

## Message from the Program Committee

The Toronto Psychoanalytic Society's Extension Program has been going on continuously for over 25 years. It is very well subscribed and is among the most popular psychoanalytic educational programs in the Toronto mental health professional community. People who attend our courses come from a broad spectrum of health care services and institutions, social agencies, private therapy, community therapy and counselling settings. As the program has broadened, there has also been a keen interest from people in disciplines outside the mental health field such as education, academia, business, media, clergy, law and "retirees". All of our leaders and presenters have been selected for their psychoanalytic knowledge, expertise and enthusiasm for the field.

The value of the courses has been recognized and the popularity extended beyond the Toronto area through the phenomenon of "Distance Education". With new electronic equipment we have had participants join in from across Canada and beyond. Many of our courses are now available for this form of participation.

The committee remains committed to being aware of and responding to current and changing educational needs of the professional medical and mental health treatment community.

Due to the successes of the different courses that have been offered, and our time constraints, we are continuing some, dropping some for a later year and adding new ones.

Several courses in the Infant, Child and Adolescent area are created in collaboration with the Canadian Association of Psychoanalytic Child Therapists and the Hincks-Dellcrest Institute.

Details of all the courses and sessions are on the Extension Program page of the TPS website.

We look forward to your feedback and suggestions for alterations and new courses.

### TPS Extension Program Committee

*Co-Chairs:* Judith Hamilton and Kas Tuters

*Committee Members:* Elizabeth Tuters, Michael Blugerman, Don Carveth, Lindsay Barton

## The Overall Learning Objectives of the Extension Program

At the end of each course:

1. Participants should have a clearer psychoanalytic perspective in their work with clients.
2. Participants will have been guided to read current sources of psychoanalytic literature to understand the material in the course.
3. Participants will be made more aware of different theoretical schools of psychoanalytic thinking and their application.

THE TORONTO  
PSYCHOANALYTIC SOCIETY

# 2017-2018 Extension Program

tps&i  
toronto psychoanalytic society & institute

## Faculty and Course Leaders

**Lindsay Barton**, MA, RP, CAPCT, Private Practice. Clinical Member Canadian Association of Psychoanalytic Child Therapists, Trained at Tavistock Clinic in Observational Studies, London, UK; Candidate at TIP.

**Michael Blugerman**, MSW, RSW, President, Canadian Association for Psychoanalytic Child Therapists; President, Association for Training on Trauma and Attachment in Children; Executive Director, Children's Resource and Consultation Centre of Ontario; Chair, Ontario Association of Private Adoption Practitioners; Guest of the TPS.

**Howard Book**, MD, FRCP(C), Private Practice in Psychoanalytic Organizational Consulting. Associate Professor, Department of Psychiatry, University of Toronto; Guest Faculty, INSEAD School of Management, Fontainebleau, France & Singapore; Past Board Member, International Society for the Study of Organizations; Editorial Board, Journal of Organizational and Social Dynamics. Guest of the TPS.

**Donald L. Carveth**, PhD, RP, FIPA, is Emeritus Professor of Sociology and Social & Political Thought and a Senior Scholar, York University; Training & Supervising Analyst, Canadian Institute of Psychoanalysis; Faculty, TPS&I.

**Arthur C. Caspary**, PhD, CPsych, Psychoanalyst in Private Practice. Faculty, Toronto Institute for Contemporary Psychoanalysis; Faculty, TPS&I.

**Rex Collins**, PhD, RP, CPsych, Private Practice Child and Adolescent Therapy, Graduate of the Toronto Child Psychotherapy Program. Guest of the TPS.

**James Deutsch**, PhD, MD, FRCP, Psychiatrist/Psychoanalyst; Doctoral and postdoctoral research in neuroscience prior to training in psychiatry and psychoanalysis; he teaches at the Department of Psychiatry, University of Toronto; Faculty, TPS&I.

**Sally Doulis**, MSW, RSW, Dip. TCPP, Child/Adolescent/Adult Psychotherapist; Team member, Infant/Family Program, Hincks-Dellcrest Centre; Officer, Board of Directors, Canadian Association of Psychoanalytic Child Therapists; Guest of the TPS.

**Dannette Graham\***, BA (Honors), RT, Faculty Member and Supervisor: (CICAPP) Canadian Institute of Child and Adolescent Psychoanalytic Psychotherapy; works in private practice, schools, daycare, adolescents and families.

**Peter Hershman**, Psychoanalyst in private practice, Member and Faculty Toronto Psychoanalytic Society & Institute.

**Judith Hamilton**, MD, FRCP(C), Psychiatrist/Psychoanalyst in Private Practice. She teaches in the ATPPP and in the Extension Program of the TPS. She is a co-founder of Lacan Toronto. Faculty, TPS.

**Betty Kershner\***, PhD, Registered Psychologist in private practice, assessment and treatment of children, adults and families - for the courts, for schools, for insurance, and for personal growth and satisfaction. Member, New Directions Program, Washington Psychoanalytic Institute.

**Carlos Rivas**, RP, studied psychology, philosophy and social sciences in Venezuela. He trained in Gestalt Therapy, Hypnotherapy, Motivational Interviewing, Focusing, and EMDR, and in 2005 was the recipient of the Venezuelan National Award for Research in Psychotherapy. He has a private practice in psychoanalytic psychotherapy. Member of Lacan Toronto; Guest of the TPS.

**Marilyn Ruskin**, MSW, RSW, MEd, is a psychoanalyst in private practice, treating individuals and couples; Adjunct Lecturer - Factor-Inwentash Faculty of Social Work; Faculty, TPS&I.

**Sharian Sadavoy**, MSW, RSW, is a psychoanalyst in private practice specializing in individual and couple therapy. She supervises and teaches in the FPP and ATPPP programs of the Toronto Psychoanalytic Society. Faculty, TPS&I.

**Sam Semper\***, PhD, is the Administrative Director, Faculty Member, and Supervisor in the Child and Adolescent Psychotherapy Program at the Institute for Psychoanalytic Training and Research (IPTAR) in New York City. She is an Advanced Candidate in IPTAR's Adult Psychoanalytic Training Program. Sam sees adults, adolescents, and children in psychoanalysis and psychotherapy in Manhattan.

**Julio Szmulowicz**, MD, FRCP(C), Psychoanalyst in Private Practice. Faculty, TPS&I.

**Alireza Taheri\***, PhD, wrote his dissertation for the University of Cambridge on Nietzsche, Freud and Lacan. He holds an MA in philosophy from Essex and an MSc in psychoanalytic thought from University College London. He has done psychoanalytic work in London (UK) and is a candidate of the TIP.

**Dagnija Tenne\***, Faculty Member and Supervisor: (CICAPP) Canadian Institute of Child and Adolescent Psychoanalytic Psychotherapy; Member, (ACP) Association of Child Psychoanalysis, Private Practice in Psychotherapy working with children, adolescents and parents and families.

**Elizabeth Tuters**, MSW, RSW, FIPA, Child/Adult Psychoanalyst in Private Practice. Team Leader, Infant Program, Hincks-Dellcrest Children's Centre/Institute; Officer, Board of Directors; Canadian Association of Psychoanalytic Child Therapists. Faculty, TPS&I.

**Kaspars Tuters**, MD, FRCP(C), Psychoanalyst in Private Practice. Assistant Professor of Psychiatry, University of Toronto; Fellow, British Psychoanalytical Society. Faculty, TPS&I.

**Sarah Usher**, PhD, CPsych, is a psychologist and psychoanalyst in private practice. Faculty, TPS&I.

**Madhu Vallabhaneni**, MD, FRCP(C), Assistant professor in Psychiatry, Faculty of Medicine, University Of Toronto, Faculty Member, Toronto Institute of Psychoanalysis. Faculty, TPS&I.

**Klaus Wiedermann**, PhD, CPsych, is a psychologist and psychoanalyst in private practice in Toronto. He has practiced, supervised, and taught psychoanalytic couple therapy in various settings. Faculty, TPS&I.

**Barbara Williams**, EdD, Director of Bureau Kensington, a psychoanalytically oriented organizational consulting practice; holds a Doctorate in Education from University of Toronto; visiting professional at Tavistock Institute, London; Member of the International Society for the Psychoanalytic Study of Organizations, and Organization for Promoting Understanding of Organizations; Guest of the TPS.

**Barrie Wilson\***, PhD, Professor, Humanities and Religious Studies York University.

**Robert Winer\***, MD, Teaching Analyst and Chair of the Faculty Committee, Washington Psychoanalytic Institute; Chair of New Directions and of the Modern Perspectives on Psychotherapy Program, Washington Psychoanalytic Society. Psychoanalyst in Private Practice, Bethesda, MD.

**Susan Yabsley**, PhD, CPsych; Academic Head, Psychology Training & Coordinator of Infant/Preschool Program, Hincks-Dellcrest Centre; Member, Board of Directors, Ontario Association for Infant & Child Development (OAICD), an Affiliate of The World Association of Infant Mental Health (WAIMH); Guest, TPS.

\* By invitation

# Registration Form

## EXTENSION COURSES

- Course One [Psychoanalytic Theory: Freud and Beyond](#)  \$390  
September 14 - November 2, 2017
- Course Two [Cinema and Psychoanalysis - Lies, Lies and Damned Lies: A Cinematic View on the Meaning of Lying](#)  \$340  
October 27, 2017 - May 25, 2018
- Course Three [Clinical Lacan: Beyond Oedipus](#)  \$290  
November 9 - December 14, 2017
- Course Four [Working Analytically with Couples](#)  \$190  
January 11 - February 1, 2018
- Course Five [Psychoanalytic Understanding of Work Groups, Organizational Dynamics and Leadership](#)  \$290  
February 8 - March 22, 2018
- Course Six [How do Neuroscience and Psychotherapy Mutually Inform Each Other?](#)  \$190  
February 22 - March 22, 2018
- Course Seven [Understanding the Complexity of Culture – its Conscious /Unconscious, and Rational/Irrational Aspects, and how it affects the therapist-patient relationship.](#)  \$190  
April 5 - 26, 2018
- Course Eight [Gender in the Contemporary Clinical Situation: Treatment of Children and their Families](#)  \$290  
May 3 - June 14, 2018

## SPECIAL EXTENSION PROGRAM PRESENTATIONS, WORKSHOPS & SEMINARS

- [Understanding Attachment Theory and Inner-world Development, Using Film](#)  \$250  
October 18, 2017 - May 16, 2018
- [Infant Observation Seminars](#)  \$690  
September 26, 2017 - May 29, 2018
- [ADVANCED Course In Psychoanalytic Understanding Of Work Groups, Organizational Dynamics and Leadership](#)  \$360  
September 28 - November 2, 2017
- [Group B - Infant-Parent Psychotherapy \(IPP\) Work Study Seminar for Child And Adult Therapists](#)  \$690  
September 21, 2017 - June 7, 2018

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City	Province	Postal Code
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Profession/Occupation

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Home/Office Telephone Number

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Email Address (Must be provided in order to receive program details)

**Preregistration is required for all courses/sessions.**

*Register and pay online at [www.torontopsychanalysis.com](http://www.torontopsychanalysis.com) or submit a separate registration form for each person (photocopy if necessary).*

*Make cheque payable to Toronto Psychoanalytic Society and mail to:  
Toronto Psychoanalytic Society, 40 St. Clair Avenue East, Suite 203, Toronto,  
ON, M4T 1M9.*

Full-time students in universities and colleges, and mental-health trainees are eligible for a 25% reduction in course fees. Proof of 2017/2018 status needs to be provided. Please contact the TPS&I directly to register at a discount.

Refunds must be requested in writing two weeks prior to the beginning of a course. A handling fee of \$30 will be retained. After these two weeks, fees cannot be returned.

**The Extension Courses are eligible for Section 2 CME credits.**

**The Overall Learning Objectives of the Extension Program**

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1. Participants should have a clearer psychoanalytic perspective in their work with clients.
2. Participants will have been guided to read current sources of psychoanalytic literature to understand the material in the course.
3. Participants will be made more aware of different theoretical schools of psychoanalytic thinking and their application.

**For more information about and for registration in the TPS&I Extension Programs, Scientific Meetings, Training Programs, Study and Supervision Groups and Special Presentations, please visit our website [www.torontopsychanalysis.com](http://www.torontopsychanalysis.com) or email [info@torontopsychanalysis.com](mailto:info@torontopsychanalysis.com).**

# THE TORONTO PSYCHOANALYTIC SOCIETY

## 2017-2018 Extension Program

### EXTENSION COURSES

#### COURSE ONE **Psychoanalytic Theory: Freud and Beyond**

Course Coordinator & Course Leader: Don Carveth

\$390 - Thursday, 7:30 pm - 10:00 pm: September 14, 21, 28, October 5, 12, 19, 26, November 2, 2017 (8 evenings)

Distance participation is available.

Instead of surveying the thought of particular psychoanalytic theorists as was done in 2015 and again in 2016 (see video-lectures here: <http://bit.ly/2pG1RvE>), this year "Freud and Beyond" will instead review psychoanalytic contributions to the understanding of a range of particular topics: The Unconscious; Applied Psychoanalysis – 'Alien'; Narcissism; Group Psychology; Religion; Superego and Conscience; Is "Tragic Man" Guilty?; Clarifying and Deconstructing Winnicott. Readings will be suggested or supplied for each seminar.

#### COURSE TWO **Lies, Lies and Damned Lies: A Cinematic View on the Meaning of Lying**

Course Coordinator: Julio Szmulowicz

Course Leaders: see below

\$340 - Friday, 7:30 pm - 10:00 pm: October 27, November 24, 2017; January 26, February 23, March 23, April 27, May 25, 2018 (7 evenings)

Registration is limited to 50 participants.

Lying increases the creative faculties, expands the ego and lessens the frictions of social contact. - Claire Boothe Luce

I was not lying. I said things that later on seemed to be untrue. - Richard Nixon

Advertising is legalized lying. - H.G. Wells

Surprisingly, not much has been written in Psychoanalysis regarding the act of prevaricating even when we know from experience how common fibbing is. Most people, according to researchers, lie once or twice a day, almost as often as they snack from the refrigerator or brush their teeth. Perhaps this is why there are over 19 synonyms to the word "lying" in the Merriam Webster Thesaurus.

Leaving aside the relativity of the concept of truth, Psychologists in general ignored lying until recently. Dissembling became rather the fodder for Ethicists and Theologians. Whether it be a complete lie, (the opposite of "the truth"), a lie by omission (the opposite of "the whole truth") or a fragment of a lie embedded in truth (the opposite of "nothing but the truth") fibbing is common.

The meaning behind and the functions of a lie are as numerous and varied as people. Freud hypothesized that the children lie when they deny the possibility of castration and its consequences. A lie then is a denial of a painful or dangerous reality. It is a misrepresentation of a fact that renders it (or its consequences) more acceptable.

There may be lies and white lies, denoting a difference between morally condemnable and socially acceptable untruths. We may lie to cover shame and guilt and "get away" with a misdeed. However, lies may have more to do with the defense of the integrity of our self, its sense of value and relative standing among our peers and as such, may have more to do with our self-esteem.

Cinema is an ideal way to explore the phenomenon of lying since we, as the audience, can witness, at one and the same time, the truth and the lie with their consequences. To illustrate and understand the topic, seven films will be screened on a Friday, commencing promptly at 7:30 pm at the Toronto Psychoanalytic Society, 40 St. Clair East, Suite 203. After a short break, the Film's Discussant will present a formal paper that will lead the group into a general Discussion.

Date	Discussant	Film and Director	Date	Discussant	Film and Director
October 27, 2017	Rex Collins	<b>Leviathan</b> (2014, 140 min) Andrey Zvyaginstev (Director)	March 23, 2018	Peter Herschman	<b>Le Concert</b> (2009, 119 min) Radu Mihaileanu (Director)
November 24, 2017	Betty Kershner	<b>The Clouds of Sils Maria</b> (2014, 124 min) Oliver Assayas (Director)	April 27, 2018	Arthur Caspary	<b>Sex, Lies and Videotape</b> (1989, 100 min) Steven Soderbergh (Director)
January 26, 2018	Julio Szmulowicz	<b>Frantz</b> (2016, 113 min) Francois Ozon (Director)	May 25, 2018	Robert Winer	<b>The Light Between Oceans</b> (2016, 133 min) Derek Cianfrance (Director)
February 23, 2018	Barrie Wilson	<b>The Debt</b> (2010, 113 min) John Madden (Director)			

#### COURSE THREE **Clinical Lacan: Beyond Oedipus**

Course Coordinator: Judith Hamilton

Course Leaders: Judith Hamilton, Carlos Rivas, Alireza Taheri

\$290 - Thursday, 7:30 pm - 10:00 pm: November 9, 16, 23, 30, December 7 and 14, 2017 (6 evenings)

In this course the leaders will present the underlying theory and techniques of the Lacanian orientation as they use them with patients and clients in their various clinical settings.

The topics will arise from the changes in the characteristics of patients and families of recent years, which are addressed in the late and contemporary Lacan. Many of these changes reflect changes in society and are no longer well described by the structure and dynamics of the Oedipus complex. Hence the recent approach of Beyond Oedipus. There will be many examples presented and time for ample discussion. We will be sensitive to the needs of those new to Lacan, as well as deepening the understanding of those who are already familiar with Lacan.

#### COURSE FOUR **Working Analytically with Couples**

Course Coordinator: Sarah Usher

Course Leaders: Sarah Usher, Sharian Sadavoy, Klaus Wiedermann, Marilyn Ruskin

\$180 - Thursday, 7:30 pm - 10:00 pm: January 11, 18, 25, February 1, 2018 (4 evenings)

This course will offer participants the opportunity to learn how psychoanalytic theories can be applied to couples therapy. Psychoanalyst couples therapists will present different points of view, including the classical and object relations approach, and the Tavistock model. The differences between individual therapy and couples therapy will be elaborated, particularly in terms of transference and counter-transference. Readings will be suggested in the first class. Discussion of participants' cases throughout is strongly encouraged.

**January 11** – Sarah Usher, Introduction and overview.

**January 18** – Sharian Sadavoy, Object relations theory and couples work.

**January 25** – Klaus Wiedermann, Tavistock Model for working with couples.

**February 1** – Marilyn Ruskin, Clinical work with couples. Participants' cases.

#### COURSE FIVE **Psychoanalytic Understanding of Work Groups, Organizational Dynamics and Leadership**

Course Coordinator: Kas Tuters

Course Leaders: Howard Book, Barbara Williams

\$290 - Thursday, 7:30 pm - 10:00 pm (sharp): February 8, 15, 22, March 1, 8, 22 2018 (6 evenings)

Optimal number of participants is 8.

This course offers participants an opportunity to explore the 'under-the-surface' and unconscious processes that interfere with leadership, team and organizational functioning, and to provide the participants with new ways of addressing those aspects in their own group settings that otherwise effect or limit task completion and optimal interaction.

The primary task of this course is to introduce participants to a psychoanalytic perspective on our workplaces, be they organizations, departments, or teams on which they serve.

These all have "known," conscious, overt, and rational aspects to how they function, and simultaneously are also under the sway of powerful "unknown," unconscious, quirky, and irrational forces and dynamics. These unconscious elements can provide creative possibilities for work life. But if left unrecognized and unacknowledged, they can erode the organization's capacity for focusing on its objectives and goal achievement, preventing us from achieving our professional goals, promoting the emergence of a toxic culture, and encouraging ineffectual decision making. When explored and addressed these unconscious dynamics can provide organizations a space for creative and innovative encounters and outputs.

Each session will be divided into two parts: the first hour will be didactic and interactive, and will explore concepts from selected readings (e.g. Klein, Bion, Menzies, and others).

The second part of the evening will be experiential and make use of the 'small study group' format in the Tavistock tradition. This will provide the participants a direct opportunity to experience the group process 'from within' rather than intellectually 'from outside'.

#### COURSE SIX **How do Neuroscience and Psychotherapy Mutually Inform Each Other?**

Course Coordinator & Course Leader: James Deutsch

\$190 - Thursday, 7:30 pm - 10:00 pm: February 22, March 1, 8, 22, 2018 (4 evenings)

Distance participation is available.

The vast expansion of knowledge in the neurosciences places a special responsibility on the therapist (and the general public) to maintain an awareness of the individual in relation to others, society and the world. The first session will be a critical review of recent findings in the neurosciences. The following three sessions will each center around a treatment case, and will in the process address a number of key controversies, including the unconscious, child development, trauma and empathy.

## **COURSE SEVEN Understanding the Complexity of Culture – its Conscious/Unconscious, and Rational/Irrational Aspects, and how it affects the therapist-patient relationship.**

Course Coordinator: Kas Tuters

Course Leaders: Kas Tuters, Madu Vallabhaneni

\$190 - Thursday, 7:30 pm - 10:00 pm: April 5, 12, 19, 26, 2018 (4 evenings)

Distance participation is available.

Doing therapy in a multicultural setting (such as Toronto), we are exposed to the interaction and impact of diverse cultures. This even includes the impact on us of our parents' original culture that constitutes our own specific norm and hidden biases which create complex challenges. In order to be maximally effective in our work, we have to understand the many factors that come into play in regards to culture, ethnicity and race. This is where the dynamics of transference and countertransference are easily triggered, and need to be understood.

## **COURSE EIGHT Gender in the Contemporary Clinical Situation: Treatment of Children and their Families**

Course Coordinator: Elizabeth Tuters

Course Leaders: Lindsay Barton, Sam Semper

\$290 - Thursday, 7:30 pm - 10:00 pm: May 3, 10, 17, 24, June 7, 14, 2018 (6 evenings)

Distance participation is available.

In this seminar participants will engage with contemporary psychoanalytic literature related to gender identity formation and gender expression in order to become familiar with current terms and debates in this area. Through clinical presentations, course reading, and class discussions, participants will gain practical tools to work with issues related to gender including work with children who identify as gender non-conforming, gender-queer/ gender-fluid, and/or trans.

## **SPECIAL EXTENSION PROGRAM PRESENTATIONS, WORKSHOPS & SEMINARS**

### **Understanding Attachment Theory and Inner-world Development, Using Film.\***

Course Coordinator: Elizabeth Tuters

Course Leaders: Michael Blugerman, Sally Doulis, Dannette Graham, Lindsay Barton, Dagnija Tenne

\$250 - 3rd Wednesday of the month, 6:30 pm - 10:00 pm: October 18, November 15, 2017; January 17, April 18, May 16, 2018 (5 evenings)

Screening begins sharply at 6:30 pm.

In these seminars we will present Attachment Theory in Infant/ Child/ Adolescent / Adult development, and how this affects the inner-world. We will discuss the psychodynamics of Attachment Theory and the Intersubjectivity of Development, and their therapeutic implications. We will use screening of films, followed by presentations and discussions to achieve our aim.

\* This program was developed in collaboration with CAPCT (Canadian Association of Psychoanalytic Child Therapists).

Date	Discussant	Film and Director	Date	Discussant	Film and Director
October 18, 2017	Michael Blugerman	<b>John</b> (1956, 43 min) James & Joyce Robertson (Directors)	April 18, 2018	Lindsay Barton	<b>Mommy</b> (2014, 140 min) Xavier Dolon (Director)
November 15, 2017	Sally Doulis	<b>Ponette</b> (1996, 97 min) Jacques Doillon (Director)	May 16, 2018	Dagnija Tenne	<b>Flower &amp; Garnet</b> (2002, 103 min) Keith Behrman (Director)
January 17, 2018	Dannette Graham	<b>Where The Wild Things Are</b> (2009, 104 min) Spike Jonze (Director)			

### **Infant Observation Seminars\*\***

Seminar Coordinator: Elizabeth Tuters

Seminar Leaders: Elizabeth Tuters, Lindsay Barton

\$690 - Tuesday, 9:30 am - 11:00 am: September 26, October 3, 10, 17, 24, 31, November 7, 14, 21, 28, December 5, 12, 2017; January 9, 16, 23, 30, February 6, 13, 27, March 6, 27, April 3, 10, 17, 24, May 1, 8, 15, 22, 29, 2018 (30 seminars)

Enrolment limited to 8 participants.

Infant Observation is considered a powerful training tool in that it teaches about infant and family development through experience rather than strictly through theory. Seminar participants will be expected to observe an infant in a family from birth onwards, throughout the duration of the seminar (participants will be helped to find an infant). Observations are written as narrative reflections and shared within the seminar group. This method helps develop abilities for doing skillful clinical work, such as free-floating attention, containment and attention to detail.

### **ADVANCED Course In Psychoanalytic Understanding Of Work Groups, Organizational Dynamics and Leadership**

Seminar Coordinator: Kas Tuters

Seminar Leaders: Howard Book, Barbara Williams

\$360 - Thursday, 7:30 pm - 10:00 pm (sharp): September 28, October 5, 12, 19, 26, November 2, 2017 (6 evenings)

Prerequisite: Participants must have taken the initial course *Psychoanalytic Understanding of Work Groups, Organizational Dynamics and Leadership*.

Optimal number of participants is 8.

This course offers participants an advanced opportunity to explore unconscious processes in their organizational life. Through a combination of case-study material, related readings of psychoanalytic theory and interactive discussion, participants will experiment with taking up the 'reflective/interpretative stance' in their own places of work or on teams. The goal is to broaden their own 'psychoanalytically-informed consultative contributions' by enhancing their capacity to think about relevant unconscious workplace issues that may be causally linked to overt yet puzzling workplace difficulties. The outcome of such learning experience is enhancing our capacity to think deeply in the service of identifying, containing and addressing these unconscious issues and by doing so accomplishing our workplace objectives in an effective and collaborative manner.

The primary task of this advanced course is to apply the learning from the initial course *Psychoanalytic Understanding of Work Groups, Organizational Dynamics and Leadership*. The Advanced course will, specifically, encourage participants to develop their own working framework for entering the organization: reflecting on, identifying, and making sense of these seemingly irrational dynamics. The following step would be offering this 'Interpretive understanding' to relevant others in "our work place", as an intervention, as a meaningful perspective of understanding the "rationale" for such "irrational" behavior. The final step in this consultative cycle would be assessing the effects of their interpretative consultations - in conjunction with other systems interventions - in their own organizations/teams, in maintaining its work on its task in order to better achieve the team's and the organization's goals and objectives.

Each session will be divided into two parts: the first hour will be didactic and interactive, and will explore concepts from selected readings. The second part of the evening will be more interactive and experiential and will focus on case-study material from the literature, from participant cases, from opportunities to "shadow" others, and from participants' own reflections, interpretations and associations, in the 'here-and-now' while hearing the presentation, as well as how the group-as-a-whole may re-enact significant aspects from the case being discussed. For this reason, participants are expected to bring in their own organizational, team or leadership dilemmas with which to work.

### **Group A - Consultation Seminars for Adult Therapists (CLOSED)**

Seminar Coordinator & Leader: Don Carveth

\$690 - Tuesday, 10:45 am - 12:15 pm: September 26, October 3, 10, 17, 24, 31, November 7, 14, 21, 28, December 5, 12, 2017; January 9, 16, 23, 30, February 6, 13, 27, March 6, 27, April 3, 10, 17, 24, May 1, 8, 15, 22, 29, 2018 (30 seminars)

These seminars provide therapists with the opportunity to learn more about psychoanalytic psychotherapy with adults. The participants present clinical material on rotation. The leader encourages discussion and illuminates characteristics and techniques associated with various diagnostic groups of adults, goals of therapy, difficulties encountered and stages of treatment process. Didactic material is assigned when required for further understanding.

### **Group B - Infant-Parent Psychotherapy (IPP) Work Study Seminar for Child And Adult Therapists \*\***

Seminar Coordinators: Elizabeth Tuters, Susan Yabsley

Seminar Leaders: Elizabeth Tuters, Sally Doulis

\$690 - Thursday, 9:30 am - 11:00 am: September 21, 28, October 5, 12, 19, 26 November 2, 23, 30 December 7, 14, 2017; January 11, 18, 25 February 1, 8, 15 March 1, 8, 29 April 5, 12, 19, 26, May 3, 10, 17, 24, 31 June 7, 2018 (30 seminars)

Preferred requirements - all participants must be regulated psychotherapists who have done (or are currently doing) Infant Observation, and have taken the course " Freud and Beyond" (in the past/currently, or an equivalent course).

This seminar will take the form of a Work Study seminar to teach about the principles involved in Infant-Parent Psychotherapy, which is a dyadic relational therapy involving the child and parent and the third - the therapist. In the beginning weeks the principles of IPP will be taught; how to assess, formulate and plan treatment, using this IPP model. IPP is a model developed by the leaders at the Hincks-Dellcrest Centre, to treat troubled infants/child-parent relationships, due to the challenges of emotional regulation, i.e. sleep, feeding, withdrawal, anger.

Each participant eventually is expected to have a case of infant-parent relational difficulties. These will be used for discussion and reflection within the group, and will be presented in rotation. Didactic material will also be recommended.

(This seminar is also 'Module 3' of the Infant Mental Health Studies Certificate, joint project between TPS Extension Committee and Hincks-Dellcrest Institute. Having completed Module 1, Introduction to Infant-Parent Psychotherapy, would be an asset - see websites of TPS and HDI).

\*\* These programs were developed in collaboration with Hincks-Dellcrest Institute.

The Extension Courses are eligible for Section 2 CME credits.

For more information about and for registration in the TPS&I Extension Programs, Scientific Meetings, Training Programs, Study and Supervision groups and Special Presentations, please visit our website: [www.torontopsychoanalysis.com](http://www.torontopsychoanalysis.com).