

Combined Child and Adolescent Psychoanalytic Fellowship Program and Candidate Seminar

September 15, 2025 – April 27, 2026

Instructors and Planners

Faculty, Fellowship Program and Candidate Seminar:

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

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

Joy Kasset, Ph.D.

Required Book:

Scharff, JS (2025) (Ed.). An introduction to child and adolescent psychoanalytic psychotherapy. London: Karnac.

Recommended Books:

Fraiberg, S. (1959). The magic years: Understanding and handling the problems of early childhood. New York: Scribner and Sons. (multiple editions)

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.

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.

2025

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

**September 15 and September 29
Classes 1 and 2**

Title

Issues in Parent Work

Instructor

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

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

General Required Reading

Scharff, JS (2025) (Ed.). An introduction to child and adolescent psychoanalytic
psychotherapy. London: Karnac. Part 1, pp. 3-13; Part 3, pp. 125-130, 150-154;
Part 5, pp. 255-259.

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*

Sadomasochism. 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 attending 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 6
Class 3

Title

The Frame

Instructor

Jill Scharff, MD, Adult and Child Supervising Analyst, Co-Founder, International Psychotherapy Institute

General Required Reading

Scharff, JS (2025) (Ed.). An introduction to child and adolescent psychoanalytic psychotherapy. London: Karnac. Part 5, pp. 310-314.

Case Specific Required Reading

Du, D., Fan, Z., Jun, L., Wan Z., Zhang, J. and Scharff, J. S. (2024). Clinical experiences of the frame from a Chinese psychoanalytic psychotherapy consultation group. *Psychoanalysis and Psychotherapy in China* 7(1/2): 91-100.

Class Objectives

After attending this seminar, participants will be able to:

- 1) List three issues addressed by the external frame and describe its function in parent counselling.
- 2) List three elements of the child therapist's internal frame and apply them in child psychotherapy.

October 20
Class 4

Title

Child and Family Assessment

Instructor

Jill Scharff, MD, Adult and Child Supervising Analyst, Co-Founder, International Psychotherapy Institute

<https://scharffmd.com/>

General Required Reading

Scharff, JS (2025) (Ed.). An introduction to child and adolescent psychoanalytic psychotherapy. London: Karnac. Part 5, pp. 260-266, 267-275, 315-329.

Case Specific Required Reading

Scharff, D. E. (2025). Child assessment for beginning therapy. In *Introduction to Child and Adolescent Psychoanalytic Psychotherapy*, (JS Scharff, ed.), Part 5, pp. 267-275 (same as general required reading). Abingdon, Oxon: Karnac.

Class Objectives

After attending this seminar, participants will be able to:

- 1) Explain three reasons for meeting with parents and one reason for meeting with the whole family.
- 2) Define contextual and focused transference and illustrate one corresponding countertransference to each.

November 3 and November 17
Classes 5 and 6

Class 5

Title

Loss in Childhood: Can Children Grieve and Beyond?

Instructor

Corinne Masur, Psy.D., Psychoanalytic Center of Philadelphia

<https://www.psychologytoday.com/us/contributors/corinne-masur-psyd>

<https://www.psychologytoday.com/us/blog/parenting-matters>

General Required Reading

N/A

Case Specific Required Reading

Please purchase this book below (\$31-\$37, also used books sold)

https://www.amazon.com/s?k=when+a+child+grieves+by+corrine+masur&crid=1LWE1Y15MF7QQ&srefix=when+a+child+grieves+by+corrine+masu%2Caps%2C169&ref=nb_sb_noss

Masur, C. (2022). When a child grieves: Psychoanalytic understanding and technique. Oxfordshire: Phoenix Press

Read the following chapters:

Introduction

Chapter 1, pp 3-14

Chapter 2, pp 33-50

Chapter 3, pp 51-64

Recommended Reading

Bisagni, E. (2012) Shrapnel: Latency, mourning, and the suicide of a parent. Journal of Child Psychotherapy, 38(1):22- 31.

Bowlby, J. (1980) Loss, Sadness and Depression. Attachment and Loss. Vol 3. New York: Basic Books

Furman, E. (1974) A Child's Parent Dies. New Haven: Yale University Press

Class 6

Title

Childhood Bereavement: Clinical Considerations

Case Specific Required Reading

Masur, C. (2022). When a child grieves: Psychoanalytic understanding and technique. Oxfordshire: Phoenix Press

Read the following:

Chapter 5, pp 145-167; 179-182, 183-194

Recommended Reading

Furman, R. A. (1964) Death of a six-year-old's mother during his analysis. Psychoanalytic Study of The Child, 19:377-397.

Class Objectives (Class 5 and 6)

After attending these seminars, participants will be able to:

1. Discuss the history of psychoanalytic theory of mourning in childhood.
2. Explain the intrapsychic process of mourning in childhood as well as the relational aspect.
3. Describe the potential transference and countertransference issues in the treatment of the bereaved child

December 1 and December 8 Class 7 and 8

Title

Mentalization and Men: Strengthening the capacity for reflection in the therapeutic dyad

Instructor

Daniel St. Rose, MSW, Psychoanalytic Studies Program, Washington Baltimore Center for Psychoanalysis

<http://www.danielstrose.com/>

General Required Reading

Scharff, JS (2025) (Ed.). An introduction to child and adolescent psychoanalytic psychotherapy. London: Karnac. Part 1, pp. 20-24, 30-36; Part 3, pp. 137-143.

Case Specific Required Reading/Podcast:

Crockford, H. and Pellegrini. (2019). Mentalizing and men's mental health: Helping men to keep mind in mind in clinical settings. The Palgrave Handbook of Male Psychology and Mental Health. 557-573.

Orenstein, P. (2020). The miseducation of the american boy. *The Atlantic*. January/February issue.

Vaughans, K. (2016). African american and adolescents boys under the shadow of slavery's legacy, *The American Psychoanalyst*, 51(3), Fall 2016: 6, 26-29.

Reeves, Richard. "The Men and Boys Are Not Alright" (Episode Title). The Ezra Klein Show, Season 1, Episode 20, The New York Times, 25 Oct. 2024. podcast.nytimes.com

Class objectives

After attending these seminars, participants will be able to:

1. Explain the concept of mentalization in psychotherapy and psychodynamic treatment
2. Identify the important issues involved with males and mentalization

2026

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

January 5 and 12
Classes 9 and 10

Class 9

Title

The Developmental Process: The Analysis of a Traumatized Three-Year Old Girl

Instructor

Rex McGhee, MD, Denver Institute for Psychoanalysis and Co-Director of the Western Consortium for Child Psychoanalysis

General Required Reading

Scharff, JS (2025) (Ed.). An introduction to child and adolescent psychoanalytic psychotherapy. London: Karnac. Part 2, pp. 52-56; Part 5, pp. 284-288, 289-294.

Case Specific Required Reading

Reading: Knight, R (2022) Reconsidering development in psychoanalysis. PSC 75: 215-232.

Class Objective (1/2)

After attending this seminar, participants will be able to:

1. Describe and hone their interventions in intensive treatment to facilitate changes in the developmental trajectory of a child's life.

Class 10

Title

Obsessive-Compulsive Symptoms and Psychoanalysis: The Analysis of a Ten-Year-Old Boy

General Required Reading

Scharff, JS (2025) (Ed.). An introduction to child and adolescent psychoanalytic psychotherapy. London: Karnac. Part 2, pp. 66-71; Part 4, pp. 169-170, 186-192; Part 5, pp. 276-283, pp. 295-300.

Case Specific Reading

Chused, J (1988) The Transference Neurosis in Child Analysis. PSC 43:51-81.

Class objective (2/2)

After attending these seminars, participants will be able to:

2. Define the transference neurosis and how the therapist facilitates its development in order to foster change in the patient.

February 9 and 23 Classes 11 and 12

Title

Nourishing the Mind-Body Connection: *Psychoanalytic Psychotherapy for a Medically Traumatized Child with a Feeding Phobia*

This presentation explores a teleanalytic journey with a traumatized young child with feeding difficulties. The child's nonverbal communication highlights a mind-body disconnect where unprocessed trauma resides. The play therapy demonstrates the intertwined psychological and physical impacts of medical trauma in children, and how unprocessed trauma can manifest in bodily symptoms. Clinical material illustrates the importance of recognizing the mind-body connection, containing the despair and helplessness within the therapeutic relationship, and leveraging the transference and countertransference to facilitate the development of a resilient core self.

Instructor

Caroline Sehon, MD, International Psychotherapy Institute

General Required Reading

Scharff, JS (2025) (Ed.). An introduction to child and adolescent psychoanalytic psychotherapy. London: Karnac. Part 4, pp. 200-205.

Case Specific Required Reading

Juan Augusto Laplacette, J.A., Ruiz, A.L. and Woscoboinik, N. (2023) “The Body and Mind of the Infant” In: J. M. Maldonado-Duran et al (eds.) Handbook of Mind-Body Integration in Child and Adolescent Development. Springer Nature (pp.3-19)

Scharff, J. S. (2017). Case Study: Analysis of a Traumatized Hemophiliac Boy. *International Journal of Psychoanalysis* 98: 71–90.

Class Objectives

After attending these seminars, participants will be able to:

1. Explain the critical role of recognizing the mind-body connection in therapy with medically traumatized children.
2. Demonstrate the power of transference and countertransference in psychoanalytic psychotherapy with children suffering from psychosomatic conditions.

**March 9 and 23
Classes 13 and 14**

Title

Psychoanalytically Informed School Consultation at the Lumin Lindsley Park and East Dallas Community Schools

Instructor

James Bennett, MD, Center for Psychoanalytic Studies, Houston TX

General Required Reading

Scharff, JS (2025) (Ed.). An introduction to child and adolescent psychoanalytic psychotherapy. London: Karnac. Part 2, pp. 57-65; Part 6, pp. 333-339.

Case Specific Required Reading

Wolfe, CM (2018). Psychoanalytically informed school consultation as seen from the point of view of a school: “Invisible mending.” *Psychoanalytic Study of the Child*, v. 71 (1), pp. 190-200.

Case Specific Required Podcast

IPA Off the Couch: Episode 13

Class Objectives

After attending these seminars, participants will be able to:

1. Select the key principles of community psychoanalysis applicable to working in a school setting.
2. Explain the importance of developing an alliance between the school staff/teachers and psychoanalysts consultants.
3. Describe both impediments to building the alliance and the approaches to overcoming these impediments.

April 13 and 27

Class 15 and 16

Title

Thinking Psychoanalytically in Play Therapy: The Case of a Boy from Latency Onward

Instructor

Mekdes Hope, Psy.D., Psychoanalytic Studies Program, Candidate, Washington
Baltimore Center for Psychoanalysis

<https://mekdeshope.com/>

General Required Reading

Scharff, JS (2025) (Ed.). An introduction to child and adolescent psychoanalytic psychotherapy. London: Karnac. Part 2, pp. 66-71; Part 3, pp. 131-136.

Case Specific Required Reading

Steiner, J. (1993). Narcissistic states and development in the psychoanalytic treatment of boys. *International Journal of Psycho-Analysis*, 74(3), 437–447.

Class Objectives

After attending these seminars, participants will be able to:

1. Describe the role of play in psychoanalytic psychotherapy with latency-aged children, including how symbolic communication can evolve over time in a long-term treatment frame.
2. Discuss how developmental shifts impact the therapeutic process, especially the evolving use of the therapist, changes in play themes, and shifts in the therapeutic relationship.

Syllabus edited 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

