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## **HIT (Hallucination Focused Integrative Therapy): Preferred for AVH?**

Jack Jenner MD, PhD Bert Luteijn MD

Wednesday, March 18 10:00-4:00: 5 contact hours  
Preconf 1

### **Learning Objectives:**

Describe HIT methodology, its implementation, and its results  
List possibilities and pitfalls of integrating interventions with different backgrounds  
Discuss special motivational strategies developed for this patient population.

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## **Compassion Focused Therapy for Recovery After Psychosis**

Christine Braehler DClinPsy

Wednesday, March 18 10:00-4:00: 5 contact hours  
Preconf 2

### **Learning Objectives:**

Describe the basic principles and practices of CFT  
Discuss research on emotion regulation and CFT in psychosis  
Explain the CFT model of recovery after psychosis  
Describe group-based protocol  
Practice compassion-focused skills (imagery, reframing, mentalizing)

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## **Psychosis and sexual abuse: psychotherapy and art therapy**

Maurizio Peciccia MD

Wednesday, March 18 10:00-4:00: 5 contact hours  
Preconf 3

### **Learning Objectives:**

Define three core aspects of progressive mirror drawing in psychosis treatment  
List three important aspects of the use of aquatic therapy for persons with a psychotic disorder  
Define the evidence base for the use of both progressive mirror drawing and aquatic therapy in psychotic disorders

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## **Recovery & Psychosis**

Larry Davidson PhD

Wednesday, March 18 10:00-4:00: 5 contact hours  
Preconf 4

### **Learning Objectives:**

- List three important characteristics of peer support in schizophrenia
- List three different definitions of recovery in schizophrenia
- List three reasons why peer support is important to recovery from schizophrenia

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## **The Gnosis of Psychosis: A Critical Media Viewing Project**

Keris Myrick MBA, MS

Wednesday, March 18 10:00-4:00: 5 contact hours  
Preconf 5

### **Learning Objectives:**

- Define the importance of how psychosis is displayed in the popular media
- State main ethical principles concerning portrayal of psychosis in the media
- Apply ethical principles to how they represent psychosis in the media and in their publications.

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## **Psychodynamic Supportive Psychotherapy**

Bent Rosenbaum MDSc

Wednesday, March 18 10:00-4:00: 5 contact hours  
Preconf 6

### **Learning Objectives:**

- Define the term “Psychodynamic supportive therapy”
- Define three important aspects of the Copenhagen research study comparing psychodynamic supportive therapy with treatment as usual in first episode psychosis
- Describe why future research in this area is important for the advancement of the field.

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## CBT for Psychosis

Tony Morrison PhD

Wednesday, March 18 10:00-4:00: 5 contact hours  
Preconf 7

### Learning Objectives:

State the rationale for the use of CT for people with psychosis  
Develop case formulations based on a cognitive model  
Select treatment strategies based on such formulations

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## Open Dialogue and Psychosis

Mary Olson PhD

Wednesday, March 18 10:00-4:00: 5 contact hours  
Preconf 8

### Learning Objectives:

Give an overview of the principles and practices of Open Dialogue.  
Explain the outcomes for first episode psychosis  
Discuss the significance of Open Dialogue for US mental health care.

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## From Neurobiology to Person

Deborah Levy PhD John Strauss MD Brian Koehler PhD

Thursday, March 19 9:45-12:45: 2.5 contact hours  
Plenary T

### Learning Objectives:

List three reasons why genetic research is important in schizophrenia  
List two important recent discoveries in genetic research in schizophrenia  
List two important directions for future genetic research in schizophrenia  
Define three reasons why subjectivity and phenomenology is important in the field of psychiatry  
Describe a model of integration of subjective and objective research in psychotic disorders  
Define the role of the person in recovery from a psychotic disorder

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## **Te Ihi Ora: Cultural Trauma and Psychosis.**

Ingo Lambrecht PhD Ron Baker RPN, kaumatua

Thursday, March 19 12:45-2:15: 1.5 contact hours  
TL-01

### **Learning Objectives:**

Identify the role of cultural trauma with psychosis.

Integrate cultural and psycho-social dynamics when addressing cultural trauma.

Apply a sophisticated and comprehensive model of wellness that allows for an inclusion of cultural practices into formulating care plan when delivering a wellness model of care.

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## **From DNA to the therapeutical relationship. The evolutionistic metaphor of G. Benedetti and the experience of videoart therapy.**

Simone Donnari art therapist Claudia Bartocci Psychologist

Thursday, March 19 12:45-2:15: 1.5 contact hours  
TL-02

### **Learning Objectives:**

Explain Gaetano Benedetti's theory of Self deintegration in Psychoses

Discuss progressive mirror drawing: how it works and the theory behind.

Describe videoart therapy method and its implications in the therapeutical relationship

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## **Recent developments in CBT for psychosis**

Sophie Parker ClinPsyD Sandra Bucci Clin.PsyD Rory Byrne PhD Tony Morrison Clin.PsyD Sophie Parker Clin.PsyD

Thursday, March 19 12:45-2:15: 1.5 contact hours  
TL-03

### **Learning Objectives:**

Describe recent developments in CBT for psychosis

Translate the key findings of recent research into clinical practice

Discuss key areas related to future developments in research of CBT for psychosis

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## **Implementing Peer Support Into Clinical Settings, Lessons from the Field**

Rebecca Boraz MA Rebecca Boraz MA Jeffrey Anderson PsyD David Dedrickson BA Martha Spiers LCSW

Thursday, March 19 12:45-2:15: 1.5 contact hours  
TL-04

### **Learning Objectives:**

Identify how peer support work can compliment clinical approaches for working with those experiencing psychosis or mental health crisis.

Explain how to successfully employ and supervise peer support specialists.

Discuss concerns they have about implementing peer support in clinical settings including ethical practices that may conflict with traditional clinical support services.

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## **Experiential Group Supervision: Swimming in Space: Working with Schizophrenia**

Valerie Angel MSW,LCSW Ona Lindquist LCSW Iris Levy LCSW Nobuko Meaders MSSW

Thursday, March 19 12:45-2:15: 1.5 contact hours  
TL-05

### **Learning Objectives:**

Identify supervision as process centered rather than patient centered.

Explore how an accepting atmosphere invites uncertainty.

Demonstrate open listening to attend to the needs of the presenter.

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## **Hearing Voices Network townhall discussion**

Noel Hunter MA, MS Ron Coleman Oryx Cohen MPA Lisa Forestall Berta Britz Nev Jones PhD

Thursday, March 19 12:45-2:15: 1.5 contact hours  
TL-06

### **Learning Objectives:**

Identify aspects of HVN that voice-hearers and those with experience with extreme states find helpful in decreasing distress and increasing quality of life.

Formulate distinct ideas for expanding HVN both within and out of the mental health system.

Discuss and distinguish specific concerns from various perspectives and collaborating on methods to mollify these concerns.

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## **What do we mean when we say "mental illness"?**

Pesach Lichtenberg MD

Thursday, March 19 12:45-2:15: 1.5 contact hours  
TL-07

### **Learning Objectives:**

Describe different approaches to defining “mental illness”.

Provide the rationale for why diagnosis cannot be contained within the realm of neuroscience.

Follow the implications of diagnosis based upon subjective reports and objective behavior.

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## **Talking with ourselves: An attachment/relational perspective on voice hearing**

Andrew Moskowitz Ph.D. Debra Lampshire

Thursday, March 19 12:45-2:15: 1.5 contact hours  
TL-07

### **Learning Objectives:**

Identify evidence linking early attachment experiences, particularly disorganized attachment, to voice hearing

Describe the rationale for considering voice hearing to be relationally-based in its nature

Apply relationally-based clinical approaches to working with voices, including new assessment tools

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## **Multi-families Psychoanalysis Group is useful for patients, family members and professionals**

Andrea Narracci Mental Health Department Director Fiorella Ceppi Therapeutic Community Head Claudia Tardugno  
Multifamily Psychoanalysis Laboratory founder Luciana De Franco Multifamily Psychoanalysis Laboratory President  
Federico Russo Head of Mental Health Center via Palestro 39, ASLRMA

Thursday, March 19 12:45-2:15: 1.5 contact hours  
TL-08

### **Learning Objectives:**

Explain how psychosis concerns not only the patient but also one of the two parents or both and that patient and a parent are tied by a bond, pathological and pathogenetic interdependence, which prevent them from finding their healthy virtuality.

Discuss how seeing other families, patients and parents may mirror situations similar to the situation in which they live, but that they don't understand in which they are.

Explain why illness is between two persons and not inside one of the two.

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## **Integrating Family and Individual Trauma Treatment in Serious Mental Illness**

Kristina Muenzenmaier MD Madeleine Abrams LCSW, ACSW Joseph Battaglia MD

Thursday, March 19 12:45-2:15: 1.5 contact hours  
TL-09

### **Learning Objectives:**

Identify a four phase model for working with families coping with trauma and serious mental illness.

Discuss the need to transform negative assumptions into positive actions in dealing with families coping with trauma and serious mental illness.

Incorporate creative intervention including home and community visits in their treatment.

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## **Being Dialogical**

Philip Benjamin MMind&Soc

Thursday, March 19 12:45-2:15: 1.5 contact hours  
TL-10

### **Learning Objectives:**

Explain the concepts behind Open Dialogue approach.

Describe the self as a dialogical actor

Describe the experience of vertical polyphony

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## **Metacognitively oriented therapy for adults with psychosis: Empirical bases and treatment elements**

Paul Lysaker Ph.D.

Thursday, March 19 12:45-2:15: 1.5 contact hours  
TL-12

### **Learning Objectives:**

Identify four different forms of metacognitive deficits often found among persons diagnosed with schizophrenia

Identify the eight core elements of an integrative psychotherapy that seeks to stimulate the growth of metacognitive capacity

Describe at least one quantitative method for tracking growth in metacognitive capacity over time

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## **Parachute NYC: Service Users, Peer Specialists and Providers - An Emerging Paradigm of Collaborative Care**

Edward Altwies Psy.D. Leslie Nelson Graduate - Howie T. Harp

Thursday, March 19 12:45-1:30: .75 contact hours  
TL-11

### **Learning Objectives:**

Name and describe the systemic and structural changes to conventional care that define Parachute NYC.

Name the core values and practices of Parachute NYC's collaborative training paradigms.

Identify new emerging collaborative practices both within mobile teams (between providers and peer specialists) and between mobile teams and services users.

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## **Mild psychotic experiences in early adulthood, a subjective report.**

Barend van de Kar psychiatrist

Thursday, March 19 12:45-1:30: .75 contact hours  
TL-13

### **Learning Objectives:**

Explain how mild transient psychotic symptoms are probably very common, and can be self-limiting.

Discuss why mild psychotic symptoms do not necessarily need professional treatment.

Show how social support and integration can diminish psychotic symptoms.

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## **From Bateson to Bakhtin - The roots of Open Dialogue**

Nick Putman BSc Hons Psychology, Certificate in Psychoanalytic Psychotherapy (UKCP)

Thursday, March 19 12:45-1:30: .75 contact hours  
TL-14

### **Learning Objectives:**

Describe the ideas of Gregory Bateson and Mikhail Bakhtin and related thinkers.

Show how these ideas have influenced the development of Open Dialogue.

Explore themes related to working with families affected by psychosis in Open Dialogue network meetings.



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## **Psychosis, dissociation and EMDR**

Dolores Mosquera Psychologist

Thursday, March 19 12:45-1:30: .75 contact hours  
TL-15

### **Learning Objectives:**

Describe how to work with hostile voices  
Describe how to work with trauma using EMDR  
Describe how to reduce the internal conflict

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## **Creativity and Psychotic States: Van Gogh: Enduring Unrequited Love Through Painting**

Jeanne Magagna Phd. Jeanne Magagna Phd.

Thursday, March 19 12:45-1:30: .75 contact hours  
TL-16

### **Learning Objectives:**

Discuss the connection between loss of love and severe psychopathology  
Explore the influence of a dead sibling on psychological development  
Discuss predicting and understanding suicide

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## **Bridging the Gap: Making Contact with Hospitalized Psychotic Patients**

Jeremy M. Ridenour Psy.D. Paul M. Gedo Ph.D. Heather E. Churchill Psy.D. Marilyn Charles Ph.D., ABPP Annie G. Rogers Ph.D.

Thursday, March 19 12:45-1:30: .75 contact hours  
TL-17

### **Learning Objectives:**

Identify psychotherapy techniques that can facilitate the therapeutic alliance when working with psychotic patients.  
Describe how the therapist's use of the patient's language can promote the patient's metacognitive capacities.  
Apply psychodynamic concepts to the consultation room to enhance the therapist's understanding of the patient's experience.

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## **The case for a positive psychological approach to mental illness: A testimony**

Karen Naessens Master in Sociology

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-03

### **Learning Objectives:**

Discuss the importance of providing hope and acknowledging the potential of psychiatric patients to lead rich and fulfilling lives.

Explain the importance of coming to terms with one's "craziness" and using psychosis as a learning experience to change one's life for the better.

Describe the importance of research focusing on the strengths of people with mental illness and the contribution they can make to society.

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## **Together free**

Joanna Obiegalka Master

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-03

### **Learning Objectives:**

Describe how positive change and dialogue is possible.

Reflect on the possibility to focus more on Strengths of service users rather than deficits.

Discuss how support groups have the ability to create space in order to allow constant search of the bright side of the life.

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## **Each of us have struggle and it needs to be written: A subjective model from psychosis to health**

Pankaj Suneja Masters in Psychosocial Clinical Studies

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-03

### **Learning Objectives:**

Describe how every person who has suffered from psychosis can develop their own subjective model of experience, their own construct of their life

Discuss how therapy helps a person with psychosis

Discuss the role of hurt and hatred in psychotic process.

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## **Symptom or Experience: Does Language Matter?**

Rachel Waddingham

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-03

### **Learning Objectives:**

Describe the potential impact of psychiatric diagnoses and terminology on people who have experienced childhood abuse and trauma.

Reflect on the use of language within their profession/organisation/life

Describe ways in which they can navigate language sensitively and respectfully

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## **Cold wet sheet pack: unfreezing relationship in a holding setting.**

Gilles Bangerter Registered Psychiatric Nurse Raymond Panchaud Registered Psychiatric Nurse Krzysztof Skuza PhD

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-04

### **Learning Objectives:**

Visualize the use of the Cold Wet Sheet Pack (CWSP) as a technique of care for acute psychosis in contemporary Swiss public adult inpatient wards.

Establish a link between specific etiology of psychosis and packs as specific means of treatments addressing this etiology

Compare and critically analyze episodic and continuous models of institutional treatments

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## **From Threat to Rumination**

Young-Chul Chung M.D. & Ph.D.

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-04

### **Learning Objectives:**

Define rumination

Discuss the association between rumination and positive symptoms

Describe the mediating role of rumination in the pathogenesis of paranoia

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## **Packs in Swiss public adult inpatient wards: A retrospective study**

Emmanuelle Opsommer PhD Krzysztof Skuza PhD Gilles Bangerter Registered Psychiatric Nurse

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-04

### **Learning Objectives:**

Describe the clinical and institutional reality of the Cold Wet Sheet Pack (CWSP) in contemporary Swiss public adult inpatient wards.

Illustrate the clinical profile type of patients for whom packs are indicated

Criticize the use of diagnostic categories as indication for specific types (forms) of treatment

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## **Packs in personal accounts and in medical records: Qualitative analysis**

Krzysztof Skuza PhD Gilles Bangerter Registered Psychiatric Nurse Emmanuelle Opsommer PhD

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-04

### **Learning Objectives:**

Express and discuss the patients' experience obtained by semi-structured interviews of the Cold Wet Sheet Pack (CWSP) in contemporary Swiss public adult inpatient wards as well as interpret the professionals' experience of CWSP obtained by

Focus Groups

Identify the states of the visibility of non-pharmacological treatments within medical records

Interpret difficulties the health professionals have to advocate in favor of non-pharmacologic treatment in the context of contemporary psychiatry

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## **For a psychoanalytic institutional treatment of Psychoses**

Guy Dana Psychiatrist psychoanalyst, and director of clinical services

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-05

### **Learning Objectives:**

Discuss psychoanalytic treatment of psychosis

Describe how psychoanalytic treatment can be used in institutional therapy for psychotic patients

List 2 innovations in institutional treatment

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## **The Riddle of the Psychotic Transference**

Lawrence Hedges Ph.D, Psy.D, ABPP

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-05

### **Learning Objectives:**

Describe Kalshed's "resistive self care system."

Specify the nature of the Klein/Bion/Eaton "obstructive object."

Describe Hedges' "organizing transference."

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## **Do psychiatrists need to recognize negation?**

Luca Giorgini Psychiatrist Manuela Petrucci Psychiatrist Eva Gebhardt Psychiatrist Francesca Fagioli Psychiatrist Andrea Masini Psychiatrist Paolo Fiori Nastro Psychiatrist Daniela Polese M.D.

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-06

### **Learning Objectives:**

Identify negation in their therapeutic work

Apply the concept of negation while treating patients

Better evaluate relationships of their patients

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## **Psychodynamic psychiatry according to the Teoria della nascita: dream interpretation**

Cecilia Iannaco Ph.D.

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-06

### **Learning Objectives:**

Compare the psychoanalytical ideas on dream interpretation to the concept and method of dream interpretation in the Teoria della nascita-approach

Distinguish between the psychoanalytical concept of negation (Verneinung) and M.Fagioli's concept of negazione

Describe the concept of "disordered thinking in dreams"

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## **Clinical Observations and Treatment of Cruelty to Animals**

Elizabeth Waless PsyD Elizabeth Waless PsyD

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-06

### **Learning Objectives:**

Explain the relevance of the specific behavior of animal cruelty

Describe a specific example of the origins of this behavior

Apply this information in working with patients who have been or are cruel to animals

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## **Psychosis and Dissociation in Early Intervention? Research and clinical reflections.**

Susannah Ackner DCLinPsych

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-07

### **Learning Objectives:**

Recount ClinPsyD research findings in two recent studies.

Identify clinical findings and feedback the experiences of service users.

Discuss trauma, psychosis and dissociation in line with the extensive previous research by John Read, Andrew Moskowitz and Colin Ross amongst others.

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## **National Recovery Survey: Meaning and knowledge about recovery in Portugal**

Marta Ferraz MSc Miguel Durães Orlando Silva BSc

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-07

### **Learning Objectives:**

Describe the development, aims and objectives of a National Recovery Survey.

Appraise the results of the Survey

Discuss best strategies to promote recovery-orientation based on the emergent key themes, issues and conclusions of the Survey

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## **Peer Recovery Facilitator Training Course: Developing a country/culture appropriate curriculum**

Orlando Silva Marta Ferraz Miguel Durães Orlando Silva BSc

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-07

### **Learning Objectives:**

Identify country and culture specific aspects that influence peer support work  
Discuss core principles, profile and skills of peer support workers  
Relate own experience with similar training program(s)

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## **Suicidal behavior among young adults with psychotic experiences**

Jordan DeVyllder Ph.D.

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-08

### **Learning Objectives:**

Describe the relationship between sub-threshold psychosis and suicide risk  
Evaluate environmental confounding as a putative explanation for this relationship  
Illustrate potential clinical applications for epidemiological findings on psychosis and suicide

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## **Suicidal Ideation and risk symptoms for psychosis**

Niklas Granö Ph.D.

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-08

### **Learning Objectives:**

Describe how adolescents at risk for psychosis have statistically higher level of suicidal ideation compared with other help seeking adolescents  
Describe how adolescents at risk for psychosis have statistically higher level of hopelessness compared with other help seeking adolescents  
Discuss how suicidal ideation is explained independently by psychosis risk symptoms related to abnormalities in visual perception

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## **The contribution of stressful life events to suicidality among schizophrenic adolescents**

Netta Horesh- Reinman Ph.D

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-08

### **Learning Objectives:**

Discuss why schizophrenic adolescents report experiencing more aversive life events than normal adolescents.  
Explain how stressful life events, and especially aversive ones, are connected to suicidality in schizophrenic adolescents.  
Describe how treatment of schizophrenic adolescents, and especially of suicidal ones, should refer to the patients' aversive stressful life events, and enable them to discuss their experiences.

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## **"Some Case Studies of Young Depressed Patients and its Cure"**

Bharat Trivedi Ph.D.

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-08

### **Learning Objectives:**

Explain how treating young patients for depression can prevent mood disorders and psychosis  
Compare the benefit of yoga therapy vs. behavioral therapy for depression  
Discuss the results of this research study

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## **Dealing with Anger and Aggression in the Psychotherapy of Psychosis**

Martin Cosgro Ph.D.

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-09

### **Learning Objectives:**

Explain the need to educate clients on the difference between anger and aggression  
Discuss how to begin to help clients integrate anger and underlying emotions  
Explore the underlying trauma origins of anger



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## **The “Banga”another way of Music therapy in psychosis**

Wassim Jomaa University assistant, in the Music Heigh Institute of Sousse, Tunisia

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-09

### **Learning Objectives:**

Identify this music therapy method

Evaluate its positive and negative impacts in psychosis treatment

Prescribe this way of therapy as an alternative of psycho-medical treatment

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## **The Use of Hallucinations in the Treatment of Psychotic Patients**

Bertram Karon PhD

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-09

### **Learning Objectives:**

Help therapists to get patients to use their "voices" to help understand themselves.

Help therapists get comfortable with using "voices" and other hallucinations as a part of therapy.

Make psychotherapy with psychotic patients more consistently effective.

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## **Body Stories: A Narrative Approach to Dance**

Malin Odenhall Physiotherapist

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-09

### **Learning Objectives:**

Describe the impact psychosis may have on the experience of the body and the implications this may have on the feeling of body ownership, agency and self-awareness.

Describe how the use of narrative practice can be combined with dance and body oriented treatments with psychotic patients and bring about change.

Explain why Sweden has a long physiotherapeutic tradition in psychiatric care and describe the methods that are developing for psychotic patients and the research results of it.

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## **Stigma and Discrimination influence on family care pattern of patient with mental illness**

Chulani Herath PhD Candidate

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-10

### **Learning Objectives:**

Identify the impact of stigma and discrimination on mental illness

Describe the situation of mental illness and their caring system in Sri Lanka

Discuss the influence of stigma and discrimination on family care of mentally ill patients

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## **Semmeweis, Theory Induced Blindness, and the Etiology of Psychiatric Disorders**

Steve Love MSW, MPA Stephen Love See above

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-10

### **Learning Objectives:**

Describe scientific data from mainstream psychiatry which challenges dominant assumptions regarding the etiology (cause of) psychiatric disorders and their outcomes

Discuss how etiological theories can impact subsequent interventions

Describe how we cognitively remain blind to compelling data that impacts the treatment of our patients (Theory Induced Blindness)

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## **Managing everyday life with psychosis: psychiatry, poverty, people and pills.**

Alain Topor PhD Per Bülow PhD Anne Denhov Doctoral Student Gunnel Andersson PhD

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-10

### **Learning Objectives:**

Identify, describe and distinguish how persons with SMI (severe mental illness) handle different aspects of everyday life.

Distinguish between the meaning of medical non-adherence from a medical practice and from a patient-oriented practice.

Discuss the importance of letting the patient be a part in the decision-making process when it comes to choice of drug treatment.

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## Perspectives from Family Members

Lois Oppenheim PhD Pat Wright M.A. Miriam Larsen-Barr M.A., PGDipArts (Psych) Nancy Fair M.A. Cindy Peterson-Dana MA

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-15

### Learning Objectives:

Identify resources for family members.

Identify possibilities for future involvement within ISPS, such as: webinars, book lists, family forums, etc.

Discuss roles of family members as well as their obligations both to themselves and to their family member.

Describe the concept of patient-centered treatment and how family members may encourage their family member in distress to seek treatment when all insight is lacking.

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## Possibilities and Experience: Concurrent Treatment of Psychosis and Substance Use

David Wilson M.Ed. Ron Abramson M.D. William Gottdiener Ph.D.

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-16

### Learning Objectives:

Explain that the co-occurrence of psychosis and substance disorders is widespread among many clinical populations

Describe how many of the clinical skills applicable in the treatment of psychosis can be used in the treatment of patients with co-occurring psychotic disorders with substance use.

List medications with low potential for abuse that may assist in co-occurring disorder treatments in which opiate use is an issue.

Explain how substance use may serve a defensive function in psychotic disorders.

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## Interventions Targeting Self-Experience in Schizophrenia

Philip Yanos Ph.D. Paul Lysaker Ph.D. Benjamin Brent MD David Roe

Thursday, March 19 2:30-4:00: 1.5 contact hours  
TA-18

### Learning Objectives:

Identify major features of the interventions being discussed

Describe ways of assessing self-experience in schizophrenia

Discuss the state of evidence regarding the interventions being discussed.

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## **Improving Empathic Ego Function in Patients with Psychosis**

Eric Marcus MD MD

Thursday, March 19 2:30-3:15: .75 contact hours  
TA-01A

### **Learning Objectives:**

Discuss the specific emotional reality experiences of patients with psychosis

Translate sensory-emotional hallucinations and delusions into words in order to increase autonomous ego functions

Explain the challenges to the empathic function in both the patient and the therapist in working with patients with psychosis

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## **Open Dialogue Training in the NHS: The Challenge for Clinicians**

Jane Hetherington MSc Integrative Psychotherapy/MSc Mental Health

Thursday, March 19 2:30-3:15: .75 contact hours  
TA-02A

### **Learning Objectives:**

Extrapolate and discuss the potential impact thus far on individual clinical practice of an NHS Open Dialogue training.

Debate, analyse and question how varying professional trainings would interpret the NHS/OD ethos

Appraise and critique the benefit thus far of an OD training within the KMPT/NHS

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## **“The Ponzano Project”: Study about the effectiveness of an integrated therapeutic approach at a Day Hospital for first psychotic episodes.**

Cristina Diez-Alegría PhD Enrique Sacritan Alonso MD Diego Figuera Alvarez MD Cristina Diez-Alegria PhD

Thursday, March 19 2:30-3:15: .75 contact hours  
TA-11A

### **Learning Objectives:**

Explain key concepts to approach psychotic experience in psychotherapy from a psychological perspective.

Develop basic skills to conduct multifamily groups in Day-Hospital settings.

Discuss attachment theories to promote therapeutic alliance with the patient that makes more efficient the application of cognitive-behavioral techniques to the treatment of people with psychotic experiences.

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## **Voices-led Therapy**

Trevor Eyles

Thursday, March 19 2:30-3:15: .75 contact hours  
TA-12A

### **Learning Objectives:**

Establish trust with both voices and voice-hearer  
Recognize content directly related to trauma  
Practice dialogue with the voices.

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## **Psychosis in Children and Adolescents**

Pamela Fuller Ph.D. -Clinical Psychology

Thursday, March 19 2:30-3:15: .75 contact hours  
TA-13A

### **Learning Objectives:**

Describe two potential co-morbid conditions of psychosis in children  
Describe two psychosocial interventions for assisting children experiencing impairing psychosis  
Discuss the importance of family and school in interventions with youth

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## **Mind Stimulation Therapy: An Innovative Model for working with persons with schizophrenia and other "challenging mental health clients"**

Mohiuddin Ahmed Ph.D. Charles Boisvert Ph.D.

Thursday, March 19 2:30-3:15: .75 contact hours  
TA-14A

### **Learning Objectives:**

Describe the historical and theoretical base of Mind Stimulation Therapy, and how to integrate elements of the model in their own clinical work with “challenging mental health clients”  
Explain the use of the model in group and individual psychotherapy work with people with schizophrenia.  
Describe how best to use different “mind stimulation” techniques and strategies in working with “challenging mental health populations,” such as use of body-movement-relaxation exercise, paper-and-pencil cognitive stimulating exercises, and how to conduct “reality-based” discussion of various topics, including mental health issues, which may be impacting clients.

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## **Specific Psychotherapy Techniques for People Diagnosed with Schizophrenia**

Andrew Lotterman MD

Thursday, March 19 3:30-4:15: .75 contact hours  
TA-01B

### **Learning Objectives:**

Describe how the mind is structured psychologically in schizophrenic psychosis

Explain how thoughts and feelings may become collapsed into sensation and perception in this form of psychosis

Describe how to modify traditional psychotherapy techniques to address the breakdown of symbol use

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## **Peer-supported Open Dialogue in London: Qualitative research of test cases**

Tom Stockmann BM BCh, MA (Oxon)

Thursday, March 19 3:30-4:15: .75 contact hours  
TA-02B

### **Learning Objectives:**

Explain the main concepts of the Peer-supported Open Dialogue scheme in London

Describe and discuss the findings of initial qualitative research of test cases

Discuss possible avenues for further research in this area

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## **“Can you help me to understand what you are thinking?”: The Importance of Understanding Internal and External Dialogues in Patients Who Experience Chronic Psychotic Symptoms (CPS)**

Nidal Moukaddam MD

Thursday, March 19 3:30-4:15: .75 contact hours  
TA-11B

### **Learning Objectives:**

Discuss complexities of dialogue experienced by patients treated in traditional mental health systems who experience chronic psychotic symptoms (on individual level and the systemic level).

Discuss importance of consistency and stability of treatment program in facilitating meaningful dialogues between patients and their treatment providers.

Educate attendees about the Support, Treatment, and Rehabilitation Program (STAR) for patients who experience chronic psychotic symptoms.

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## **Working with voices: from symptom to complaint with personal meaning.**

Dirk Corstens Drs

Thursday, March 19 3:30-4:15: .75 contact hours  
TA-12B

### **Learning Objectives:**

Explain how to systematically relate the voice hearing experience to the personal story.  
List elements that promote recovery for voice hearers in their contexts.  
Discuss how to improve the relationship between voices and voice hearer.

---

## **Psychodynamic community therapy for adolescents with schizophrenia and psychotic disorders**

Anders Bonderup Kirstein Psychologist

Thursday, March 19 3:30-4:15: .75 contact hours  
TA-13B

### **Learning Objectives:**

Explain why psychodynamic community therapy is a good fit for adolescents suffering from psychotic disorders  
Identify some of the defensive aspects of psychotic symptoms, which will in turn help the therapist/carer to engage in meaningful contact with the adolescent suffering from psychosis  
Assess what is specific for a psychodynamic approach to community therapy for psychosis compared to other community therapeutic approaches to psychosis

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## **From the inconsistent Self...through emotional traumas...to psychosis**

Germana Spagnolo psychologist

Thursday, March 19 3:30-4:15: .75 contact hours  
TA-14B

### **Learning Objectives:**

Explain how emotional traumas are the cause of the structuring of an inconsistent Self.  
Discuss how emotional traumas can have dissociation as a response in case the stress is overwhelming or life-threatening  
Evaluate if withdrawal, in psychosis, may be necessary after dissociations, fragmentations and hypervigilance, produced by emotional trauma

---

## **Recovery in Mind: Perspectives from Postgraduate Psychiatric Trainees**

Matthew Gambino M.D., Ph.D. Anthony Pavlo PhD

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-03

### **Learning Objectives:**

Define recovery-oriented care

Identify three elements of recovery-oriented care that are frequently invoked by psychiatric trainees.

Identify two elements of recovery-oriented care that are frequently overlooked by psychiatric trainees.

---

## **All Eyes on Me: Subjective Experience/s of Paranoia**

Elizabeth Pienkos PsyD

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-03

### **Learning Objectives:**

Identify and critique mainstream definitions of paranoia.

Distinguish varying forms of paranoid experience.

Evaluate the appropriateness of several different treatment approaches to paranoia.

---

## **From England: Translating the Subjective Voice into Better Mental Health Practice**

Wendy Turton MSc Cognitive Therapy (Psychois)

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-03

### **Learning Objectives:**

Discuss a phenomenological gestalt of the lived experience of living with psychosis as a longer-term health condition in Southern England

Describe the challenges of the translation of salient subjectively-informed (emic) knowledge into clinical practice and policy

Discuss a cross-cultural ‘What can we learn from each other?’ discussion on the influence of the subjective voice within Mental Health care and practice: ‘England, the USA, and people living with psychosis’.



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## **Hearing their voices: Lived experience of recovery from FEP: South Africa**

Anneliese De Wet MA

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-04

### **Learning Objectives:**

Recognise and describe factors that could possibly contribute to recovery in mental illness  
Reflect on the meaning of recovery for the participants  
Explain the importance of the narrative in the process of recovery in mental illness.

---

## **From silence to discussion – covers of dialogue in rehabilitation of psychosis.**

Agnieszka Orzechowska Master of Science in Psychology Urszula Zaniewska-Chłopik Medical Doctor

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-04

### **Learning Objectives:**

Visualize how the Assertive Community Treatment functions in Poland  
Compare psychosocial methods used in their countries to the one presented in the paper  
Recommend what could be implemented or changed in our approach to make it more useful.

---

## **Prejudice and stigma; Is mental illness really 'an illness like any other'?**

John Read PhD

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-04

### **Learning Objectives:**

Describe the public's causal beliefs about psychosis  
Explain the relationship between bio-genetic causal beliefs and prejudice  
Discuss why the 'mental illness is an illness like any other' approach to destigmatisation fails

---

## **Stigmatization of schizophrenia vs. autism and the role of creativity**

Erik Thys Dr.

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-04

### **Learning Objectives:**

Recognize stigma on schizophrenia in the media  
Critique stigma  
Take action by providing positive associations

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## **Dealing With the Microchips**

Linda Kader MBBS MD FRANZCP

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-05

### **Learning Objectives:**

Illustrate the impact of delusions  
Reflect on their work with patients with psychosis  
Explain their understanding in their work with patients with psychosis

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## **Psychosis as Stronghold: A Middle Aged Infant's Refusal to Thrive**

Nancy Peltzman MA in Clinical Social Work

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-05

### **Learning Objectives:**

Formulate a psychoanalytic interpretation of the function of a psychotic symptom.  
Appraise the course of treatment needed for effective intervention with psychotic patients who have complex diagnostic presentations and multiple treatment failures.  
Illustrate the contributions of factors such as trauma, parents' emotional difficulties, family dynamics, child's temperament, sensory issues, intelligence, developmental delays and lack of environmental supports to a complex diagnostic picture that manifests as psychosis.

---

## **Almost Crazy: The High-Functioning Psychosis of Annie And Hu**

Eilon Shomron-Atar MA

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-05

### **Learning Objectives:**

Illustrate the relationship between psychosis and insidious trauma.

Diagnose High-Functioning Psychosis in the context of individual psychotherapy.

Extrapolate assumptions regarding the relation between reality testing and the psychotherapy frame.

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## **A Libra in Middle Earth: The Notion of "Reality Testing"**

Karl Southgate M.A. in Clinical Psychology

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-05

### **Learning Objectives:**

Assess the extent to which the traditional notion of “reality testing” should play a role in working with individuals who struggle with psychosis.

Apply Winnicott’s writings on creative living to their work with individuals who struggle with psychosis.

Describe how to utilize Hoffman’s social-constructivist model in order to honor and explore the subjective experiences of individuals who struggle with psychosis.

---

## **Psychodynamic Psychiatry according to the Teoria della nascita: Introduction**

Annelore Homberg Dr. med

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-06

### **Learning Objectives:**

Explain Ellenberger’s concept of psychodynamic psychiatry

Describe the Teoria della nascita-School in Italy and its method of integrated therapy of psychotic patients

Compare the psychoanalytical concepts of transference listed in the Gabbard Manual to the concept of transference proposed by the Teoria della nascita.

---

## **Defense mechanisms in psychosis: from “scotomization” to “annulment”**

Sandra Santomauro Dr.

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-06

### **Learning Objectives:**

Describe the scotomization debate (1926) between Laforgue and Freud

Explain the concept of annulment drive proposed by M.Fagioli in 1972

Compare the psychoanalytical concept of primitive defense mechanism described in the Gabbard manual to the concept of annulment, central in the Teoria della nascita-approach

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## **Dual-Dissociation– a new Continuum Theory**

James Davies PhD

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-07

### **Learning Objectives:**

Define dual dissociation.

Apply new clinical strategies in the management of dual-dissociative experiences.

Discuss anthropological writings on dual-dissociative experiences.

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## **Early adversity in people at ultra-high risk of developing psychosis**

Fern Day PhD Psychosis Studies

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-07

### **Learning Objectives:**

Identify which types of early adverse experience are more prevalent in people at high risk of developing psychosis

Discuss potential mechanisms linking early adversity and psychosis risk

Explain how different psychosocial factors might contribute to and modify psychosis risk at different times

---

## **Childhood Trauma and The Perception of the Collapse Time**

David Reiss MD

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-07

### **Learning Objectives:**

Describe the relationship between childhood trauma and the perception of the flow of time in adolescent and adult life  
Explain the theoretical etiology of distortions of the perceptions of time.  
Identify practical consequences of distortions of the perception of time

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## **War-Related Delusions in Germany and Israel of the 20th Century**

Dana Tzur Bitan PhD Shlomit Keren PhD

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-07

### **Learning Objectives:**

Direct attention to the contents of delusional themes presented by psychotic patients, with emphasis on the contextual/cultural role they might play.  
Identify the social and cultural implications of the tendency to split and dichotomise illness versus health, good versus bad, enemy versus friend, on both the projecting and the projected side: society and the mentally ill.  
Critically discuss the effect of war and terrorism on the social discourse as a facilitator of dichotomy and boundaries, and how a society can heal from such tendency

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## **A Fidelity Scale for First Episode Psychosis Services**

Donald Addington MBBS

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-08

### **Learning Objectives:**

Explain the concept and uses of fidelity scales for mental health services  
Discuss evidence based approaches to fidelity scale development  
Apply a First Episode Psychosis fidelity scale in research or practice

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## **What do service users and staff want from a Smartphone app for early psychosis? A qualitative investigation.**

Sandra Bucci ClinPsyD

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-08

### **Learning Objectives:**

Describe the benefits of using technology in the treatment of serious mental health problems.  
Identify the barriers and facilitators to technology-based interventions for early psychosis.  
Identify key factors important in the design of app-based interventions for early psychosis.

---

## **Social support in people at ultra-high risk of developing psychosis**

Fern Day PhD Psychosis Studies

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-08

### **Learning Objectives:**

Describe how social support can affect outcomes for people who are at increased risk of developing psychosis.  
Recognise the importance of good quality friendships in promoting good overall functioning for people who are at increased risk of developing psychosis.  
Question how mainstream service provision addresses the need for meaningful peer relationships.

---

## **Specialized Early Treatment: In Work or School, Not the Hospital**

Jessica Pollard PhD

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-08

### **Learning Objectives:**

Describe the importance of early intervention for psychotic disorders.  
Identify the key elements that typify early intervention programs for psychosis.  
Name the advantages of specialized care over treatment as usual.

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## **Strengthening and Developing Communication Between Consumers, Families and Services.**

Alice Berliner Alison Lewis MFT Gail M. Bradley Mpsych

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-09

### **Learning Objectives:**

Describe the MFG model

Identify the benefits for consumers and families

Identify the benefits for services

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## **Addressing FAQs of service users' family members: A new Model**

Amit Fachler PhD

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-09

### **Learning Objectives:**

Prepare for the often-emotionally-charged meetings with service users' family

Integrate directive interventions with psychodynamic holding and containing

Empathize with implicit messages of family members, fostering their aid.

---

## **Setting up Soteria in Israel**

Pesach Lichtenberg MD

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-09

### **Learning Objectives:**

Describe the principles by which Soteria homes operate.

Identify the potential hurdles and pitfalls involved in establishing a Soteria setting.

Describe the efforts of establishing a Soteria-inspired home in Israel.

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## **Ethnic Isolation and Racial Discrimination Influence Attenuated Psychotic Symptomatology**

Deidre Anglin PHD Florence Lui PhD Student Aleksandr Tikhonov MA Student

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-10

### **Learning Objectives:**

Relate ethnic minorities' perceptions of neighborhood ethnic density with potential psychosis risk.  
Explain ethnic identity as a protective factor against psychotic symptoms in a racially discriminatory environment.  
Apply knowledge of socio-cultural factors in risk assessment and clinical treatment of youth with psychosis risk.

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## **Found in Translation: Clinical and Conceptual Links Between Immigration and Psychosis**

Kelly Burns J.D., Psy.D.

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-10

### **Learning Objectives:**

Describe current themes and conclusions from the clinical psychology and psychiatry literature linking immigration and psychotic disorders and symptoms.  
Explain the ways that insights from other human sciences are relevant to discussions of immigration and psychosis, or other psychological phenomena involving culture.  
Critique existing clinical psychology research literature and practice using more comprehensive and nuanced understandings of culture, language, and meaning.

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## **New Laws about forced treatments - and psychotherapy of psychosis**

Klaus Hoffmann Professor Dr. med.

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-10

### **Learning Objectives:**

Demonstrate more respect for the free will of the patient  
Explain the right of a patient to remain ill  
Discuss how psychoanalytic approaches are relevant again



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## **Restrictions of parental rights among individuals with a mental illness.**

Beth Vayshenker M.A.

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-10

### **Learning Objectives:**

Describe current state statutes (in the United States) that limit parental rights among people diagnosed with a mental illness.  
Compare and contrast current US state legal statutes regarding parental rights to the research base on parental abilities among people diagnosed with a mental illness.  
Identify at least two ways that the recovery movement can raise awareness and affect change with regard to equitable parental rights for individuals diagnosed with a mental illness.

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## **Challenging the hierarchies - Human rights a tool, patient-involvement a requirement**

Annika Ahren Vargas Bachelor of science in Nursing and Bachelor degree in political science Agneta Persson

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-15

### **Learning Objectives:**

Solve and practice how to involve the patient (“Expert in self experience”) and in that way challenge the hierarchies in Mental Health in order to increase empowerment to promote the opportunities of all human beings to participate in the society on equal terms  
Discuss Human rights as a part of Psychiatry necessary to promote professional attitudes, not to bargain with patients rights in society and to reduce stigma.  
Examine and use the Culture Formulation Interview that is a part of DSM-V in a fruitful way in order to be sure that the patient’s story has a chance to be heard, listen to and be a part of the treatment

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## **Religion and the Endorsement of Attenuated Positive Psychotic Symptoms**

Kathleen Isaac B.A.

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-15

### **Learning Objectives:**

Assess the relationship between religious behavior and the endorsement of positive psychotic symptoms  
Identify the relationship between religious behavior and the experience of distressing psychotic symptoms  
Assess the role of religion in distinguishing individuals who may be at clinical high risk for psychosis

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## **Reconceptualizing the "schizophrenia" diagnosis through cross-cultural phenomenology**

Sarah Kamens MA (PhD candidate in clinical psychology) Fred Wertz Ph.D. Jessica (Yisca) Baris Ginat M.D. Mary Beth Morrissey Ph.D., M.P.H., J.D. Ryan Scanlon (Undergraduate student in psychology) Ileana Driggs B.A.

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-15

### **Learning Objectives:**

Summarize recent scientific and theoretical debates about the validity of the "schizophrenia" diagnosis; to support this summary, participants should be able to cite and describe the taxonomic problems of (a) diagnostic heterogeneity and (b) cross-cultural heterogeneity.

Explain the uniqueness and usefulness of the phenomenological method, and especially cross-cultural phenomenology, for the rigorous investigation of lived experience.

Describe the findings of a phenomenological research study investigating the meaningful psychological similarities and differences across the first-person experiences of culturally diverse inpatients who were diagnosed with schizophrenia-spectrum disorders.

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## **Understanding the Impact of Exploring the Experience of Auditory Hallucinations**

Jocelyn Gunnar MA

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-16

### **Learning Objectives:**

Provide an overview of the history of understanding regarding auditory hallucinations

Explain the importance of understanding the meaning of auditory hallucinations

Describe the Maastricht Interview protocol as a tool for understanding the experience of hearing voices.

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## **The Two-Fold Path: Psychosis as a Journey to Recovery**

Tim Ness BA, CPS

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-16

### **Learning Objectives:**

Discuss psychosis as the self-healing of a two-fold path

Use validation and acceptance as keys to recovery

Demonstrate how our minds provide symbolic clues to a way back from trauma.

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## **The Self-Management and Recovery Technology research program: Developing e health for mental health services for people with psychosis**

Neil Thomas DCLinPsy

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-16

### **Learning Objectives:**

Describe a range of innovative applications of technology within specialist mental health programs  
Explain how online therapies can aid in recovery from psychosis  
Discuss the results of the Self Management and Recovery Technology (SMART) project

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## **Perspectives from the Connecticut Hearing Voices Network: Establishing Support Groups**

Lauren Utter Psy.D. Lauren Utter Psy.D. Claire Bien M.Ed Jim Cronin BA Virginia (Vicky) Sigworth

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-17

### **Learning Objectives:**

Describe the overall philosophy of the Hearing Voices Network and identify at least 5 of the potential benefits of attending Hearing Voices Support Groups.  
Identify at least 5 steps that are involved in establishing a Hearing Voices Network Support Group, with a focus on community-based groups.  
Cite at least 3 challenges that may emerge in establishing a Hearing Voices Network Support Group in community and clinical settings.

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## **From physics to neurobiology: Psychosis curability through Human Birth Theory**

Daniela Polese M.D. Daniela Polese Dr. Prof. Maria Gabriella Gatti Dr. Prof. Manuela Petrucci Chief Dr. Francesca Fagioli Dr., PhD, Chief

Thursday, March 19 4:30-6:00: 1.5 contact hours  
TB-18

### **Learning Objectives:**

Reflect on their current clinical approach to patients in terms of curability  
Identify a neuropsychophysiology of the human birth  
Diagnose disorders using the “deductive method” in their clinical practice  
Appraise the presence of physiological features to define a prognosis  
Practice their psychiatric and psychotherapeutic job communicating to patients the possibility of healing

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## **Open Dialogue and Psychodynamics. Single malts or great new blend.**

Brian Martindale MD

Thursday, March 19 4:30-5:15: .75 contact hours  
TB-01A

### **Learning Objectives:**

Explain the key components of the Open Dialogue approach to psychosis

Explain some key components of contemporary psychodynamic approaches to psychosis

Compare and contrast the two models

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## **Recovery for Family Members and Carers**

Grainne Fadden BA, MPhil, PhD (doctorate in Clinical Psychology)

Thursday, March 19 4:30-5:15: .75 contact hours  
TB-02A

### **Learning Objectives:**

Explain the concept of ‘Recovery for Family Members’.

Describe what is known already about what recovery means to families and friends of those with mental health problems.

Reflect on how they can ensure their services are sensitive to the needs of families and their recovery.

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## **“Being With” Psychosis: A Community-Based Alternative to Hospitalization for People Experiencing Distress**

Ippolytos Kalofonos MD, PhD Susan Musante MS, LPCC Ippolytos Kalofonos MD, PhD

Thursday, March 19 4:30-5:15: .75 contact hours  
TB-11A

### **Learning Objectives:**

Differentiate between current disease model approaches to “psychosis” and research based phenomenological relational approaches employed at Soteria model programs.

Apply the principles of actively “being with” and “doing with” individuals who are experiencing what many of would identify as psychosis so that they can make meaning of the experience.

Recognize funding challenges to Soteria and similar approaches in order to employ strategies that will more likely support successful implementation.

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## Talking to the Voices

Colin Ross MD

Thursday, March 19 4:30-5:15: .75 contact hours  
TB-12A

### Learning Objectives:

Describe the conceptual reasons for engaging voices in psychotherapy.

Illustrate techniques for talking to the voices through case examples.

Describe accompanying cognitive treatment techniques for re-framing the voices as disowned, dissociated aspects of self.

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## Group based cognitive behavioural therapy for voice hearers.

Gordon Kay First Class Socail Work Studies

Thursday, March 19 4:30-5:15: .75 contact hours  
TB-13A

### Learning Objectives:

Describe community-based, group based psychological therapies for individuals experiencing distressing voices.

List the benefits of integration of evidence based CBT with techniques and principles from the peer led voice hearer's literature. Understand which specific elements of the therapy prompt improvement.

Make recommendations on setting up and running CBT based hearing voices groups in your organisation.

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## Out Of The Box

Ronald Abramson

Thursday, March 19 4:30-5:15: .75 contact hours  
TB-14A

### Learning Objectives:

Discuss the problem of efficacy and effectiveness in clinical practice for treatment of “challenging” mental illnesses, such as people who have schizophrenia. Describe clinical vignettes that will promote creativity and innovation in their own clinical practice in this population.

Demonstrate a more positive view and be motivated to develop more interest in working with this population, with corresponding increased motivation for research and publication in the mental health field.

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## **The Need-Adapted Treatment of Psychosis and the Psychiatrist's Inner Dialogue**

Pekka Borchers M.D.

Thursday, March 19 5:30-6:15: .75 contact hours  
TB-01B

### **Learning Objectives:**

Discuss the experiences of professionals treating psychosis

Explain the importance of all relationships in multiprofessional family therapeutically oriented treatment of psychosis

Describe how the CR-I and STR-I might be used in practice or in training.

---

## **Trauma, psychosis and family**

Margreet de Pater MD Truus van den Brink MD

Thursday, March 19 5:30-6:15: .75 contact hours  
TB-02B

### **Learning Objectives:**

Describe several models about the relationship between trauma and psychoses that they can use when they treat families and clients.

Demonstrate a more accepting attitude towards families

Describe patterns in family interaction which relate to psychosis in a circular way, communicate them with families and clients in a non-judgemental way and be better equipped to help family and client to change these patterns for a better quality of life for all family members including the person who is vulnerable for psychosis.

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## **The Soteria Bradford House Building A Community**

Jen Kilyon Certificate Of Education

Thursday, March 19 5:30-6:15: .75 contact hours  
TB-11B

### **Learning Objectives:**

Question the way we have developed our project

Discuss the outcomes achieved so far

Relate this to their current experience of the mental health system

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## **Hearing Voices Movement Grassroots Research Project: Preliminary Findings on US-based Hearing Voices Groups**

Marie Hansen M.A. Nev Jones PhD Casadi "Khaki" Marino LCSW, CADAC III

Thursday, March 19 5:30-6:15: .75 contact hours  
TB-12B

### **Learning Objectives:**

Describe the range and diversity of HVGs in the United States

Articulate key areas of disagreement or difference between HVG facilitators

Review current understanding of the impact of participating in Hearing Voices groups

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## **Home is Where the Help Is: Family-based CBT to Prevent Psychosis**

Yulia Landa Psy.D., M.S. Michael Jacobs BAF (actor) Rachel Jespersen BA

Thursday, March 19 5:30-6:15: .75 contact hours  
TB-13B

### **Learning Objectives:**

Explain the key components of the Family-based Cognitive Behavioral Therapy for the treatment and prevention of psychosis.

Identify specific Cognitive Behavioral Skills for family members of service users suffering from psychotic experiences.

Explain key components of teaching family members Cognitive-Behavioral skills using simulated patients-actors.

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## **The Eye with Which We Behold Ourselves: A Poetry Therapy Workshop**

Paul Saks PhD Maria Narimanidze MS

Thursday, March 19 5:30-6:15: .75 contact hours  
TB-14B

### **Learning Objectives:**

Describe a theoretical foundation for the clinical benefits of using poetry therapy with those diagnosed with psychotic disorders.

Explain basic techniques of poetry therapy.

Create their own works of poetry

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## **From Social Exclusion to Social Inclusion**

Lisa Dixon MD, MPH Jan Olav Johannessen MD Robert Heinssen PhD

Friday, March 20 9:45-12:45: 2.5 contact hours  
Plenary F1

### **Learning Objectives:**

Define the shared decision making model and patient-centered care  
Describe why patients life goals can be a guiding priority  
Define social inclusion and why it is so important in patient care and recovery  
Define what are the characteristics of a dimensional model of mental disorders  
Define the term “psychosis” within the dimensional model of mental disorders  
Define the TIPS research project on early intervention in first episode psychosis as well as structural prerequisites for achieving real early intervention  
Define the term inclusive partnerships  
Discuss the NIMH RAISE Project  
Describe why inclusive partnerships are important in first episode psychosis

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## **Innovative psychotherapies for psychosis from the Benedetti Institute**

Maurizio Peciccia MD

Friday, March 20 2:30-3:15: .75 contact hours  
Plenary F2

### **Learning Objectives:**

Define three core aspects of progressive mirror drawing in psychosis treatment  
List three important aspects of the use of aquatic therapy for persons with a psychotic disorder  
Define the evidence base for the use of both progressive mirror drawing and aquatic therapy in psychotic disorders

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## **Recovery Oriented Care: Creating a Welcoming Environment**

Paula Panzer MD Elizabeth Paulus BFA

Friday, March 20 3:30-4:15: .75 contact hours  
FA-01

### **Learning Objectives:**

Define and elaborate examples of welcoming settings  
Describe the value of a welcoming stance in care practices  
Use examples from their work settings to deepen their understanding of a welcoming environment



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## **How to Touch a Hot Stove: Thought and Behavioral Differences in a Society of Norms (24 minute film)**

Alice Maher MD Lois Oppenheim PhD

Friday, March 20 3:30-4:15: .75 contact hours  
FA-02

### **Learning Objectives:**

Explain the meaning and origin of stigma and its relation to fear of the unfamiliar  
Discuss the disparity in diagnostic and treatment models of mental disorders  
Describe what is needed to integrate those stigmatized into social and professional environments

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## **Mindfulness-Based Movement Therapy for Psychosis – A collaborative approach**

Brigitte Sistig MHSc (Hons)

Friday, March 20 3:30-4:15: .75 contact hours  
FA-03

### **Learning Objectives:**

Illustrate the acceptability and efficacy of Mindfulness-based Movement Therapy with people with psychosis.  
Demonstrate the integration of the intervention across primary, secondary and community mental health services.  
Describe some of the practices and the significance of the body in the healing from the experience of psychosis.

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## **Human Maturation and Psychotherapists**

Shim Sangho M.D. Sangho Shim M.D.

Friday, March 20 3:30-4:15: .75 contact hours  
FA-04

### **Learning Objectives:**

Describe the levels of human maturation.  
Explain the maturing process.  
Integrate Eastern and Western ideas about maturation

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## **Approaching psychosis' psychotherapy from a neo-bionian prospective**

Alessandra Calculi medical doctor Claudia Bartocci Psychologist

Friday, March 20 3:30-4:15: .75 contact hours  
FA-05

### **Learning Objectives:**

Compare the Neobionian approach with other psychotherapeutic methods  
Describe the role of countertransferential phenomena in therapeutic work  
Apply this method in different therapeutic contexts

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## **How to Diagnose Dissociative Disorders**

Colin Ross MD

Friday, March 20 3:30-4:15: .75 contact hours  
FA-06

### **Learning Objectives:**

Describe the rationale and need for differentiating dissociation and psychosis.  
Describe the use of the Dissociative Experiences Scale and the Dissociative Disorders Interview Schedule (DDIS).  
Role play administration of the DDIS to a patient.

---

## **Still Crazy After All These Years**

Ronald Abramson Harold Bursztajn MD Jacob Holzer MD

Friday, March 20 3:30-4:15: .75 contact hours  
FA-07

### **Learning Objectives:**

Explain the necessity for keeping in mind the mental subjective experience of older people who become psychotic and their safety, even as we address their biological problems  
Compare biological vs. psychological treatments of psychosis in the elderly  
Describe the mental and emotional complexities of growing old

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## **Leary's rose: a model to manage a wide range of psychosocial interactions**

Bettina Jacobsen M.D. mrs

Friday, March 20 3:30-4:15: .75 contact hours  
FA-08

### **Learning Objectives:**

Describe the model of Leary's Rose

Explain how it influences social situations

Describe how Leary's Rose can be used in family intervention and working with clinical teams

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## **Multifamily Groups. New Therapeutic Space in Public Health.**

Jesús Salomon Martínez MD. PhD M. López Arroyo Medical doctor in training, Psychiatry Department

Friday, March 20 3:30-4:15: .75 contact hours  
FA-09

### **Learning Objectives:**

Describe therapeutic tools that can respond to different requirements as part of the therapeutic process of a patient

Articulate aspects of treatment including family, health spaces and multi-disciplinary and multi-professional interventions

Explain the result of attending multi-family groups

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## **Peerzone: Peer Led Workshops in Mental Health and Addiction**

Vanessa Beavan PhD, MA (psych), BA (hons) Mary O'Hagan

Friday, March 20 3:30-4:15: .75 contact hours  
FA-10

### **Learning Objectives:**

Summarise the state of peer-led recovery education and training internationally.

Identify the core principles of PeerZone and describe how this approach looks in practice.

Evaluate the evidence for the efficacy of PeerZone as a peer support and recovery education package.

---

## **Compassionate Dialogue; Using team formulation to cultivate compassionate care**

Alison McGourty Dr

Friday, March 20 3:30-4:15: .75 contact hours  
FA-10

### **Learning Objectives:**

Explain the role of compassion in developing a therapeutic milieu and promotion of recovery.

Identify factors which impact on staff compassion towards patients

Describe how psychological interventions can be used to facilitate staff compassion and how this can be applied within their own settings

---

## **Qualitatively Exploring Hearing Voices Network Support Groups**

Bianca Dos Santos Masters of Psychology (Clinical)    Masetrts of Psychology (Clinical)

Friday, March 20 3:30-4:15: .75 contact hours  
FA-11

### **Learning Objectives:**

Describe the basic tenets of the Hearing Voices Network philosophy and support groups

Describe the positive outcomes, and identify the challenges connected to these support groups

Identify whether perhaps these groups (and peer support in general) may be helpful for consumers and recommend them

---

## **Of One Voice?: C.G. Jung and the Hearing Voices Movement**

Marie Hansen M.A. Robin Brown MSc

Friday, March 20 3:30-4:15: .75 contact hours  
FA-11

### **Learning Objectives:**

Explain the ethos of the Hearing Voices Movement (HVM).

Explain the ethos of Jungian approaches to psychosis.

Integrate Jungian approaches to psychosis with those of HVM in clinical practice.

---

## **Exploring and understanding the normal psychotic elements from one's culture.**

Gina Barros LCSW, Post Graduate of Washington Square Institute

Friday, March 20 3:30-4:15: .75 contact hours  
FA-12

### **Learning Objectives:**

Relate a normal psychotic experience that is either from their own culture or the culture of a patient.

Distinguish when psychosis shifts from ego syntonic to ego dystonic. (From creativity and imagination to losing the ability to distinguish between fantasy and reality.)

Identify and share one idea that will allow for further research

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## **Race and Immigration Status Influence Attenuated Psychotic Symptomatology**

Deidre Anglin PHD Aleksandr Tikhonov MA Student Stephanie Magloire MA Student

Friday, March 20 3:30-4:15: .75 contact hours  
FA-13

### **Learning Objectives:**

Discuss cultural context as it relates to psychosis risk.

Explain how ethnic and racial minority status and immigration status impact the frequency of attenuated psychotic experiences.

Apply knowledge of socio-cultural factors in risk assessment and clinical treatment of youth with psychosis risk.

---

## **Who is talking to me? Psychotic symptom evolution in trauma**

Nidal Moukaddam MD PhD PhD Asim Shah MD

Friday, March 20 3:30-4:15: .75 contact hours  
FA-14

### **Learning Objectives:**

Explain how the particularities of psychotic symptoms can reveal information about ongoing thought processes, and learn how this knowledge can be used to promote recovery and improvement

Analyze various multi-disciplinary interventions and techniques that can be adapted to treating psychotic symptoms as they evolve

Discuss how the content of psychotic symptoms can vary with treatment

---

## "Being-Unspecified"

Michael Hejazi MSc Mental Health, Psychological Therapies

Friday, March 20 3:30-4:15: .75 contact hours  
FA-15

### **Learning Objectives:**

Describe and synthesize varying psychological models of psychosis.

Analyze and appraise differential diagnoses (DDx) in-relation to psychosis.

Theorize on the nature of personalities in-relation to psychosis phenomena complexities.

---

## **Psychosis psychotherapy based on non-conscious mind as neuropsychology of the birth**

Daniela Polese M.D.

Friday, March 20 3:30-4:15: .75 contact hours  
FA-15

### **Learning Objectives:**

Reflect on the possibility to cure psychosis through psychosis psychotherapy basing on recent neurobiological data

Compare the behavioural psychotherapy and psychodynamic psychotherapy from a different point of view

Discuss how human mind dynamics are equal at birth and starting from this point psychosis psychotherapy can be particularly efficient

---

## **Social class and psychosis: A biographical study**

Anastasia Zissi PhD    PhD

Friday, March 20 3:30-4:15: .75 contact hours  
FA-16

### **Learning Objectives:**

Identify the mechanisms through which social class has an impact on psychosis

Clarify the interplay between cultural and social factors in relation to psychosis

Demonstrate sensitivity on class matters

---

## **Disseminating CBT for psychosis to community clinicians: training, supervision, sustainability**

Kate Hardy Clin.Psych.D

Friday, March 20 3:30-4:15: .75 contact hours  
FA-17

### **Learning Objectives:**

List the challenges of providing training in CBT for psychosis to competence to community clinicians  
Describe strategies implemented to overcome challenges in disseminating CBTp in the community  
Translate findings to similar training settings to ensure ongoing dissemination of practice

---

## **Family, Work and Love: Explaining Recovery from Schizophrenia in India**

Murphy Halliburton PhD

Friday, March 20 3:30-4:15: .75 contact hours  
FA-18

### **Learning Objectives:**

Describe the key findings of the WHO international studies of schizophrenia  
Identify two key social factors related to recovery from schizophrenia in India  
Explain major differences in recovery in India and the U.S.

---

## **Entrepreneurship- The Path to Empower**

Ishita Sanyal PG

Friday, March 20 3:30-4:15: .75 contact hours  
FA-18

### **Learning Objectives:**

Define recovery from mental illness  
Discuss meaningful engagement as a means of recovery  
Explain how entrepreneurship and financial inclusion can facilitate recovery

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## **Benedetti, A life close to mental suffering**

Claudia Bartocci Psychologist

Friday, March 20 3:30-4:15: .75 contact hours  
MTA-01

### **Learning Objectives:**

Differentiate supervision groups from intervention groups

Recognize the role of countertransference in work with psychotic patients

Compare the "operative method" for G. Benedetti with more theoretical methods

---

## **Chasing Runway Minds**

Ty Colbert PhD

Friday, March 20 3:30-4:15: .75 contact hours  
MTA-01

### **Learning Objectives:**

Define the basis for a trauma or terror model of mental illness, especially for the condition referred to as schizophrenia.

Explain how the feelings of terror, hurt, loneliness, guilt, shame, and anger interact, resulting in a “runaway mind”.

Describe how a feeling-based approach to child development can help to prevent future episodes of mental illness, especially psychosis.

---

## **A Discussion about the Clinician's Guide 'Treating Psychosis'**

Nicola Wright PhD Clinical Psychology

Friday, March 20 3:30-4:15: .75 contact hours  
MTA-01

### **Learning Objectives:**

Describe the integrated treatment model

Identify the potential clinical benefits of incorporating acceptance and commitment, compassion-focused and mindfulness based treatment approaches within CBT and

Discuss recovery-oriented treatment approaches described in the book Treating Psychosis.



---

## **The creation of 'Madness Made Me: A Memoir'**

Mary O'Hagan University of Madness

Friday, March 20 4:30-5:15: .75 contact hours  
MTA-02

### **Learning Objectives:**

Discuss the subjective experience of mental distress.  
Explain the value of the process of writing a personal story.  
Describe a humane recovery based society and system.

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## **Forensic Music Therapy: A Treatment for Men and Women in Secure Hospital Settings**

Stella Jean Compton Dickinson MSc, Mphil

Friday, March 20 3:30-4:15: .75 contact hours  
MTA-01

### **Learning Objectives:**

Define what cognitive analytic music therapy is and how it can be integrated into multi-disciplinary treatment pathways  
List the active ingredients of this integrated clinically tested model of music therapy  
Describe and explain the process of implementation of a patient preference research trial.

---

## **Relational Interventions: Treating Borderline, Bipolar, Schizophrenic, Psychotic and Characterological Personality Organization**

Lawrence Hedges Ph.D, Psy.D, ABPP

Friday, March 20 4:30-5:15: .75 contact hours  
MTA-02

### **Learning Objectives:**

Describe the organizing experience  
Contrast organizing and symbiotic experience  
Distinguish relational approaches between borderline and organizing states

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## **Ethics, Magic and Relational Experience in the Psychological Therapies' Treatment of Psychosis**

Del Loewenthal PhD, MSc, BSc, BA

Friday, March 20 4:30-5:15: .75 contact hours  
MTA-02

### **Learning Objectives:**

Explain the difference between the ethics of Buber and Levinas

Discuss the implications (rather than applications) of ethics as practice in the treatment of psychosis

Describe the transformative, non-violent benefits to such patients/clients and their psychological therapists of the experience of relational learning as ethical magical

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## **Citizenship and Mental Health**

Michael Rowe Ph.D.

Friday, March 20 4:30-5:15: .75 contact hours  
MTA-02

### **Learning Objectives:**

Define citizenship as participational- as well as rights and responsibilities-oriented approach, based on the 5 Rs of citizenship.

Apply the citizenship framework at community and individual levels and of measurement of citizenship as a means of identifying the social and community needs of people with mental illnesses, and of measuring people's progress over time.

Compare and contrast citizenship and recovery approaches to mental health supports and care.

---

## **Ego Skin and theoretical model of therapeutical symbiosis of G. Benedetti: two clinical cases.**

Claudia Bartocci Psychologist, art therapist Simone Donnari

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-01

### **Learning Objectives:**

Describe Gaetano Benedetti's theory on countertransference in psychoses treatment

Define Ego skin and non-verbal approaches to psychoses

Explain clinical applications of this theoretical model

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## **Lost in Translation: Psychotic Presentations as Trauma Narratives**

Nancy Fair MA

Thursday, March 19 4:45-6:15: 1.5 contact hours  
FB-03

### **Learning Objectives:**

Reflect on the possible traumatic symbolism in client presentations.  
Identify creative methods for helping clients translate their narratives.  
Question models of treatment that ignore client experience.

---

## **Those who suffer are finally becoming the leaders of their process of recovery. What comes next ?**

Alberto Fergusson MD

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-03

### **Learning Objectives:**

Describe the art of being an accompanying person.  
Choose reasonable risks that must be part of a successful recovery process.  
Critique some of the myths about mental illness that still survive within the scientific community with regard to so-called mental illness.

---

## **Training peer workers in Psychoeducational Family Work for Psychosis in a health region in Norway.**

Anne Fjell MSW   Inger Støland Hymer Psych Nurse   Irene Nordheim Occupational Therapist

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-03

### **Learning Objectives:**

Support the family workers to apply PE family work  
Put PE family work into daily practice  
Evaluate the effect of the family work in cooperation with the group members.

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## **Taking Neuroleptics: The Experiences of Antipsychotic Medication Study**

Miriam Larsen-Barr Doctorate of Clinical Psychology (in progress) Master of Arts (first class honours, psychology) Postgraduate Diploma in Arts (psychology) Bachelor of Arts (psychology, employment relations)

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-03

### **Learning Objectives:**

Describe the major ways in which AMs are subjectively experienced  
Discuss the additional psycho-social approaches people combine with AMs  
Identify strategies people use to manage discontinuation attempts

---

## **Integration of psychological and spiritual understandings of psychosis: an attempt.**

Jeremy Clark Master of Science Psychology; PGDip Clinical Psychology

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-04

### **Learning Objectives:**

Explain how to integrate psychological therapy with a spiritual world view.  
Utilize methods of working with a person's spiritual beliefs while they are experiencing psychosis.  
Describe a way of formulating both psychotic and spiritual beliefs .

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## **A dialectical materialistic model for psychosis and its possible treatment**

Jos de Kroon MD, PhD

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-04

### **Learning Objectives:**

Define dialectical materialistic model for psychosis  
Explain clinical implications of this model  
Practice in a more interactive way with their encounter with psychotic subjects

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## **Social Care in Mental Health: Psychodynamic Perspectives**

Joel Kanter MSW

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-04

### **Learning Objectives:**

Identify the central components of social care interventions with persons suffering from psychotic disorders.  
Describe the central issues in engaging consumers in a social care relationship  
Describe the central issues in engaging significant others in a matrix of social care.

---

## **Open Dialogue with R.D. Laing**

Nicholas Marlowe Ph.D.

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-04

### **Learning Objectives:**

Identify the essential interfaces between the open dialogue approach to psychosis and that of R. D. Laing.  
Describe the concept of ontological insecurity, explain its developmental role within Laing's theory of psychosis and outline the ways in which the concept might inform the theory and practice of open dialogue.  
Formulate prospective empirical investigations of Laing's model of psychosis within the framework of open dialogue.

---

## **How to increase a recovery perspective in education and practice**

Anne Ek Master Olav Løkvik Nurse

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-05

### **Learning Objectives:**

Describe advantages of locally organized education  
Identify experiences from different perspectives: users/families, professionals and updated research, as equally important  
Reflect on the possibilities of making common cause with service users and their organizations

---

## **Therapeutic Factors in Group Psychotherapy with Psychotic Patients: Research and Experience**

Ignacio García-Cabeza Psychiatrist

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-05

### **Learning Objectives:**

Define a therapeutic factor is

List which are the most important therapeutic factors in group psychotherapy for psychotic patients

Describe how these factors act and interact between them and with group context and dynamics

---

## **Dreaming and Psychosis: Coping with Hearing Voices in Group Analysis**

Anastassios Koukis BSc, PhD

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-05

### **Learning Objectives:**

Identify the source of auditory-verbal hallucinations.

Describe/estimate new strategies of coping with hearing voices.

Indicate therapeutic effectiveness of group analysis in coping with hearing voices.

---

## **Group Psychotherapy with Alien Selves**

Maja Zandersen MSc in Psychology Mette Gravesen MSc in Psychology

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-05

### **Learning Objectives:**

Identify some of the anomalous self-experiences found in schizophrenia and schizotypal disorder.

Reflect on obstacles commonly met in psychotherapy with patients with schizophrenia spectrum disorders.

Formulate a set-up for psycho-educational group therapy for patients with schizophrenia and schizotypal disorder.

---

## **The impact of cannabis use in psychosis**

Sandra Bucci ClinPsyD

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-06

### **Learning Objectives:**

Describe whether cannabis use impacts on psychotic experiences and functioning.

Describe whether change in cannabis use produces a change in psychotic experiences and functioning.

Identify target variables for future treatment trials target cannabis use among people with experience of psychosis.

---

## **Psychosis and addictions: Which psychiatric treatment for inpatient?**

Isabelle Gothuey-Gysin MD

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-06

### **Learning Objectives:**

Describe the phenomenon of co-occurrence of addiction to psychotropic substances and psychiatric disorders

Define harm reduction

Determine best practice for treating co-occurring disorders for inpatients

---

## **Affect regulation and substance use in psychosis - an interview study**

Jonas Stalheim Clinical psychologist Clinical psychologist

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-06

### **Learning Objectives:**

Discuss how mentalization may interact with substance use

Describe some functions of substance use in psychosis

Reflect on subjective functions of substance use as encountered in clinical work

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## **Red Silk and its Consequences**

Lois Achimovich MBBS FRANZCP Dip. Adult and Child Psychiatry JHU MBBS, FRANZCP, DIP CHILD AND ADOLESC. PSYCHIATRY JHU

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-07

### **Learning Objectives:**

Describe the origin of Anne Sexton's psychopathology

Describe her medical treatment and her own attempts to recover from her symptoms

Explain the dynamics of sexual abuse in therapy

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## **The Experience of Emerging Adult Siblings of People with Schizophrenia: A Qualitative Study**

Jillian Graves MSW, PhD Candidate

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-07

### **Learning Objectives:**

Discuss the ways that emerging adult development and sibling identity development influences each other to create additional vulnerabilities and opportunities for growth and development for well siblings.

Identify the ways that stigma around schizophrenia creates identity and emotional difficulties for the well-sibling and their family, which in turn, interferes with relationship building and reduces self esteem.

Explore possible treatment modalities and interventions that provide support to well siblings who are managing developmental and relationship challenges.

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## **Beginning the Dialogue About Implementing Recovery Oriented Practice**

Edye Schwartz Doctorate in Social Welfare, DSW Lisa Dixon MD, MPH

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-08

### **Learning Objectives:**

Discuss and examine the multiple definitions of recovery and differentiate components of their practices that are recovery oriented from those that are not

Reflect on how personal motivation and beliefs can facilitate or inhibit providers' capacity to deliver truly recovery oriented services

Design next steps to change their practice to one that delivers more recovery focused interventions



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## **Facilitating the expression of dissociated experience using art therapy**

Ani Buk MFA, MA

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-09

### **Learning Objectives:**

Recognize three symptoms of PTSD that may be masked by the diagnosis of Paranoid Schizophrenia.

Identify three attributes of psychoanalytically-informed art therapy that facilitate the expression of dissociated experience.

Delineate two ways that a basic understanding of the mirror neuron system can inform the art therapist, Ås ability to interpret the possible meanings of patient artwork.

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## **Sensory motor integration and progressive mirror drawing in the therapy of psychoses.**

Simone Donnari Art therapist, Psychologist Maria Gabriella Garis Francesca Maschiella psychiatrist

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-09

### **Learning Objectives:**

Describe Peciccia-Benedetti's theory of split self in psychotics

Explain sensory-motor integration in the treatment of psychotics

Describe technology innovations and their efficacy on treatment

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## **Future Applications of Art Therapy with Dissociative Identity Disorder**

Natalie Ha Master's of Arts of Marriage and Family Therapy Master's of Arts of Marriage and Family Therapy

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-09

### **Learning Objectives:**

Identify current status of outcome research of art therapy with dissociative identity disorder

Describe the potential effectiveness of art therapy with dissociative identity disorder

Report new findings and potential directions of future research of art therapy with dissociative identity disorder

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## **Practitioner and peer delivered telephone interventions to improve mental and physical health**

Amanda Baker PhD

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-10

### **Learning Objectives:**

Describe recent developments in telephone delivered interventions for people living with schizophrenia  
Describe how practitioner developed telephone interventions can be adapted for peer workers; and  
Describe the results of a feasibility trial of peer delivered healthy lifestyles program by telephone.

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## **Healthy lifestyles interventions**

Amanda Baker PhD

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-10

### **Learning Objectives:**

Describe how to assess substance use, diet and physical activity  
Describe motivational interviewing strategies for healthy lifestyles change  
Describe healthy lifestyle interventions

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## **The Impact of Aerobic Exercise on Neurocognition and Daily Functioning in individuals with Schizophrenia**

David Kimhy PhD   PhD

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-10

### **Learning Objectives:**

Describe the poor state of aerobic fitness and sedentary behavior among individuals with schizophrenia  
Discuss research findings linking aerobic fitness, neurocognition and daily-functioning  
Describe the beneficial impact of aerobic exercise training on neurocognition and daily-functioning in people with schizophrenia.

---

## **Healing psychotherapy with patients with Attenuated Psychosis Syndrome: An experience from the Egyptian culture**

Mahmoud El Batrawi Professor of Psychiatry,MD

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-11

### **Learning Objectives:**

Define Attenuated Psychosis Syndrome

Identify the qualities of a healing relationship that are likely to lessen the patient's distress.

Cite cultural factors which are likely to play a protective role against developing a serious psychosis.

---

## **A Clinical Service for Ultra High-Risk Individuals – The Singapore Experience**

Swapna Verma MD

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-11

### **Learning Objectives:**

Describe the process of setting up a clinical service for individuals at ultra high-risk of psychosis.

Examine the socio-demographic and clinical characteristics of these individuals.

Identify the key challenges in the delivery of such a service within an Asian context

---

## **Early detection in psychosis(TIPS): Substance use and effect on 10-year outcome**

Melissa Weibell MBBS

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-11

### **Learning Objectives:**

Describe the results of this study

Identify risk factors for poor prognosis in first-episode psychosis

Explain the importance of substance use on prognosis in first-episode psychosis

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## **Understanding pathway to care and the significance of implementation of early detection team**

Erik Simonsen MD Ulrik Haahr MD Jens Einar Jansen MA Lene Halling Hastrup MSc., PhD

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-14

### **Learning Objectives:**

Identify determinants of pathways to psychiatric care among persons with first-episode psychosis

Describe the relationship between duration of untreated psychosis and socioeconomic status

Describe how register data can be used to analyze the pathways to psychiatric care.

Explain how an early detection program of first-episode psychosis is established in order to reduce dup, and why easy access to first-hand screening with diagnostic tools is pertinent, in order to obtain sufficient diagnostic accuracy of FEP.

Describe, from the perspective of the service-user: 1) the initial experience of and coping with psychosis; 2) help-seeking behavior and barriers to these; and 3) the experience of early detection and –intervention services.

---

## **Beyond the Medical Model: Making Meaning Meaningfully**

Sera Davidow BA Richard Shulman PhD

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-15

### **Learning Objectives:**

Identify at least three ways in which a one-model system can negatively impact those it is intended to help.

Identify at least two other models that people may use to make sense of their experiences with mental and emotional distress.

Identify at least one research study that has linked hearing voices and other experiences often associated with “psychosis” to trauma.

---

## **Social Recovery across the course of Psychosis: a CBT approach**

Jo Hodgekins BSc, PhD, ClinPsyD David Fowler BSc, MSc Paul French BA (Hons), MSc, PhD Tim Clarke BSc, ClinPsyD  
Brioney Gee BA (Hons) MA (Cantab)

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-16

### **Learning Objectives:**

Identify different trajectories of social recovery from psychosis and predictors of these trajectories

Describe key components of the Social Recovery oriented cognitive-behavioural therapy (SRCBT) approach

Discuss the application of SRCBT in individuals with and at-risk of psychosis

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## **Childhood neglect, physical and sexual abuse, perversion, ... antecedents of psychosis?**

Jorge L. Tizón MD John Read PhD Mark Dangerfield Clinical Psychologist, MA in Psychotherapy

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-17

### **Learning Objectives:**

Describe the basic elements of a psychopathology based on the relationship and, amongst them, draw attention towards the importance and prevalence of the perverse relational organization.

Assess this approach for a general rethinking of psychopathology and, in particular, of developmental psychopathology.

Assess the psychopathological consequences of transgenerational trauma.

Use this rationale of risk and protective factors to design individual therapeutic plans adapted to the real needs of people who have already suffered too much.

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## **Developing Relational Resiliency: Psychoanalysis, Psychosis, and Community**

Marilyn Charles PhD, ABPP Barri Belnap MD Jeb Fowler PhD Jeremy Ridenour PsyD

Friday, March 20 4:45-6:15: 1.5 contact hours  
FB-18

### **Learning Objectives:**

Describe one benefit of taking a developmental perspective in work with families in which a family member is struggling with psychosis

Describe one potential benefit in being part of a therapeutic community for someone struggling with psychosis

Describe one way in which research that shows the link between trauma and psychosis can affect practice.

---

## **Western Lapland to Massachusetts: Open Dialogue successes and challenges in US context**

Amy Morgan MSW, LICSW MSW, LICSW Mia Kurtti Registered Nurse Mary Olson Ph.D.

Friday, March 20 4:45-5:30: .75 contact hours  
FB-02A

### **Learning Objectives:**

Describe 7 principles and 12 elements of Finnish Open Dialogue

Discuss the real possibilities of implementation of Open Dialogue in a US context

Cite examples of positive outcomes from meeting people in a dialogical network meetings based upon modest data thus far

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## **Admitting Uncertainty about “Illness” and “Reality” is Essential for Dialogue**

Ron Unger MSW

Friday, March 20 4:45-5:30: .75 contact hours  
FB-12A

### **Learning Objectives:**

Describe the damage that can result when professionals declare with certainty that a given individual is “ill” and fail to consider diverse perspectives.

Practice identifying the sources of one’s own beliefs and identifying ways they could possibly be misguided, as a step toward authentically embracing uncertainty in a way that facilitates dialogue.

Identify ways to find a productive middle ground between confronting troublesome beliefs in ways that may damage relationships and often cause people to “dig in their heels” and become more rigid in their beliefs, and the opposite extreme of inadvertently appearing to confirm those beliefs.

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## **What to do when: Framework for integrating interventions for psychosis**

Pamela Fuller Ph.D. -Clinical Psychology

Friday, March 20 4:45-5:30: .75 contact hours  
FB-13A

### **Learning Objectives:**

Describe three phases of severe psychosis in the SEL model

Describe one treatment goal for each of the phases

Discuss integration of different approaches for achieving treatment goals in each phase

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## **Psychosis Happened To Me Too: A Family Member's Experience**

Anna Arabskyj BA(Hons) Social Studies

Friday, March 20 5:45-6:30: .75 contact hours  
FB-02B

### **Learning Objectives:**

Apply lived experience to develop coping strategies in acute psychosis.

Discuss how to eradicate hopelessness and inspire hope.

Describe a pragmatic approach in supporting friends and families of voice hearers.

---

## **Psychosis and Allegory: Mediating childhood trauma**

Zak Mucha MSW Pfeffer Eisin MA, LCPC

Friday, March 20 5:45-6:30: .75 contact hours  
FB-12B

### **Learning Objectives:**

Reflect on particular allegories as they emerged in treatment  
Discuss relevant psychoanalytic theory as it pertains to the use of allegory in treatment  
Examine the impact of allegory on the clinician's experience of the relationship

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## **Disintegrated perception, disintegrated self? Theory and Preliminary Results Perceptual Coherence Therapy**

Lot Postmes M.D.

Friday, March 20 5:45-6:30: .75 contact hours  
FB-13B

### **Learning Objectives:**

Recognize self-disorders in depersonalization and psychosis  
Associate multi sensory integration and normal self-experience  
Explain how perceptual incoherence leads to strange experiences and depersonalization.  
Explain how hallucinations and delusions may be unaware escapes from perceptual incoherence  
Define Perceptual Coherence Therapy (PCT)  
Describe the theoretical approach of PCT  
Discuss preliminary results of PCT in 5 patients

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## **Subjective Experience and Recovery**

Larry Davidson PhD Keris Myrick MBA Silje Marie Strandberg Lone Viste Fagerland Nurse

Saturday, March 21 9:45-12:45: 2.5 contact hours  
Plenary Sa

### **Learning Objectives:**

List three important characteristics of peer support in schizophrenia  
List three different definitions of recovery in schizophrenia  
List three reasons why peer support is important to recovery from schizophrenia  
Give a definition of peer support in the treatment of psychotic disorders  
List three important reasons for the use of peers in the treatment of psychosis  
Describe the evidence base for the use of peers in recovery from psychotic disorders  
List three important characteristics of psychosis psychotherapy  
Define three factors which facilitated recovery from psychosis as a result of psychotherapy  
List two recommendations for future research on psychosis psychotherapy

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## **Cognitive Behavioral Therapy for Psychosis: From Research to Innovative Services**

Yulia Landa Psy.D., M.S. Joan Feder-Kelman MA, OTR/L, CPRP Shaynna Herrera M.A Rachel Jespersen BA Alexander Fietzer Ph.D.

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-01

### **Learning Objectives:**

Discuss theoretical models of delusion formation and targeted group-based CBT interventions for delusions and voices.  
Identify the role of research in the development and implementation of CBT-based interventions  
Integrate CBT for Psychosis into inpatient, day treatment and outpatient treatment settings.

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## **Existential anxieties as barriers between mental health professionals and consumers**

Tristan Barsky M.S. Noel Hunter M.A., M.S.

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-04

### **Learning Objectives:**

Describe the ways in which Terror Management Theory can help explain diverse reactions to traumatic events and the onset and maintenance of serious emotional distress  
Appraise the negative effects that existential anxieties can have on psychotherapeutic treatments and, more globally, on the dialogue between mental health professionals and consumers  
Formulate some concrete means by which mental health professionals can help lessen the negative effects of existential anxieties on psychotherapeutic treatments, and by extension, improve the dialogue between the mental health field and its consumers

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## **Research, Reciprocity and Recovery in Group Cognitive Analytic Music Therapy**

Stella Jean Compton Dickinson MSc, Mphil

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-04

### **Learning Objectives:**

Define what cognitive analytic music therapy is and how it can be integrated into multi-disciplinary treatment pathways  
List the active ingredients of this integrated clinically tested model of music therapy  
Describe and explain the process of implementation of a patient preference research trial.



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## **Conquering Goliath: The Slingshot or the Handshake?**

Alice Maher MD

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-04

### **Learning Objectives:**

Define the differences between medical models and psychodynamic models of understanding psychotic communications,  
Explain the importance of empathizing with those who focus on medical treatment alone, of understanding the meaning and meaningfulness that lies beneath their seemingly concrete frames of reference  
Reframe conflicts between models as divides that need and can respond effectively to the creation of empathic bridges.

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## **"Two roads diverged in a yellow wood..." – could I travel both?**

### **Integrating cognitive-behavioral and psychodynamic formulations in the treatment of psychosis**

Dina Viglin Ph.D

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-04

### **Learning Objectives:**

Explain the importance of case formulations in clinical work.  
Demonstrate the possibilities of different formulation “languages” used together.  
Recognize the importance of integrating cognitive-behavioral and psychodynamic case formulations when working with individuals who are coping with a psychotic disorder.

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## **City and psychosis: a new research paradigm**

Lilith Abrahamyan Empson MD Dag Söderström PhD in medicine, Psychiatrist and psychotherapist FMH

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-05

### **Learning Objectives:**

Identify urban characteristics as risk factors on their own in the emergence of psychotic symptoms;  
Recognize the importance of bottom-up patient based methodology in studying the underlying city-psychosis interactive mechanisms;  
Detect methodological challenges of the approach.

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## **Expression of Lived Experience: Recovery and the Hearing Voices Approach**

Casadi "Khaki" Marino MSW, PhD student

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-05

### **Learning Objectives:**

List three features of the Hearing Voices approach  
Discuss the possible meanings of madness  
Describe Interpretative Phenomenological Analysis (IPA)

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## **Inner reading voices: Auditory hallucinations in the non-clinical population?**

Ruvanee Vilhauer Ph.D.

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-05

### **Learning Objectives:**

Describe the phenomenon of inner reading voices  
Demonstrate evidence for individual variation in imagery vividness  
Discuss a possible link between inner speech and auditory verbal hallucinations

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## **Psychosocial initiatives in education/work for young people with FEP**

Lena Heitmann MA Rune Salvesen BA Nursing

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-06

### **Learning Objectives:**

Identify the necessity for focus on social and functional outcomes  
Describe problem areas within their institution  
Translate the presented initiative into the learner's clinical setting and integrate methods in their own environment

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## **Addressing the risks of early detection and intervention in risk for psychosis by re-framing its essence and goal**

Danny Koren PhD

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-06

### **Learning Objectives:**

Appraise the main risks of early detection and intervention in risk for psychosis, with particular emphasis on stigma and increase in the likelihood of anti-psychotic prescription  
Describe possible means to address these risks, with special emphasis on alternative ways to name the at-risk state diagnosis and its treatment.  
Apply these new ideas to their work with individuals at clinical high risk for psychosis.

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## **Social anxiety in first-episode psychosis: The role of childhood trauma and adult attachment**

Maria Michail BA, MSc, PhD Maria Michail BA, MSc, PhD

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-06

### **Learning Objectives:**

Identify developmental risk factors associated with affective dysregulation in psychosis  
Review how developmental risk factors such as childhood trauma and dysfunctional attachment relationships are implicated in the development and/or maintenance of affective dysregulation in psychosis  
Examine how bio-psycho-social risk factors for affective dysregulation in psychosis could inform psychological interventions about the role of developmental anomaly and trauma in the emergence of affective dysregulation in psychosis

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## **Social Defeat and Psychosis: Through a Maori Lens**

Kirsty Agar-Jacomb Doctorate of Clinical Psychology Te Miringa Tahana Waipouri-Voykovic

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-07

### **Learning Objectives:**

Describe the impact of unequal societies on status anxiety and social defeat  
Identify the importance of social defeat as a mediating factor in the development of psychosis and  
Relate this research to the experience of people of an indigenous culture

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## **Culture and hallucinations: what we know so far and what needs to be addressed**

Frank Larøi PhD

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-07

### **Learning Objectives:**

Explain how definitions of hallucinations have varied across time, and how definitions of hallucinations may vary across cultures, in particular, based on the understanding of reality in the culture in question  
Describe examples of studies that have shown how hallucination content may vary between cultures and may be shaped by local expectation and meaning in patients with psychosis  
Cite a number of issues that need to be addressed in future research

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## **Living relationships: Asian American individuals with serious mental illness and their families**

Uma Chandrika Millner Ph.D.

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-07

### **Learning Objectives:**

Discuss the unique experience of Asian Americans with serious mental illness and their families  
Compare the experiences of diverse communities with regard to the experience of mental illness  
Describe culturally appropriate and competent services

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## **If open-ended therapy is gone**

Erik Hammarström

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-08

### **Learning Objectives:**

Explain some reasons, stemming from Critical Social Theory, to why the influence of so called New Public Management will counteract the availability of open-ended therapy formats  
Describe how we can expect problem formulation and goal-setting in therapy to change when open-ended therapy is gone  
Discuss how the careful attention to oneself as a regulating other for the suffering person is affected when open-ended psychotherapy is gone

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## **On the very idea of a therapy without foundations when working with psychosis**

Del Loewenthal PhD, MSc, BSc, BA

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-08

### **Learning Objectives:**

Identify the benefits of working without foundations with people with psychosis  
Contrast those approaches that start with theory with those that don't  
Examine the implications for their own practice

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## **Additive Effect of Religious Activity in the Management of Patients with Schizophrenia**

Dr. M M Jalal Uddin FCPS (Psychiatry)

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-08

### **Learning Objectives:**

Describe the additive effect of religious activity and practices in addition to antipsychotics in the management of schizophrenia.  
Describe the socio-demographic characteristics of the of the schizophrenia patients  
Assess the compliance of the patients taking religious activities

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## **Deeper than behavior and technique: Therapists and Way of being**

Arthur Wouters PhD

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-08

### **Learning Objectives:**

Evaluate the significance of research findings associated with recent therapeutic outcome studies  
Integrate the anatomy of peace with their own therapeutic practices  
Assess their own experiences of their Way of Being with a view to enhancing responsiveness to the extra-therapeutic lives of therapy consumers

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## **Does the Recovery Discourse Impact the Social Aspect of Living with Schizophrenia?**

Shannon Blajeski MSW

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-13

### **Learning Objectives:**

Review current research on the social networks of people with psychosis and schizophrenia, including the facilitators and/or barriers of promoting stronger social networks.

Critically examine how discourse and language influences practice, particularly within policy and service guidelines.

Discuss ways to enhance an overall policy and practice focus on the social sphere of recovery.

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## **Recovery - a meaningful concept for families and friends**

Grainne Fadden BA, MPhil, PhD (doctorate in Clinical Psychology)

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-13

### **Learning Objectives:**

Discuss the results of a qualitative research study on recovery for family members.

Reflect on the idea of co-recovery – can a family member recover if the service user is still unwell?

Describe what strategies are helpful to family members in getting their own lives back.

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## **From Research to Action: Overcoming Barriers to a Paradigm Shift**

John Read PhD

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-13

### **Learning Objectives:**

Explain the conditions for a paradigm shift

Identify the personal, social, economic and political barriers to a paradigm shift in mental health

Discuss specific actions that we can take to expedite the paradigm shift

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## **Making Sense of Violent & Taboo Voices**

Rachel Waddingham N/A

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-13

### **Learning Objectives:**

Identify the challenges young people, and supporters, face in talking about violent/taboo voices.

Reflect on their reactions to hearing about violent/taboo voices and the impact that this may have on their practice.

Describe a range of different strategies that can help young people to listen to, express and understand taboo/violent voices, safely.

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## **Preserving Respectful Therapeutic Explorations: Going Small: Replicating VIP and HVN**

Richard Shulman PhD Marty Hadge BS Lisa Forestell BA Richard Shulman PhD

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-14

### **Learning Objectives:**

Describe two innovative programs that similarly shield psychotherapy or self-help groups from non-constructive influences such as the lack of privacy, assumption of illness – while maintaining freedom of expression, autonomy and responsibility for the individual.

Explain how the boundaries and privacy rules constructed by both programs reinforce the focus on only one agenda: increased understanding of the voices/thoughts/feelings of the “client” or “voice hearer.”

Discuss the easy replicability of both programs.

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## **A sensory-motor intervention for disorder of the sense of the self in psychotic patients.**

Claudia Mazzeschi Full Professor in Dynamic Psychology Livia Buratta PhD in Psychological Sciences and Techniques  
Marco Grignani Psychiatrist. Director of the Department of Mental Health of Perugia

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-15

### **Learning Objectives:**

Describe assessment on different dimensions of psychotic chronic patients

Explain a new sensory-motor therapy for disorder of the sense of the self

Discuss how to integrate psychoanalysis and neuroscience in the treatment of psychotic chronic patients

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## **Beyond sanism: Bridging the professional/psychiatric survivor divide**

Noel Hunter MA, MS Kendall Atterbury MSW Rebecca Hatton PsyD Casadi “Khaki” Marino ABD, LCSW, CADC III, RYT-200 Leslie Nelson

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-17

### **Learning Objectives:**

Identify how past experiences and identity distorts our perceptions of others and how this may prevent receptivity to open dialogue

Demonstrate dialogical skills that incorporates empathy for those who may appear to have contradictory values or goals

Integrate the perspective of those with lived experience into practice and treatment planning

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## **How We Understand Hallucinations (HUSH)**

Kimberley Caldwell Psychology

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-18

### **Learning Objectives:**

Identify some of the phenomenological qualities of AVHs, as they are experienced and described by the individual

Discuss whether phenomenological themes based on analysis are reflected in current standardised assessment measures

Assess the validity of such measures from a phenomenological perspective

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## **Cognitive impairment in psychosis: learning from people’s experiences**

Caroline Cupitt MSc

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-18

### **Learning Objectives:**

Relate subjective experience of cognitive impairment to empirical models

Explain how people with psychosis perceive and experience difficulties with cognitive functioning

Determine ways in which to support people experiencing cognitive impairment



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## **Understanding the Insight Paradox from a First Person Perspective**

Eric Macnaughton Ph.D.

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-18

### **Learning Objectives:**

Define the insight paradox

Explain the importance of understanding the first-person perspective of psychosis

Describe how to help individuals frame the experience of psychosis in a way that promotes recovery

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## **Writing a Detective Novel to Represent Recovery and Justice Narratives**

Cassy Nunan BA (Hons) Grad Dip Counselling, currently undertaking PhD

Saturday, March 21 2:30-4:00: 1.5 contact hours  
SA-18

### **Learning Objectives:**

Describe the negative effects of prejudicial social attitudes and behaviours that ultimately disempower and exclude people who live with mental illness, and dis-enable their potential for recovery

Explain why dominant and pervasive social discourses about mental illness require a broad scale innovative and educative social change strategy

Discuss the detective genre's structural and generic capacities to perform as a trojan horse vehicle that can represent inclusive values and influence social change

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## **Outpatient Psychodynamic Psychotherapy with Psychosis: Managing Isolation and Creating Safety**

Danielle Knafo Ph.D. Ph.D.

Saturday, March 21 2:30-3:15: .75 contact hours  
SA-03A

### **Learning Objectives:**

Explain why so few mental health professionals engage in outpatient psychodynamic psychotherapy with psychotic individuals

Describe the benefits and challenges of outpatient therapy with psychotic individuals

Apply some methods with which to assess the threats and safety issues—both imaginary and real-- in OPD treatment with psychosis

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## **Self Psychology and Psychosis:Self Development during Intensive Psychotherapy**

Ira Steinman MD David Garfield MD

Saturday, March 21 2:30-3:15: .75 contact hours  
SA-09A

### **Learning Objectives:**

Assess utility of our conceptual schema with psychotic patients  
Learn how to see which transference is occurring with psychotic patients  
Aid patients in recovering from previous psychosis

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## **Transgenerational trauma and risk of psychosis: A clinical illustration**

Mark Dangerfield Clinical Psychologist, MA in Psychotherapy

Friday, March 20 2:30-3:15: .75 contact hours  
SA-10A

### **Learning Objectives:**

Identify key issues related to childhood traumatic adversities that need to be assessed in all psychodiagnostic processes.  
Evaluate the impact of transgenerational trauma and analyse its relationship with the adolescents' damaged capacity to modulate emotions and damaged mentalizing abilities.  
Design individual therapeutic plans adapted to the real needs of adolescents and their families.  
Explain the importance to examine and recognize the emotional impact that these cases have on clinicians in order to prevent interferences in our clinical practice.

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## **The contribution of Psychoanalytic Self Psychology Psychotherapy to the understanding and treatment of severe mental disorders**

Matteo Mazzariol MD Elda Arpaia psychology

Saturday, March 21 2:30-3:15: .75 contact hours  
SA-10A

### **Learning Objectives:**

Define Psychoanalytic Self Psychology  
Identify the role of "empathy" as a "vicarious introspection" (tool of observation)  
Describe the contribution of Psychoanalytic Self Psychology in the treatment of people suffering from psychosis

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## **Anthropopsychiatry: DNA of Psychosis?**

Marc Calmeyn M.D.

Saturday, March 21 2:30-3:15: .75 contact hours  
SA-11A

### **Learning Objectives:**

Define anthropopsychiatry

Demonstrate how psychosis elucidates that psychopathology reveals the human problematic existence, not normality

Discuss how anthropopsychiatry is a possible framework for rethinking current psychiatric nosology and nosography

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## **Narrative Approaches to Psychosis, Part I**

Lewis Mehl-Madrona MD, PhD Barbara Mainguy MA

Saturday, March 21 2:30-3:15: .75 contact hours  
SA-12A

### **Learning Objectives:**

Describe how story is a unifying principle for human affairs.

Differentiate between a narrative approach and other psychotherapeutic approaches, including cognitive behavior therapy.

Discuss instructions for how to perceive information to organize the onslaught of sensory information into meaningful wholes

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## **Searching for a helpful understanding**

Alison Summers MBChB

Saturday, March 21 3:30-4:15: .75 contact hours  
SA-03B

### **Learning Objectives:**

Explain ways in which client practitioner relationships may influence the content of formulations developed in everyday mental health practice.

Explain how psychodynamic theory and attachment theory can elucidate this.

Identify strategies for creating relationships which support development of richer and more helpful formulations.

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## **Windhorse Work as Environmental Recovery**

Eric Friedland-Kays MS Timothy Ness BA, University of Wisconsin 1988

Saturday, March 21 3:30-4:15: .75 contact hours  
SA-09B

### **Learning Objectives:**

Discuss the potential of the home environment as a center of healing

Define the role of a live-in housemate in Windhorse work

Explain the value of people coming together in everyday settings as instrumental in the work of recovery

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## **Openings: Two people examine the tensions and potential in peer-professional partnerships**

Mark Richardson Psy.D Berta Britz CPS, MSW, ACSW

Saturday, March 21 3:30-4:15: .75 contact hours  
SA-10B

### **Learning Objectives:**

Explain the value of integrating subjective and objective knowledge to create a growth-promoting, synergistic whole by giving three examples observed in the panel participants' interaction.

Give two examples from their own clinical experience where a parallel process of learning and growth occurred for both clinician and the person with whom they were working by focusing on the impact of trauma and each individual's way of relating.

Describe one change in their understanding of potential individual, social, or systemic transformation that occurs when empathic presence is explored between "helper" and "helped" through deep individual and shared listening.

Give an example of examining a "helper" or "helped" person's experience of power and/or powerlessness when listening to "voices."

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## **Psychotherapy for Early Psychosis in open dialogue with Anthropopsychiatry**

Ludi Van Bouwel Medical doctor/Psychiatrist/psychoanalyst Marc Calmeyn Medical Doctor, Psychiatrist Hella Demunter Medical doctor/Psychiatrist Martine Lambrechts MA

Saturday, March 21 3:30-4:15: .75 contact hours  
SA-11B

### **Learning Objectives:**

Describe how to organize an outpatient Early Psychosis Service in close connection with an inpatient ward in a mental hospital?

Integrate the skills of psychotherapy with the skills recommended by the International Early Psychosis Association

Evaluate the consequences and the challenges of the start of an Early Psychosis Service

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## **Narrative Approaches to Psychosis, Part II**

Lewis Mehl-Madrona MD, PhD Barbara Mainguy MA

Saturday, March 21 3:30-4:15: .75 contact hours  
SA-12B

### **Learning Objectives:**

Distinguish 3 ways in which story can change the brain.

Experiment with the use of sound therapy within a multiplicity of outcomes.

Discuss instructions for how to perceive information to organize the onslaught of sensory information into meaningful wholes

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## **A Three Month Recovery Program for Psychosis Can it Work?**

Ronald Coleman BA (Hons) Karen Taylor RMN

Saturday, March 21 4:30-5:15: .75 contact hours  
SB-01

### **Learning Objectives:**

Explain the structure of a three month recovery program from psychosis

List recovery planning tools

Describe how to connect the recovery process to recovery actions

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## **HEALING--perhaps CURATIVE--Intensive Outpatient Psychotherapy of Psychosis**

Ira Steinman MD

Saturday, March 21 4:30-5:15: .75 contact hours  
SB-02

### **Learning Objectives:**

Demonstrate techniques for intensive psychotherapy of psychosis

Describe healing benefits to an intensive psychotherapy of psychosis

Review and critique current primarily psychopharmacological approaches to schizophrenia and psychoses

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## **Trauma and psychosis: the role of dissociation and attachment difficulties**

Katherine Berry PhD Filippo Varese PhD Sandra Bucci Clin.PsyD Sophie Parker ClinPsyD Katherine Berry PhD

Saturday, March 21 4:30-5:15: .75 contact hours  
SB-03

### **Learning Objectives:**

Describe mediating psychological mechanisms that might explain the relationship between trauma and voice-hearing  
Describe recent empirical studies that have examined psychological mechanisms that appear to be implicated in voice-hearing (e.g. dissociative processes, disorganised attachment)  
Describe the implications of the key findings for the development of psychological interventions

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## **Teaching a non-medical paradigm to increase engagement with voice hearers**

Helen Hamer Doctor of Philosophy Debra Lampshire Lived experience

Saturday, March 21 4:30-5:15: .75 contact hours  
SB-04

### **Learning Objectives:**

Describe how the parallel process of interpersonal violence and partner abuse can be applied to conquering distressing voices.  
Demonstrate the teaching activity used to help clinicians re-conceptualize the impact, power and control that the distressing voices have in maintaining both service user and clinicians' helplessness when working with distressing voices  
Critique the application of this approach and its utility and efficacy across the variety of presentations of voice hearing in mainstream mental health services.

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## **Open the Door- A Short Film by people with MI**

Ishita Sanyal PG Diploma Ishita Sanyal PG Abhishek Ganguly PG

Saturday, March 21 4:30-5:15: .75 contact hours  
SB-05

### **Learning Objectives:**

Discuss the relationship between creativity & mental health  
Explain how creativity acts as a form of therapy  
Discuss exploring unique talents of people with mental illness

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## **The Trick is Not Minding That it Hurts**

Zak Mucha MSW

Saturday, March 21 4:30-5:15: .75 contact hours  
SB-06

### **Learning Objectives:**

Identify the connection between childhood trauma and the content of psychotic delusions.

Discuss how “the hypocrisy of the world” as perceived by the child contributes to a creative drive, narcissistic injuries, and psychotic symptoms.

Examine how psychotic delusions and creativity operate as means to protect the self from annihilation anxiety, separation anxiety, and superego anxiety.

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## **The social and economic forces of trans institutionalization: from Mental Hospitals to Prisons**

Martha Rose MBA

Saturday, March 21 4:30-5:15: .75 contact hours  
SB-07

### **Learning Objectives:**

Explain the factors involved in the structural economic change.

Discuss the changes in definition of the social construct of mental illness, including definitions of the disease and the treatment.

Describe individual, social and cultural implications of publicly funded private sector treatment.

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## **Movement Towards Life: An Exploration of Psychotherapeutic Dialogue**

Alexandra Adame Ph.D.

Saturday, March 21 4:30-5:15: .75 contact hours  
SB-08

### **Learning Objectives:**

Describe various theoretical approaches to working with people experiencing psychosis from a psychological perspective.

Identify various challenges related to counter-transference and other relational issues of the therapy alliance.

Identify specific approaches and qualities of the therapy relationship that can aid in the therapy process.

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## **Psychotherapeutic Listening: Responses to Incoherence in the Psychotherapeutic Context**

Mary Marron MA

Saturday, March 21 4:30-5:15: .75 contact hours  
SB-08

### **Learning Objectives:**

Discuss clinical coherence research

Describe psycholinguistic models of discourse processing and coherence evaluation

Appraise the application of psycholinguistic models of coherence to the clinical setting

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## **Psychotic School Shootings through a Psychoanalytic Lens**

Manya Steinkoler PhD

Saturday, March 21 4:30-5:15: .75 contact hours  
SB-09

### **Learning Objectives:**

Demonstrate how psychoanalytic theory can help us understand the phenomenon of school shootings.

Explain how a social tie can be established with at-risk students and children even when they are not able to form clear relationships with others.

Use the case studies as evidence for reflection and consideration.

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## **The Traumatic Flashback as One Basis of Misunderstanding**

Elizabeth Waless PsyD    Bertram Karon PhD

Saturday, March 21 4:30-5:15: .75 contact hours  
SB-09

### **Learning Objectives:**

Define the "traumatic flashback"

Explain the difference between the traumatic flashback and the psychotic hallucination/delusion

Apply this information in working with law enforcement officers



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## **Philosophy, identity and autonomy**

Monique Greveling MA Philosophy

Saturday, March 21 4:30-5:15: .75 contact hours  
SB-10

### **Learning Objectives:**

Explain the connection between (stagnating) identity development and philosophy of life

Demonstrate the relevance of philosophical enquiry in a therapeutic or selfhelp setting

Show the difference between a philosophical judgmental attitude and an attitude of epochè (judgmental restraint)

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## **Interoception sensitivity and autonomic regulation in schizophrenic patients during social interaction**

Martina Ardizzi Psychologist Marianna Ambrosecchia Psychologist Simone Donnari Art Therapist Claudia Mazzeschi Psychologist Vittorio Gallese M.D. Ph D Neurologist Maurizio Peciccia Psychiatrist Marco Grignani Livia Buratta

Saturday, March 21 4:30-5:15: .75 contact hours  
SB-11

### **Learning Objectives:**

Describe the role of Interoception Sensitivity (IS) as an index of individual ability to represent one's own internal body states in Schizophrenia.

Describe the method of social and non social tasks in the investigation of Interoception Sensitivity in healthy and schizophrenic subjects.

Discuss the conclusions of the present research and the future steps for a further understanding of Schizophrenia deficits in Self-experience and awareness.

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## **Patient Education**

Peter Obieze Nkwocha BsC Bachelor

Saturday, March 21 4:30-5:15: .75 contact hours  
SB-11

### **Learning Objectives:**

Explain how patient education affects the wellness of patient in this field

Describe the linkup between integration of medicine and psychosocial treatment;

Prepare to practice Integrative Medicine and the psychosocial in future

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## **Acceptance and Commitment Therapy for comorbid PTSD in psychosis.**

Jens Einar Jansen MA

Saturday, March 21 4:30-5:15: .75 contact hours  
SB-12

### **Learning Objectives:**

Describe and discuss the challenges and prevalence of comorbid PTSD symptoms in first-episode psychosis

Describe and discuss the current literature on treatment of PTSD in first-episode psychosis including the shortcomings and challenges inherent in these

Describe and discuss the use of Acceptance and Commitment Therapy, including interventions and current evidence-base.

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## **Stories of Ordinary Life Therapy**

Hanna Lundblad-Edling Psychotherapist

Saturday, March 21 4:30-5:15: .75 contact hours  
SB-13

### **Learning Objectives:**

Describe the experiences of clients in this specific family care approach.

Explain how each of the clients, therapists as well as family home members own lived experiences are central to the healing process.

Determine the value and impact of how story telling matters to clients and therapists.

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## **Research into peer-facilitated interventions for psychosis: Unique therapeutic potentials of shared lived experience**

Neil Thomas DCLinPsy    Cassy Nunan    Bronte McLeod PhD Student    Nev Jones Ph.D.

Saturday, March 21 4:30-5:15: .75 contact hours  
SB-15

### **Learning Objectives:**

Discuss results of a qualitative study of peer-facilitated hearing voices groups and a randomised controlled trial of an individual peer work program for voice hearers

Describe the effects of an education program run in peer-only space on empowerment, internalised stigma and social connectedness

Explain how peer support and peer leadership impact identity development, and the integration of service users' experiences with their personal and cultural identities

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## **Fragmentation to Integration Multidimensional Approaches for Working with Complex Trauma**

Gillian Stephens Langdon MA, MT-BC, LCAT Kristina Hilde Muenzenmaier M.D. Faye Margolis Ph.D. Kelly E. Long  
LCAT, MS, R-DMT Toshiko Kobayashi ATR-BC, LCAT S. Alison Cunningham-Goldberg MAT Lisa M. Oliveri BS

Saturday, March 21 4:30-5:15: .75 contact hours  
SB-16

### **Learning Objectives:**

Identify two benefits of interdisciplinary collaboration when working with complex trauma survivors  
Describe several multi-modal approaches that enhance the ability of trauma survivors to find their “voice;”  
Describe how to develop safety through integration of multimodal approaches and interdisciplinary collaboration.

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## **Early Career Professionals Debate the Relationship between Dissociation and Psychosis**

Jeremy Ridenour Psy.D. Megan Kolano Psy.D. Jason Moehringer Psy.D. Noel Hunter M.A. & M.S. Andrew Moskowitz  
Ph.D.

Saturday, March 21 4:30-5:15: .75 contact hours  
SB-17

### **Learning Objectives:**

Contrast competing conceptual models of dissociation and psychosis.  
Apply conceptual models of dissociation and psychosis to make diagnostic distinctions when assessing patients who exhibit both psychotic and dissociative symptoms.  
Describe the different ego functions that are impacted by both dissociation and psychosis.

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## **The Icarus Project: A Counter Narrative for Psychic Diversity**

Sascha DuBrul MSW candidate 2016

Saturday, March 21 4:30-5:15: .75 contact hours  
SB-18

### **Learning Objectives:**

Speak with authority about the nature of work of The Icarus Project  
Explain The Icarus Project's history in relationship to similar movements and cultural forces  
Describe The Icarus Project's plans for the future.

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## Evidence-Based Psychosocial Therapies

Ann-Louise Silver MD Tony Morrison PhD Mary Olson PhD, LICSW Bent Rosenbaum MDSc

Sunday, March 22 9:45-1:20: 3 contact hours  
Plenary Su

### Learning Objectives:

Define the term “interpersonal psychoanalysis”

Name the clinicians who first applied interpersonal psychoanalysis to persons struggling with a psychotic disorder

Describe three aspects of interpersonal psychoanalysis which might lend themselves to helping persons with a psychotic disorder recover.

Define three key aspects of CBT (cognitive behavioral therapy) for psychosis

Define why CBT for psychosis should not be seen as a psychosocial alternative to antipsychotic medications

Describe the efficacy of CBT for both positive and negative symptoms of psychosis

Define the term Open Dialogue used in the treatment of psychotic disorders

List three key aspects which differentiates the Open Dialogue approach from other psychosocial treatments for psychosis

Describe the evidence base for using Open Dialogue in psychotic disorders