**BEYOND THE BASIC CURRICULUM**

**2022- 2023**

***The Beyond the Basic Curriculum Committee is pleased to offer the following courses. ALL ARE AVAILABLE FOR CE CREDIT FOR PhD. PSYCHOLOGISTS, SOCIAL WORKERS, LPs, LMHCS and ART THERAPISTS. Beyond the Basic Curriculum courses are open to candidates (ADULT, CAP, INTEGRATED programs) who are past their second year of study and to IPTAR members. In addition, they are open to candidates and members of other institutes. IPTAR candidates who have completed their coursework but have not yet graduated are required to take one BBC course per year.***

**YOU DON’T NEED TO BE A SPECIALIST TO TREAT RISKY AND ADDICTIVE BEHAVIOR:**

**AN INTRODUCTION TO INTEGRATIVE HARM REDUCTION PSYCHOTHERAPY (IHRP)**

**Andrew Tatarsky, PhD**

**Saturday, November 12th, 10-4pm**

**On Zoom**

This workshop will introduce Tatarsky’s Integrative Harm Reduction Psychotherapy (IHRP) for the treatment of problematic and addictive behaviors. Drawing on relational, psychodynamic, cognitive-behavioral, and mindfulness therapies, IHRP techniques are uniquely tailored to each person. A central focus on therapeutic alliance and relationship creates a safe context within which to clarify the meanings and functions of addictive behavior, enhance self-regulation and promote alternative healthier, self-affirming solutions. In this course, we will discuss harm reduction principles as a therapeutic frame, IHRP’s clinical rationale, supporting psycho-biosocial theory and seven therapeutic tasks.

The workshop will combine lectures, discussion, case vignettes and specific techniques that practitioners can bring to their practices.

6 HOURS = 6 CE CREDITS

Learning Objectives:

In this workshop, participants will learn

1. The psycho-biosocial/multiple meanings process model of addiction supporting IHRP.
2. Specific techniques to enhance self-regulation, including mindfulness, breathing to activate the “relaxation response,” and urge-surfing.
3. How to enhance people’s motivation to change by both embracing ambivalence and inviting multiple selves into the therapy

**Andrew Tatarsky, PhD** has offered psychotherapy and consultation to people who struggle with drugs, as well as to their families, for over 40 years. He developed Integrative Harm Reduction Psychotherapy (IHRP) to address a spectrum of risky and addictive behavior. IHRP brings relational psychoanalysis, CBT and mindfulness together in a harm-reduction frame. IHRP meets people wherever they currently are and works collaboratively to support people to discover their truth, goals, and the approach to positive change that best suits them. IHRP has been described in Tatarsky’s book, Harm Reduction Psychotherapy: A New Treatment for Drug and Alcohol Problems, which has been translated into Polish and Spanish, and in a series of papers. Tatarsky is Founder and Director of the Center for Optimal Living in NYC, a treatment, education, and professional training center based on IHRP. Tatarsky has trained individuals and organizations in 18 countries. His writing, teaching, clinical work, and leadership aim to promote a re-humanized view of problematic substance use and a harm-reduction continuum of care that will extend help to everyone who needs and wants it, whenever they are ready to begin their journey toward positive change.

**THE PSYCHIC IMMUNE SYSTEM**

**Nancy C. Winters, MD**

**Saturdays, December 3rd & 10th, 12-3 pm**

**On Zoom**

The human immune system has been called the sixth sense because of the vast array of external threats against which it defends; the phenomenon of autoimmunity, in which these defenses are directed against one’s self, is one of the immune system’s enigmas. This course considers aspects of immunity and autoimmunity as psychic phenomena expressed in the analytic situation from several vertices, including drive theory, object relations, psychosomatics, and socio-cultural implications.

6 CONTACT HOURS = 6 CE CREDITS

Learning objectives:

By the end of the course, participants will be able to

1. Discuss metaphorical concepts of psychic immunity.
2. Discuss the relationship between autoimmunity and the death instinct.
3. Apply the notion of psychic immunity to a case vignette

**Nancy C. Winters, MD, FIPA** is a training and supervising analyst at the Oregon Psychoanalytic Institute (OPI) and the Northwestern Psychoanalytic Society and Institute (NPSI); former Professor, Child Psychiatry Residency Director, and current Clinical Professor of Psychiatry, Oregon Health and Science University (OHSU). She has a private psychoanalytic practice in Portland, Oregon. Recent publications include her book Body as Psychoanalytic Object: Clinical Applications from Winnicott to Bion and Beyond (with Harrang and Tillotson, Routledge, 2021) and Autoimmunity and its Expression in the Analytic Situation: A Contemporary Reflection on our Inherent Self-Destructiveness (IJP, in press).

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**"Bodies-Minds in Disappeared Time: Collective Trauma in Analytic Space”**

**Drew Tillotson, PsyD, FIPA, BPsaA**

**Saturdays, January 14, 21. 1-3 pm**

**On zoom**

This course will explore Time from a psychoanalytic perspective. It seeks to delineate the impact of trauma on the psyche in relationship to temporality; the impact of collective trauma on the analytic hour, on abrupt changes in temporality, and on embodiment and the aftermath of adaptation to a traumatized analytic space and treatment frame. In addition, it seeks to answer particular questions, including 1) How is time unaccounted for, lost, dissociative, or deadened? 2) How is it experienced by the analytic couple under these atmospheres? 3) What is *disappeared time* in these contexts? 4) How has the experience of temporality changed in subtle and enormous ways during the COVID pandemic? 5) What is the strain on our analytic functioning in this space; 6) How do we drift apart or stay alive under these circumstances? And 6) What is the analytic frame when two physical locations become framed within pixels and digital airspace?

4 HOURS = 4 CE CREDITS

Learning Objectives:

1. Analyze Perelberg’s writings on treatment during the time of a pandemic, in particular those that discuss how the frame may survive in the minds of both patient and analyst, even in the absence of each other’s physicality, in situations that cause the analyst and patient to be concerned about each other’s survival.
2. Consider and describe the relevance of Jonathan Lear’s reading of Freud’s (1916) “On Transience,” specifically Lear’s ideas about mourning while in the midst of a world-catastrophe, such as the COVID pandemic.
3. Describe the types of traumas Levine articulates as “traumas remained unrepresented: unarticulated, unformulated, and outside time.”

**Drew Tillotson, PsyD, FIPA, BCPsa**is a board-certified psychoanalyst in private practice in San Francisco, California. He is a graduate and past President of the Psychoanalytic Institute of Northern California (PINC), past Vice-President of the North American Psychoanalytic Confederation (NAPsaC), and currently a board director for both the Confederation of Independent Psychoanalytic Societies (CIPS) and NAPsaC. He teaches widely in the Bay Area. He has published on aging, masculinity, intercultural phenomena, book reviews for the *International Journal of Psychoanalysis* and *Fort* Da, and in the online journal *ROOM: A Sketchbook for Analytic Action*. Most recently he was a co-editor and chapter author for Routledge’s “*Body as Psychoanalytic Object: Clinical Applications from Winnicott to Bion and Beyond” (2021)* and chapter author for Routledge’s *“Braving the Erotic Field in the Treatment of Adolescents and Children,”(2022)* edited by Mary T. Brady, PhD.

**‘THERE IS NO SEXUAL RELATION’: FREUD AND LACAN ON GENDER, SEXUALITY, AND SEXUAL DIFFERENCE**

**Anna Fishzon, PhD**

**Tuesdays, March 7th, 14th, 21st, 28th, April 4th, 11th, 18t, 25th, 7:30-9 pm**

**In person atf 15 W. 12th St, Suite 1B**

This course takes as its point of departure Jacques Lacan’s famous statement, “il n’y a pas de rapport sexuel” (there is no such thing as a sexual relation). With this provocation Lacan gestured toward the irreducible antagonism or void marking culture and the sexed being. Each subject sutures with fantasy the wound that accompanies her entry into language. “Sexual difference” is therefore not a differential opposition or an affirmative gender identity; and it certainly does not suggest complementarity. Rather, sexual difference refers to a primordial loss borne by all speaking beings. “Man” and “woman,” “masculine” and “feminine,” are for Lacan positions taken up to veil a lack, to bear this loss.

The course begins with Freud’s approaches to sexual difference as well as with his elaborations of psychosexuality, drive, and the castration complex. It then explores Lacan’s efforts to reinterpret Freud and to move away from both biologism and constructivism. We will discuss the clinical implications of Freudian and Lacanian notions of sexual differentiation. Case presentations will render accessible and clinically relevant some of the more elusive and notoriously difficult Lacanian concepts and ideas. Readings will include papers and essays by Freud, Lacan, Ella Sharpe, Jacqueline Rose, Patricia Gherovici, and Juliet Mitchell.

12 contact hours = 12 CE credits

Learning Objectives:

1. Participants will become acquainted with “sexual difference” and other core psychoanalytic concepts as theorized by Freud and Lacan.
2. Participants will understand how Lacan’s ideas about sex and gender are employed in clinical work.

**Anna Fishzon, PhD, LP** is a psychoanalyst in private practice in New York, an independent scholar, and a graduate of IPTAR. She is the author of Fandom, Authenticity, and Opera: Mad Acts and Letter Scenes in Fin-de-Siècle Russia (Palgrave Macmillan, 2013) and coeditor with Emma Lieber of The Queerness of Childhood: Essays from the Other Side of the Looking Glass (Palgrave Macmillan, 2022). Anna has taught interdisciplinary courses at Williams College, Columbia University, and Duke University.

**7- WEEK INTRODUCTORY INFANT OBSERVATION SEMINAR**

**Anni Bergman Parent-Infant Program, Rita Reiswig, M.S., L.P**

**Fridays, April 7th, 14th, 21st, 28th, May 5th, 12th, 19th, 10:30-noon**

**On Zoom**

This experiential seminar offers an introduction to parent-infant observation through the use of artwork and videos. As a unique opportunity to see the relational capacities of infants and their caregivers, the close observation of a parent and baby can inform psychoanalytic training and help deepen analysts’ treatment work. Many clinical innovations of recent decades have been enhanced by infant observation, including understandings of the intergenerational transmission of trauma and appreciation of the infant in the adult or child patient.

Participants will learn about primitive mental states, the development of the mind and relationship, and nuances of preverbal communication. The observer's role in containment and affect regulation will be considered as it applies to the analytic situation. The intensity and intimacy of transference and countertransference phenomena will be explored. We will engage these topics through the observation material; no readings are assigned.

10.5 CONTACT HOURS=10.5 CE CREDITS

Learning Objectives:

1. Identify nonverbal behavior and communication between mother-infant pairs.
2. Write preliminary observation notes after viewing parent-child interactions.
3. Describe how the intergenerational transmission of trauma may occur in the parent-infant interactions.
4. Specify three examples of co-regulation between the parent and infant.
5. Discuss possible applications of parent-infant observation in interventional approaches.
6. Describe how psychoanalytic concepts and transference/counter-transference understanding can influence what observers see or do not see.

**Rita Reiswig, MS, LP** is a child, adolescent and adult psychoanalyst and a mother-infant and mother-toddler therapist. In 1997, she and Anni Bergman founded The Anni Bergman Parent-Infant Program. Currently she co-directs the program with Sally Moskowitz. Reiswig is on the faculty of the Contemporary Freudian Society and the Institute for Psychoanalytic Training and Research, where she has taught courses on infancy and toddlerhood, infant observation, and a seminar, which uses video, on the first year of life. She is a training and supervising psychoanalyst at the Contemporary Freudian Society. Since 2002, she has been part of a team of therapists working with Beatrice Beebe on The Mothers, Infants, and Young Children of September 11, 2001, Project. Papers from this project have been published, along with papers and presentations on the Infant Program. She co-directs the Anni Bergman Parent-Infant Program Home-Visiting Project as well as provides direct services as one of its therapists. Reiswig consults and supervises at the Motherhood Center and also maintains a private practice in New York, working with adults in psychotherapy and psychoanalysis, as well as with infants and parents, and children in psychotherapy.

**THE IMPACT OF DIVORCE ON INDIVIDUALS, PARENTS AND CHILDREN**

**Kate Bar-Tur**

**Fridays, June 9th, 16th, 23rd, 30th, 12-1:30 pm**

**On Zoom**

To state Leo Tolstoy’s much-quoted observation, “All happy families are alike; each unhappy family is unhappy in its own way.” This course will explore the impact of divorce on families, individuals, parents, and children. After over twenty years of working specifically with divorcing men and women, as well as with their children, I can truly say that I have not encountered individuals whom have been affected in exactly the same way when faced with the need to separate or divorce. As psychoanalysts, we would certainly take it for granted that individual adults and children would bring their personal meaning to such a momentous event in life.

There are common tasks that each member of a family must deal with, and clinicians would benefit from understanding the inherently grueling process that confronts their patients.

In this course, we will review 1) the four ways to divorce in New York State; 2) the inherent difficulties within each process; and 3) which processes might provide more support than others to our more challenged patients.

The course will be comprised of readings and of case presentations from both my practice and

(hopefully) from course participants. To date, there is little psychoanalytic literature addressing divorce. Two books—Joshua Ehrlich’s Divorce and Loss (2014) and Salman Akhtar’s Divorce (2016), a collection of articles on divorce that was released at the annual Margaret S. Mahler Symposium on Child Development.

We will choose chapters and articles from these books, as well as articles published in psychoanalytic journals and journals about divorce and families.

6 CONTACT HOURS = 6 CE CREDITS

Learning Objectives:

1. Understand the profound loss experienced by adults and children who undergo divorce and separation, as well as the pathological and occasionally healthy defenses that may appear as people protect themselves from both the reality of separation and the psychic fears pertaining to loss and abandonment.

2. Describe the basic divorce processes currently used in New York State.

3. Describe the common and not so common ways in which separation and divorce could impact adults and children.

4. Define high-conflict divorce and the potential effects it has on children.

5. Understand the countertransference reactions that arise when working with this population.

**Kathleen (Kate) Costello Bar-Tur, LCSW, FIPA,** is a psychoanalyst, Divorce & Family Mediator and Collaborative Divorce Professional working in private practice with individuals, couples, and families in Manhattan and online for over twenty years.

Kate’s memberships and affiliations include Institute for Psychoanalytic Training and Research (IPTAR) (Associate Member, past Director of the ICC), IPA (Fellow), APFM (founding member and certified advanced practitioner); AFCC; IACP; FDMCGNY; NYAssociation of Collaborative Professionals; Ackerman Institute. Kate is a graduate of IPTAR, Columbia University, and Princeton University, Magna Cum Laude.