

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

**September 11, 2023 – April 8, 2024**

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

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

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

Title:

*I teach you how to jump the turnstile*

Instructor:

Ruth Baer Maetzener, Ph.D., Adult and Child Psychoanalyst, Columbia Psychoanalytic Center

General Required Readings:

Gilmore, K.J. & Meersand, P. (2015). *The little book of child and adolescent development*. Oxford University Press, chapters 1 and 8.

Case Specific Required Reading

Gilmore, K. (2019). Is emerging adulthood a new developmental phase? *Journal of the American Psychoanalytic Association* 67:625-653.

Case Specific Recommended Readings

Bonovitz, C. (2021). The anxiety of growing up: The Developmental processes in early adolescence. *Psychoanalytic Perspectives*, 18:8-21.

Brady, M. T. (2016). Substance abuse in an adolescent boy: Waking the object. *Contemporary Psychoanalysis*, 52:201-223.

Class Objectives

1. Participants will be able to list two factors that contribute to adolescent resistances to analytically informed treatments.
2. Participants will be able to identify two strategies for responding effectively to these resistances.

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

Title:

Psychodynamic work with gender nonconforming children and adolescents

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 1 (review), chapter 7.

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 and adolescents 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:

Regulation focused psychotherapy (RFP): An evidence based psychodynamic treatment for children with disruptive behaviors

Instructors:

Leon Hoffman, MD, Adult and Child Psychoanalyst, New York Psychoanalytic Society and Institute

Tatianna Kufferath-Lin, PsyD, Clinical Child Psychologist, private practice; Ferkauf Graduate School of Psychology, Yeshiva University, Regulation Focused Psychotherapy for Children (RFP-C).

Overview:

This presentation describes the theoretical and clinical underpinnings of Regulation Focused Psychotherapy for Children: A Psychodynamic Approach (RFP-C) for children with disruptive behaviors. A comparison is presented between behavioral approaches and the approach in RFP-C. In RFP-C the therapist helps parents understand the value of conceptualizing disruptive behaviors as defenses protecting the child from painful emotions and with the child, the therapist addresses the child's defense mechanisms

(DM) against such painful emotions. The parallel between the concept of DM and the neuropsychological concept of Implicit Emotion Regulation (IER) is addressed. The clinical utility of the Triangle of Defense is described and findings from a Randomized Control Trial (RCT) are discussed. Video excerpt is shown. On November 21, Dr. Tatianna Kufferath-Lin will present a detailed video-taped case treated with RFP-C.

### Required Video

Video: Why is it easier to get mad than it is to feel sad

<http://ipaoffthecouch.org/2020/02/23/episode-38-a-psychoanalyst-studies-why-is-it-easier-to-get-mad-than-it-is-to-feel-sad-with-leon-hoffman/>

### Case Specific Required Reading

Hoffman, L, Rice, T, Prutt, T (2016) Manual of regulation-focused psychotherapy for externalizing behaviors: A psychodynamic approach, chapter 3: Defenses, defense mechanisms, or coping devices: An experience-near-observable-construct children (RFP-C). Routledge: UK.

### Case Specific Recommended Reading

Hoffman, L. (2007). Do children get better when we interpret their defenses against painful feelings?. *Psychoanal. St. Child*, 62:291--313.

Rice, T.R. & Hoffman, L. (2014). Defense mechanisms and implicit emotion regulation: A comparison of a psychodynamic construct with one from contemporary neuroscience. *Journal of the American Psychoanalytic Association*; 62:4, pp. 693-708.

Hoffman, L. & Rice, T.R. (2022). Psychoanalysis. Reference Module in Neuroscience and Biobehavioral Psychology: <https://doi.org/10.1016/B978-0-323-91497-0.00087-4> 1

### Class Objectives

1. Participants will be able to explain the theoretical and clinical underpinnings of Regulation Focused Psychotherapy for Children: A Psychodynamic Approach for Children with Disruptive Disorders.
2. Participants will demonstrate the value of addressing children's defense mechanisms against painful emotions.
3. Participants will be able to describe the similarity between the psychodynamic construct of DM and the neuropsychological construct of IER.
4. Participants will be able to apply the Triangle of Defense in clinical work.
5. Participants will be able to discuss the importance of RCTs for the progression of the field.

**November 27 and December 04  
Classes 7 and 8**

Title: The 2020 Plumsock Prize-Winning Paper: Out from behind the couch: The case of a mother and her suicidal teenager in detention

Instructor:

Susan Siegeltuch, LCSW, FIPA, Adult and Child Psychoanalyst, Contemporary Freudian Society.

Overview:

A Central American mother and her teen suicidal daughter were evaluated forensically by two senior psychoanalysts, Gilbert Kliman, MD and Susan Siegeltuch, LCSW, FIPA. Both mother and daughter experienced multiple traumas in their country of origin as well as having their trauma reactivated by ICE and their time in detention. The interviews were conducted with psychoanalytically-informed thinking, awareness of transference and countertransference and empathic and humane listening. Bearing witness to traumatized individuals and the atrocities they experienced has to be tolerated by the interviewers. This first-hand account of an asylum seeker and her daughter is a tribute to this mother's resilience and the power of attachment. It is also a demonstration of how psychoanalysts can make a significant contribution to work outside one's office.

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:

Levy-Warren, M. (2017). Growing up with hatred: A psychoanalytic developmental perspective. *Journal of Infant, Child, Adolescent Psychotherapy*, 16:03. 201-218.

Class objectives:

1. Participants will be able to describe the extent and impact of the trauma of detention on immigrants from Latin America to the US.
2. Participants will be able to utilize psychoanalytic techniques in nontraditional settings such as forensic evaluations of immigrants detained by ICE.
3. Participants will be able to demonstrate ways that psychoanalysts can intervene therapeutically in forensic interview settings with traumatized individuals.

**December 18 and January 08, 2024  
Classes 9 and 10**

Title: Reflective Network Therapy: Child Analyst in the Community

Instructor: Gilbert Kliman, MD, Adult, Child and Adolescent Psychoanalyst, Children's Psychological Center, San Francisco; Harlem Family Institute, NYC

Required Videos:

In-classroom psychoanalytic therapy of preschoolers in a native american community with Katherine McCormick

<https://ipaoffthecouch.org/2020/01/25/episode-35-in-classroom-psychoanalytic-therapy-of-preschoolers-in-a-native-american-community-with-kathryn-mccormick/>

An Elder Shares His Legacy with Gilbert Kliman, MD

<https://ipaoffthecouch.org/2021/11/28/episode-99-an-elder-shares-his-legacy-with-gilbert-kliman-md/>

Class objectives:

1. Participants will be able to describe at least 3 essential features of Reflective Network Therapy.
2. Participants will understand that this specific form of interpersonal therapy can reliably improve cognition as measured by an IQ test.
3. Participants will know three diagnostic categories of preschoolers who benefit from RNT treatment.

**January 22**

**Class 11**

Title: Adoption-Potential impact on adoptee, adoptive and biological parents and how it may skew “normal” developmental process

Instructor: Kal Kolansky, MD, Adult, 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 1 (re-read).

Case Specific Required Reading:

Secretst, M.F. (2013). Grapple grapple, fret: The aftermath of the adoption roundtable for this utterly non – angry adoptee. *Psychoanalytic Perspective Volume 10 (1)*. 131-135.

Case Specific Recommended Reading:

Weider, H. (1977). On being told of adoption. *The Psychoanalytic Quarterly Volume 46*, 1-22.

Class Objectives:

1. Participants will be able to summarize their understanding of the impact of adoption on “normal” developmental process,
2. Participants will be able to describe the Impact of adoption on psychotherapy and psychoanalysis.

**February 12, 2024**  
**Class 12**

Title:

The Transmission of Sociocultural Trauma: A Developmental and Clinical Perspective

Instructor:

Marsha Levy-Warren, Ph.D., Psychoanalyst, Contemporary Freudian Society

General Required Reading:

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

Case Specific Required Reading:

Kalb, M. (2015). Ghosts in the Consulting Room, *Contemporary Psychoanalysis*, 51:(1):74-106

Case Specific Recommended Reading:

Levy-Warren, M.H. (2018). What Does it Mean to Think Developmentally in Doing Clinical Work?, *Journal of Infant, Child, and Adolescent Psychotherapy*, 17 (2): 84-89.

Case Specific Recommended Movie:

American History X, an Ed Norton movie from the late 90s. It can be found on a number of platforms including Netflix, HBO Max, Amazon Prime, Apple TV.

Class Objectives:

1. Participants will be able to describe 3 differences among children and adolescents in the internalization of sociocultural trauma.
2. Participants will be able to describe 2 aims of treatment when confronting socio cultural trauma in the consulting room.

**February 26**  
**Class 13**

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.

**Deborah Blessing is a clinical social worker and psychoanalyst in private practice in Washington, DC. She is on the faculty of the PSP program where she has taught Early Relationships and Development Classes and is also a Co-Chair**

of the Observational Studies Program, both of which are part of the WBCP. She served on the faculty of the Washington School of Psychiatry as a founding faculty member of the Observational Studies program in addition to being the former Co-Chair of the Advanced Psychotherapy Training Program there. Deborah also had the role of Clinical Associate at the Tavistock Clinic from 2003-2004 where she was on the Work with Children Under 5 and their parents' team of the Child and Family Department.

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.

**March 11, 2024**

**Class 14**

**Announcement-I wanted to let everyone know that applications for our two fellowship programs are now available at our WBCP website, which you are all familiar with by now. You are all welcome back next year and please spread the word to your colleagues and friends about this program. We do not repeat our presentations and if the same presenter does present again, it is with different material. I am going to ask Art to say a few words about the Saturday morning fellowship and also Justine Kalas Reeves to say a few words about the Fellowship Programs at the Contemporary Freudian Society. Art? Justine?**

Title:

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

Instructor:

Silvana S. Kaufman LICSW, Washington Baltimore Center for Psychoanalysis; Co-Chair, Observation Program

Silvana Starowlanky-Kaufman, is an L.I.C.S.W. and a Training and Supervising Analyst at the Washington Baltimore Center for Psychoanalysis where she is the Co-Chair of the Observational Studies Program and serves as faculty of the PSP and Psychoanalytic Institute. She is in private practice where she sees children, adolescents and adults.



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

**March 25 and April 08**

**Class 15 and 16**

Title:

"You're a Traitor": A 15 yo Refugee's Survivor's Guilt at Leaving Sisters Behind in Afghanistan

Instructor:

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

General Required Reading:

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

Case Specific Required Reading:

Abend, S. M. (1986) Chapter 6: Sibling Loss. The Reconstruction of Trauma: Its Significance in Clinical Work 80:95-104

Class Objectives:

- 1) Participants will compare survivor guilt, in the context of a death, and survivor guilt, in the context of leaving sisters behind who can no longer attend school in Afghanistan.
- 2) Participants will discuss emotional numbness in the so-called "lucky" immigrant who is plagued with survivor guilt for leaving family members behind in a place that no longer values his sisters-a society that does not consistently value the education of females.

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 1[jakasset@gmail.com](mailto:jakasset@gmail.com)