

INTRODUCTION:

SEFIPP is offering a monthly two-hour case seminar led by three members of the SEFIPP faculty. These case seminars will emphasize discussion of faculty and student case material as a fulcrum for examination of current psychoanalytic concepts and their application to psychodynamic psychotherapy. Two individual supervision sessions with any member of SEFIPP's faculty are available to seminar participants. From time to time, readings will be suggested. Faculty members are drawn from various psychoanalytic approaches to introduce students to the intellectual vitality and flexibility of contemporary psychoanalytic practice. Each seminar leader will remain for three consecutive monthly meetings so as to develop rapport with class members and to better convey something about their views and personal style. The demands and challenges presented to the psychoanalytic psychotherapist are addressed with the aim of creating a learning atmosphere of friendly mutual respect, curiosity and an openness to learning.

CONTINUING EDUCATION CREDITS

SEFIPP is approved by the American Psychological Association to sponsor continuing education for psychologists, for which this program carries eighteen (18) CE credits. SEFIPP maintains responsibility for the program. SEFIPP is a provider of continuing education units by the Agency for Health Care Administration of the Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counselors, Provider 50-1770.

COMMITTEE MEMBERS

HELEN BANTA, PH.D.
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THE SOUTHEAST FLORIDA INSTITUTE FOR
PSYCHOANALYSIS AND PSYCHOTHERAPY
(SEFIPP)

CONTEMPORARY PSYCHODYNAMIC PSYCHOTHERAPY CASE SEMINARS



Nine Monthly Saturday Sessions
**September 2010 to
June 2011**

at

Imperial Point Medical Center
6401 N. Federal Highway
Fort Lauderdale, Florida 33308

- *New ways to think about your patients*
- *Open up avenues of exploration*
- *Increase satisfaction in your work*
- *Two supervisory consultations*
- *Eighteen hours of CE credits*

SEFIPP 2010 Registration Form

PROGRAM: CONTEMPORARY PSYCHODYNAMIC
PSYCHOTHERAPY CASE SEMINARS

Name: _____

Address: _____

City: _____

State: _____ Zip: _____

E-mail: _____

Phone: _____

Discipline: _____ Degree: _____

License No.: _____

\$50 Registration Fee (applied towards tuition)

\$450 Annual Tuition Fee (all 9 sessions) *
(Includes two (2) supervisory consultations)

Pay Online or make your check payable to "SEFIPP"
and send it with this form to:

Cristina Virsida, SEFIPP Administrator
101 Mint Hill Drive
Cary, NC 27519

Registration Requirements and Procedures

The completed registration form **must be accompanied by a non-refundable \$50 registration fee. The registration fee will be credited towards tuition. Deadline for registration is 7/22/10.** Registrants will be notified of class dates and times no later than 8/1/10. Seminar size will be limited to twelve (12) members. Total Tuition Fee is \$450 for the year (all nine sessions) which includes two supervisory consultations.

*** Convenient payment plans are available.
Please contact our offices for options.**

Online payments via secure PayPal™
are available at www.sefapp.org,
click on "Institute".

Questions?

Call (954) 597-0820 or via
email at sefipp@gmail.com.



SEFIPP FACULTY

Emily Krestow, PhD is in independent practice of psychoanalysis, psychotherapy, couple therapy, individual supervision and consultation. She has a Ph.D. in Psychoanalysis from The Union Institute & University, Cincinnati, Ohio and a Certificate in Psychoanalysis from Nova Southeastern University, Fort. Lauderdale, FL. She has served as President and is a current board member of SEFAPP, as well as President 2001-2008, current Treasurer, Faculty Member and Supervisor of SEFIPP. She is a Steering Committee Member of The Veterans Project of South Florida and was the recipient of the "Distinguished Psychoanalyst Award", May 2005, from SEFAPP & SEFIPP.

Max Harris, Ph.D. is a Florida licensed psychologist with a private practice in Boca Raton, FL, that includes psychodynamic psychotherapy and psychological testing as well as work with the chronically mentally ill. He serves as an adjunct faculty in the clinical doctoral program and psychodynamic concentration at Nova Southeastern University. He is a co-author of seven peer-reviewed published articles in the area of psychodynamic psychology. He has served as SEFAPP President, Board Member, Section IV Representative for Division 39 (Psychoanalysis) APA, a former editor of *Psyche & Sol*, Member of the Steering Committee for Division 39 Spring 2004 Meeting, candidate at SEFIPP, and is a current member of the Board and Curriculum Committee of SEFIPP. He is currently completing his psychoanalytic training at SEFIPP.

Linda B. Sherby, Ph.D., ABPP, is a Faculty Member, Board Member, Supervising Analyst and co-founder of SEFIPP. A present SEFAPP board member, she has previously held positions as President, Secretary and Treasurer of that organization and, in 2004, received the Distinguished Psychoanalyst Award from SEFAPP and SEFIPP. In 2002, she received a Certificate from the New Directions Writing Program of the Washington Psychoanalytic Institute. Dr. Sherby received her analytic training from the Michigan Psychoanalytic Council in Ann Arbor, Michigan where she practiced for many years. She is the author of a dozen published articles. She now practices psychoanalysis and psychoanalytic psychotherapy in Boca Raton, Florida.

SEMINAR ONE: THE MEANING OF PATIENTS' SYMPTOMS: THERAPISTS' FRIEND OR FOE?

Faculty Member: Emily Krestow, Ph.D.

Description: Therapists often find themselves caught up in endless and fruitless discussions of symptoms patients present as the reasons for seeking help. Or the therapist may consider the symptoms as irrelevant to understanding the underlying problem. This seminar will focus on how to understand the meaning of the symptom, both in the moment (in the consulting room and the interaction) and historically. Clinical cases will illustrate the method of the collaboration between therapist and patient. This exploratory process will be the focus, promoting thoughtful lines of inquiry into the immediate purpose of the symptom and its historical meaning. Thus the symptom is actively and positively part of the treatment process.

Objectives: 1) To help the patient identify both immediate and historical purposes of symptoms and thus bring about therapeutic change. 2) To better establish meaningful dialogue with the patient through learning inquiry techniques. 3) To learn to listen more closely to a repetitive communication of the patient in order to understand the historical and current meanings of symptoms, thus promoting growth. 4) To develop a comfort level with not knowing, to accept not immediately understanding the disguised and confusing, but meaningful nature of the symptom, thus allowing for the unfolding of the meanings of the symptom. 5) To explore a symptom on multiple levels, and be able to move between the immediate purpose of the presenting symptom and deeper historical roots. 6) To promote therapeutic growth through developing in the patient, skills for deep listening and reflection within her/himself.



SEMINAR TWO: ON LISTENING THERAPEUTICALLY

Faculty Member: Max Harris, Ph.D.

Description: The clinical usefulness of listening therapeutically in psychotherapy is uncontested. Psychotherapists cultivate the art of listening because patients feel they benefit from having their words, feelings, and actions understood. Understanding entails therapeutically effective listening that uses the subjective frames of both the listener and the patient. Our collaboration teaches us what to listen for and how to listen so that the associations of patients move the therapy in a positive direction. Clinical cases from the instructor and participants will be used to demonstrate ways of listening that can enhance the therapeutic process.

Objectives: 1) Listen empathically while not merging with the patient. 2) Listen to the patients' associations in a way that opens up their "unthought known." 3) Listen to how the transference teaches us about the patients' internal and relational world. 4) Listen to how our countertransference enhances our ability to understand and relate to the patient. 5) Listen to the patient's nonverbal and implicit signals. 6) Listen and allow the patients' stories to develop without closing them off with interpretations. 7) Learn how different therapeutic stances affect our listening.

SEMINAR THREE: THE RELATIONSHIP IN PSYCHOANALYTIC PSYCHOTHERAPY

Faculty Member: Linda B. Sherby, Ph.D., ABPP

Description: Focusing on clinical cases, this course will illustrate the varying ways the therapeutic relationship is understood and utilized in the treatment process. From Freud's blank screen analyst through Ferenczi's mutual analysis to Balint's explication of analysis as a "two-body" experience, to the notion of the therapeutic field as being co-created by both participants, the concept of the relationship and role of the therapist can be quite confusing. Understanding both the historical perspective, as well as the clinical application of what has become to be known as the one-person or two-person approach to treatment, will assist the clinician in finding his or her own voice and comfort zone.

Objectives: (1) To apply concepts of the therapeutic relationship to what is mutative in psychotherapy. (2) To identify their roles in shaping the treatment process. (3) To apply historical perspectives and concepts to developing their own skills and therapeutic styles. (4) To develop their own frameworks to facilitate the therapeutic process. (5) To identify and apply therapeutic techniques which enhance the therapeutic process. (6) To distinguish and apply the understanding of "one person" and "two person" concepts in therapeutic interventions. (7) To intervene with their patients in clinically more precise ways. (8) To work their way out of clinical enactments.