



Washington Baltimore Center
for Psychoanalysis, Inc.

The Fellowship Program is a one-year, tuition-free program for advanced trainees and graduates in psychiatry, psychology, clinical social work and professional counseling. These individuals typically have significant interest in psychoanalysis as a body of knowledge and as a framework with which to understand and carry out therapeutic work. The program is a prelude to a basic introduction of psychodynamic psychotherapy and psychoanalytic concepts. Meetings are held Saturdays, 12 times/year, two hours/meeting (11:45 am – 1:45 pm) via Zoom.

Overall program description – Members of the Faculty will present a psychotherapy or psychoanalytic case. During each presentation, the Fellows are actively encouraged to interrupt the presentation, ask questions, make comments, address the transference, identify defense mechanisms and make connections between childhood experiences and current symptoms and conflicts.

Optional basic reading:

1. Long-Term Psychodynamic Psychotherapy, A Basic Text; Third Edition, Glen O. Gabbard, MD. Copyright 2017- American Psychiatric Association Publishing
<https://doi.org/10.1176/appi.books.9781615371471>
2. Psychoanalytic Diagnosis – Understanding Personality Structure in the Clinical Process; Second Edition, Nancy McWilliams. Copyright 2011-The Guilford Press
3. The Craft of Psychodynamic Psychotherapy; Angelica Kaner, PhD, and Ernst Prelinger, PhD. Copyright 2005 Jason Aronson, Inc.
4. A Primer for Beginning Psychotherapy; Second Edition; William N. Goldstein, MD. Copyright 2001 Taylor & Francis
<https://doi.org/10.4324/9780203768600>

Other optional readings

5. Slevin, Michael 2021. Of Being and Becoming: Psychoanalysis, Race and Class in an Urban ER. *Psychoanalytic Study of the Child*: Vol. 74, No.1, P.77-89.
<https://doi.org/10.1080/00797308.2020.1859295>
6. Nielsen, Arthur 2019. Projective Identification in Couples. *Journal of the American Psychoanalytic Association*: Vol.67 Number 4, August 2019. P.593-624.
<https://doi.org/10.1177/0003065119869942>
7. Miller, Jill M. 2017. Young or Emerging Adulthood: A Psychoanalytic View. *Psychoanalytic Study of the Child*: Vol.70, No.1, P.8-21.
<https://doi.org/10.1080/00797308.2017.1280286>

Meetings will be held (11:45 am-1:45pm) VIA Zoom
Sept 11, 2021; Oct 2; Oct 30; Nov 13; Dec 4; Dec 18, 2021;
Jan 8, 2022; Jan 29; Feb 12; Mar 5; March 26 and April 23, 2022.

Presentation descriptions and learning objectives

September 11, 2021 and October 2, 2021 (total four hours)

George Gallahorn, MD, presents an adult female psychotherapy patient.

Learning objectives:

1. Assess the presence of internal conflict and its relation to the patient's early childhood experiences.
2. Identify the calamities of childhood and their relation to symptoms of anxiety and depression.
3. Describe how conflict can be expressed symbolically in dreams and symptoms.

Optional reading: Davison, W.T., Bristol, C. and Pray, M (1986) Turning Aggression on the Self. A Study of the Psychoanalytic Process. *Psychoanalytic Quarterly*, 55, pp. 273-295

October 30, 2021 (two hours)

Noreen Honeycutt, PhD, presents an adult male patient with narcissistic personality disorder.

Learning objectives:

1. Identify and discuss the use and processing of parameters in relation to the analytic frame.
2. Discuss managing narcissistic rage and the analyst's countertransference

November 13, 2021 and December 4, 2021 (total four hours)

Charles Parks, PhD, presents a female child psychoanalysis patient.

Learning Objectives:

1. Recognize the presence of transference in the analysis of children.
2. Describe the use of displacement in the treatment of children.
3. Identify the defense of identification with the aggressor (and turning passive into active.)
4. Describe the defense of turning aggression on the self.

Optional reading: Chused, J., (1988) The Transference Neurosis in Child Analysis. *Psychoanalytic Study of the Child*, 43, pp 51-81

December 18, 2021 (two hours)

Barry Landau, MD, presents an adult female patient in psychotherapy and transition to psychoanalysis.

Learning objectives:

1. Describe the essential differences between a DSM diagnosis versus the kind of diagnostic process useful in psychodynamic psychotherapy and psychoanalysis.
2. Describe how transference manifestations not only inform about past relationships and life experiences but also re-create living experiences in the present.
3. Describe the role of defenses such as reaction formation and turning aggression against the self, as they appear in obsessive compulsive personality.

January 8, 2022 (two hours)

S. Kalman Kolansky, MD, presents a male child in psychoanalysis.

Learning objectives:

1. Assess the presence of internal conflict and its relation to the patient's early childhood experiences.
2. Demonstrate an increased capacity to integrate knowledge of developmental history with understanding of the current clinical presentation.

January 29 2022 (two hours)

Jay Phillips, MD, presents an adult patient in psychotherapy and later in psychoanalysis.

Learning objectives:

1. Integrate understanding of developmental history as it emerges in the transference.
2. Assess the presence of internal conflict and its relation to the patient's early childhood experiences.

February 12, 2022 (two hours)

Deborah Feldheim, MD, presents an adult female in psychoanalysis.

Learning objectives:

1. Identify and discuss the effects of the shared experience of anxiety and uncertainty in the analytic relationship during the pandemic.
2. Discuss and identify the effects on the frame using videoconferencing in an analytic process.

March 5, 2022 (two hours)

Laurie Orgel, MD, presents a male child in psychotherapy and psychoanalysis.

Learning objectives:

1. Demonstrate an increased capacity to integrate knowledge of developmental history with understanding of the current clinical presentation.
2. Assess the presence of internal conflict and its relation to the patient's early childhood experiences

March 26, 2022 (two hours)

Linda Grey, MSN, PMHCNS-BC, presents a couple psychotherapy case with process note segments. We will discuss who is the patient in a couple therapy along with important implications for the treatment frame. Additionally, the important mechanism of how projective identification bridges the intrapsychic and the interpersonal will be explored as one organizing concept in this type of therapy.

Learning objectives:

1. Discuss the concept of projective identification and identify one example from the clinical material.
2. Define who is the patient in a couples therapy.

Suggested Reading: Scarf, M. (2008). "What Marital Problems are Made Of: Couples in Collusion," in *Intimate Partners: Patterns in Love and Marriage*. New York: Ballantine Books, page 173-188.

April 23, 2022 (two hours)

Jill Berkowitz, MD, presents an adult female psychoanalytic patient with two terminations.

Learning objectives:

1. Assess the presence of internal conflict and its relation to the patient's early childhood experiences.
2. Demonstrate the capacity to listen analytically.

Continuing Medical Education – Physicians - 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 the American Psychoanalytic Association and The Washington Baltimore Center for Psychoanalysis, Inc. 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 24.0 AMA PRA Category 1 Credit(s)™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

IMPORTANT DISCLOSURE INFORMATION FOR ALL LEARNERS: None of the planners and presenters for this educational activity have relevant financial relationship(s)* to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

* *Financial relationships are relevant if the educational content an individual can control is related to the business lines or products of the ineligible company. Updated July 2021*

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.

6-24-2021