

## Combined Child and Adolescent Psychoanalytic Fellowship Program and Candidate Seminar

September 09, 2024 – April 28, 2025

7:30 pm – 9:00 pm

maximum of 24 CME/CE

### ***Instructors and Planners***

#### Faculty, Fellowship Program and Candidate Seminar:

Mary FitzGerald, LICSW; S. Kalman Kolansky, MD; Justine Kalas Reeves, PsyD;  
Arthur Stein, MD

#### Chair, Washington Baltimore Center for Psychoanalysis Child and Adolescent Training Program:

Joy Kasset, Ph.D.

### **Required Book:**

Gilmore, K.J. & Meersand, P. (2015). *The little book of child and adolescent development*. Oxford University Press.

### **Recommended Books:**

Cooper, A. & Redfern, S. (2016). *Reflective parenting: A guide to understanding what's going on in your child's mind*. New York: Routledge, Taylor and Francis Group.

Gilmore, K.J. & Meersand, P. (2014). *Normal child and adolescent development: A psychodynamic primer*. American Psychiatric Association.

Gilmore, K.J. & Meersand, P. (2018). *Play therapy: A psychodynamic primer for the treatment of young children*. American Psychiatric Association.

Grunbaum, L. & Mortensen, K.V. (2018). *Psychodynamic child and adolescent psychotherapy: Theories and methods*. London: Karnac Books.

Lanyado, M & Horne, A. (2009). *The handbook of child and adolescent psychotherapy: Psychoanalytic approaches*. New York: Routledge, Taylor and Francis Group.

Novick, K.K. & Novick, J. (2010). *Emotional muscle: Strong parents, strong children*. Indiana: Xlibris.

Pally, R. (2017). *The reflective parent: How to do less and relate more with your kids*. New York: W.W. Norton and Company.

Sandler, J., Kennedy, H., Tyson, R. (1980). *The technique of child psychoanalysis: Discussions with Anna Freud*. Massachusetts: Harvard University Press.

Tuber, S. & Caflisch, J. (2011). *Starting treatment with children and adolescents: A process oriented guide for therapists*. New York: Routledge, Taylor and Francis Group.

## **2024**

### **Class Presentations, Required Readings and Objectives for Fellowship/Seminar:**

**September 09 and September 23**

#### **Classes 1 and 2**

##### Title

Concurrent Work with an Out-of-Control Child and the Parents

##### Instructor

Justine Kalas Reeves, PsyD, Contemporary Freudian Society, Fellowship Faculty

##### General Required Reading

Gilmore, K.J. & Meersand, P. (2015). *The little book of child and adolescent development*. Oxford University Press, chapters 1, 9 and 5.

##### Case Specific Required Reading

Hoffman, L. & Prout, T.A. (2020) Helping Parents Spare the Rod: Addressing Their Unbearable Emotions. *Psychoanalytic Study of the Child* 73: 46-61.

Novick, J. & Novick, K. K. (2015) Working with “Out-of-Control” Children—A Two-Systems Approach. *Psychoanalytic Study of the Child* 69: 155-188.

##### Learning Objectives

1. Analyze psychoanalytic approaches to working with out of control children.
2. Assess the efficacy of concurrent work with parents.

**October 07 and 21**

#### **Classes 3 and 4**

##### Title

Play in the Therapeutic Setting

##### Presenter

Judith A. Yanof, MD, Training and Supervising Analyst and Child Supervisor, Boston Psychoanalytic Society and Institute.

<https://bps.org/judy-yanof-the-kravitz-award-series-video/>

General Required Reading

Gilmore, K.J. & Meersand, P. (2015). *The little book of child and adolescent development*. Oxford University Press, review chapter 5.

Case Specific Required Reading

Yanof, J. (2019). "Play in the analytic setting: The development and communication of meaning in child analysis." *International Journal of Psychoanalysis*, 2019, vol 100, No 6, 1390-1404.

Learning Objectives

1. List two qualities of play that make it conducive to psychotherapeutic work with children
2. Describe what makes play similar to free association.

**November 4 and 18  
Classes 5 and 6**

Title - TBD

Presenters

Roderick S. Hall, Ph.D., San Diego Psychoanalytic Center

<https://www.drhall92118.com/>

General Required Reading

Gilmore, K.J. & Meersand, P. (2015). *The little book of child and adolescent development*. Oxford University Press, chapters 6 and 7.

Case Specific Required Reading

Learning Objectives - TBD

**December 2 and 16  
Classes 7 and 8**

Title

Childhood Trauma: Observing, Understanding, and Responding Early

Presenter

Steven Marans, Ph.D., MSW, Harris Professor of Child Psychoanalysis; Professor of Psychiatry, Co-Director, Yale Center for Traumatic Stress and Recovery, Yale School of Medicine

### General Required Reading

Gilmore, K.J. & Meersand, P. (2015). *The little book of child and adolescent development*. Oxford University Press, review chapters 5 and 7.

### Case Specific Required Reading:

Marans, S. (2013). Phenomena of childhood trauma and expanding approaches to early Intervention. *International Journal of Applied Psychoanalytic Studies* 10(3):247-266.

Marans, S. (2024). Responding to childhood trauma: Developing and learning from collaborations beyond the consulting room, *Psychoanalytic Inquiry*, 44:2, 153-165.

### Learning objectives (Classes 7 & 8)

1. Describe acute traumatic reactions in children and a psychoanalytically-informed approach to early treatment.
2. Demonstrate Increased access to care through the application of psychoanalytic principles to collaboration outside of the consulting room

## **2025**

### **January 13 and 27 Classes 9 and 10**

#### Title

The Role of the Therapist as Developmental Object in Therapeutic Action

#### Presenter

Carla Elliott-Neely, PhD, Guest Faculty, Cincinnati Psychoanalytic Institute

### General Required Reading

Gilmore, K.J. & Meersand, P. (2015). *The little book of child and adolescent development*. Oxford University Press, chapter 6.

### Case Specific Required Reading

Elliott-Neely, C. (1996). The analytic resolution of a developmental imbalance  
*PSC* Vol. 51, pp. 235-254.

Elliott-Neely, C. (2020). The developmental object and therapeutic action.  
*PSC*, Vol. 73, pp. 109-118.

### Learning objectives

1. Explain the difference between a developmental intervention, a corrective emotional experience, and a transference interpretation.

2. Compare aspects of the transference relationship with those of the developmental object relationship.

## **February 10 and February 24**

### **Classes 11 and 12**

#### Title

Assessment of children: Determining appropriate intervention for child and family

#### Presenter

Donald Rosenblitt, MD, Adult, Child and Adolescent Psychoanalyst, Psychoanalytic Center of the Carolinas

<https://lucydanielscenter.org/team/don-rosenblitt/>

#### General Required Reading

Gilmore, K.J. & Meersand, P. (2015). *The little book of child and adolescent development*. Oxford University Press, chapters 2-4.

#### Case Specific Required Reading

Rosenbaum, A. (1994). The assessment of parental functioning: A critical process in the evaluation of children for psychoanalysis. (1994) *Psy. Q.*, 630: 466-490.

Novick, J., & Novick, K.K. (2000) Parent work in analysis: Children, adolescents, and adults: Part one: The evaluation phase. *Journal of Infant, Child, and Adolescent Psychotherapy* 1:55-77.

#### Learning Objectives

- 1) The participants will be able to determine parental capacity to understand and support various interventions.
- 2) The participants will be able to assist parents to see the world through the subjective lens of their child.
- 3) The participants will be better able to help parents understand the source of a child's symptoms.
- 4) The participants will be better able to help parents recognize the suffering of their child and wishes to overcome symptoms.

## **March 3 and 24**

### **Classes 13 and 14**

Title - TBD

## Presenter

Adam Libow, MD, New York Psychoanalytic Society and Institute

## General Required Reading

Gilmore, K.J. & Meersand, P. (2015). *The little book of child and adolescent development*. Oxford University Press, review chapter 5.

## Case Specific Required Reading

Learning Objectives - TBD

## **April 7 and 28 Class 15 and 16**

## Title

The analysis of an “atypical” 4-year-old girl

## Presenter

Jill M. Miller, Ph.D., WBCP Faculty, Training and Supervising Analyst (child, adolescent and adult)

## General Required Reading

Gilmore, K.J. & Meersand, P. (2015). *The little book of child and adolescent development*. Oxford University Press, review chapter 4 and 9.

## Case Specific Required Reading

Zaphiriou Woods (2011). Normal toddler development: Excursions and returns. In M. Zaphiriou Woods and I-M, Pretorius (eds.) *Parents and Toddlers in Groups: A Psychoanalytic Developmental Approach*. Routledge, Hove East Sussex, 19-37.

Midgley, N. (2013). Child analysis and developmental therapy. In *Reading Anna Freud*, Routledge in association with The Institute of Psychoanalysis London, Abingdon, OX, 145-165.

## Learning Objectives

1. Participants will be able to outline the major tasks of toddlerhood.
2. Describe the ways in which a developmental disturbance differs from a conflict disturbance.

*Syllabus developed by Joy Kasset, Ph.D, Chair, Washington Baltimore Center for Psychoanalysis, Child and Adolescent Psychoanalytic Training Program. Please address all inquiries to Dr. Kasset via email [jakasset@gmail.com](mailto:jakasset@gmail.com)*

***There is no known commercial support for this program.***

***Faculty CVs available upon request.***

**CME/CE Information:**

**Continuing Medical Education** – This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of American Psychoanalytic Association and The Washington Baltimore Center for Psychoanalysis. The American Psychoanalytic Association is accredited by the ACCME to provide continuing medical education for physicians.

The American Psychoanalytic Association designates this live activity for a maximum of *24 AMA PRA Category 1 Credit(s)<sup>™</sup>*, for Advanced Candidates this course is part of the Institute Advanced Track, which is a maximum of *30 AMA PRA Category 1 Credit(s)<sup>™</sup>*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

DISCLOSURE STATEMENT: The APsA CE Committee has reviewed the materials for accredited continuing education and has determined that this activity is not related to the product line of ineligible companies and therefore, the activity meets the exception outlined in Standard 3: ACCME's identification, mitigation and disclosure of relevant financial relationship. This activity does not have any known commercial support.

**Continuing Education – Social Workers** – The programs of The Washington Baltimore Center for Psychoanalysis, Inc. meet the criteria for continuing education as defined by the District of Columbia and Virginia Boards of Social Work, and the American Board of Examiners in Clinical Social Work. The Washington Baltimore Center for Psychoanalysis, Inc. designates this program as a continuing education activity for social work for 1 credit hour per hour for this activity.

The Washington Baltimore Center for Psychoanalysis, Inc. is authorized by the Board of Social Work Examiners in Maryland to sponsor social work continuing education programs and maintains full responsibility for this program. This training qualifies for Category 1 continuing education units.

**Continuing Education – Psychologists** – The Washington Baltimore Center for Psychoanalysis, Inc. is approved by the American Psychological Association to sponsor continuing education for psychologists. The Washington Baltimore Center for Psychoanalysis, Inc. maintains responsibility for this program and its content.

**Continuing Education – Licensed Professional Counselors** – The Washington Baltimore Center for Psychoanalysis, Inc. continuing education credits meet the criteria and may be submitted for re-licensure of LPCs in Maryland, DC, and Virginia. This program/activity has been approved by the Maryland State Board of Professional Counselors and Therapists to satisfy Category A continuing education requirements.