



Washington Baltimore Center
for Psychoanalysis, Inc.

Combined Child And Adolescent Psychoanalytic Fellowship Program and Candidate Seminar

September 14, 2020 – April 19, 2021

Instructors and Planners

Fellowship Program and Candidate Seminar:

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

Child and Adolescent Fellow Mentorship:

Anne Adelman, Ph.D.

Chair, WBCP Child and Adolescent Training Program:

Joy Kasset, Ph.D.

Recommended Readings, Fellowship/Seminar:

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

“The Little Book of Child and Adolescent Development presents a modern, psychoanalytically-informed summary of how the mind develops from infancy through young adulthood. It is a comprehensive work that integrates analytic theories with a contemporary systems model of development, and also draws on scholarly research from neighboring fields. Key models discussed include attachment theory, intersubjective theory, cognitive development theory, and infancy research. This book's contemporary approach to development makes it relevant to such timely topics as bullying, the experience of LGBT youth, preadolescent and adolescent use of the internet, and the struggles of young (emerging) adults in modern society. Written to optimize ease of use for the busy clinician, key clinical points are summarized at the end of each chapter, and a glossary of important concepts and terminology is also included.”

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

“Play Therapy: A Psychodynamic Primer for the Treatment of Young Children provides a contemporary, comprehensive exploration of the theory and technique of psychoanalytically oriented play therapy, addressing both the dearth of writings on these topics and the frequent lack of in-depth education on the basic principles and practice of psychodynamic play therapy offered by contemporary training programs for child clinicians. Divided into two distinct parts, this guide covers major theoretical issues -- including the role of play in human development, the application of basic psychodynamic concepts to work with young children, and the impact of contemporary techno-culture on play -- and offers pragmatic guidance on conducting play treatment and handling the complexities of treating young patients (e.g., initiating treatment, working with parents, managing aggression in the playroom). Among the book's standout features are: - An abundance of clinical vignettes that illustrate childhood behaviors, common dilemmas, and potential therapist responses- A summary of key concepts at the end of each chapter that underscores major takeaways and can be easily referenced by busy clinicians- A glossary of key terms for each chapter for added comprehensibility. Offering a skillful balance of broad but coherent foundational information as well as practical application, Play Therapy: A Psychodynamic Primer for the Treatment of Young Children functions both as an introduction for young therapists and as a guide for more experienced child clinicians who wish to expand their knowledge of play and its therapeutic potential.”

Other Recommended Readings (from 2019-1987):

Malberg, N.T. & Raphael-Leff, J. (2019). *The Anna Freud tradition: Lines of development-Evolution and theory of practice over the decades*. London: Routledge.

Grunbaum, L. & Mortensen, K.V. (2017). *Psychodynamic child and adolescent psychotherapy: Theories and methods*. London: Routledge.

Neven, E.S. (2016). *Time-limited psychodynamic psychotherapy with children and adolescents: An interactive approach*. London: Routledge.

O'Loughlin, M. (Ed.) (2013). *The uses of psychoanalysis in working with children's emotional lives*. New York: Jason Aronson, Inc.

O'Loughlin, M. (Ed.) (2012). *Psychodynamic perspectives on working with children, families and schools*. Lanham, MD: Rowman and Littlefield Publishers.

Peebles-Kleiger, M.J. (2012). *Beginnings*. London: Routledge.

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

Lanyado, M. (Ed.) (2009). *The handbook of child and adolescent psychotherapy*.
London: Routledge.

Chetnik, M. (2000). *Techniques of child therapy: Psychodynamic strategies*. New
York: The Guilford Press.

Fraiberg, S.H. (1996). *The Magic years: Understanding and handling the problems of
early childhood*. New York: Scribner.

Coppolollo, H. P. (1987). *Psychodynamic psychotherapy of children: An introduction
to the art and the techniques*. Madison, CT: International Universities Press.
Inc.

Required Readings for Fellowship/Seminar (first 5 classes only, others TBD):

Class 1 & 2

Presenter:

Child Candidate, WBCP, Jessica Greenberg, Psy.D.

Required Reading:

Kolansky, H. (1980). Psychoanalytic psychotherapy in children.

Journal of the Philadelphia Psychoanalytic Association, 7, (1-2), pp. 21-36.

Objectives for classes 1 & 2:

1. Participants will be able to identify the differences between child psychotherapy and child psychoanalysis.
2. Participants will be able to understand the importance of diagnosis, as it relates to treatment recommendations for children and adolescents.

Classes 3, 4, 5

Presenter:

Advanced Child Candidate Faculty, WBCP, Mary FitzGerald, LICSW

Required Reading:

Bates, J. & Malberg, N. (2020). Containing the anxieties of children, parents and families from a distance during the coronavirus pandemic. *Journal of Contemporary Psychoanalysis*, <https://doi.org/10.1007/s10879-020-09466-4>.

Objective for classes 3, 4, 5:

1. Participants will be able to describe two ways in which a sudden trauma interferes with normal child development.
2. Participants will be able to list at least one adaptive and one defensive feature of a child's symptoms.

The syllabus and required readings will evolve, depending on the particular case being presented.

