

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

**September 11, 2023 – April 8, 2024  
7:30 pm – 9:00 pm**

*maximum of 24 AMA PRA Category 1 Credit(s)*

***Instructors and Planners***

Faculty, Fellowship Program and Candidate Seminar:

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

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.

## **2023**

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

#### **September 11 and September 18 Classes 1 and 2**

##### Title

Issues in Parent Work

##### Presenter

Kerry Kelly Novick, Ph.D., Adult, Child and Adolescent Psychoanalyst, Michigan Psychoanalytic Institute

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

##### General Required Reading

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

##### Case Specific Required Reading

For the first seminar, I suggest you read the introduction and concluding chapters (19 pages total) of the

**Parent Work Casebook, editors K.K. Novick, J. Novick, D. Barrett, T. Barrett, 2020, IP Books** – this is available as an e-book on Amazon for \$8.

For the second seminar, similarly, please read the introduction and concluding chapters (16 pages total) of the

**Adolescent Casebook, editors J. Novick and K.K. Novick** – this is also available on Amazon as an e-book for \$8

##### Case Specific Recommended Reading

If you want to explore parent work in more detail, here is a list about various aspects, where you can also find further references to relevant literature. Our 2005 book “Working With Parents Makes Therapy Work” contains the most detailed discussions of specific techniques for dynamic concurrent parent work in conjunction with child or adolescent treatment, and is also available as an e-book.

##### Novick writings about parent work

- DeVito, E., Novick, J., and Novick, K.K. (2000). Cultural interferences with listening to adolescents. *J.I.C.A.P.* 1: 77-95.
- Novick, J. (1980). Negative therapeutic motivation and negative therapeutic alliance. *The Psychoanalytic Study of the Child*, 5:299-320.
- Novick, J., and Novick, K.K., *Fearful Symmetry: The Development and Treatment of Sadoomasochism*. Northvale, NJ: Jason Aronson, Inc. 1996. Paperback edition 2007.
- Novick, J., Novick, K.K. (2000). Parent Work in Analysis: Children, Adolescents, and Adults: Part One: The Evaluation Phase. *J. Infant Child Adolesc. Psychother.* 1:55-77.
- Novick, J., Novick, K.K. (2002). Parent Work in Analysis: Children, Adolescents, and Adults. Part Three: Middle and Pre Termination Phases. *J. Infant Child Adolesc. Psychoth.*, 2:17-41
- Novick, K.K. and Novick, J. (2002). Parent Work in Analysis: Children, adolescents, and adults. Part IV: Termination and post-termination phases. *JICAP* 2: 43-55.
- Novick, K.K. and Novick, J. (2005). *Working With Parents Makes Therapy Work*. Lanham, Maryland: Jason Aronson/Rowman and Littlefield.
- Novick, J. and Novick, K.K. (2009). Expanding the domain: privacy, secrecy and confidentiality. *Annual of Psychoanalysis* 36-37:
- Novick, J., Novick, K.K. (2012). Discussion of Victoria Todd's Paper: "Saving the Treatment: Affect Intolerance in a Boy, His Parents, the Mental Health Community, And His Analyst". *Psychoanal. St. Child*, 66:28-32.
- Novick, K.K. and Novick, J. (2013). A new model of techniques for concurrent psychodynamic work with parents of child and adolescent patients. In: R. Ritvo and S. Henderson, Eds., *Psychodynamic Treatment Approaches to Psychopathology: Child and Adolescent Psychiatric Clinics of North America*. Vol. 22, #2: 331-349.
- Novick, K.K., Novick, J. (2013). Concurrent Work with Parents of Adolescent Patients. *Psychoanal. St. Child*, 67:103-136
- Dowling, S., Lament, C., Novick, K.K., Novick, J. (2013). Dialogue with the Novicks. *Psychoanal. St. Child*, 67:137-145.
- Novick, J. and Novick, K.K. (2015). Working with "out-of-control" children – a two-systems approach. *Psychoanalytic Study of the Child* 69: 155-188.
- Novick, K.K., Novick, J., Barrett, D., and Barrett, T. (Editors). *Parent Work Casebook*. IPBooks: New York 2019.
- Novick, J. and Novick, K.K. (Editors). *Adolescent Casebook*. IPBooks: New York 2022

### Class Objectives

After participating in these seminars, participants will be able to:

1. Evaluate the role of parent work in treatment planning for children and adolescents
2. Modify technical approaches to working with parents in different settings

**October 02 and 16  
Classes 3 and 4**

Title

Psychodynamic work with gender nonconforming children

Instructor

Karen L. Weise, Ph.D., Child and Adolescent Psychoanalyst, Washington Baltimore Center for Psychoanalysis

General Required Reading

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

Case Specific Required Reading

Lemma, A (2018) Trans-itory identities: Some psychoanalytic reflections on transgender identities. *International Journal of Psychoanalysis*, v.99, issue 5, 1089-1106.

Case Specific Recommended Reading

Ehrensaft, D (2014) Listening and learning from gender non-conforming children. *Psychoanalytic Study of the Child*, 68: 28-56.

Class Objectives

1. Participants will be able to discuss the unique clinical challenges of working with gender nonconforming children within a psychodynamic framework.
2. Participants will be able to describe more than one distinct viewpoint on the role of the psychodynamic therapist in advocating for transgender youth and/or promoting intrapsychic exploration with this population.

**October 30 and November 13  
Classes 5 and 6**

Title

Sin, Death and Redemption: Providing analytic help in a family and community faced with abuse, death and guilt. Two analysts learn from a religious community.

Instructors

Kathleen Miller, Ph.D., Adult Psychoanalyst, Washington Baltimore Center for Psychoanalysis

Michael Jasnow, Ph.D., Adult, Child and Adolescent Psychoanalyst, Washington Baltimore Center for Psychoanalysis

### Overview

These two sessions discuss the treatment of an adopted girl through childhood into adulthood. This treatment was instrumental in the development of a community program to support families facing developmental and emotional challenges.

### General Required Reading

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

### Case Specific Required Reading

Alpert, J., Goren, E., Rihm, A. (2013) Introduction to special issue on psychoanalysis, trauma and community: Expanding our analytic identity: The inclusion of a larger social perspective. *Psychoanalysis, Culture & Society* Vol. 18, 2, 113–127.

### Class Objectives

1. Participants will be able to consider how to maintain one's analytic understanding while immersed in turbulent and disorienting challenges within an unfamiliar setting.
2. Participants will begin to identify and utilize strengths apparent in an unfamiliar community using acceptable language that conveys respect for a dissimilar way of life.

## **November 27**

### **Class 7**

#### Title

Working with Children Outside the Consulting Room: Clare Winnicott

#### Instructor

Joel Kanter, MSW, LCSW-C, Washington Baltimore Center for Psychoanalysis; The New Washington School of Psychiatry

### General Required Reading

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

### Case Specific Required Reading:

Readings by Clare Winnicott:

1. Children Who Cannot Play (1945)
2. Communicating with Children (1964)

Both papers included in J. Kanter (Ed.), *Face to Face with Children: The Life and Work of Clare Winnicott*, Karnac, 2004.

### Class objectives (Classes 7 & 8)

Participants will be able to:

1. Identify the important issues involved with children with play inhibitions.
2. Describe the importance of indirect communication (i.e. the “third thing”) when initiating communication with children.
3. Describe how children “interview” helping professionals in initial contacts.
4. Describe how to address defenses in children who have experienced loss and trauma.

## **December 4**

### **Class 8**

#### Title

Working with Children Outside the Consulting Room: Selma Fraiberg

#### Instructor

Joel Kanter, MSW, LCSW-C, Washington Baltimore Center for Psychoanalysis; The New Washington School of Psychiatry

#### General Required Reading

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

#### Case Specific Required Reading

Readings by Selma Fraiberg:

1. Some aspects of casework with children, Part I. understanding the child client (1952). *Social Casework*, 33(9), 374–381.
2. A therapeutic approach to reactive ego disturbances in children in placement (1962). *The American Journal of Orthopsychiatry*, 32(1), 18–31.

Class objectives (see above)

## **December 18 and January 08**

### **Classes 9 and 10**

#### Title

The Boy Who Called Himself Out: Can Passivity Be Analyzed?

#### Presenter

Lee Ascherman, MD, Adult, Child and Adolescent Psychoanalyst, Cincinnati Psychoanalytic Institute

#### General Required Reading

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

Dr. Ascherman will share a powerpoint presentation that reviews analytic developmental theory, in addition to a case presentation. The case reading is below and will be discussed as well.

### Case Specific Required Reading

#### Class 9

Barrett, T. F. (2008) Manic defenses against loneliness in adolescence. *Psychoanalytic Study of the Child*, 63:111-136

Blos, P. (1967) The second individuation process of adolescence psychoanalytic study of the child, 22:162-186

#### Class 10

Adatto, C. P. (1958) Ego reintegration observed in analysis of late adolescents. *International Journal* 39:172-177

Adatto, C.P. (1966) On the metamorphosis from adolescence into adulthood. *Journal of the American Psychoanalytic Association* 14:485-509

### Class objectives

1. Participants will identify two developmental tasks of adolescence
2. Participants will be able to discuss the expected internal conflicts in adolescence from the perspective of wish and fear.
3. Participants will identify at least two types of defense that are commonly seen among adolescents in response to the developmental tasks and challenges.

## **2024**

### **January 08 and 22 Classes 11 and 12**

#### Title:

Community Psychoanalysis: Applying psychoanalytic thinking in a community based residential program for teen mothers, unhoused mothers in transition, and their children.

#### Instructor

Joy Kasset, Ph.D., Adult, Child and Adolescent Psychologist/Psychoanalyst,  
Washington Baltimore Center for Psychoanalysis

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

#### Presenters

Olivia Rosner, St. Ann's Psychology Extern, '22-'23, The George Washington University  
Center for Professional Psychology

Tali Pelts, A.B., St. Ann's Psychology Extern, '23-'24, The George Washington  
University Center for Professional Psychology

### General Required Reading

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

### Case Specific Required Reading

Ghosts and angels in the nursery: A conversation with Drs. Alicia Lieberman and David Oppenheim

<https://www.youtube.com/watch?v=hHrR3kJoOg0>

Slade, A., Sadler, L., Dios-Kenn, C.D., Webb, D., Currier-Ezepchick, J. and Mayes, L. (2005). Minding the Baby. *Psychoanal. St. Child*, 60:74-100.

### Case Specific Recommended Reading

Fraiberg, S.H., Adelson, E. & Shapiro, V. (1975). Ghosts in the nursery: A psychoanalytic approach to the problem of impaired infant-mother relationships. *J. Amer. Acad. Child Psychiat.*, 14, 387-422.

Fonagy, P., Steele, M., Moran, G., Steele, H. and Higgitt, A. (1991). Measuring the Ghost in the Nursery: A Summary of the Main Findings of the Anna Freud Centre University College London Parent-Child Study. *Bul. Anna Freud Centre*, 14:115-131.

Lieberman, A.F., Padron, E., VanHorn, P., Harris, W.W. (2005). Angels in the nursery: The intergenerational transmission of benevolent parental influences. *Infant Mental Health Journal*, vol, 26, issue 6, 504-520.

DeAngelis, T. (2019) The legacy of trauma: An emerging line of research is exploring how historical and cultural traumas affect survivors' children for generations to come. American Psychological Association, Vol. 50, No. 2.

### Class Objectives

Participants will be able to:

1. Identify ways to introduce and apply psychoanalytic thinking in community mental health settings where the staff brings a wide range of backgrounds and experiences in their roles.
2. Explain mentalization theory, in particular reflective functioning, as it pertains to staff training and direct trauma work with teen mothers.
3. Describe the correlation between mentalization and attachment, informed by the work of a myriad of researchers and clinicians.

**February 26**  
**Classes 13**



Title: The Effect of Marijuana on Adolescent Personality Development

Presenter:

Rex McGehee, MD, Adult, Child and Adolescent Psychoanalyst, Denver Institute for Psychoanalysis

General Required Reading:

Gilmore, K.J. & Meersand, P. (2015). *The little book of child and adolescent development*. Oxford University Press, chapters 6, 7 (review) and 8.

Case Specific Required Reading:

Volkow, N (2016). Effects of cannabis use on human behavior, including cognition, motivation and psychosis: A review. *JAMA Psychiatry* 73: 292-297.

Class Objectives (for both classes, 13 and 14)

- 1) The participants will be able to list consequences to marijuana use during adolescence.
  
- 2) The participants will be able to describe and apply techniques to treat the adolescent substance-abusing patient.

**March 11**

**Class 14**

Title:

"I'll call you when I need you," the analysis of an adolescent boy

Presenter:

Rex McGehee, MD, Adult, Child and Adolescent Psychoanalyst, Denver Institute for Psychoanalysis

General Required Reading:

Gilmore, K.J. & Meersand, P. (2015). *The little book of child and adolescent development*. Oxford University Press, chapters 6, 7 (review) and 8.

Case Specific Required Reading:

Chused, J (1990) Neutrality in the analysis of action-prone adolescents. *JAPA* 38: 679-704.

Class objectives (see above)

**March 25**

**Class 15**

Title:

The role of observation of infant/mother relations in understanding the process of containment

Instructor:

Deborah Blessing, LICSW, Washington-Baltimore Center for Psychoanalysis; Co-Chair, Observational Studies Program

General Required Reading:

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

Case Specific Required Reading

Sorensen, P.B. (1997) "Thoughts on the containing process from the perspective of infant/mother relations" in *Developments in Infant Observation, edited by Susan Reid*, Routledge, London, Chapter 7 pp 113-122.

Class Objectives

1. Participants will be able to describe why observation itself is fundamental to maternal mental work
2. Participants will be able to describe what is meant by the containing process.

**April 08**

**Class 16**

Title:

Young child observation : Learning from the quality and depth of observations

Instructor:

Faculty, Observation Program (TBD)

General Required Reading:

Gilmore, K.J. & Meersand, P. (2015). *The little book of child and adolescent development*. Oxford University Press, chapters 3 and 4.

Case Specific Required Reading

Adamo, S. & Rustin, M. Eds (2014). The observed child, the observing child: The complexity of a child's response to stillbirth of a sibling in Young child observation: A development in theory and method of infant observation. The Tavistock Clinic Series , Karnak , Chapter 8, pp 135-161

Class Objectives

1. Participants will be able to describe ways in which the observer has accompanied the family through a difficult time in their lives.
2. Participants will be able to describe ways in which the child develops self-observational capacities.

***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 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 AMA PRA Category 1 Credit(s)™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

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*\* 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.

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*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)*