**AGPA Connect 2023 Presenter Information**

**Course Code:** 47a

**Course Title:** Integrating ISTDP into Modern Analytic Training Groups to Deepen Experiential Learning

**Course Times:** 9:30 AM - 12:00 PM

**Course Dates:** Saturday, March 11

**Instructors:** William Watson

**Course Description:** Both ISTDP (Intensive Short-Term Dynamic Psychotherapy) and Modern Group Analysis have at their core an emphasis on resolving resistances to emotional experience and emotional closeness. In this workshop, concepts and techniques from both approaches will be integrated and applied to experiential training groups, with particular focus on how inviting openness to emotional experience in group and clarification of habitual defenses can expedite and deepen learning and rapidly clarify the triangle of conflict (Feelings--Anxiety--Defense) for trainees.

**Learning Objectives**

The attendee will be able to:‎

1. ‎‎‎‎‎Identify the principal techniques of ISTDP.‎
2. ‎Identify the principal techniques of Modern Analytic in group work.‎
3. ‎Identify the sequence in which ISTDP interventions are generally applied.‎
4. ‎Describe the importance of somatic experience of feelings in therapy.‎
5. ‎Distinguish somatic experiences of anger from somatic experience of anxiety, and why doing so is ‎important. ‎
6. ‎Explain the triangle of conflict and triangle of person. ‎

**Significant Articles:**

1. Abbass, A. (2015). Reaching Through Resistance: Advanced Psychotherapy Techniques. Kansas City: ‎Seven Leaves Press
2. Abbass, A., & Town, J. (2021). Alliance rupture-repair processes in intensive short-term ‎psychotherapy: Working with resistance, Journal of Clinical Psychology, 77, 398-413, DOI: ‎‎10.1002/jclp.23115‎
3. Abbass, A. (2016). The Emergence of Psychodynamic Psychotherapy for Treatment Resistant Patients: ‎Intensive Short-Term Dynamic Psychotherapy, Psychodynamic Psychiatry, 44(2) 245–280, DOI: ‎‎10.1521/pdps.2016.44.2.245‎
4. Ormont, L. (2009). The Group Therapy Experience: From Theory to Practice. New York: BookSurge ‎Publishing.‎
5. Zeisel, E., (2009). Affect Education and the Development of the Interpersonal Ego in Modern Group ‎Psychoanalysis, International Journal of Group Psychotherapy, 59(3), 421-32.‎

**Agenda:**

1. Introduction and Discussion of objectives for this workshop (15m, Obj 3, Lecture)
2. Participant Introduction (7m, Obj 2, 3)
3. Introduction to the topic (8m, Obj 3 Lecture)
4. Overview of Modern Analysis (20m, Obj 3, 4, Lecture/PowerPoint/Q&A)
	1. Modification of psychoanalysis to treat preverbal/preoedipal personality structure
	2. A theory of technique
	3. Principal Focus/Key Precepts
		1. Interpersonal—Particular emphasis on “Feelings Towards” (“going across”)
		2. Exploration over interpretation
		3. Here and now, immediacy
	4. Principal techniques
		1. Inquiry
		2. Bridging/connecting
		3. Joining the resistance
		4. Emotional Insulation/Contact function
		5. Affect Education – clarify thoughts vs feelings vs states of mind
		6. Enhancing Observing Ego
5. Overview of Intensive Short Term Dynamic Psychotherapy, w/illustrative video (60m, Obj 1, 2, 4, Lecture/PowerPoint/Q&A)
	1. Modification of psychoanalysis to accelerate treatment and reduce its length
	2. Principal Focus/Key Precepts
		1. Strong intrapsychic focus – Particular emphasis on “Feelings towards” as triggering feelings within (“going deep”)
		2. triangle of conflict (Feelings, Anxiety, Defense)
		3. triangle of person (Therapist, Current, Past)
		4. clarify differences in the somatic pathway of anger vs anxiety
		5. Importance of fostering recognition of mixed feelings (both positive and negative) towards loved ones to lessen spitting, projection, and self-attack
	3. Principal Techniques
		* 1. Central dynamic sequence:
				1. invite experience of feeling (press, encourage, reach)
				2. attend to somatic experience of the feeling including anxiety about feeling
				3. investigate action tendency of the feeling through fantasy portrayal
				4. observe response including

relief

release of tension

passage of guilt about emotional expression

emergence of love, forgiveness, and self-regard

* + - 1. Pressure
			2. Defense Clarification and Review Cost of Defenses
			3. Challenge defense/invite facing of avoided feelings
			4. Head on Collision (with entrenched resistance)
			5. Linking
			6. Recap/Recap
			7. Anxiety regulation
			8. Foster recognition of mixed feelings (both positive and negative) towards loved ones to lessen spitting, projection, and self-attack
1. Integration of Modern Analysis and ISTDP (15m, Obj 3, Lecture/PowerPoint/Q&A)
	1. What ISTDP offers Modern Analytic group work
	2. What Modern Analytic group work offers ISTDP
2. Demo group x 2 (110m, Obj 2, 3, 4, Demonstration/Experiential)
3. Recap, Debrief, and Q&A (50m, Obj 1-4, Summarizing and Review Lecture/Q&A)
4. Participant Evaluations (5m)

**Assessment Questions:**

Question 1 (include possible answers)

Which of the following is not part of the primary intervention sequence is ISTDP? a) A) Inquiry b) B) Pressure c) C) Challenge d) D) Interpretation

Correct Answer 1

D

Question 2 (include possible answers)

2) Which of the following is not a central group technique in Modern Analysis? Exploration Interpretation Joining Observing the contact function

Correct Answer 2

Interpretation

Question 3 (include possible answers)

Modern Analysis is often referred to as a) a theory of technique b) a theoretical modification of psychoanalysis to accelerate treatment c) a theory used principally for facilitating group treatment d) a theory of contact functioning

Correct Answer 3

a

Question 4 (include possible answers)

Central to both ISTDP and Modern Analysis are a) Head on collision with defenses b) Focus on emotional experience c) Bridging d) Work to resolve resistances e) a & c f) b & d g) all of the above

Correct Answer 4

f

Question 5 (include possible answers)

Name the 3 corners of the triangle of conflict a. impulse/feeling; anxiety; defense b. defense; projection; identification c. flight, fight, freeze d. all of the above

Correct Answer 5

a

Question 6 (include possible answers)

When joining with the resistance in a group member, you should show you think the resistance could be useful and should be held on to. T/F

Correct Answer 6

T

Question 7 (include possible answers)

Overly silent members in a group should be a) ignored b) invited to speak c) pressed and challenged to examine their silence d) expelled

Correct Answer 7

b

Question 8 (include possible answers)

Name the parts of the triangle of person a) Person, place, thing b) Animal, vegetable, mineral c) Therapist, Current, Past c) Therapist, Loved ones, Peripheral contacts d) Transference, Splitting, Projection

Correct Answer 8

c

Question 9 (include possible answers)

The experience of guilt and remorse about wishing to harm another in the treatment hour a. requires blocking to prevent self-attack b. should be softened through cultivating the observing ego c. fosters healing d. is a sign of primitive pathology

Correct Answer 9

c

Question 10 (include possible answers)

Expressing warm positive regard for a self-attacking patient may trigger increased self attack if a) The positive regard is not genuinely conveyed by the therapist b) The patient doesn’t believe they deserve it c) The patient is hates themselves for being irritated with such a kind and loving therapist d) The session ends too abruptly e) The patient has an outstanding balance f) All of the above g) B & C h) A and D

Correct Answer 10

g