

Psychoanalysis at Universities

Challenges, Concepts and Developments in Education, Training and Research

An International Conference at the University of Vienna, September 6-8, 2024

<https://bildungswissenschaft.univie.ac.at/en/psychoanalysis-and-education/e-psychoanalysis-at-universities/>

Workshop in Deutsch oder Englisch

Henriette Löffler-Stastka, Monika Himmelbauer, Wilfried Datler (AUT)

**Case Based Learning – a strategy to foster the transfer of declarative to procedural knowledge, empathy and mentalization – core competencies for psychoanalysts?
A question of attitude, personality or of competence development in psychoanalytic training**

Freitag, 6. September 2024, 14.00-18.00

Institut für Bildungswissenschaft, Sensengasse 3a, 1090 Wien

Abstract:

The workshop focuses the psychoanalysts' competencies essential for effective treatment. The close connection of theory and practice is a common aim of Case Based Learning courses, as is the development and fostering of the transfer from declarative to procedural knowledge.

The aim of the *first part* is to show how procedural knowledge, measured as students competence performing three procedural clinical reasoning skills could be improved by a case based blended curricular element, consisting of eLearning cases with interactive questioning format and clinical training seminars with standardized patients. We report the students' affective involvement, the clinical case/standardized patients (SP) - based training seminars and the importance of the quality of feedback as one part of the didactic efficiency. Another important aim while fostering procedural knowledge is the development of reflecting functioning in clinical practice.

In the *second part* we take up the assumption that the capacity to mentalize is a key element for professional psychoanalytic clinical work and present empirical data on the development of reflective functioning in psychoanalysts from the beginning of clinical work. We concentrate on assessment issues of how to grasp mentalization capacities and allow workshop participants to experience their own mentalizing ability, showing results of training effects of an ongoing postgraduate MBT-training in a psychiatric ward compared to clinically experienced mental health professionals without MBT-training. We open up the question how subliminal affective experiences influence analysts' interventions.

In the *third part* the method of Work Discussion will be presented which has been developed at the Tavistock Clinic (London) and which is an important part of several Master's programmes in Vienna in order to develop basic competences which are necessary for the psychodynamic understanding of interactions in work situations based on procedural knowledge.

Biographical details:

Henriette Löffler-Stastka, Dr. med.univ., Univ.-Prof., Priv.-Doz. Psychoanalyst (WPV/IPA),

Department of Psychoanalysis and Psychotherapy, Medical University Vienna

Monika Himmelbauer, Dr. phil., MME, Department of Medical Education, Medical University Vienna

Wilfried Datler, Dr. phil., Univ.-Prof., Institut für Bildungswissenschaft der Universität Wien,

Lehranalytiker im Österreichischen Verein für Individualpsychologie (ÖVIP)

E-mail: henriette.loeffler-stastka@meduniwien.ac.at, monika.himmelbauer@meduniwien.ac.at, wilfried.datler@univie.ac.at