Saturday Series 2026-27
Description and Learning Objectives

Saturday, October 03, 2026

A Historical Overview of Psychoanalysis with Carol Mayhew, PhD

This class will describe the historical development of psychoanalysis from its roots in the writings of Freud to the range of current contemporary theories. Basic psychoanalytic concepts will be addressed, comparing and contrasting traditional (classical) definitions with more contemporary applications.

Learning Objectives:

Participants will be able to

1. name 3 basic psychoanalytic concepts.
2. name 3 ways contemporary psychoanalysis differs from classical psychoanalysis.
3. name 3 schools of psychoanalytic thought

Saturday, November 14, 2026

Shame and Dignity in Therapy with Lynne Jacobs, PhD, PsyD

Patients enter our office suffused with shame, sometimes conscious sometimes not. And just the fact that they are seeking our help is another indignity. Many of our patients know indignity all too well. Shame in its many forms, from embarrassment to mortification to humiliation, can be considered the primary emotion of indignity, and our patients may well feel ashamed that they have not been able to solve their life problems using their own resources

Learning Objectives:

Participants will be able to

1. list some typical defenses against shame
2. predict patient responses to experience of feeling shamed by the therapist
3. compare and contrast shame and guilt

Saturday, January 09, 2027

Introduction to Mentalization-Based Treatment with Laurence B. Green, PsyD, LCSW

This course introduces people to the mentalization based approach to working with clients, couples, and families. It teaches specific concepts and interventions to help therapists enhance mentalizing abilities in their clients. This research indicates this improves self-regulation abilities and improves interpersonal relationships.

Learning Objectives:
Participants will be able to

- Define Mentalization
- Identify non-mentalization modes of psychic equivalence, teleological mode, and pretend mode
- Explain the “not-knowing” stance and how that contrasts with an interpreting stance.
- Give examples of taking a curious stance when conducting MBT

Saturday, February 20, 2027

Psychoanalytic Theory for a World on Fire with Penelope Starr-Karlin, PsyD, LMFT

The class will begin with a group discussion of whether psychoanalysis should stay with the personal inner or relational world and assume that geo-socio-political topics are symbolic messages or hidden transference to the analyst, or whether psychoanalysis needs to change in some way in response to the world-wide upheaval of current times. This will be followed by a didactic presentation describing an intersubjective systems theory approach to the question which takes a ‘both/and’ approach. A case of a person who had experienced a life-threatening wildfire will be presented, followed by an integrating discussion.

Learning Objectives:
Participants will be able to

1. discuss the range of geo-socio-political issues that their clients may bring into the consulting room.
2. utilize intersubjective systems thinking to deepen the dialogue in order to move beyond here and now news topics to psychoanalytic depth and transference.
3. analyze one example, climate change, from a ‘both/ and’ position.

Saturday, March 20, 2027:

The Understanding and Clinical Application of Attachment Theory with Lynda Chassler, PhD, LCSW

This course is designed for the clinician who wants to understand the psychological framework of Attachment Theory and how early relationships with caregivers shape a person's expectations of themselves, others, and relationships throughout life. Originally developed by John Bowlby and later expanded through research by Mary Ainsworth, it suggests that children develop "internal working models"—expectations about themselves, other people, and relationships—based on how caregivers respond to their emotional needs. In psychotherapy attachment theory helps clinicians understand and to respond not only symptoms but also the relational patterns that emerge between therapist and patient which is an important part of the healing process.

Learning Objectives:
Participants will be able to

1. Define the 4 main attachment styles.
2. Discuss the primary caregivers pattern of care that is the major source of the child developing the disorganized (fearful) attachment.
3. Explain how attachment theory is used in therapy.

Saturday, April 17, 2027:

Disambiguating Dissociative Experiences with Nicole Nelson, PsyD, LMFT, LPCC, FABP

This seminar traces how "dissociation" became a flattened clinical term — from Janet's formulations through the repression model's pathologizing of multiplicity to its rehabilitation in relational psychoanalysis. We will then develop a more nuanced understanding of dissociation looking developmental and neurobiological roots of dissociative process, including exploring differential development within plural systems. Building on this foundation, the majority of the seminar is devoted to a clinical framework of four questions clinicians can bring into the room:

- What kind of dissociation?
- What aspects are dissociated?
- What level of symbolization has or hasn't occurred?
- What is the dissociation's valence.

Rather than a diagnostic checklist, these questions function as apertures onto the relational field, helping clinicians find the right grain of attunement to what's generatively possible in a given clinical moment.

Learning Objectives:
Participants will be able to

1. Describe the historical trajectory of dissociation as a psychoanalytic concept, from Janet's pre-Freudian formulations through the repression model to its rehabilitation in relational psychoanalysis (Bromberg).
2. Explain the developmental and neurobiological roots of dissociation, including how differential development can occur across a plural system.
3. Apply the four clinical questions (kind of dissociation, aspects dissociated, level of symbolization, valence) to a clinical case in order to identify a specific point of therapeutic attunement.
4. Compare two forms of dissociative process using the four-question framework, and analyze how treating them identically in the room could result in misattunement to what a given patient needs.

Saturday, May 22, 2027

A Psychoanalytic Approach to Group Treatment with Gil Spielberg, PhD, ABPP

This class will provide an understanding of what is unique about a psychoanalytic orientation to group treatment. The class will focus on a relational/ modern analytic approach to psychoanalytic treatment. Concepts such as initial assessment, establishing a group contract and role of the leader will be explored.

Learning Objectives:

Participants will be able to

1. Identify the key principles that distinguish a psychoanalytic approach to group treatment
2. Clarify the distinction between treatment of the group and treatment of the individual.
3. Clarify the functions of the group contract.