



# IARPP 10th Anniversary Conference

THE LEGACY OF STEPHEN MITCHELL  
*Sustaining Creativity in Our Psychoanalytic Work*

**Saturday, March 3<sup>rd</sup> 1:45 pm – 3:15 pm      PANEL/ PAPER SESSION IV**

## **#1: Vivienne's Songbook: A Film about Trans-generational Trauma**

Presenter:                      Ofra Bloch, LCSW, USA

Moderator/Interlocutor:      Mitchel Becker, PsyD, Israel

### Abstract:

Vivienne's Songbook is an intimate and affecting portrait of the relationship between a mother and her talented artist daughter that at once revolves around and also transcends the Holocaust experience. As she explores her mother's traumatic past, Vivienne gradually reveals the true legacy of her mother's Holocaust experience, hidden deep beneath the layers of paint that make Vivienne's paintings both beautiful and haunting. Vivienne's Songbook is a study of trans-generational trauma and the ways in which it defines Vivienne's symbiotic relationship with her mother.

At the conclusion of the presentation of the film the participants will be able:

- (1) To describe how trauma can be transferred and experienced across generations and affect the core of a mother-daughter relationship.
- (2) To explain how trauma that hasn't been processed by a first generation survivor can be metabolized by a second generation survivor through her artwork.



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**PANEL/ PAPER SESSION IV**

## **#2: Mitchell's Enduring Influence**

Presenters: Susan Bodnar, PhD, USA; David Mark, PhD, USA & Rachel McKay, PhD, USA

Discussant: Neil Altman, PhD, USA

Moderator: Carol Perlman, MSW, USA

### Abstract:

*Stephen Mitchell: The Man Who Mistook His Patient For a Person*, Susan Bodnar

This paper discusses the clinical legacy of Stephen Mitchell. Using her own relationship to Mitchell, the author elucidates what she considers to be key principles inherent to his clinical work. These principles differently illustrate Mitchell's capacity to recognize the humanity in any individual's psychopathology. Making use of examples and her own clinical work, the author wishes to highlight Mitchell's enduring clinical legacy.

*The Wings of Daedalus: Teaching Mitchell's Writing to Seed the Relational Imagination*, David Mark and Rachel McKay

Mitchell's writing – its breadth, lucidity, and the excitement it generates in readers - makes it ideal as a way to introduce candidates to the paradigm shift entailed in working Relationally, and to locate Relational thought in the context of the history of psychoanalysis. In this paper, we reflect on aspects of the writings we assigned in a one semester course on Mitchell's work, as well as on the ways in which students responded to these writings – especially in regard to being able to appreciate the implications for what happens in the consulting room. We note that while some students quickly grasp something about the clinical freedom that is being suggested and are eager to take the leap that this entails, others are more uncertain. In trying to understand the latter response, we conclude that Mitchell's clinical stance, characterized by moving amongst theoretical strands without allying himself uncritically with any one, as well as privileging what is most compelling in the interpersonal current over any theory at all in key moments, is different from the kind of predictability that students have come to expect from clinical theory. It is the very aliveness in Mitchell's stance as theorist and clinician that is both challenging and freeing.

The wings of Daedalus: Teaching Mitchell's work to seed the Relational imagination

### Educational Objectives:

At the conclusion of our presentation, the participant will be able to describe the place of theory and personal history (both the patient's and the analyst's) in Mitchell's clinical work; and to provide several reasons why students, who are relatively inexperienced clinicians, often had difficulty articulating Mitchell's clinical stance, despite the clarity of his writing and the openness with which he shared his clinical work.



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## #3: Creativity in the Second Half of Life

Presenters: Avi Berman, PhD, ISRAEL and Gila Ofer, PhD, ISRAEL

Discussant: Milt Zaphiropoulos, MD, USA

Moderator: Ellen Fries, MSW, USA

### Abstract:

*In the hands of the Potter-Decay or Creativity in the second half of life, Gila Ofer*

The age of wisdom (l'age de raison), (some refer to it as middle age), is a period in life which holds many possibilities alongside crisis and losses. It is the time of the many cracks built up during our life, alongside the seeds of becoming which allow for development and vitality. What will enable us to achieve creativity and integration and avoid despair and depressive sinking into ourselves? This lecture examines these issues while relating to clinical vignettes. My main argument is that in order to liberate ourselves from the binds of depression, despair and downfall, we must be creative and active (in the broad sense of these words). This is not a magical process, occurring all by itself, but an active sculpting of one's life which facilitates the forces of living. The acceptance of limitation and finality on the one hand and creative living on the other are the key to staying vital and avoiding the withering associated with this age.

At the conclusion of my presentation, the participants will be able to better explain processes of adulthood; and to describe different types of creativity.

*Creativity and Acts of Freedom in Midlife Crises, Avi Berman*

There seem to be some common aspects in midlife crises. There is typical tension between self-worth of proven abilities and achievements and threatening experience of missing long-for wishes. Anxiety of time wasting away might confront time consuming crucial obligations. The urge for intimacy and friendship may become common for many men and women. As far as needs may become mothers of inventions these tensions seem to call for personal creativity. Interpersonal misunderstandings and escalations might be an outcome of unrecognized internalized social demands that become ego-syntonic and are not recognized as such. The need to rebel against the intrusion of social demands into one's private wishes might be displaced into couple relations and may create mutual projections and frustration. I suggest that couple confrontations, including gender issues are often enactments of inner call for changes. They may bear new ideas and solution that need to be deciphered. Analysis that takes into account that these enactments may hide some mutual unconscious creative ideas for change become useful tool for further development.

Educational objectives:

At the end of the presentation the participants will be able to explain couple processes in midlife; and describe mutual processes in couples.



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**#4: A Relational Psychoanalytic Process: Clinical Presentation  
and Discussion**

Presenter: Rosa Velasco, MD, SPAIN

Discussant: Alejandro Avila Espada, PhD, SPAIN

Moderator: Marta del Rio, MD, CHILE

Abstract:

This is a clinical and experiential account of a 7-year long, 4-session a week analysis in which relational components contributing to psychic integration and change are highlighted. It is an enriching experience of co-construction involving both analyst and patient – a 27-year old man (Ferran) – who from adolescence sporadically suffered crises of confusional anxiety, with feelings of depersonalisation and brief hallucinatory episodes. Starting with an unstable and “provisional” integration of his identity, Ferran uses the relational experience with his analyst as a loom on which to weave a mesh where he could anchor a more solid self-experience as well as permitting more fulfilling relationships. The analysis is a shared space in which existing implicit relational knowing that was blocking access to new and more satisfying relational experiences is put to the test and disproved. The genuine emotional experience of the relationship, integrated as shared reflection, re-writes the emotional memory associated with his past patterns, giving way to the creation of new meanings of self and other.

Educational Objectives:

- 1) The participant will be able to explore, using the clinical illustrations, how a psychoanalytic process became relational.
- 2) Attendees will be able to understand the intersubjective mechanisms that conforms a relational psychoanalytic process, those concerning mutuality, transference and counter-transference processes.



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**#5: Relational Adolescent Psychotherapy: Creating Connections**

Presenters: Shelley Doctors, PhD, USA and Jacqueline Gotthold, PhD, USA

Discussant: Daniel Gensler, PhD, USA

Moderator:

Abstract:

The ferment characterizing contemporary psychoanalysis, the explosion of relational theories, and the exciting findings of attachment studies and other developmental research have barely found their way into psychoanalytic theorizing about adolescence, at least in part due to the privileged place of “adolescent turmoil” in developmental theory. Anna Freud’s (1958) claim that turmoil is normative in adolescence blurred the distinction between healthy and pathological development for too long. This panel addresses the task of engaging adolescents in a psychoanalytic treatment where the primacy of the relationship powers the treatment process. Attachment issues as they impact upon the adolescent’s development and treatment will be explored in one of the papers on this panel. The nature of the bidirectional, dyadic, self and interactively regulated relational treatment process will be examined in the second paper. Each paper considers the specific, contextualized co-created treatment process between patient and analyst. The discussant will bring together the elements of a relational contemporary psychoanalytic approach to adolescent treatment.

*“A Boy Likes ME!” Relational Psychoanalytic Treatment with Adolescents*, Jacqueline Gotthold  
A contemporary Relational Psychoanalytic approach to the treatment of adolescents is examined in the context of a treatment with a 15 year old. The questions that will be examined in considering the nature of the analytic treatment process are: How does the analyst make contact with and engage an adolescent in such a way that forays into the relational realm are mutative and developmental? The co-created, bidirectional, dynamic, dyadic, interactively regulated treatment relationship with an adolescent will be elucidated. Drawing from contemporary psychoanalytic literature ( Kohut, Stolorow, Atwood and Orange, Brandchaft, A. Freud, Beebe and Lachmann, and Stern et al(BSG))the concept of a layering of the multi-dimensional influences in the development of ‘theory’ will be illustrated.

**Educational Objectives**

Participants will understand and explain the primacy of the psychoanalytic treatment relationship in working with adolescent patients; and explain the multi-dimensional approach of a co-created, bi-directional, interactively regulated analytic relationship.



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**#5: Relational Adolescent Psychotherapy: Creating Connections (continued)**

Presenters: Shelley Doctors, PhD, USA and Jacqueline Gotthold, PhD, USA

Discussant: Daniel Gensler, PhD, USA

Moderator: TBD

Abstract:

*A Relational View of Individuation in Adolescence: The Role of Attachment Status*

The ferment characterizing contemporary psychoanalysis, the explosion of relational theories, and the exciting findings of attachment studies and other developmental research have barely found their way into psychoanalytic theorizing about adolescence, at least in part due to the privileged place of “adolescent turmoil” in developmental theory. Anna Freud’s (1958) claim that turmoil is normative in adolescence blurred the distinction between healthy and pathological development for too long. Although cognitive and experiential advances in adolescence lead to a more complex inner experience of the parents, if adolescent attachment to each parent is largely secure, the transition is relatively smooth. If, however, the tie to a parent is insecure or disorganized, the dramatic symptoms and the tumultuous family circumstances sometimes seen with adolescent patients are indications of the inadequacy of the attachment tie; events in this domain are better understood as vicissitudes of attachment-individuation than separation-individuation. Clinical vignettes illustrate this idea.

Educational Objectives

Participants will be able to explain the difference between a separation-individuation and an attachment-individuation conceptualization of the adolescent passage; and recognize the link between psychological turmoil in adolescence and insecure or disorganized attachment and will be able, accordingly, to plan appropriate clinical interventions.



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**#6: Clinical Impasse as Cultural Critique**

Presenters: Steve Botticelli, PhD, USA; Sue Grand, PhD, USA & Melanie Suchet, PhD, USA

Discussant: Jeanne Wolff Bernstein, PhD, USA

Moderator: Sue Grand, PhD, USA

Abstract:

*Weak Ties, Slight Claims: The Psychotherapy Relationship in an Era of Reduced Expectations,*  
Steve Botticelli, PhD

*Embodiment and the Nameless Subject,* Sue Grand

*Forgiving the Other, Forgiving the Self,* Melanie Suchet

Traditionally, psychoanalysis extruded politics and culture from clinical process. Recently, relationalists have been illuminating the way culture shapes theory and clinical practice. Following Mitchell and Benjamin, we understand that ‘pathology’ is socially constructed. This panel extends that investigation, and asks: how does clinical impasse encode an inchoate cultural critique? How will our theory be re-shaped by listening to this cultural critique? The papers will have a clinical density, which calls upon the relational literature on therapeutic impasse.

Educational Objectives

1. At the end of this panel, therapists will be able to query the cultural assumptions that inform the clinical impasses they experience.
2. At the end of this session, therapists will have new tools with which to break out of clinical impasses.





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**#7: The Relational World Meets Winnicott:  
Perspectives on Creative Development and Analytic Process**

Presenters: Richard Frankel, PhD, USA and Michael Reison, PhD, USA

Discussant: Jay Frankel, PhD, USA

Moderator: Ricardo Rieppi, PhD, USA

Abstract:

*Creative Living, Creative Analysis*, Richard Frankel

In this paper, I ask the question of what it would mean to conceive of analysis as primarily a creative practice. Winnicott's thoughts about the origins of creativity and what he names 'creative living' form the backdrop against which I explore this question. Along the way, I draw from Bion, Ogden and Ferro in order to illustrate how the idea of creativity, not always explicitly thematized, is inherent to both their way of theorizing and practicing analysis. Finally, I explore the idea of locating therapeutic action in the experience of mutual creativity, what I come to call 'being-creative-together', that develops over the course of analysis. I show how this transforms our understanding of the 'intersubjective third' when it is viewed in the light of the overlapping of two creativities rather than two subjects.

Educational Objectives

At the conclusion of my presentation, the participant will be able to understand what it means to see analysis as primarily a creative practice; and explain the implicit expressions of creativity in the work of Bion, Ogden and Ferro.

*Tensions Between Positive and Negative Feelings and Their Relationship to the Creative Processes of Feeling-What-Is-Happening*, Michael Reison

There is an inherent tension between our uncomfortable experiences and our capacities to experience and hold onto positive experience. These tensions further affect our capacities to actively immerse ourselves in the process of creating new self-enriching experience. In this paper I will introduce the concept of feeling-what-is-happening as the medium through which we experience positive and negative feelings. It is in the experience of feeling-what-is-happening that we experience ourselves in a form of an ongoing relational squiggle game with our caretakers in order to develop a sense of 'me-ness'. We have a need to both feel and express our positive and negative feelings in connection with emotionally present caretakers who can feel and tolerate our feelings as well as their own. Through this ongoing squiggle game of felt and expressed feelings we develop a sense of 'me-ness' and a repertoire for future creative moments.

Educational Objectives:

At the conclusion of my presentation, the participant will be able to understand the relational concept feeling-what-is-happening; and understand how through an ongoing squiggle game of felt and expressed feelings between child and caretaker we develop a sense of 'me-ness' and a repertoire for future creative moments.





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## **#8: Shamed Bodies, Unsettled Genders**

Presenters: Deborah Sherman, MS, USA; Sandra Silverman, LCSW, USA & Mary Sonntag, LCSW, USA

Discussant: Jack Drescher, MD, USA

Moderator: Noelle Burton, PsyD, USA

### Abstract:

*Lesbian Boy Meets Lesbian Girl: Toward A Fantastic Bid For Mutual Recognition*, Deborah Sherman

*Thought Destruction, Body Construction and the Transgendered Self*, Sandra Silverman  
*Gender as Perversion*, Mary Sonntag

Stephen Mitchell, in two of his earlier papers on the psychoanalytic theory and treatment of homosexuality (1978, 1981) challenged the widely held psychoanalytic view that homosexuality was inextricably pathological. In both of these articles, he is one of the first analysts to contest this assumption and to reclaim a non-authoritative stance of analytic inquiry in his approach to homosexuality. In the 30 years that have followed Mitchell's papers, developmental and clinical theories of gender and sexuality have greatly evolved and emerged within a relational, intersubjective space; the way one might think about gender and sexuality as experience rather than structure, as emergent, not preprogrammed, as multiple and stratified forms and functions and subjectivities, not as a rigid binary. The three papers in this panel demonstrate that however much the climate in contemporary and analytic culture has changed, the terrible strain of phobic hatreds continue to be felt by analyst and analysand. The papers describe treatments in which the uncertainty, fluidity, and enigma of gender and sexuality carry profound experiences of shame, rage, and excitement that create powerful, destabilizing intersubjective effects. Each analyst is describing a clinical process in which she is immersed in potent transmissions that are intended to teach and to obfuscate, to evacuate and to be held. The clinical cases convey the courage it takes to be unsettled in one's gender and sexuality where the body and bodily identity is sometimes speech, sometimes weapon, sometimes both. The task, in each treatment, is to be able to weather the storms that trauma, disruptions in attachment and identification and embodiment, have all befallen the patient.

### Educational Objectives:

1. At the conclusion of our panel presentation, participant will be able to discuss contemporary relational ideas of gender and sexuality.
2. At the conclusion of our panel presentation, participant will be able to describe transference and countertransference experiences that may arise in treatment focused on gender and sexuality.



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## **#9: Passion and Aggression in the Consulting Room- Mitchell, Ferenczi and Beyond**

Presenters: Galit Atlas-Koch, PhD, USA and Steven Kuchuck, LCSW, USA

Discussant: Eyal Rozmarin, PhD, USA

Moderator: Adina Shapiro, LICSW, USA

### Abstract:

Stephen Mitchell and others have stated that relational psychoanalysis evolved as the result of integrating British object relations theory and interpersonal psychoanalysis. Because Michael Balint and Clara Thompson, major contributors, respectively, to each of these earlier traditions were each patients, students, close colleagues and enthusiastic supporters of Sandor Ferenczi, it is not surprising that the seeds for much of Mitchell's work can be found in the writing of Sandor Ferenczi. This panel will explore some of the origins of Mitchell's thinking in Ferenczi's most important texts, review some of the differences between these two groundbreaking theorists, and use this understanding as the framework for exploring two extended cases. In "Confusion of Tongues: Trauma and Playfulness-From Ferenczi to Dialectical Thinking", the presenter will explore ways in which patient and therapist use playfulness to collude in avoiding aggression in order to protect the tenderness that evolves in the treatment and prevent the retraumatization of both parties. In "Can Love Heal? The Therapeutic Action of the Analyst's Desire", the second of two presenters will build on Mitchell's relational psychoanalysis and the later contributions of his colleagues and students, and use Ferenczi's texts as a backdrop for exploring the role of the analyst's erotic desire as an agent of therapeutic change. "Mitchell's Ferenczian Roots" will be a discussion of these two papers and offer additional exploration of the panel's theme.

*Confusion of Tongues: Trauma and Playfulness From Ferenczi to dialectical thinking, Galit Atlas-Koch*

This presentation explores the confusion of tongues that arises in the chasm and dialectic between the language of tenderness and the language of aggression as it appears in the therapeutic relationship. I will emphasize the way in which patient and therapist use playfulness to collude in avoiding aggression as a means of protecting the tenderness that evolves in the co-constructed third of the treatment and preventing the retraumatization of both parties. In referring to Ferenczi's notion of the confusion of tongues, my focus is on the mutual interactional processes between analyst and adult patient, acknowledging the fact that they both speak the two languages and act unconsciously to satisfy needs on two corresponding parallel axes. Using this framework, I will present a case, discussing the therapeutic situation in which an unconscious collusion is co-constructed by the therapist and the patient, and focus on the dialectical way in which both therapist and patient speak both languages, i.e., the child's tender language as well as the adult's sexual and aggressive language. The confusion appears when the coexistence of the two languages threatens to disrupt psychic regulation. When this happens, aggression gets disguised as tenderness in an effort to avoid destroying the benevolent, tender parts of the treatment. This language shift becomes activated in response to an unconscious reminder of our patient's—or our own—trauma. Discussing the case I will raise the questions about the analytic couple's ability to work through these collusions.



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**#9: The Origins of Stephen Mitchell's Relational vision in the Work of Sandor Ferenczi (continued)**

Presenters: Galit Atlas-Koch, PhD, USA and Steven Kuchuck, LCSW, USA

Discussant: Eyal Rozmarin, PhD, USA

Moderator: Adina Shapiro, LICSW, USA

Abstract:

Educational objectives:

At the conclusion of this presentation, participants will be able to describe what Ferenczi and presenter mean by the difference between the language of tenderness and the language of aggression; and describe at least one reason why the patient presented was unable to work or date successfully.

*Can Love Heal? The Therapeutic Action of the Analyst's Desire*, Steven Kuchuck

This presentation will examine Mitchell's and Ferenczi's overlapping interest in the relationship between analyst and patient as the main vehicle for therapeutic intervention. Building on Mitchell's relational psychoanalysis and the later contributions of his colleagues and students, I will use Ferenczi's "Confusion of Tongues" and other texts as a backdrop for exploring the role of the analyst's erotic desire as an agent of therapeutic change. When it comes to matters of love, if the analyst is able to feel "irresponsibly" but behave "responsibly", as Mitchell puts it (2000), tremendous opportunities for the patient's growth can open up. Issues of gender, sexual orientation and paternal neglect will also be considered and an extended case example provided.

Educational objectives:

At the conclusion of this presentation, participants will be able to list at least two ways in which Stephen Mitchell and Sandor Ferenczi view the aims of psychoanalysis similarly; and identify one or more ways in which the analyst's erotic countertransference feelings can be used therapeutically.



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**PANEL/ PAPER SESSION IV**

## **#10: Issues in Psychoanalytic Training: Speaking from Experience**

Presenters: Orna Kislasy, MA, ISRAEL and Matt Aibel, LCSW, USA

Discussant: Maria Eugenia Boetsch, PsyD, CHILE

Moderator: Hillary Offman, MD, CANADA

### Abstract:

*As Spoken by the Patient – Analysands Write about their Analyses*, Orna Kislasy

In this paper I explore stories about psychoanalysis written by analysands. It was interesting for me as a candidate in a psychoanalytic institute to know more about the analysand's point of view on this influential process. Drawing from books and papers written by analysands of: Freud, Anna Freud, Melanie Klein, Irvin Yalom and De Muzan's, comparing them with famous analysts/theoreticians writing about their own analyses (Little, Guntrip, Bion) and contemporary analysts describing theirs (Simon), I tried to create a definition of what is psychoanalysis. Drawing from these writers and from the relational perspective (Mitchell, Bromberg, Bass), psychoanalysis seems to be a process involving two subjectivities where the analyst asks "why", where there is a negotiation on understanding. Some of these analysands who wrote these books and papers describe their experience as door opening, with words of their analyst that can touch, of mutual listening and analysts reacting creatively, with elasticity. For others, experiences were disappointing, with important issues not being touched. I explore my own experience as an analysand, sharing a vignette as an analyst in the training process. Hidden in these stories, in this process of psychoanalysis, is a promise I came to realize each analyst offers to his/her analysand. This promise holds hopes and visions. This promise sets the basis for transformation.

At the conclusion of my presentation, the participant will be able to know more and specifically on what are the variables that can be found in stories of different analysands about their analysis. By that he will have an option to define the analytic process; and look at the analyst' work from a point of view of making a promise and it's vicissitudes.

*Being Railroaded: A Candidate's Struggle to Stay on Track*, Matt Aibel

How do we manage our feelings of doubt, shame, impatience, and despair in difficult treatments? How do we honor our gut feelings about what feels right clinically while remaining open to diverging suggestions from supervision and the literature? In a treatment saturated in unspoken issues of power and control, an analytic candidate struggles to find his way with a domineering patient. In parallel, the candidate grapples with a range of supervisory input intended to offer ways out of impasse but threatening to derail the candidate. How might struggles in the supervisory experience reflect enactments in the treatment? What can be discussed, what goes underground, and what is the pathway to change? Issues around holding, engaging, countertransference, and mutuality are explored in the context of enactment and parallel process.

1. Appreciate the challenges and complexities of integrating readings and supervisory input into one's own theoretical understandings and clinical approaches.
2. Recognize perils and facilitative options when enactments threaten to lead to impasse.
3. Appreciate obstacles to achieving intersubjective recognition (mutuality) in a treatment with a controlling patient.



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**PANEL/ PAPER SESSION IV**

**#11: Specificity Theory in Clinical Practice:  
When Therapy Works - and When It Doesn't**

Presenters: Howard Bacal, MD, USA & Lisa Vitti, PhD, USA (*Case Presenter*)

Moderator/Interlocutor: Ilan Alain Treves, MD, ISRAEL

Abstract:

Stephen Mitchell contended that “transformation occurs when the analyst stops trying to live up to a generic, uncontaminated solution, and finds instead the custom-fitted solution for a particular patient”. In this workshop, we will explore how the foundational perspectives of specificity theory reflect and deepen Mitchell’s assertion – how they transform clinical practice, and how they alter our view of traditional psychoanalytic concepts and principles. Participants are invited to share their own clinical experience for consideration from these perspectives.

Specificity theory is a contemporary psychoanalytic process theory whose focus is therapeutic effect. Specificity theory holds that each analyst-patient pair constitutes a unique, reciprocal relational system, and that its participants will co-create, through the specificity of their process, what is therapeutically possible for them. Specificity theory contrasts with traditional psychoanalytic theories that are based upon a structured concept of mind. Specificity theory is consonant with Gerald Edelman's neurobiologic process theory of brain formation and function: that the human mind is continuously formed and created through ongoing selective interaction with itself and its environment. Traditional structured psychoanalytic theories prescribe and proscribe responses, and designate techniques that offer methods and guidelines in order to obtain foreseen results. In contrast, specificity theory holds that the unique unfolding process of that particular therapist-patient dyad can illuminate a wide array of theoretical concepts that may, in this way, come more usefully into play. Specificity theory regards therapeutic effect as centrally a function of the capacities and limitations of the particular therapist and patient to understand and respond to each other at any moment in time and over the course of the treatment. Attention to the specificity of unfolding process between that patient and that therapist enhances possibilities for achieving maximal therapeutic effect, and clarifies why this may not be happening.

Recommended Reading

The Power of Specificity in Psychotherapy: When Therapy Works – And When It Doesn’t”, H. A. Bacal, 2011. Lanham, MD: Rowman & Littlefield (Jason Aronson); Chapters 1 – 10.

Educational Objectives

After participating in this workshop, participants should be able to:

- 1) Define specificity theory and understand its application.
- 2) Apprehend the implications for therapeutic effect of the shift from a treatment approach based on any particular structure theory to a theory based on the specificity of process.