



Washington Baltimore Center  
for Psychoanalysis, Inc.



Contemporary  
Freudian Society

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

**Syllabus**

**September 13, 2021 – May 09, 2022**

***Instructors and Planners***

Faculty, Fellowship Program and Candidate Seminar:

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

Faculty, Child and Adolescent Fellow Mentorship:

Arthur Stein, MD/Presenters

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

Joy Kasset, Ph.D.

**Required Book:**

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

**Recommended Books:**

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

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

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*. Karnac.

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

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

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

**September 13 and September 27**

### **Class 1 and 2-Working with interferences to normal child development: A case study**

Presenter:

Mary FitzGerald, LICSW, Adult Psychoanalyst/Child Candidate, Washington Baltimore Center for Psychoanalysis

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

#### **Class 1**

General Reading: Discussions with Anna Freud, Part One: The Framework of Treatment

Introduction

Chapter 1: Scheduling and Attendance

Chapter 2: Interruptions

#### **Class 2**

General Reading: Discussions with Anna Freud, Part One: The Framework of Treatment

Chapter 3: Change of Therapist

Chapter 4: Change of Setting

Case Specific Reading (classes 1 and 2):

Miller, J.M. (2013). Developmental psychoanalysis and developmental objects.

Psychoanal. Inq., 33(4):312-322.

Class Objectives, (classes 1 and 2)

1. Participants will be able to describe two ways in which 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.

**October 04 and 18**

### **Classes 3 and 4-Creativity in child and adolescent psychoanalytic treatment**

Presenter:

Roderick S. Hall, Ph.D., Adult and Child Psychoanalysis, San Diego Psychoanalytic Center

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

#### **Class 3**

General Reading: Discussions with Anna Freud, Part Two: The Therapeutic Relationship

Chapter 5: Treatment Alliance

Chapter 6: Resistance

#### **Class 4**

General Reading: Discussions with Anna Freud, Part Two: The Therapeutic Relationship

Chapter 7: Fantasies and Expectations

Chapter 8: Insight and Self-Observation

Chapter 9: Reactions to Interpretations

Case Specific Reading (classes 3 and 4)

Hall, R.S. (2021). Connecting with children and adolescents and deepening psychoanalytic treatment: Creative possibilities for in-session use of digital media and devices. *Psychoanalytic Study of the Child*, 74: 325-334.

Class Objectives (classes 3 and 4)

- 1.. Participants will be able to describe how a child analyst works to provide a setting where the child can project his or her thoughts, fantasies, and/or fears into the play.
2. Participants will be able to give three examples of how a child analyst uses creativity in their day to day work with child patients.

**November 01 and November 15**

**Classes 5 and 6-The analysis of a 4-½ year old overstimulated girl**

Presenter: Barry J. Landau, MD, Adult and Child Psychoanalyst, Washington Baltimore Center for Psychoanalysis

**Class 5**

General Reading: Discussions with Anna Freud, Part Two: The Therapeutic Relationship  
Chapter 10: Transference

**Class 6**

Chapter 11: Other Uses of the Therapist

Case Specific Reading (classes 5 and 6)

Yanof, J. (2013). Play technique in psychodynamic psychotherapy, *Child Adolescent Psychiatric Clinics of North America* 22:261-282

Class Objectives (classes 5 and 6)

1. Participants will be able to discuss the role of play, especially with the adaptive use of displacement, as a fundamentally important therapeutic agent in child analysis and psychotherapy.
2. Participants will be able to discuss considerations regarding termination of a child analysis or psychotherapy, especially with the transition into latency.

**December 13 and January 10**

**Classes 7 and 8-Working with and understanding aggression from childhood to adolescence**

Presenter:

Joy Kassettt, Ph.D., Adult and Child Psychoanalyst, Washington Baltimore Center for Psychoanalysis  
[www.jakassettphd.com](http://www.jakassettphd.com)

**Class 7**

General Reading: Discussions with Anna Freud, Part Three: The Child's Mode of Expression  
Chapter 12: Bringing in Material

## **Class 8**

General Reading: Discussions with Anna Freud, Part Three: The Child's Mode of Expression

Chapter 13: Acting Out

Chapter 14: Coming and Going

Case Specific Reading (classes 7 and 8)

Zilberstein, K. and Abel, S. (2012). Holding the Line: Limits in Child Psychotherapy. J. Infant Child Adolesc. Psychother., 11(1):21-31

Class Objectives (classes 7 and 8)

1. Participants will be able to discuss whether, when and how to set limits in the context of an in-depth understanding of the dynamics of each child.
2. Participants will be able to demonstrate how the underlying meaning of aggression, as understood in childhood, can be expressed and re-worked in myriad ways in adolescence.

**January 31 and February 14**

**Classes 9 and 10-Analytic work with an "out of control" 6 year old**

Presenter:

Justine Kalas Reeves, Ph.D., Adult and Child Psychoanalyst, Contemporary Freudian Society

## **Class 9**

General grading: Discussions with Anna Freud, Part Four: Interpretations and Interventions

Chapter 15: Introducing Treatment

Chapter 16: Clarification and Confrontation

## **Class 10**

General Reading:

Chapter 17: Aids to Interpretations

Chapter 18: Significant Interpretations

Case Specific Reading (classes 9 and 10)

Novick, J. Novick, K.K. (2015). Working with "out-of-control" children—A two-systems approach. Psychoanal. St. Child, 69:155-188.

Class Objectives (classes 9 and 10)

- 1.. Participants will be able to describe techniques in working with "out of control" young children.
2. Participants will be able to demonstrate the capacity to understand anger within themselves and the children with whom they are working.

**February 28 and March 14**

**Classes 11 and 12-King Solomon's choice revisited: The Paternal as well as maternal impact of "Ghosts in the Nursery" on a child.**

Presenter:

S. Kalman Kolansky, Washington Baltimore Center for Psychoanalysis, Adult and Child Psychoanalyst

### **Class 11**

General Reading: Discussions with Anna Freud, Part Four: Interpretations and Interventions  
Chapter 19: Selection and Timing  
Chapter 20: Working Through

### **Class 12**

General Reading: Discussions with Anna Freud, Part Four: Interpretations and Interventions  
Chapter 21: Restrictions  
Chapter 22: Physical Contact and Gratifications

#### Case Specific Reading (classes 11 and 12)

Fraiberg, S., Adelson, E., Shapiro, V, (1975) Ghosts in the nursery. The American Journal of Child Psychiatry Vol 14 (3) 387-421.

#### Class Objectives (classes 11 and 12)

1. Participants will be able to describe the importance of the development of a working alliance through close process defense analysis. enabling capacity for enhanced self-esteem, productive use of aggression and protective ego functioning in a depressed latency aged child.
2. Participants will be able to predict the dynamics in child analytic work with a very narcissistically vulnerable parent.

### **March 28 and April 11**

#### **Class 13 and 14-Childhood trauma and symbolic play-A case in point**

##### Presenter:

Michael Slevin, LCSW-C, Adult Psychoanalyst, Washington Baltimore Center for Psychoanalysis  
<https://www.slevintherapy.com/>

#### Class 13

General Reading: Discussions with Anna Freud, Part Four: Interpretations and Interventions  
Introduction  
Chapter 23: Modifications of Technique  
Chapter 24: Extra-Analytic Contact (pp. 209-bottom, 225)

#### Class 14

General Reading: Discussions with Anna Freud, Part Four: Interpretations and Interventions  
Chapter 24: Extra-Analytic Contact (pp. 225-240)  
Chapter 25: Termination of Treatment

#### Case Specific Reading (Classes 13 and 14)

Winnicott, D.W. (2005). "The location of cultural experience." (pp 128-139), in *Playing and Reality*. Routledge, 2nd edition..

#### Class Objectives (Classes 13 and 14)

1. Participants will be able to describe the transitional space Winnicott calls "cultural experience."
2. Participants will be able to explain Winnicott's "cultural experience" as the goal of therapy.

3. Participants will be able to revise the notion that the resolution of conflict is the goal of therapy.

**April 25 and May 09**  
**Class 15 and 16-TBD**

Presenter:  
TBD

Classes 15 and 16

General Reading: Discussions with Anna Freud, Part Five: The Outcome of Treatment

Chapter 26: Aims of Treatment

Chapter 27: Assessment and Follow-Up

Case Specific Reading (Classes 15 and 16)  
TBD

Class Objectives (Classes 15 and 16)  
TBD

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)