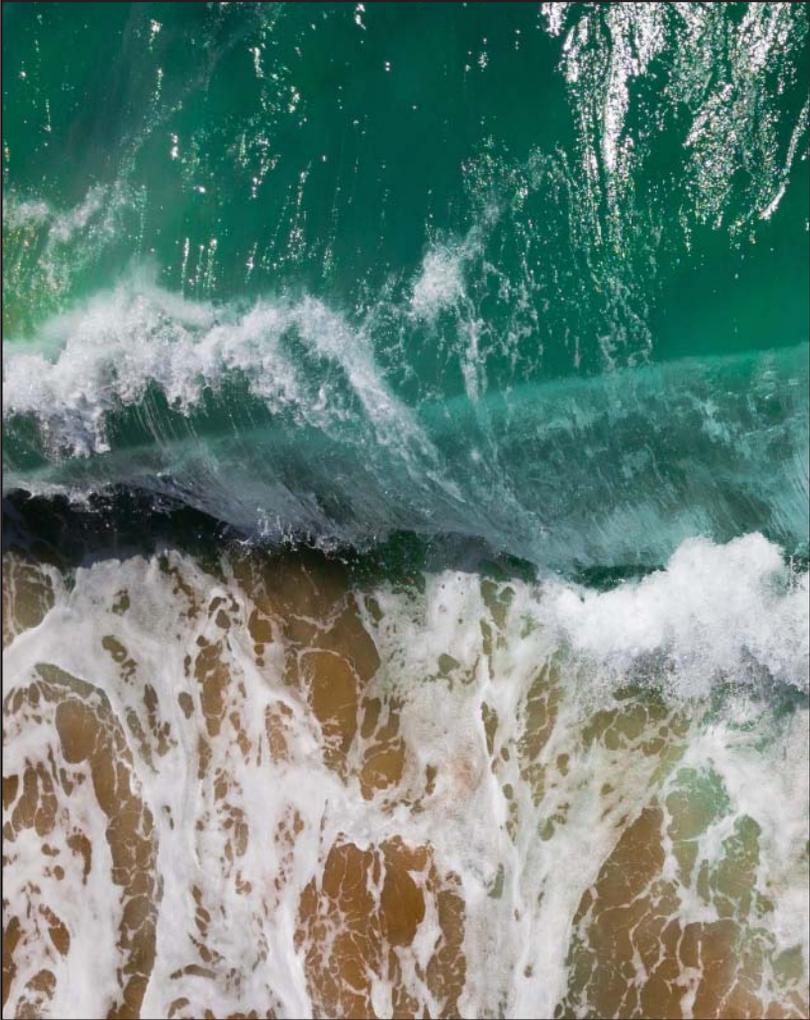


CONTINUING EDUCATION



EXTENSION COURSES FILM SERIES SCIENTIFIC MEETINGS

SPRING 2017

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Welcome

We are very excited to offer programs this spring with a number of internationally recognized presenters, as well as with our local scholars and clinicians. Programs are offered on a wide variety of topics at the introductory, intermediate and advanced levels to meet the needs of mental health professionals including practicing psychiatrists, psychologists, social workers, MFTs and LPCCs.

Special thanks to all who dedicate their time and energy to plan, teach and produce these programs. The community benefits from their valuable contributions.

We look forward to seeing you this spring.

— *Esther Dreifuss-Kattan*

ABOUT THE NEW CENTER FOR PSYCHOANALYSIS

The New Center for Psychoanalysis (NCP) is dedicated to excellence in the education and training of psychoanalysts, psychoanalytic psychotherapists and academicians. We recognize the benefits of integrating multiple schools of psychoanalytic thought and are committed to maintaining a vibrant pluralistic focus. We endeavor to explore the mind, human behavior and relationships in all their depth and complexity to help heal and meet the needs of the individual, the family, and the local community.

In Southern California, the New Center is uniquely privileged to be a member of both the International Psychoanalytical Association (IPA) and the American Psychoanalytic Association (APsaA).

We would like to acknowledge the committee members:

Extension Chair: Scott Tommey, Ph.D.

Film & Mind Committee: Thomas Brod, M.D. and Apurva Shah, M.D.

Scientific Program Committee: Michael Gales, M.D., Chair,
Thomas Brod, M.D., Esther Dreifuss-Kattan, Ph.D., Myra Pomerantz, Ph.D.,
Bettina Soestwoner, Ph.D.



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CONTINUING EDUCATION

Full information about each of the programs, including the number of CME credits, and the target audience for each course is available on the individual course listing of the NCP website. n-c-p.org

Co-Sponsored by Center for Reflective Communities and New Center for Psychoanalysis

Reflective Parenting Program (RPP) Level 1: Fundamentals Training

This two-day, intensive Level 1 Training is designed for specialists in infant mental health, childhood and parenting. Participants learn about a new approach to early intervention with parents based on a theoretical model of cognitive and emotional development emphasizing reflective functioning, or parental mentalization. The training provides participants with a base of knowledge, a new way to work with the central issues in parent-child relationships, and a step-by-step method that can be utilized to help parents think about their children in a more reflective way. Level 1 Training is a prerequisite for Level 2 co-facilitation of a 12-week Reflective Parenting Workshop. Completion of Level 2 Training is required to conduct RPP parent groups. This training satisfies 12 hours toward the CA Center IFECMH Endorsement.

Learning Objectives

As a result of attending this course, participants should be able to:

- Gain an understanding of attachment research and theory, psychoanalytic developmental theory, and the importance of the concept of parental reflective functioning
- Use examples of specific attachment patterns to learn how to tailor effective interventions when working with parents
- Explore practical applications of parental mentalization theory in designing treatment strategies addressing a variety of issues that may emerge when conducting parent workshops
- Learn techniques and exercises that facilitate inquiry and reflection in parents

John Grienberger, Ph.D. is Co-Director of the Center for Reflective Communities (CRC) and Program Developer of the Reflective Parenting Program and the Reflective Care Program at CRC, has authored numerous papers in the areas of attachment research, parental mentalization, parenting, and child psychotherapy research. Dr. Grienberger is in private practice in West Los Angeles where he works with children, adults, couples and families.

Thursday & Friday, February 2 & 3, 2017, 9 AM – 4 PM • 12 CE Credits

No CME Credit

8:30-9:00 AM Registration & Continental Breakfast

One hour lunch (on your own)

\$515 Registration

For questions, please contact: info@reflectivecommunities.org or (323) 275-4805

Rethinking the Role of Small-Group Collaborators and Adversaries in the London Kleinian Development

The historic development (1944-68) of the London Kleinian group is understood through the small group dynamics surrounding Melanie Klein. The presenters trace the numerous collaborations, some of which later become adversarial, among such figures as Melanie Klein, Anna Freud, D. W. Winnicott, Herbert Rosenfeld and Wilfred Bion.

Klein and Glover & Schmideberg----- became personally adversarial
Klein and A. Freud-----forever adversarial
Klein and Heimann & Winnicott & Riviere-----became theoretically contentious
Klein and Rosenfeld, Segal, Bion-----became the favored cohort
Bion after Klein's death-----loyal to ideas, distanced from her group

The presenters, along with Lia Pistiner de Cortinas, are coauthors of a forthcoming book, *Bion in Buenos Aires: Seminars and Supervision*, to be released at the IPA Congress in Buenos Aires in July, 2017.

Learning Objectives

As a result of attending this course, participants should be able to:

- Identify early psychoanalytic developments in the British Psychoanalytical Society
- Examine the small group collaborations and adversarial relationships in Kleinian Development 1914-1968
- Describe the impact of Bion's theoretical development after the 1960s and how his work was received in the international arena

Joseph Aguayo, Ph.D., is a Training and Supervising Analyst at the Psychoanalytic Center of California, Los Angeles, and is in private practice in West Los Angeles. He is a guest member of the British Psychoanalytical Society. He merges his clinical and research interests with numerous publications in *The International Journal of Psychoanalysis* on the clinical history of Kleinian and Bionian psychoanalysis.

Agnes Regeczkey, Ph.D., is a psychoanalytic candidate at the New Center for Psychoanalysis, Los Angeles. She is a Marriage and Family Therapist in private practice in Palos Verdes, works as the Educational Director of BriteMinds Learning Center, and teaches Research and Dissertation Development at the Reiss-Davis Graduate Center.

Thursday, February 16, 2017 8 PM-10 PM • 2 CE Credits

\$20 with CE Credits

Free attendance without CE Credits

SM

For course information/reservations, visit n-c-p.org or call (310) 478-6541, Ext. 10

The Reflective Parent: How to Do Less and Relate More with Your Kids

Regina Pally, M.D., presents the ideas in her book, *The Reflective Parent: How to do Less and Relate More with Your Kids* (2017, W.W. Norton). Reflective Parenting is a model grounded in the most up-to-date research on child development and neuroscience that has identified the reflective capacity of the parent as the best predictor of healthy long-term development in children. This book, written for parents and clinicians, aims to counteract much of the excessive worry and self-doubt that parents feel these days, through the reassurance that there is “no one right way to parent” and no one right answer to every problem. Dr. Pally talks about teaching parents a new way to think about their role as parent, in order to increase their self-confidence so that they can discover for themselves what solutions fit best for them and their child. She explains why the relationship is more important than anything else a parent does for their child, and gives examples of how the tools and guiding principles of Reflective Parenting can be incorporated into ongoing individual psychotherapy.

Learning Objectives

As a result of attending this learning activity, participants should be able to:

- Describe the basic tools of Reflective Parenting
- Explain at least four of the 10 guiding principles of Reflective Parenting
- Apply the model of Reflective Parenting to the 1:1 clinical psychotherapy situation

Regina Pally, M.D., is a member of NCP, an author of several books, a gifted teacher and a clinician for over 35 years with a focus on interpersonal relationships, especially within families. She is the Founder and Co-Director of Center for Reflective Communities (CRC), a nonprofit organization that “puts the relationship first.” CRC believes that when relationships are safe, accepting, emotionally responsive and supportive, they can transform lives—especially those of children and families.

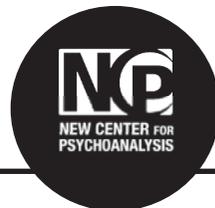
Saturday, February 25, 2017, 9:30 AM – 12:30 PM • 3 CE credits

\$55 Pre-registration, \$65 at the door, \$30 student rate

EXT

**Want notices of programs and events
in your inbox?**

Email us at
info @n-c-p.org



Co-sponsored by Center for Reflective Communities and New Center for Psychoanalysis

Making the Most of Reflective Supervision: An Introduction to Reflective Practice

Reflective supervision, reflective consultation, and reflective practice are terms used for the emerging approach now considered best practice for agencies where stress, high turnover, and service quality are significant issues. This one-day immersive, experiential workshop is designed for both supervisors and supervisees working as infant mental health and early childhood specialists, early childhood educators, home visitors, and other providers of infant and early childhood services. Utilizing video, role play, and small group exercises, participants develop a comprehensive framework for understanding reflective supervision. This training satisfies six hours toward the CA Center IFECMH Endorsement.

Learning Objectives

As a result of attending this course, participants should be able to:

- Define reflective supervision and identify three distinct responsibilities of supervisee and supervisor
- Distinguish key features of administrative, clinical and reflective supervision
- Define “reflective functioning” and its importance to relationship security
- Distinguish between therapy and reflective supervision

Facilitated by: Diane Reynolds, MFT, Program Developer and Senior Trainer for Mindful Parenting Groups and the Reflective Care Program at Center for Reflective Communities. Since creating the MPG model in 2001, she has published and presented widely on Mindful Parenting Groups, receiving funding from private foundations and the L.A. County Dept. of Mental Health to support ongoing facilitator training, education and research. She maintains an independent practice in Santa Monica, serving families and young children.

Thursday, March 2, 2017, 9 AM – 4 PM • 6 CE Credits

No CME Credit

\$125 early bird rate, registrations received by 2/2/17

\$140 regular registration after 2/2/17

For questions, please contact: info@reflectivecommunities.org

or (323) 275-4805

Using Deliberate Practice to Enhance Psychotherapy Training and Supervision

How do the good become great? Practice! From musicians to athletes to surgeons to chess masters, professionals rely on Deliberate Practice to achieve expertise. This workshop shows you how to use Deliberate Practice to dramatically improve your psychotherapy skills.

Drawing from the Science of Expertise, this workshop teaches evidence-based methods to increase the effectiveness and efficiency of professional development, including: the theory and principles of Deliberate Practice, research from the Science of Expertise, use of Deliberate Practice to enhance your clinical skill development, integration of Deliberate Practice into clinical supervision and training, and Impact Deliberate Practice to surpass your personal “clinical glass ceiling” and assess the effectiveness of clinical skill development.

Learning Objectives

As a result of attending this course, participants should be able to:

- Describe four processes in Deliberate Practice
- Describe a model for using Deliberate Practice in clinical training
- List three challenges to engaging in Deliberate Practice

Tony Rousmaniere, Ph.D., is a member of the Clinical Faculty at the University of Washington, Seattle, where he also maintains a private practice. His research focus is clinical supervision and training. He provides consultation and training for therapists around the world, including Australia, Asia, India, England, Europe, and the United States.

Friday, March 3, 2017, 8 PM – 10 PM • 2 CE Credits

\$50 Pre-registration, \$60 at the door, \$20 student rate

EXT

CONFIDENTIALITY

Notice to all attendees concerning confidentiality:

Those presenting clinical material have made reasonable efforts to disguise the identity of the patient. Additional precautions, however, are necessary to ensure confidentiality.

- Clinical material presented in any session must not be discussed outside the group itself to protect the confidentiality of the patient.
- Special care must be taken to avoid conversations about clinical material in halls and public areas.
- Clinical material must not be written about in subsequent reports, in newsletters or journals unless thoroughly and assiduously disguised and approved by the presenter.
- Emails and internet postings about the clinical material should be absolutely avoided.

Presented in collaboration with the California Circle of the Freudian School of Quebec, with the participation of the American Lacanian Forum

Masculinity, Femininity and Adolescence in Today's Psychoanalytic Clinic

Anglo-American object relations theories have emphasized subject-object distinctions and the constitution of the whole object for a successful passage through adolescence. But there are other perspectives regarding the stakes and contours of adolescence.

The thinking of the psychoanalysts Willy Apollon, Danielle Bergeron and Lucie Cantin, from the post-Lacanian Freudian School of Quebec (EFQ), starts from the premise that the Oedipus complex does not (and cannot, for structural reasons) operate past childhood. Thus adolescence as the place where things need to be worked out is emphasized both theoretically and in the work of the clinic. During adolescence, the free drives (which cannot be bound within any culture) re-emerge. While the parents could stand up for the child, the adolescent has to find his or her own solutions for this experience (“death of the father”).

This conference is a rare opportunity for all of us to gain exposure to a unique way of thinking about questions of adolescence in the psychoanalytic clinic. In close collaboration with the GIFRIC (Interdisciplinary Freudian Group for Research and for Clinical and Cultural Interventions), analysts from the EFQ have been working with psychotic young adults for over thirty years. The richness of their clinical experience has led to a revitalization of the Freudian practice through the trajectory laid out by Jacques Lacan. Their concepts of masculinity and femininity serve as a framework for the challenges that confront all adolescents today.

Thursday, March 9, 2017

Apollon, Bergeron and Cantin present a post-Lacanian model to approach the many crises of adolescence. Drawing on 35 years of psychoanalytic work with young psychotic adults, the presenters develop the concepts of masculinity and femininity as a framework for thinking about challenges that today's adolescents confront when entering adulthood.

Learning Objectives

As a result of attending this session, participants should be able to:

- Explain the role of fantasies for a successful passage through adolescence, and how these are evident in the clinic population
- Apply the concepts of masculinity and femininity, beyond issues of identity formation, in their clinical work with adults

Friday, March 10 and Saturday, March 11, 2017

Associates of the EFQ present clinical vignettes as a basis for the analysts to work through the conference theme. Each day includes an additional 1½ hours of teachings in the afternoon.

For course information/reservations, visit n-c-p.org or call (310) 478-6541, Ext. 10

Learning Objectives

As a result of attending this session, participants should be able to:

- Utilize the understanding, gained through the observation of and participation in the supervision of clinical cases presented in the seminar, of the masculine (in both men and women) as that part which takes responsibility for the “beyond language” in their clinical work with patients
- Utilize the understanding, gained through the observation of and participation in the supervision of clinical cases presented in the seminar, of the feminine (in both men and women) as that part which cannot be addressed to another in their clinical work with patients
- Describe how to work with the “phallic ideals” that attempt to regulate the excess of free drives (not bound by culture) and reaffirm the coupling of the Symbolic and the Real in the clinic
- Describe how to work with the supplementary strategies that deal with the fractures that emerge in the colonization of the Real by the Symbolic in the clinic

Willy Apollon, Danielle Bergeron and Lucie Cantin, psychoanalysts of the EFQ and the GIFRIC (Interdisciplinary Freudian Group for Research and for Clinical and Cultural Interventions), are co-authors of *Traiter la psychose* (1990), of *La Cure analytique du psychotique: enjeux et stratégies* (2008), and of *Un avenir pour le psychotique – Le dispositif du traitement psychanalytique* (2013), published by GIFRIC, and of *After Lacan: Clinical Practice and the Subject of the Unconscious* (2002), at SUNY University Press. They have also widely published on a variety of topics, including psychosis, the formation of analysts, the psychoanalytic clinic, perversion, aesthetics, family, and the analysis of cultural, social and political practices (W. Apollon); on psychoanalytic treatment of psychosis and neuroses, ethical questions and their impacts on humanity, the analyst facing aesthetics, and the Thing, femininity, science and psychoanalysis (D. Bergeron); on psychoanalytic treatment of psychosis, the clinic of neurosis, on mysticism, femininity, masculinity and perversion (L. Cantin).

Program coordinators: Bettina Soestwohner, Ph.D., Michael Nee, LMFT, and Apurva Shah, M.D.

Three-Day All Conference Participation

Pre-registration: \$275 Student rate: \$90

Maximum CE credits for all Conference participation: 14 CE Credits

Includes Continental Breakfast: 9:00-9:30 AM on Friday and Saturday and a closing reception on Saturday

Thursday, March 9, 2017, 8 PM-10 PM • 2 CE Credits

\$20 with CE Credits • Free attendance without CE Credits

Friday, March 10 and Saturday, March 11, 2017, 9:30 AM-5:00 PM with lunch break • 6 CE/CME Credits each day

Registration \$145 per day • student rate \$50 per day paid at the door

SM

Louise Nevelson: Light and Shadow

The program offers an intimate portrait of Louise Nevelson's remarkable life and art, drawing on hours of personal interviews with the artist at the height of her fame, as well as with her colleagues, friends and family members. Laurie Wilson tells the story of this major artist who became one of the three great American sculptors of the twentieth century. Nevelson's artistic, spiritual, even physical transformation is dramatic, complex, and inseparable from major historical and cultural shifts of the twentieth century, particularly in the art world. Laurie Wilson offers previously undiscovered material, including rare archival images of Nevelson and her art.

Learning Objectives

As a result of attending this session, participants should be able to:

- Explore how the biography of an artist can illuminate psychoanalytic concepts
- Examine how Nevelson's longtime interest in the unconscious affected her life and art
- Recognize the value of applied analysis in reaching a general public

Laurie Wilson, Ph.D., is a biographer and art historian, and a practicing psychoanalyst on the faculty of the Psychoanalytic Institute at NYU Medical School. She authored *Alberto Giacometti: Myth, Magic and the Man* and *Louise Nevelson, Light and Shadow*. Her involvement with Nevelson dates back to the 1970s, when she spent fifteen hours interviewing the artist for her doctoral dissertation, *Louise Nevelson Iconography and Sources* (1976), which was subsequently published in the series, *Outstanding Dissertations in the Fine Arts*. She has also written more than a dozen chapters, articles and essays on Nevelson for professional journals and publications, including essays for the 1980 Whitney Museum exhibit (for which she conducted additional interviews with the artist) and the catalogue essay for an exhibit at the Phoenix Museum of Art.

Thursday, March 16, 2017, 8 PM-10 PM • 2 CE Credits

\$20 with CE Credits

Free attendance without CE Credit

SM

PSYCHOANALYTIC BOOK CLUB

The book club meets monthly to discuss works of fiction. We think about character, themes and settings from a psychoanalytic perspective. There is limited space for new participants. Please contact Dr. Myra Pomerantz if you are interested: (310) 277-1020.

Every third Monday, February – June, 2017

11:30 AM – 1 PM • Fee: \$10 per semester

For course information/reservations, visit n-c-p.org or call (310) 478-6541, Ext. 10

The International Psychoanalytical Association's three Affiliated Institutes in Los Angeles—New Center for Psychoanalysis, Psychoanalytic Center of California and Los Angeles Institute and Society for Psychoanalytic Studies—proudly present:

Klein, Winnicott and Bion: Clinical Convergence and Theoretical Differences - A Three-Part Series

Part 1: Thursday, March 23, 2017

Discussion of Winnicott's 1962 Audio Recording of "The Kleinian Development"

Discovered in the archives of NCP, we will listen to an audio recording of D.W. Winnicott's justly famous critique of Melanie Klein's theories and her London group. Winnicott's talk was given to the members and candidates of the Los Angeles Psychoanalytic Society and Institute on October 4, 1962. Safely removed from the animosity and rivalry among the three training groups of the British Psychoanalytical Society in London, Winnicott gave an unvarnished view of the strengths and liabilities of the London Kleinian development up until the time of Mrs. Klein's death in 1960.

Drs. David James Fisher and Joseph Aguayo will moderate a discussion with the audience in terms of Winnicott's rather nuanced view of the Kleinian development, a movement that he knew intimately from his years of supervision in the 1930s and 40s with Mrs. Klein, and 'Kleinist' analysis with one of her close associates, Joan Riviere. Issues covered include the play technique with children, the role of depressive and persecutory anxieties, and the classical Kleinian technique of analyzing the internal world. We will also discuss where Winnicott took theoretical issue with the paranoid/schizoid anxieties and his sense as a pediatrician that Mrs. Klein conflated the emotional disturbances of young children with what in Winnicott's view made infants ill. His most enduring critique of Klein's theory will be discussed, namely that she failed to take into sufficient consideration the environment of provision supplied by real mothers.

Learning Objectives

As a result of attending this session, participants should be able to:

- Explicate what Winnicott thought were the strengths of Mrs. Klein's clinical ideas, especially as they pertain to the analysis of both young children and adult patients
- Explicate what Winnicott thought were the liabilities and weaknesses of Mrs. Klein's clinical ideas, particularly her "temperamental inability" to factor in the role of the maternal environment
- Describe some of the treatment implications of divergences between Winnicott and Klein, namely the move from an "internal world" analysis of emotional disturbance to one where the role of the actual external object in the form of the environment of provision and the analyst's subjective states are now factored into the treatment situation.

Part 2: Thursday, April 13, 2017

Reconsidering the Contributions of Bion and Winnicott in the Context of the London Group

Dr. Joseph Aguayo discusses this recent paper, now in submission to *The International Journal of Psychoanalysis*. The theoretical, clinical and small-group rivalries and animosities between independents such as Winnicott and Kleinians like Bion continued into the 1960s. An argument is made that the insularity of the London Klein group now precluded public dialogue with members of groups whose views differed from theirs. New evidence from *The Collected Works of D.W. Winnicott* (Oxford Univ. Press, 2016) is offered that makes a case for how persistent Winnicott was during the 1950s and 60s in his attempts to entreat various members of the London Klein group to dialogue with him about their differences. One area of intense disagreement was around the role and definition of countertransference, and involved groundbreaking papers by both Winnicott and Paula Heimann on this subject.

Particular attention is given to aspects of Winnicott's "Kleinian Development" lecture (1962) which differ from his account published in 1965. It is curious in light of how acquainted both Bion and Winnicott were with each other's work that they published next to nothing about their varying approaches, especially during the time that they virtually alternated between being Presidents of the British Psychoanalytic Society between 1956 and 1968. One riveting example of their intense differences will be discussed, namely Winnicott's reaction to a 1964 Kleinian presentation on Bion's epistemological monograph, *Learning from Experience* (1962). The Q & A portion will be moderated by Dr. John Lundgren.

Learning Objectives

As a result of attending this session, participants should be able to:

- Describe how Bion and Winnicott continued the rivalry and theoretical antagonisms of the Klein group and Independents during the 1960s in London
- Explain how Bion and Winnicott discussed their theoretical and clinical differences in non-public forums
- Identify some of the differences in their models of the infant's mind based on different methodological considerations—the difference between the Kleinian 'internal infant' vis-à-vis Winnicott's observed infant with its maternal caretaker

Part 3: Thursday, April 20, 2017

Dialogue on the Clinical and Theoretical Differences/Similarities Between Bion and Winnicott

Our series culminates with a dialogue between two international experts on the clinical theories of Bion and Winnicott. Professors Robert Hinshelwood and Lesley Caldwell will dialogue with one another on some of the core concepts associated with these two analytic pioneers. These two members of the British Psychoanalytical Society in London are recognized for their contributions to the Bion and Winnicott literature. Selections will be made from ideas, such as: the "holding environment," "container/contained," the "role of the analyst's subjective reactions and the countertransference," and the role of the external object. We note here how unique it is in the new millennium to have members

For course information/reservations, visit n-c-p.org or call (310) 478-6541, Ext. 10

of what have been schools of analytic thought that have been long antagonistic to one another appear in public to discuss their clinical convergences and differences. Ample room will be made for an exchange with the audience in a Q & A portion of the program. This dialogue presentation will be moderated by Dr. Joseph Aguayo.

Learning Objectives

As a result of attending this session, participants should be able to:

- Explicate some of the key differences between Winnicott's and Bion's concepts, e.g., the container/contained and the holding environment
- Explicate some of the differences between Bion's and Winnicott's ideas about the role of the external object in their evolving theories of mind
- Understand better why a public dialogue about clinical differences between Kleinians like Bion and independents like Winnicott has been so long in coming

Professor Robert Hinshelwood is Emeritus Professor of Psychoanalytic Studies, University of Essex. Central among his numerous and prolific publications that span over 35 years is the classic *Dictionary of Kleinian Thought*, which was recently revised by a team of Kleinian analysts led by Elizabeth Spillius. Most recently, he co-edited a volume, *Bion's Sources*, with Nino Torres. He enjoys traveling and lecturing in all three IPA regions around the world. He is also a specialist in the history of Kleinian and Bionian psychoanalysis.

Professor Lesley Caldwell is Honorary Professor of the University College London Psychoanalysis Unit. She is also a psychoanalyst in private practice affiliated with the British Psychoanalytic Association and a guest member of the British Psychoanalytical Society. Most recently, she has been the joint general editor with Helen Taylor Robinson of the long-awaited 12-volume edition of *The Complete Works of D.W. Winnicott* (Oxford University Press, 2016). She is a Training and Supervising Analyst for the IPA's China Program and a training analyst for the London Independent Psychoanalytic Child and Adolescent Psychotherapy Association (IPCAPA). She is also Honorary Senior Research Fellow in the Italian Department at University College London and has written and published in the areas of Italian cinema, the city of Rome, and the Italian family.

Joseph Aguayo, Ph.D., is a Training and Supervising Analyst at the Psychoanalytic Center of California and is in private practice in West Los Angeles. He is also a Guest Member of the British Psychoanalytical Society in London. He merges his clinical and research interests by numerous publications in the *International Journal of Psychoanalysis* on the clinical history of Kleinian and Bionian psychoanalysis. His forthcoming book, *Bion in Buenos Aires: Seminars and Supervision*, is a co-edited project with Lia Pistiner de Cortinas and Agnes Regeczkey that will be formally launched at this summer's IPA Congress in Buenos Aires.

David James Fisher, Ph.D., is a Training and Supervising Psychoanalyst at the Institute of Contemporary Psychoanalysis, a Senior Faculty Member at the New Center for Psychoanalysis, and in private practice in West Los Angeles. He is the author of *Cultural Theory and Psychoanalytic Tradition* and *Bettelheim: Living and Dying*. Dr. Fisher's research interests include the convergence of cultural history and psychoanalysis, the history of psychoanalysis, and the application of

psychoanalysis to the understanding of cultural artifacts, such as film, literature and art. He has published essays on Freud, Lacan, Spielrein, Stoller, Jacoby, Foucault, Winnicott and Grotstein, as well as published clinical papers on erotic countertransference.

John Lundgren, M.D., is a Training and Supervising Analyst at the Psychoanalytic Center of California and an Associate Clinical Professor of Psychiatry at the UCLA School of Medicine. He formerly served as Co-Director of the Tavistock Group Relations Training Program at the UCLA Department of Psychiatry. He is a member of the A.K. Rice Institute for the Study of Social Systems and its West Coast affiliate, GREX. He serves as a consultant to Tavistock Group Relations conferences and is presently exploring the integration of this training model with psychoanalytic training. He is in private practice of psychoanalysis in Beverly Hills.

Program coordinators: Joseph Aguayo, Ph.D., John Lundgren, M.D., and David James Fisher, Ph.D.

Three Thursdays: March 23, April 13 and April 20, 2017, 8 PM – 10 PM
6 CE credits offered (2 CE credits for each lecture)

\$150 is the flat fee for this package of three presentations.

Location: NCP Auditorium, 2014 Sawtelle Blvd., Los Angeles, CA 90025

Pre-registration is required and is on a first come, first served basis.

Registration begins on January 20 and must be completed online at:

tinyurl.com/bionla

A live link and step-by-step directions can be found at n-c-p.org

How to obtain lecture paper:

Once registrants are officially enrolled with RegPack, they can email Joseph Aguayo, Ph.D., at joseph.aguayo@gmail.com and request a copy of his Winnicott and Bion paper. This is the only paper that will be emailed for this series of presentations.

CLINICAL MOMENTS

A monthly series in which a critical clinical moment in an ongoing analytic treatment is presented and discussed. This program meets on the first Tuesday evening of each month from 7-9:30 PM. It is hosted by a different colleague in the Los Angeles area with a different analyst presenting. It is for psychology/social work graduate students, psychiatry residents, and mental health professionals interested in psychoanalytic thought and possible enrollment into the training programs at NCP. A light dinner is served. Please contact ceciliap@n-c-p.org to receive monthly notifications.

Dreams and Nightmares of Children

Dreams and nightmares of children often represent the growing ego's encounter with intrapsychic anxieties, conflicts and developmental demands, and/or reactions to the external (familial and sociocultural) contexts of the child's life. For example, the monster in the nightmare of a young child might represent the necessity to face the inner "monstrosity" in one child's psyche, whereas a similar monster in another child's dream could be reflecting disturbing conditions of this child's life or even a creative combination of the two.

The value of understanding the meanings of the personal purposes, affects, images and symbols in the dreams and nightmares of children as part of the psychotherapeutic process is the topic of exploration. A panel of discussants from various schools of psychoanalysis, and thus different clinical approaches, comment on a case presentation that includes dreams of a child.

Learning Objectives

As a result of attending this course, participants should be able to:

- Demonstrate understanding of symbolic language in children's dreams
- Recognize transference imagery that appears in dreams
- Examine developmental crises in children's dreams
- Identify compensatory, complementary and family dynamics in children's dreams
- Identify the value and purpose of understanding dreams in the treatment process

Van DeGolia, M.D., is Co-Dean of Training, former Chair of the Child Psychoanalytic Program and Training and Supervising Analyst at NCP. He is also Assistant Clinical Professor at UCLA Geffen School of Medicine and in private practice in Brentwood.

Susan Donner, M.D., is the current Chair of the Child Psychoanalytic Program, Training and Supervising Analyst and Child Supervising Analyst at NCP. She is Associate Clinical Professor at UCLA Geffen School of Medicine and in private practice in Woodland Hills.

Jeanette Gadt, Ph.D., is the current Chair of ICAPP (Infant, Child and Adolescent Training Program), Training and Supervising Analyst and Child Supervising Analyst at the Psychoanalytic Center of California. She is a former dean and professor at California Institute of the Arts and has a private practice in West Los Angeles.

Robert Moradi, M.D., is Clinical Professor of Psychiatry at UCLA School of Medicine and Emeritus Psychiatrist at Cedars-Sinai Medical Center, where he was former Training Director of Child and Family Psychiatry at Thailians. He currently teaches at the C.G. Jung Institute of Los Angeles, UCLA Geffen School of Medicine, Reiss-Davis Graduate Center and NCP. He is in private practice in Santa Monica.

Saturday, March 25, 2017, 9:30 AM – 12:30 PM • 3 CE Credits

\$55 Pre-registration, \$65 at the door, \$30 student rate

EXT

Co-Sponsored by Center for Reflective Communities and New Center for Psychoanalysis

Transforming Parental States of Mind: Reflective Clinical Approaches

This full-day intensive workshop for infant-family and early childhood mental health professionals introduces a relationship-focused, mentalization-based approach to transforming parent-child relationships. Through review and discussion of Parent Development Interview transcripts and audio/video case material specifically targeting growth of parental reflective functioning, this approach is illustrated in action, including role-playing strategies for working with parents whose history of trauma challenges parent-child relationship security. This experiential and highly interactive workshop looks closely at work with dismissive, preoccupied and unresolved parental states of mind in the context of individual, family, or group consultation. Participants are invited to work directly with challenging clinical material and develop strategies and skills that enhance parental mentalization. This training satisfies six hours toward the CA Center IFECMH Endorsement.

Learning Objectives

As a result of attending this course, participants should be able to:

- Define parental reflective functioning (PRF) and recognize instances of high, medium, and low reflective capacity
- Tailor mentalizing interventions for work with dismissive, preoccupied, and unresolved states of mind
- Demonstrate and apply clinical strategies that deepen reflective process and promote PRF

Facilitated by: Diane Reynolds, MFT, Program Developer for Mindful Parenting Groups and the Reflective Care Program at Center for Reflective Communities. Since creating the group model in 2001, Ms. Reynolds has published and spoken widely on her work with Mindful Parenting Groups, and has received funding from private foundations and the L.A. County Department of Mental Health to support ongoing facilitator training, education and research. She is currently in independent practice in Santa Monica, serving families and young children.

Thursday, March 30, 2017, 9 AM – 4 PM • 6 CE Credits

No CME Credit

\$125 early bird rate, registrations received by 2/28/17

\$140 regular registration after 2/28/17

For questions, please contact: info@reflectivecommunities.org or (323) 275-4805

For course information/reservations, visit n-c-p.org or call (310) 478-6541, Ext. 10

Transforming Aggression: “The Admiral’s Fleet”

A Child’s Tale of Revenge

By the time nine-year-old Jesse* came for treatment he had been rejected by schools, recreation programs and peers—and, in a sense, his own parents who, discouraged by their failure to protect him, had begun to believe that they had raised a freak. They volunteered that their relationship had been “full of conflict” from the start. They had considered divorce on numerous occasions and had been through several unsuccessful attempts at couples’ counseling. His mother confided, “Jesse heard our fights in the womb.”

Jesse was able over time, with help, to express his mental anguish in fantasy play with a poignancy and verisimilitude that defies translation. His tale of transformation told in metaphor carried the unexpected punch of an adult’s dream and seized on what it is to be alive. Greed, envy, fear, love, hate, murder and desire permeated his drama. Yet above all else, it was his determination to bring the therapist into his inner world which contained the germ of his transformation and emotional growth. How this came about is the subject of this summary. **This clinical vignette is based on composite case material.*

Learning Objectives

As a result of attending this course, participants should be able to:

- Recognize the ways in which a toxic home environment impacts and impedes child development
- Understand an effective way to transform aggression within the treatment process
- Learn how to access the internal world of a child with the use of fantasy play

Katharine Gould, LCSW, is the Director and faculty member of the Child and Adolescent Psychoanalytic Psychotherapy Program (CAPP) at New Center for Psychoanalysis. She is the editor and contributor to an issue of *The Journal of Psychoanalytic Inquiry* on treating Asperger’s Disorder. She has also published articles in *The Psychoanalytic Study of the Child* on the uses of fantasy play to teach reciprocity. She has presented her work with children in numerous conferences and institutes in the United States and Canada.

Saturday, April 1, 2017, 9:30 AM – 12:30 PM • 3 CE Credits

\$55 Pre-registration, \$65 at the door, \$30 student rate

EXT

Slavery’s Shadow: Racism in the American Psyche, Part II

A screening of two 2016 documentary films, *13th* and *I Am Not Your Negro*, offers both formal and facilitated audience discussion of racism in the American psyche today. *13th*, directed by Ava DuVernay (*Selma*, *Queen Sugar*), focuses on race in the United States criminal justice system. The film speaks to the 13th Amendment of the U.S. Constitution to outlaw slavery.

Raoul Peck's *I Am Not Your Negro* presents a political statement and probes the mind of James Baldwin, a notable 20th century writer and social critic. It portrays both an unusual and striking cinematic biography with a specific mission of showing America through the eyes of an African American, scattering shreds of hope amid horror, exasperation and disgust. [Excerpted from RogerEbert.com].

Learning Objectives

As a result of attending this course, participants should be able to:

- Increase competency and insight in relating to patients/clients from diverse populations
- Explore the range of psychodynamics of racism such as projection, splitting, dehumanization, rage, resentment, and compliance/defiance
- Identify the influence of intergenerational transmission of “race” consciousness on members of diverse groups
- Recognize how film can reinforce or break racial stereotypes in the American psyche
- Apply increased awareness of racism and power dynamics in the patient and the therapist

Presenters:

Veronica D. Abney, Ph.D., an ICP training and supervising analyst in private practice in Los Angeles and Santa Monica, was the 2015-16 Co-President of ICP. Her clinical expertise is in the treatment of child, adolescent and adult survivors of childhood sexual trauma. Her research interest is the history of African American Psychoanalysts in the United States.

Jeffrey Prager, Ph.D., is a Professor of Sociology at UCLA, former Co-Dean and a Senior Faculty Member at NCP, and maintains a private practice in Beverly Hills. He has been teaching and writing on American race relations for many years, including *Melancholia and the Racial Order: A Psychosocial Analysis of America's Enduring Racism*, presented at NCP’s Slavery’s Shadow program in February 2015.

Organized and Facilitated by:

Thomas Brod, M.D., Co-Director of the NCP Film and Mind Series, is Associate Clinical Professor, Psychiatry, Geffen UCLA School of Medicine, and Senior Faculty, New Center for Psychoanalysis. His private practice is in West Los Angeles.

Apurva Shah, M.D., is a child and adult psychiatrist practicing in Palmdale and an Associate member of NCP. He is co-director of the NCP Film and Mind Series. He is Director and Faculty at the Antarnad Foundation, a psychoanalytic psychotherapy training program in Ahmedabad, India.

Saturday, April 8, 2017, 9:30 AM – 2:00 PM • 4 CE Credits

\$50 Early Bird Special by 3/8/17

\$75 Pre-Registration, \$85 at the door, \$35 student rate

EXT

For course information/reservations, visit n-c-p.org or call (310) 478-6541, Ext. 10

The Patient, the Therapist, and the Therapeutic Process: A Triadic Journey into Successful Private Practice

This course is conceived as a two-part seminar led by an NCP Training and Supervising Analyst and an early career therapist. Their objective is to engage participants in evaluating internal and external ramifications and guidelines when developing a private practice. A hands-on technique is offered to discover creative ways for clinicians to grow a successful, rewarding private practice.

Practical aspects of establishing a practice are discussed, including, but not limited to, setting up an office, marketing, advertising, training, fees, use of supervision and mentorship. Establishing a frame of treatment is considered from an internal and external perspective. Emotional resistances to developing a practice are explored through vignettes and participant interaction.

Learning Objectives

As a result of attending this course, participants should be able to:

- Develop tools to facilitate all the crucial steps of practice-building, focusing on strategies tailored to their strengths
- Learn how training, supervision, and mentorship are key elements to building private practices
- Identify ten tips for setting up the “frame of treatment” to ensure a successful practice
- Understand how emotional resistances can inhibit self-promotion when developing a private practice

Recommended Reading:

Bleger, J. (1967). Psycho-analysis of the Psychoanalytic Frame, *The International Journal of Psychoanalysis*, Vol 48(4), 511-519.

Jill Model Barth, Ph.D., is a psychologist/psychoanalyst in private practice in Beverly Hills. She is a Training and Supervising Analyst and teaching faculty at NCP, a member and teaching faculty of LAISPS, an Assistant Professor and core faculty at the Chicago School, and clinical supervisor and faculty member of the Wright Institute. Dr. Barth has lectured nationally and internationally on supervision as an analytic third, dream analysis, transference and counter transference dilemmas.

Joshua Richmond, MPW, is a vested member of the Writers Guild of America West and has written for film and television for more than 20 years, writing scripts for Ron Howard, Universal and Disney, among others, and creating TV shows for Fox and Disney. Currently he teaches screenwriting and sitcom writing at Cal State Fullerton, and is a psychoanalytic candidate at the New Center for Psychoanalysis.

Two Saturdays:

Saturday, May 6, 2017, 9:30 AM – 12:30 PM and

Saturday, May 13, 2017, 1:30 PM – 4:30 PM

6 CE Credits

\$85 Pre-registration, \$100 at the door, \$40 student rate

EXT

Co-sponsored by Center for Reflective Communities and New Center for Psychoanalysis

Making the Most of Reflective Supervision: An Introduction to Reflective Practice

Reflective supervision, reflective consultation, and reflective practice are terms used for the emerging approach now considered best practice for agencies where stress, high turnover, and service quality are significant issues. This one-day immersive, experiential workshop is designed for both supervisors and supervisees working as infant mental health and early childhood specialists, early childhood educators, home visitors, and other providers of infant and early childhood services. Utilizing video, role play and small group exercises, participants develop a comprehensive framework for understanding reflective supervision. This training satisfies six hours toward the CA Center IFECMH Endorsement.

Learning Objectives

As a result of attending this course, participants should be able to:

- Define reflective supervision and identify three distinct responsibilities of supervisee and supervisor
- Distinguish key features of administrative, clinical and reflective supervision
- Define “reflective functioning” and its importance to relationship security
- Distinguish between therapy and reflective supervision

Facilitated by: Diane Reynolds, MFT, Program Developer and Senior Trainer for Mindful Parenting Groups and the Reflective Care Program at Center for Reflective Communities. Since creating the model in 2001, she has published and presented widely on Mindful Parenting Groups, receiving funding from private foundations and the L.A. County Dept. of Mental Health to support ongoing facilitator training, education and research. She maintains an independent practice in Santa Monica, serving families and young children.

Thursday, May 11, 2017, 9 AM – 4 PM • 6 CE Credits

No CME Credit

\$125 early bird rate, registrations received by 4/11/17

\$140 regular registration after 4/11/17

For questions, please contact: info@reflectivecommunities.org or

(323) 275-4805

Save the Dates

Marianne Leuzinger-Bohleber, Ph.D., and Werner Bohleber, Ph.D.

The New Center for Psychoanalysis is pleased to welcome these two distinguished psychoanalysts and researchers from Frankfurt, Germany to present at two events this spring

Scientific Meeting, Thursday, May 18 and a Saturday Program, May 20, 2017

Dr. Werner Bohleber is a psychoanalyst, researcher and the 2007 recipient of the prestigious Sigourney Award for outstanding contribution to psychoanalysis. He has devoted much of his energy to trauma in both, the individual and wider social sense, terrorism, right-wing extremism, anti-Semitism. As a German analyst, Dr. Bohleber has exhibited great integrity and courage in pursuing his concern with the past German silence, shame, and guilt concerning the crimes of the Nazis. He has written books and papers on the psychoanalytic understanding of the Holocaust, violence, extremism, and xenophobia.

Marianne Leuzinger-Bohleber is a noted researcher and author of *Outcomes of Psychoanalytic Treatment: Perspectives for Therapists and Researchers*, and is a frequent speaker and lecturer across Europe. She is the head of the Sigmund Freud Institute (SFI), the home of many active researchers. The SFI prides itself on reacting to and recognizing a modern increased demand for different social, cultural and political mechanisms and organizations, and it encourages a creative, innovative approach to age-old questions in psychoanalysis.

More information will be posted on the New Center website, n-c-p.org or call Terrell at 310-478-6541 Ext. 14.

Trans: How Much Do We Really Want to Know?

This course explores the evolving psychoanalytic discourse on gender and sexuality as “magnetic north has become unmoored” (Saketopoulou 2014), potentially evoking great anxiety in the therapist/analyst. Participants watch selections from the documentary *TransGeneration* and explore with Drs. Grumbach and Shubert what evolves within them as they think about working with transgender patients and analysts. The presenters introduce psychoanalytic ideas about how to work with aspects of the personality that arise in the therapist and patient when exploring facets of gender and sexuality. Participants are given time to share their own thoughts, experiences and questions. Allowing room to be curious and investigate the many levels of responses and reactions within oneself provides an invitation to deepen the level with which one can work with individuals as they explore their own gender and sexuality.

Learning Objectives

As a result of attending this course, participants should be able to:

- Discuss the specific challenges psychoanalysts face addressing biases about gender and sexuality
- Discuss new ideas to improve psychoanalytic discourse with respect to gender and sexuality
- Identify key resources and organizations that assist individuals as they discover their own sense of their gender

Ethan Grumbach, Ph.D., is a Training and Supervising Analyst at the New Center for Psychoanalysis. He is the past chair of APsaA's Committee on Gender and Sexuality, of which he is still a member. He is a founding member and Co-Director of the THRIVE Infant Family Program. He has a private practice in Los Angeles where he sees adults, infants and families in psychoanalysis and psychotherapy.

Justin Shubert, Psy.D., is a clinical psychologist working in private practice in Silver Lake. He is a Clinical Associate at the New Center for Psychoanalysis and the Director of Silver Lake Psychotherapy, a psychodynamic private practice group in East L.A.

Alo Johnston, MFT, is a transgender man and marriage and family therapist intern at the Los Angeles Gender Center. Alo received his MA at Antioch University Los Angeles with a specialization in LGBT affirmative psychotherapy

Saturday, May 13, 2017, 9:30 AM – 12:30 PM • 3 CE Credits

\$55 Pre-registration, \$65 at the door, \$30 student rate

EXT

From Klein to Bion: A Practical Introduction to Kleinian, Neo-Kleinian, and Post-Kleinian Psychoanalytic Theory and Technique

Are you perplexed and perturbed by projective identification? Does Bion drive you bonkers? Let's face it, Kleinian principles and practice can be daunting and off-putting. Wouldn't it be nice if it could be presented in a down-to-earth, helpful way, using practical, enlivening illustrations from contemporary media, the arts, philosophy, and clinical cases? Would you like to better understand how it manifests in the world around you and make better sense of your more mystifying clinical cases?

This seminar explores the arc and sweep of Kleinian theory and practice. We look at the people and principles contributing to this important area of psychoanalysis, including Melanie Klein, Paula Heimann, John Steiner, and Wilfred Bion, and their concepts of projective identification, countertransference, psychic retreats, attacks on linking, and the importance of silence and listening without memory, desire, or understanding.

Learning Objectives

As a result of attending this learning activity, participants should be able to:

- Understand the theoretical and technical foundations of Kleinian thinking and their evolution

- Process Kleinian theory and technique experientially through media and the arts
- Receive new possibilities for thinking about clinical cases from a Kleinian perspective

Glenn Mowbray, Psy.D., is a former radio host, popular speaker, and faculty member in the Adult Analytic and Psychotherapy Programs at NCP, where he teaches Klein and Bion. He has presented papers and clinical cases at International Bion and Frances Tustin Conferences, and at the First International Iranian Congress on Psychoanalysis. He is the 2013 recipient of the Elyn R. Saks Scholarship for research into schizophrenia and other psychotic states. Dr. Mowbray is in private practice in Beverly Hills, Long Beach and Newport Beach, where he coordinates a psychoanalytic team helping high-risk, primitive mental state patients.

Saturday, June 3, 2017, 9:30 AM – 12:30 PM • 3 CE credits

\$55 Pre-registration, \$65 at the door, \$30 student rate

EXT

Deconstructing Post-Election Angst: Psychoanalysis and the Problem of Dialogue

Reeling from the uproar and polarization surrounding the recent results of the election of Donald Trump as president, psychoanalysis' contributions to the subject of interpersonal dialogue have gained relevance, even urgency. Dr. Karbelnig begins the seminar by presenting detailed information on the demographics of the election—statistics revealing the alarming split in the American public. Next he explores how the concept of dialogue has been conceptualized by psychoanalytic theorists. He covers different models of intrapsychic conversations, i.e., between the superego versus the ego, and interpersonal ones, i.e., between patients and their psychoanalysts, and all other types of relationships.

Dr. Karbelnig approaches psychoanalytic ideas historically, starting with Freud and other pioneers and working his way into the contemporary self-psychological, intersubjective, and relational models. The presentation seeks to enhance participants' understanding of the chasm in American society and how to best address it.

Learning Objectives

As a result of attending this course, participants should be able to:

- Acquire knowledge of different psychoanalytic theorists' views of intrapsychic and interpersonal dialogue
- Understand how to intervene clinically to increase patients' capacity for self-understanding and self-expression
- Improve their capacity for identifying splitting, projective identification, and other primitive mental mechanisms in patients that prevent intrapsychic or interpersonal communication

Alan Karbelnig, Ph.D., ABPP, a training and supervising psychoanalyst and senior faculty at NCP, as well as a board certified forensic psychologist, practices psychoanalytic psychotherapy, couples therapy, and psychological assessment in Pasadena.

Saturday, June 10, 2017, 9:30 AM – 12:30 PM • 3 CE Credits

\$55 Pre-registration, \$65 at the door, \$30 student rate

EXT

Treating Treatment-Refractory Depression with Psychodynamic Psychotherapy (ISTDP)

Treatment-refractory depression may be defined as Major Depression with an inadequate response to at least one full trial of medication; it is usually a recurrent or chronic condition. These are psychodynamically complex cases often presenting with exhaustion, rumination, self-hatred (and suicidal behavior), and typically with persistent somatization substituting for the depressive process. Imaging and outcome studies have demonstrated that such cases are often successfully treated with psychodynamic psychotherapy--once the path to treatment is established.

After reviewing the published literature demonstrating the efficacy of psychodynamic treatment, this three-hour course reviews the common treatment factors which can be demonstrably effective with "Treatment-Refractory Depression." The psychodynamic principles of ISTDP, which are reviewed and illustrated with video of clinical material, provide the backdrop for this course. Participants are encouraged to bring examples from their own practice to discuss (video encouraged but not necessary).

[Due to the confidentiality of the material to be discussed, participation is limited to licensed or registered clinicians.]

Learning Objectives

As a result of attending this course, participants should be able to:

- Identify brain regions which have been shown to change associated with psychological improvement in Treatment-Refractory Depression and recognize at least four common factors in the treatment of such cases
- Locate and help patients with the malignant defense patterns of the pathological super-ego activity in depressive somatization
- Identify the four rapidly rotating fronts of resistance that must be addressed in psychodynamic treatment of these so-called "refractory" patients
- Respond therapeutically to the four rapidly rotating fronts of resistance
- Build and maintain Unconscious Therapeutic Alliance with these patients

Thomas M. Brod, M.D., is a psychoanalyst in private practice in West Los Angeles. He is Associate Clinical Professor of Psychiatry at Geffen UCLA Medical School and Senior Faculty at NCP.

Saturday, June 24, 2017, 9:30 AM – 12:30 PM • 3 CE credits

\$55 Pre-registration, \$65 at the door, \$30 student rate

EXT

NCP FILM AND MIND SERIES

The NCP Film and Mind Series allows clinicians to explore psychoanalytic concepts in an open and exciting discussion format. By analyzing the interpersonal dynamics between the film characters and treating the *mise-en-scène* (the sum total of the art and artifice in the movie) as a metaphor for the internal mental states of the characters, and by revealing the subtext of the story by highlighting the process of the plot, we can gain a better understanding of the dynamics of our patients and of the therapeutic process. Movies are geared to mental health professionals and the general public who are interested in psychoanalytic ideas. Each evening starts with a brief introduction of the movies and the discussant(s). The movie (or excerpts thereof) is screened. The discussant(s) present a brief analysis of the movie using the principles stated above which are designed to stimulate a lively discussion with the participants.

Eight Friday Nights

February 24, 2017 – June 23, 2017

7:30 PM – 10 PM • 2.5 CE Credits each

\$20 per film with credits; \$10 general public (no discount)

February 24, 2017

Don't Think Twice

Don't Think Twice is a smart, funny and honest comedy about a six-person comedy team, known as The Commune, which has killed onstage for 11 years, waiting for its big break. When one of the group becomes a solo success, the movie explores the feelings and reactions of others, including envy, anger, a sense of loss and self-doubt.

Learning Objectives

As a result of attending this learning activity, participants should be able to:

- Understand how humor, wit, comic timing and laughter provide pleasure by playing on our defenses against aggression, misfortune, pain and humiliation
- Examine and apply to clinical situations the effects of envy on group dynamics when humor fails, and Freud's concept of mourning to explore the loss of a dream as illustrated in the film

Albert Morell, Ph.D., is a Lacanian clinical and research analyst in private and institutional practice. He is a former university lecturer in literature, philosophy and film studies, as well as a former screenwriter. He is co-editor of *The Los Angeles Psychologist*, and is founder and delegate of the California Forum of the Internationale des Forums École de Psychoanalyse des Forums du Champ Lacanien (IF-EPFCL), based in Paris, France.

Jill Lummus, Psy.D., is an Advanced Clinical Associate at NCP and on the faculty of NCP's Psychoanalytic Psychotherapy Program, where she teaches courses on Gender & Sexuality, and Psychosis. She has a Masters of Fine Art in Acting from Rutgers University. In 2012, she was the first recipient of the Elyn Saks Scholarship for work with patients with psychotic states of mind.

March 24, 2017

A Tale of Love & Darkness

A Tale of Love and Darkness follows the story of a son's relationship with his mother and her suicide. Set during the end of the British Mandate for Palestine and the early years of the State of Israel, the film details the young man's experiences growing up during a time of war, becoming a writer, and looking at what happens when the stories we tell become the stories we live.

Learning Objectives

As a result of attending this learning activity, participants should be able to:

- Examine the effects of early life events on development of depression and marital difficulties
- Understand the influence of parental suicide on children in their adolescence, and how that affects their subsequent life decisions

Dahlia Nissan Russ, Psy.D., LCSW, is a psychoanalyst and an active faculty member of the New Center for Psychoanalysis. Currently she chairs the NCP Curriculum Committee. She is also Chair of The Leonard J. Comess Israel Teaching Fund. Dr. Nissan Russ maintains an established clinical practice in West L.A. treating young adults, adults and couples.

Miriam Tasini, M.D., is a Professor of Psychiatry at UCLA, a Training and Supervising Analyst at the New Center for Psychoanalysis, and an honorary member of the Polish Psychoanalytic Society. Her book, *Where Are We Going?*, chronicles her family's survival as they escaped the Holocaust and confronted problems of restitution after their exile.

April 7, 2017

In The Mood for Love

In the Mood for Love is a tender love story about love itself. Set in Hong Kong and Southeast Asia in the 1960s, it follows the connection and tensions between two neighbors whose paths cross often, but whose intentions rarely do.

Learning Objectives

As a result of attending this learning activity, participants should be able to:

- Recognize and apply the effects of Superego and its relationship to social norms and ideals in clinical situations
- Understand the relationship between regret and revenge, and how it plays out in the lives of their patients

Pranav Shah, M.D., is a psychiatrist and a psychoanalytic psychotherapist who is passionate about movies and their use in illustrating the fundamental principles of psychoanalysis. He has co-authored a psychoanalytic study of the films of the renowned Indian auteur Satyajit Ray.

Afsaneh Alisobhani, Psy.D. is a training and supervising analyst at the Newport Psychoanalytic Institute, where she teaches courses on Fairbairn, Winnicott, and Bion, as well as case consultation groups. She maintains a private practice in Irvine.

For course information/reservations, visit n-c-p.org or call (310) 478-6541, Ext. 10

May 5, 2017

Café Society

Café Society is the latest film by Woody Allen, and a lovely and enjoyable one at that. It depicts the arc of true love and the inevitable broken hearts in its path. It explores the nature of love, and the tensions it creates both in marriage and for marriage.

Learning Objectives

As a result of attending this learning activity, participants should be able to:

- Gain a better understanding of the complex dynamics of courtship and marriage, and use the topics of discussion generated in their everyday practice of marriage and couples work
- Examine the subversive nature of love, the defense mechanisms used by our patients, and the nature of social institutions meant to attenuate the same

Elena Balashova-Shamis, Psy.D., is an advanced psychoanalytic candidate at the New Center for Psychoanalysis in both adult and child programs. She maintains a private practice in Marina Del Rey. She is a faculty member at NCP, UCLA and Ryokan College, and also works as a dissertation advisor. She presents seminars and workshops on various topics in psychoanalysis, sexuality and child development.

Deborah Lynn, M.D., is a board-certified child and adolescent psychiatrist and general psychiatrist, and psychoanalytic candidate at the New Center for Psychoanalysis. She is in private practice in Westwood and a member of the volunteer clinical faculty at UCLA, Department of Child and Adolescent Psychiatry.

May 19, 2017

Ixcanul

Ixcanul represents the first significant Mayan language movie. Kaqchikel, a 17-year-old Mayan girl who works on a coffee plantation in Guatemala, is arranged to be married to the plantation foreman. However, her heart is set on another man who turns out to be unreliable and abandons her when she becomes pregnant.

Learning Objectives

As a result of attending this learning activity, participants should be able to:

- Understand the effects of colonization and “modernization” on the culture and psyche of indigenous people and the destructive hierarchy it creates both socially and intrapsychically, and discuss how that is manifested clinically
- Discuss the concept of feminine *jouissance* and its relationship to female sexuality, as seen in the movie and with our patient population

Bettina Soestwöhner, Ph.D., Psy.D., holds a doctoral degree in Comparative Literature from UC Irvine. She is a Graduate Research Psychoanalyst and faculty member at the New Center for Psychoanalysis and a Training and Supervising Analyst at the Newport Psychoanalytic Institute. She is a member of the California Circle of the EFQ (Freudian School of Quebec) and of the IFLF (International Forums of the Lacanian Field). She has a private practice in Los Angeles.

Apurva Shah, M.D., is a child and adolescent psychiatrist working for Kaiser Permanente in Palmdale. He is the co-coordinator of the Film and Mind Series. He is also the Founding Director and Faculty at the Antarnad Foundation, a not-for-profit psychoanalytic psychotherapy training program in Ahmedabad, India.

June 2, 2017

Demolition

Demolition is a stylish and nonviolent film, dreamlike in its naked and over-determined storylines and disguises against feelings of grief and emotional disconnectedness.

Learning Objectives

As a result of attending this learning activity, participants should be able to:

- Distinguish between normal grieving and pathological reactions to loss in their patients
- Understand that proper mourning in their patients does not involve active attempts to abolish the past
- Recognize that normal grieving necessitates an empathic witness to methodically go through all the reactions and memories involved in a loss
- Identify emotional deadness as a malignant defense against grief in their patients and clients

Thomas Brod, M.D., Distinguished Life Fellow of the American Psychiatric Association, is an Associate Clinical Professor of Psychiatry at the UCLA Geffen School of Medicine. He is a senior faculty member at NCP and the co-coordinator of the Film and Mind Series. He is also on the faculty of the ISTDP Institute in Washington, D.C.

Sandra E. Cohen, Ph.D., is a Training and Supervising Analyst at the Psychoanalytic Center of California and in private psychoanalytic practice in Beverly Hills with adults and teenagers. Her areas of specialization include early trauma, sexual abuse, perversions, psychotic and borderline disorders, dissociative states, self-mutilation (cutting), and pathological defensive organizations. Through her blog *Characters on the Couch* (sandracohenphd.com), Dr. Cohen uses her clinical experience to analyze the fictional characters in film, television and books.

June 9, 2017

Swiss Army Man

Swiss Army Man is a surreal drama about a man stranded alone on a deserted island who makes one last attempt at escape after an unusual dead body washes up onshore. The talking corpse provides the castaway with a number of unexpected tools, which he'll need if he wants to be reunited with his love.

Learning Objectives

As a result of attending this learning activity, participants should be able to:

- Explain the role of repression as a protective and/or harmful mechanism
- Identify isolation and its role in preventing the self from harmful thoughts or feelings and how it relates to manic states
- Discuss and analyze the sexual tension between Hank and Manny

Luis A. Nagy, Ph.D., is a psychoanalyst who practices in Mexico City and Alhambra, California. He is a Training & Supervising Analyst with Sociedad Psicoanalítica de México and an Associate Member of NCP. With a special interest in film and communication, he is an Editorial Board Member of the IPA website and Spanish Editor of International Psychoanalysis Net. Additionally, he is Full Professor at the Institute of Post-Degree Studies in Psychoanalysis and Psychotherapy.

For course information/reservations, visit n-c-p.org or call (310) 478-6541, Ext. 10

CONTINUING EDUCATION CREDIT

STATEMENT OF OBJECTIVES

The Spring 2017 Continuing Education Programs of the New Center for Psychoanalysis are intended to bridge practice gaps in the professional knowledge of attendees by exploring new and recent developments in research, theory, technique and clinical knowledge and by offering opportunities for review of essential psychoanalytic knowledge. There are a number of programs focused on work with children and adolescents providing needed distinct training for those working with this patient population. These continuing education activities are presented in a variety of formats such as scientific papers, clinical workshops, lectures and discussion groups and are designed to increase the professional competence of mental health professionals, including psychiatrists, psychologists, social workers, marriage & family therapists, licensed educational psychologists, licensed professional clinical counselors, registered nurses and those in training in these disciplines, as well as academics in mental health and non-mental health fields.

IMPORTANT DISCLOSURE INFORMATION FOR ALL LEARNERS: None of the planners and presenters of these CME/CE programs have any relevant financial relationships to disclose.

PHYSICIANS

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 the American Psychoanalytic Association and the New Center for 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 77 AMA PRA Category 1 Credit(s)[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

PSYCHOLOGISTS

The New Center for Psychoanalysis is approved by the American Psychological Association to sponsor continuing education for psychologists. New Center for Psychoanalysis maintains responsibility for this program and its content. Full attendance is required for psychologists to receive credit; partial credit may not be awarded based on APA guidelines. For the psychologists' records, certificates of attendance are provided at the completion of the course.

SOCIAL WORKERS, MARRIAGE and FAMILY THERAPISTS (LCSW, LMFT, ASW, IMF, LEP, LPCC, PCCI)

The New Center for Psychoanalysis is a continuing education provider that has been approved by the American Psychological Association, a California Board of Behavioral Sciences recognized approval agency.

REGISTERED NURSES

The New Center for Psychoanalysis is an accredited provider approved by the California Board of Registered Nursing (Provider #CEP1112). Registered Nurses may claim only the actual number of hours spent in the educational activity for credit.

Joshua Richmond, MPW, is a vested member of the Writers Guild of America West and has written for film and television for more than 20 years, writing scripts for Ron Howard, Universal and Disney and creating TV shows for Fox and Disney. Currently he teaches screenwriting and sitcom writing at Cal State Fullerton and is a psychoanalytic studies candidate at the New Center for Psychoanalysis.

June 23, 2017

Mustang

Mustang is a fresh-spirited, sad, uplifting, culturally honest and remarkably entertaining film about five modern sisters in rural Turkey whose family wishes to contain them in ancient religious bindings. It offers a great insight into psychological issues, both universal and cultural, especially those that affect the character development and gender identity of preteen and teenage girls.

Learning Objectives

As a result of attending this learning activity, participants should be able to:

- Explore and determine what is culturally healthy versus what is abusive, vis-a-vis cultural differences and how to deal with this often fine line in our rapidly changing and culturally diverse patient population
- Study the ever-changing cultural gender roles in society and discuss their application in clinical practice

Joan Lachkar, Ph.D., is a licensed Marriage and Family therapist in private practice in Sherman Oaks who teaches and practices psychotherapy using a psychodynamic approach. She is the author of five books and numerous publications on marital and political conflict.

Shahin Sakhi, M.D., Ph.D., is an Assistant Clinical Professor at UCLA, a candidate in psychoanalytic training at NCP, and in private practice in West L.A. He is a certified consultant from the A.K. Rice Institute for the Study of Social Systems.

PSYCHOANALYTIC CLINIC

The New Center for Psychoanalysis has been training psychoanalysts in the greater Los Angeles area for several decades.

Psychoanalysis is a method of therapy that offers a way of understanding ourselves, our relationships, and our behavior in society. In keeping with psychoanalytic tradition, through its Clinic the Center's Psychoanalytic Training Program provides low-cost psychoanalysis to qualified adults, adolescents, and children throughout Los Angeles, Pasadena, South Bay, Orange County, and Santa Barbara County.

Please contact Lucia Melito, Ph.D., at (310) 478-6541 x17 for further information about the Clinic and the application process.

Psychoanalytic Training Program

Adult, Child and Adolescent Training

Deans: Van Dyke DeGolia, M.D. and Doryann Lebe, M.D.

The New Center for Psychoanalysis provides child and adult psychoanalytic training for licensed mental health professionals and distinguished academics. The program has earned a national reputation for offering a comprehensive exposure to the full range of psychoanalytic ideas and practice. A spirit of open and critical inquiry defines the training program, encouraging students—our clinical associates—to develop their own unique style of conducting an analysis.

Learning is achieved through the “tripartite model” of training: Clinical associates undergo a personal psychoanalysis with a training analyst of their own choosing, conduct three supervised psychoanalyses of their own, and participate in a four-year program of seminars offered on Wednesday mornings. These three components act to reinforce and enrich one another. The core curriculum provides comprehensive exposure to psychoanalysis with considerable latitude for elective or independent study.

The New Center for Psychoanalysis training program is approved by both the American Psychoanalytic Association and the International Psychoanalytical Association. Financial assistance and scholarship opportunities may be available in both the child and adult programs.

For further information about assistance, please call NCP at (310) 478-6541 ext 16. Applications for admission are accepted on a rolling basis throughout the year. Early applications are encouraged and, if submitted by June 15, 2017 the application fee is waived.

OPEN HOUSE

For all interested mental health professionals and academics

Sunday, March 19, 2017

11:00 am – 2:30 pm

Program Information • Buffet Brunch • Q&A

RSVP by March 9 to 310.478.6541 ext 10 / LisaR@n-c-p.org

Psychoanalytic Psychotherapy

TWO-YEAR CERTIFICATE PROGRAM

Director: Lisa Vitti, Ph.D.

The NCP two-year certificate program in psychoanalytic psychotherapy is designed to equip students with the knowledge to deepen and enrich their clinical work. The Program consists of seminars and case consultation experiences. This structure facilitates an integration of psychoanalytic theory about the development and the disorders of the mind. We offer a variety of effective intervention strategies with the incorporation of current research. The goal of the program is to provide students with an understanding of the ways in which psychoanalytic perspectives can enhance clinical practice.

To contact us, please call Lisa Rosenberg at **(310) 478-6541 Ext. 10** or email lisar@n-c-p.org.

Child and Adolescent Psychotherapy Program

TWO-YEAR CERTIFICATE PROGRAM

Director: Katharine Gould, LCSW

This Clinical Training Program is designed for working child and/or adolescent mental health therapists to increase their professional competence and become more effective in dealing with the everyday challenges faced in their practice. The program consists of seminars which integrate contemporary theories of development with current notions of psychopathology. The goal of the program is to help child and adolescent therapists better understand and treat the complex environmental, interpersonal, and intrapsychic factors that contribute to present-day difficulties that children and their families face. Effective treatment strategies for working with parents and developing and maintaining treatment alliances are covered. Consultation on child/adolescent cases is included in the program.

For more information, contact Katharine Gould, Director, at **(773) 726-3301** or email: katgould703@gmail.com.

GENERAL INFORMATION

Website: n-c-p.org

The NCP website has full information for all events. This includes the target audience and the number of CE and CME credits designated for each course.

Non-Discrimination

NCP does not discriminate on the basis of age, race, color, gender, gender identity, marital status, religion, sexual orientation, or national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and other school administered programs. In accordance with California and Federal law, NCP has a policy of nondiscrimination for persons with disabilities who are otherwise qualified for training.

Registration

Online registration is easy at n-c-p.org

Phone-in registration to 310.478.6541 Ext.10

Pre-registration must be completed 48 hours before the course in order to be eligible for the discount.

Payment

NCP accepts Mastercard and VISA.

Personal checks may be mailed to NCP at:

2014 Sawtelle Blvd., Los Angeles, CA 90025

Student Discount

Unless otherwise noted, a 50% discount is given to students with appropriate ID for Extension programs (EXT), with the exception of the Film Series and trainings for Reflective Parenting, Mindful Parenting and PDI Training.

Cancellation Policy

NCP reserves the right to cancel any class, and in that event, a full refund is given. With notice of at least three business days, anyone may cancel their registration and receive a full refund minus a \$10 processing fee. If the cancellation is within the three business days, 75% credit is given toward registration for another class. This credit must be used within six months of the cancellation.

Parking

Limited parking is available behind the NCP building with entry from Beloit Ave. On Saturdays, no parking is allowed in spaces #12-21.

The New Center for Psychoanalysis

OPEN HOUSE



For all interested mental health professionals and academics

Sunday, March 19, 2017

11:00 am – 2:30 pm

Program Information • Buffet Brunch • Q&A

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