identify these issues as they hear them in adults.
- Describe the complex, interactional impact of the ongoing struggle for autonomy in adult development.

**Empathic Alertness: Encouraging Forward Movement in Child Treatment**

Lynn Borenstein, LCSW

Marsha Wineburgh, DSW, Moderator

The author explores empathic alertness as a means by which the clinician affectively joins the child patient in the tumultuous journey of understanding and change. Clinical experiences are used to illustrate the three components of empathic alertness: therapeutic stance, attention to process, and authentic connection.

*After attending this session, participants will be able to*

- Identify and illustrate the three components of empathic alertness in child treatment.
- Illustrate through clinical vignettes how empathic alertness can move child treatment forward with enhanced capacities to play, relate, and feel understood.

26.

### **The Dangers of Systematic Thought in Psychoanalytic Work: A Riff on Listening**

Jane S. Hall, MSW, LCSW, FIPA

Heather Craige, MSW, LCSW, Reader/Discussant

Marjorie Scheer, MFA, MSW, LCSW, Moderator

Psychoanalysts often appreciate and enjoy jazz. The psychoanalyst and the jazz musician have something in common: the magic and spontaneity of improvisational interaction. Listening is the focus of our work. An overuse of theory can become a resistance.

*After attending the presentation, participants will be able to*

- Identify listening technique.
- Explain how a focus on theory can interfere with listening.

### **Meditative Dialogue: Cultivating the Transformative Theatre of Psychotherapy**

Susan Lord, PhD, LICSW

Marjorie Scheer, MFA, MSW, LCSW, Moderator

This paper offers a selective review of literature on the use of improvisation and play to promote “the bursting forth from the unknown in the moment” (Kindler) in the “theatre of psychotherapy.” A vignette illustrates how the Meditative Dialogue process, co-created by therapist and client in this “theatre,” helps to develop intimacy, presence and focus through a collaborative positioning of curiosity, openness, and enlivenment in the therapeutic relationship.

*After attending this presentation, participants will be able to*

- Identify the theories and concepts involved in the meditative dialogue process.
- Describe the practices of meditative dialogue.

27.

### **Intersubjectivity and Class Status Differences in the Clinical Encounter: An Under Acknowledged Enactment**

Cathy Siebold, DSW, MSW

Michele Rivette, LMSW, Moderator

Issues of class, culture, and gender are important topics in contemporary psychoanalytic work. Yet social class status, particularly when the patient and therapist are Caucasian, is rarely discussed. This presentation examines class status enactments as they emerge in the therapeutic action.

*After attending this presentation, participants will be able to*

- Describe enactments as they are understood in contemporary psychoanalysis.
- Explain the history of discussions of social class status in psychoanalysis.
- Define the concept of class status.

### **The Shaken Old Self, Immigration Self Change: A Chinese Patient in NYC**

Liling Lin, LCSW

Michele Rivette, LMSW, Moderator

The author used the work of dreams of a clinical case to present a transformative process of the self in the context of immigration. Some cultural concerns in the therapeutic dyad are able to be explored and considered under a framework of Self Psychology.

*After attending this presentation, participants will be able to*

- Describe dream functions from different theoretical perspectives, especially "self-state dreams" in Self Psychology.

- Describe how immigration can be a double-edged sword for an individual's psychological development.

28.

### **Phoenix Out of the Fire: Reflections on the Undifferentiated Selfobject**

Crayton Rowe, MSW, BCD-P

Emery Gross, MSW, Moderator

A personal narrative, a short film, and a theoretical framework will illustrate the developmental importance of the undifferentiated selfobject in infants. The undifferentiated selfobject is an extension of Heinz Kohut's concepts of selfobjects. It is a fundamental experience of knowing that there are ongoing, unknown, nonspecific happenings to be discovered throughout life that will be surprising, challenging, and self-sustaining.

*After attending this presentation, participants will be able to*

- Discuss the undifferentiated selfobject in a film presentation of infants.
- Illustrate and define the clinical importance of the undifferentiated selfobject.

29.

### **The Art of Listening to Older Adults Diagnosed with Cognitive Impairment and Their Families**

Marcia Spira, PhD, LCSW, Chair

Darby Morhardt, PhD, LCSW

Carlean Gilbert, DSW, LCSW

Cathy Krown Buirski, LCSW, BCD-P, Moderator

This panel will focus on enhancing communication with clients diagnosed with cognitive impairment and their families. We embrace a psychodynamic lens to understand the relationship between clinician and client and give consideration to the whole person, including the impact of familial relationships rather than focus on the symptoms.

*After attending the presentation, participants will be able to*

- Describe the issues inherent in (not) listening to older adult.
- Identify strategies to improve communication with clients diagnosed with early stages of cognitive impairment.
- Explain how listening through a psychodynamic mindset deepens the understanding of our clients and relationships in the context of neurobiological changes.

30.

### **You Can't Always Get What You Want But If You Try...The Allure of Masochism and Self-Destruction**

Robert E. Hooberman, PhD

Richard Karpe, MSW, BCD-P, Moderator

The author explicates how individuals become compelled to repeat behavior that is consistently and regularly unsatisfying and self-destructive, despite having contrary conscious wants. Three unconscious needs are identified as motivations: guilt, masochism, and destructive internalizations.

*After attending this presentation, participants will be able to*

- Describe how unconscious needs for punishment impel self-destructive and repetitive behavior.
- Identify how compromise formations enable patients to feel safe despite obvious negative consequences of behavior.

### **The Modern Kleinian Approach to an Agreeable Patient**

Kay Nakyung Shin, LCAT, ATR-BC

Richard Karpe, MSW, BCD-P, Moderator

The paper describes how a Korean therapist is put into the role of both offending and offended internal objects in the transference/countertransference matrix with a Chinese patient who perceives the otherness of the therapist as a danger and uses excessive expression of grievances to mask her own aggression. A Modern Kleinian approach is utilized for the working through process in the here and now context of the therapeutic relationship.

*After attending this presentation, participants will be able to*

- Explain a Modern Kleinian perspective on the destructiveness in a patient's presentation of both pseudo-agreeableness, excessive grievance, and the need to maintain masochistic fusion with the aggressor.
- Illustrate Modern Kleinian interventions to enhance a patient's ability to express anger directly, without persecutory guilt.

31.

### **Understanding Mourning and Grief through Memoir: Memories Lost and Found**

Kerry Malawista, MSW, PhD

Anne J. Adelman, PhD

Nancy Perault, MSW, LCSW, Moderator

In her memoir, *Ghostmother*, Kerry Malawista captures the latency age child's experience of losing a mother. Memoir vignettes will explore a psychoanalytic understanding of the many meanings of loss and grief in childhood. Anne Adelman draws on memoir vignettes to examine the experience of a parent's death during early adulthood, particularly how grief and loss inform the young adult's emerging developmental tasks of forming intimate relationships, a sense of professional identity, and differentiation from family of origin.

*After attending this presentation, participants will be able to*

- Critique the evolution of our psychoanalytic theories of grief and mourning in childhood and young adulthood.
- Identify the complex dynamics that arise in the face of a child's loss of a parent, through the exploration of memoir for children and young adults.
  - Explicate ways to foster the child's healthy progression through loss for children, adolescents, and young adults.

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**3:45-5:15 pm** - Sessions 32-35 (CME/CE/NBCC/CEU 1.5)

32.

### **To Tell or Not To Tell**

Linda B. Sherby, PhD

Sharon P. Merrill, MA, LPC, Moderator

This presentation addresses two issues regarding self-disclosure: what motivates an analyst to disclose or not disclose personal information and the effect it has on the treatment. The author also demonstrates how an analyst's current life circumstances impacts both her patients and her work.

*After attending this presentation, participants will be able to*

- Examine the motivations behind an analyst's decision to disclose or not disclose personal information.
- Explain how an analyst's current life circumstances affect both her patients and her work.

### **Listening Together**

Deborah Field Washburn, MPhil, MSW

Sharon P. Merrill, MA, LPC, Moderator

The author discusses how effective listening in a patient/analyst dyad involves both participants. In their alternating, complementary roles, speaker and listener co-create a “third”, that is, the relationship itself. In a clinical case, a tape recorder acts as a different type of “third” and takes on multiple meanings for both patient and analyst, while threatening to disrupt the therapeutic alliance.

*After attending this presentation, participants will be able to*

- Describe how listening and feeling heard originate in interactions between infants and caretakers.
- Examine the implications of sharing confidential material via publications or public presentations.

33.

### **Off the Couch and Into the Streets: The Case for Social Activism**

Susan L. Eder, MD

Bennett L. Cotten, MSW, LCSW, Moderator

This presentation explores what would compel the usually politically reticent community of physicians, psychologists, social workers, and other health professionals to become involved in a political movement. Focus will be on what happened in North Carolina with the movement known as “Moral Monday.”

*After attending this presentation participants will be able to*

- Identify when social activism is a viable addition to clinical work.
  - Articulate some of the risks of engaging in political activism, i.e., transference and counter-transference issues that might arise.

### **Can Social Justice be Manifested in the Trenches?: A Perspective from Social Work Education**

William S. Etnyre, PhD, LICSW, BCD

Bennett Cotten, LMSW, LCSW, Moderator

This paper will identify ways that the author, as a social work educator (and practitioner), attempted with varying degrees of success to facilitate, through theoretically informed (i.e., psychodynamic and systems theories and theory of affective neuroscience) educational activities, an examination of how small steps towards social justice can be manifested in the trenches – where real social work is also practiced.

*After attending this presentation, participants will be able to*

- Identify a range of strategies that might be used in the classroom to facilitate students' in-depth exploration of how they might take small steps towards social justice in micro level practice – in interactions with colleagues and with clients.
- Describe their own ideas and strategies for engaging students in looking at ways social justice can be manifested in micro-level practice.

34.

### **Evidence-Based Trauma Practice: Altering the Psychoanalytic Frame**

Carol Tosone, PhD

Natalie Peacock-Corral, Moderator

This presentation will address the core EBP trauma models, including Narrative Exposure Therapy (NET) and Trauma-Focused Cognitive Behavioral Therapy (TF-CBT). Discussion will focus on how to incorporate the core features of these models into existing psychoanalytic treatment.

*After attending this presentation, participants will be able to*

- Describe the core features of Narrative Exposure Therapy (NET) as applied to work with victims of torture.
- Describe the core features of Trauma-Focused Cognitive Behavioral Therapy (TF-CBT).
- Demonstrate the application of aspects of NET and CBT into psychodynamic practice.

### **The Neurobiology of Trauma: How the Past Informs the Present**

Judith Siegel, PhD

Natalie Peacock-Corral, Moderator

This presentation will examine how trauma is stored in memory networks, and the ways that early childhood experiences can shape neural anatomy and neural functions. The presentation will also examine the importance of emotional dysregulation and dissociation, and the ways that clinicians can intervene with populations of different ages.

*After attending this presentation, participants will be able to*

- Describe the relationship between trauma and emotional regulation.
- Identify the range of dissociative responses that can be trauma related.
- Explain how neural networks connect past and present.

35.

### **The Ultimate Empathic Moment: Listening as Death Draws Near**

Karen Redding, PhD, LCSW

Florence Rowe, MSW, BCD-P, Moderator

In a reflective and poetic form, this paper shows modes of listening that occurred between a psychoanalytic clinician and her 94 year-old mentor, Jean Sanville, over a 20 year period,

especially when death drew close. An intuitive voice guided the clinician, who had become a friend, in remaining connected and present when the mutual exchange of words was no longer possible. The intersection of psychoanalytic and contemplative practices demonstrates a psychic experience that transcends a final farewell.

*After attending this presentation, participants will be able to*

- Identify the value and power of therapeutic presence when the exchange of words becomes limited.
- Describe the impact of a daily meditation practice on how the clinician listens with mind, body, and heart to more fully experience what is “heard” in both intrapsychic and interpersonal spaces.

### **Current Trauma, Persistence of Memory, Conscience, and the Effects of Wartime on Latency Age Children**

Patsy Turrini, MSW, LCSW

Florence Rowe, MSW, BCD-P, Moderator

After Hurricane Sandy hit the east coast, several people in their 70’s started therapy. Loss remembered from their latency age experiences emerged. The paper and case discussion touch on war culture, patriotism, ethics, generational-identifications, conscience, memory, etc. Current reports of devastating effects on the children of veterans of Kuwait and Iraq will also be noted.

*After attending this session, participants will be able to*

- Describe how primary process operates in memory and connects to trauma.
- Define a community conscience, an ego ideal, and superego functions.
- Trace how generations’ experiences can influence conscience.

**3:45-5:45 pm** – Sessions 37-38 (CME/CE/NBCC/CEU 2.0)

36.

Cancelled

37.

### **Structure and Spontaneity in Clinical Prose: Listening to Write, Writing to Listen An Interactive Clinical Writing Seminar**

Suzi Naiburg, PhD, LICSW

“By teaching me how to read they taught me how to listen” (Adam Phillips, *Promises, Promises*). In this interactive clinical writing seminar, we will listen to the voices of gifted writers, mine their papers for practical lessons in the craft of writing, write in different modes of clinical prose, and enhance our ability to listen. For both new and experienced writers.

*After participating in this presentation, participants will be able to*

- Demonstrate how to read gifted writers for inspiration and practical lessons in the craft of writing.
- Identify 3-5 different modes of clinical prose.

38.

### **How Psychoanalysis Can Take On Bullying: In Schools, in Adult Life, and on the Internet**

Harold Kudler, MD

Christel Butchart, MA

John Heffernan, PhD

William Copeland, PhD

Peter Perault, MD, Chair/Moderator

Matthew Perault, MPP, JD

This panel will review the modern psychoanalytic understanding of bullying dynamics that created culture-changing anti-bullying programs in two Durham, NC, schools; report on new local and global applications of the model; and explore opportunities to expand this effective psychoanalytic approach to address bullying, not only in schools, but in other community systems in adult life and on the Internet.

*After attending this presentation, participants will be able to*

- Describe the dynamics of bullying, and the nature of highly successful anti-bullying school programs derived from it.
- Identify new opportunities to employ these principles to address bullying culture in adult life and on the Internet.

**7:15 – 11:00 pm**

(Bar opens at 6:15 p.m.)

**Jazz and Juleps**

Durham Arts Council, 120 Morris Street.

(1 block from the Marriott)

A casual evening of warm southern hospitality featuring classic mint juleps, farm to table cuisine by Irregardless Cafe of Raleigh, and live jazz led by AAPCSW members John Chiaramonte and Jerry Brandell. Before the evening ends, you'll be snapping your fingers and tapping your feet to the familiar tunes of a *Mystery Guest* – a night to remember!

**Sunday, March 15**

**7:45 – 9:00 am** - Breakfast

**9:00 – 10:30 am** – Plenary (CME/CE/NBCC/CEU 1.5)

39.

**Can the Psychoanalysis of the Future Bring Anything to Sex and Gender Studies?**

Jack Drescher, MD

William Meyer, MSW, BCD, Moderator

The marginalization of psychoanalysis from contemporary sex research is part of a broader problem in a fragmented field in which psychoanalysts have difficulty defining who they are and what they do, not only in the study of human sexuality, but also in the study of health and mental health in general. The presenter makes recommendations about ways the field can correct some of the errors of its past and contribute to its future.

*After attending this session, participants will be able to*

- Define Freud's early contributions to the study of human sexuality.
- Identify current problems in the field of psychoanalysis that serve as obstacles to promoting its findings to other disciplines.

**10:45 am – 12:15 pm - Sessions 40-45 (CME/CE/NBCC/CEU 1.5)**

40.

**Harry Stack Sullivan and the Interpersonal Model: Theory and Practice**

Joan Berzoff, MSW, EdD

Geri Goldmann, MSW, LCSW

Joel Kanter, MSW, LCSW

Deborah Bunim, PhD, MSW, Moderator

This panel will provide an overview of Harry Stack Sullivan's interpersonal model from both a theoretical and clinical perspective. The presenters will review the historical context of the interpersonal model and will highlight its unique resonance with clinical social work practice.

*After attending this presentation, participants will be able to*

- Describe the central elements of interpersonal theory and practice.
- Describe how interpersonal theory has become incorporated into contemporary relational practice.
- Describe how clinical social workers can facilitate interpersonal learning in clinical practice.

41.

**Being Known: Attunement to Non-Conscious and Dissociated Aspects of Self**

Anne Marie Dooley, LCSW

Judith Rustin, LCSW, Discussant

Kate Leslie, LCSW, Moderator

The relational experience in the therapeutic dyad offers access to implicit, procedural communications that we "listen" to in the affective realm of sensory, visceral, and somatic expression. Engaging these non-conscious and dissociated aspects of the self will be illustrated in clinical examples: (1) an initial consultation with a patient referred for a substance abuse assessment; and (2) the long-term treatment of a woman's struggle with obesity and binge-eating. The discussant will elaborate on the neuroscience perspective and how it provides access to the implicit aspects of the patient/analyst interaction.

*After attending the session, participants will be able to*

- Differentiate between explicit and implicit memory and identify both in clinical practice.
- List three interventions that address non-conscious aspects of self that deepen the treatment.

42.

**Time Matters: Psychoanalytic Resolutions in Later Life**

Rosaleen Rusty Horn, LP, MSED, NCPsyA

Frank Moore, MSW, LCSW, Moderator

An older patient comes for treatment after the death of her analyst of 20 years. Her denial of the passage of time reflects her narcissistic difficulties caused by early in life traumas as well as an inability to mourn her life's losses, both of which were exacerbated by the aging process.

*After attending this presentation, participants will be able to*

- Identify some of the core developmental tasks of late adulthood and the value of deep analytic work with the elderly.
- Define the narcissistic challenges of aging and examine the treatment implications as seen in both the transference and countertransference.

### **Not of my Humanity: Recovery from Induced Dissociative Identity Disorder**

Harriet Hill Marquis, PhD, LCSW

Frank Moore, MSW, LCSW, Moderator

The author describes a patient born into an intergenerational satanic cult family where she was programmed to take part in rituals and other activities without her conscious knowledge.

Following WWII, the patient was recruited and programmed, along with other children, to participate in espionage activities. Two types of dissociation are described: those caused by “ordinary” abuse and those deliberately induced, to enable the patient’s alters to respond to specific cues.

*After attending this presentation, participants will be able to*

- Define the difference between “ordinary” dissociation and that caused by programming and mind control.
- Describe satanic cults, their pervasiveness in society, and the underdiagnosed and untreated dissociative disorders.

43.

### **Listening For Loss: How the Analyst's Early Maternal Loss Affects Counter-transference and Therapeutic Listening**

Debra Koppersmith, LCSW

Elissa Baldwin, PhD, LCSW, Moderator

This presentation explores how the analyst’s ability to listen to communications regarding the patient’s own loss may be influenced by the analyst’s unconscious needs. Recognizing how this can lead to premature interpretations, unproductive self-disclosures, and countertransference anxieties may help the analyst understand and manage these self states and treatment issues.

*After attending this presentation, participants will be able to*

- Identify some of the ways that early maternal loss affects how an analyst listens to material regarding loss.
- Examine the patients' communications regarding loss of a parent in terms of reduction of countertransference interference.

### **Father Abandonment in Adolescence and its Impact on Young Woman's Capacity to Form Intimate Relations with Men in Later Life**

Michael De Simone, PhD, LCSW

Elissa Baldwin, PhD, LCSW, Moderator

This paper focuses on the treatment of three young women whose father abandoned their families. The impact of this loss on development and the capacity for intimacy in later life will be examined. Issues related to transference and countertransference as well as the importance of the therapist being fully present in the treatment will be discussed.

*After attending this presentation, participants will be able to*

- Describe the possible impact of a father’s absence on their daughters’ lives.
- Evaluate and formulate effective treatment interventions in their work with women who have had this experience.

44.

**Adrienne Rich's "Transcendental Etude": The Poetics of Self Transformation**

Hilary Maddux, LCSW

Elizabeth Corpt, MSW, Discussant

Susan Bokor Nadas, LICSW, Moderator

The author demonstrates how the trajectory of Adrienne Rich's foundation poem, "Transcendental Etude," parallels our earliest experiences of "being-in-the-world" and the therapeutic action and the transformation of the self that accompanies a good-enough analysis. Clinical work demonstrates how to draw upon an *aesthetic sensibility* to reach more deeply into the within and the between of the unspoken – sometimes unspeakable – experiences of our patients and ourselves.

*After attending this presentation, participants will be able to*

- Draw parallels between the self transformation process described by Rich in "Transcendental Etude" and that of a good-enough analysis.
- Identify ways in which work with patients can be enhanced by drawing upon an *aesthetic sensibility*, one that privileges the personal lyric, poetry, art, music, and other aesthetic forms.

45.

**Listening Closely, Seeing Closely: Intersubjective Visualization of a Medical Narrative – Core Ideas**

Theresa Aiello, PhD

Janelle Sharp, MEd, LPCA, Moderator

This paper will utilize concepts of intersubjectivity and narrative in examining a medical narration of near death to cancer.

*After attending this session, participants will be able to*

- Describe the intersubjective experience of hearing a medical narrative that proved to be pivotal to the treatment,
- Examine the roles of both listening and visualization in the experience that allowed for further exploration and resolution in the experience of near death by a (then) adolescent from cancer.

**The Group, the Photograph, the Wound, and the Writing**

Lynn Sara Lawrence, MS, MSW Janelle

Sharp, MEd, LPCA, Moderator

Practitioners of Narrative Medicine choose texts and images that correspond to the unfolding of the medical narrative. The author was invited to lead an ongoing breast cancer survivors group. The use of an evocative photograph facilitated writing about previously unexpressed themes of eroticism, femininity, and mutilation.

*After attending this presentation, participants will be able to:*

- Explain the methodology of narrative medicine.
- Explicate the concept of "close reading" and "reflective writing."
- Identify the use of texts that may be relevant to their areas of practice.

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## **Conference Location**

The Durham Convention Center is connected to the *Durham Marriott City Center*, which is located in historic downtown Durham

## **Hotel Reservations:**

Durham Marriott City Center /201 Foster Street / Durham, NC – SOLD OUT

## **Alternate Hotels:** (Mention AAPCSW/NIPER conference)

For reservations, please contact Traci Kessler, Director of Sales, at (919) 286-0778.

**Hilton Garden Inn Durham**/University Medical Center | 2102 W. Main Street | Durham| NC / 919-286-0774 (Hotel). Room rate of \$159.00, plus tax, per night. Complimentary Shuttle Service, within 5-mile radius of the Hotel (first come/first serve – no reservations can be requested / Fitness Center and Indoor Pool.

For reservations, please call Carrie Meade, Director of Sales, at (919) 309-7012.

**Courtyard Durham** /1815 Front Street/ Durham, NC/ 919-309-1500 (Hotel). Shuttle will go to the Meeting site Monday through Friday only from 7am-9pm; it runs on the hour, but does not run on the weekend. The shuttle must be reserved in advance.

## **Continuing Education**

The conference is open to mental health professionals and anyone else with an interest in this topic. *Each program session, unless otherwise specified, is targeted for an intermediate audience.* A **16.75** Maximum of CE Credits for psychologists, NBCC clock hours for LPCs, and Continuing Education hours for Social Workers with session credits listed in the schedule.

This activity has been planned and implemented in accordance with the Essential Areas and policies of the Accreditation Council for Continuing Medical Education through the joint sponsorship of the American Psychoanalytic Association and North Carolina Psychoanalytic Society. 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 16.75 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.

The North Carolina Psychoanalytic Society is approved by the American Psychological Association to sponsor continuing education for psychologists. The North Carolina Psychoanalytic Society maintains responsibility for this program and its content. *APA provider number is 1578.*

The North Carolina Psychoanalytic Society is an NBCC-Approved Continuing Education Provider (ACEPTM) and may offer NBCC-approved clock hours for events that meet NBCC requirements. The ACEP solely is responsible for all aspects of the program. NBCC approved provider number is 6518.

North Carolina Psychoanalytic Society offers continuing education to social workers, except for those licensed in the following States:

CA: Karen Redding, PhD, LCSW, is approved to offer continuing education to social workers

by the California Board of Behavioral Sciences # PCE 4070.

IL: The Institute for Clinical Social Work in Chicago is approved to offer continuing education for this program.

NY: National Institute for Psychoanalytic Education and Research in Clinical Social Work (NIPER), Inc. is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #0022.

**Important Disclosure Information for All Learners:** None of the planners and presenters of this CME/CE program have any relevant financial relationships to disclose.

*Conference Planners:*

Penny Rosen, Conference Chair

William Meyer, Conference

Consultant Cathy Siebold, Program

Consultant Nancy Perault, Hospitality  
Chair

*Committee:* Samoan Barish, Karen Baker (Call for Papers), Lisa Barnhardt (Exhibits), Barbara Berger, Judy Byck (Exhibits), Michael Jokich (CEUs), Elizabeth Lansing (Volunteers), Judy Ann Kaplan, Patricia Macnair (Treasurer), Peter Perault, Susan Bokor Nadas, Lois Ostrow (Hospitality), Kim Sarasohn (Call for Papers), Susan Sherman (Student Call for Papers), Diana Siskind (Student Call for Papers), Carolyn Stevenson (Editor), Christy Tronnier (Volunteers), Margaret Wilner (Public Relations), Wendy Winograd.

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