



Washington Baltimore  
**Center for Psychoanalysis**



Contemporary  
Freudian Society

## Washington Case Conference

*Faculty CV on file and available upon request.*

September 8, 2023, to April 24, 2024

**NEW TIME: 12:00 pm – 2:00 pm ET**

6 Conferences

(2 CME/CE available per session, maximum 12)

Discounted pricing available for full session bundle (see below)

Via Zoom

**IMPORTANT NOTE ABOUT CAMERA SETTINGS:** In order to maintain confidentiality of clinical material, participants must be in attendance with cameras on during the entire case conference and seminar. If you need to leave the meeting, you are welcome to return when you are able to turn your camera on

Registration Link:

[https://wbcp.memberclicks.net/register\\_wcc\\_2023-2024](https://wbcp.memberclicks.net/register_wcc_2023-2024)

## **COURSE DESCRIPTION:**

The Washington Area Case Conference and Seminar Series is co-sponsored by the Washington Baltimore Center for Psychoanalysis (WBCP) and the Contemporary Freudian Society (CFS). This program is offered to members and students of both organizations as well as psychoanalysts, psychiatrists, psychologists, social workers, licensed counselors, mental health students, and other mental health providers from the Washington Baltimore metropolitan area interested in psychoanalytic theory, practice, and perspectives.

## **Presenters:**

**Dr. Van Wagoner**, is a licensed psychologist and certified group psychotherapist in private practice in Washington D.C. He is currently the Co-Chair of the National Group Psychotherapy Institute of the Washington School of Psychiatry, where he has been a member of the faculty since 2006. He has been adjunct clinical faculty member at the University of Maryland, where he supervised doctoral psychology students since 1997, and the Georgetown University Center for Psychological Services. He has also been a clinical supervisor to the George Washington University Counseling Center and the George Washington University Clinic. He is a Fellow of the American Group Psychotherapy Association, Chair of the International Board for the Certification of Group Psychotherapists, past Editor of *The Group Circle*, and an Institute Faculty Member since 1999. Dr. Van Wagoner, an author of several book chapters and articles on group psychotherapy, has presented and taught extensively on the impact of envy, shame, and competitive strivings on group process, the development of intimacy in groups, and working with intense affect in groups. He has been leading groups for 41 years.

**Ellen C. Klosson, PhD**, Is a Training and Supervising analyst, and on the permanent faculty at the Contemporary Freudian Society. She was on the core faculty and taught for many years in George Washington University's Psy.D. Program. She is in private practice in Darnestown, Maryland.

**Michael Krass, PhD**, is a clinical psychologist and psychoanalyst in Falls Church, VA. He is a training analyst with the Contemporary Freudian Society-Psychoanalytic Training Institute where he supervises and teaches in the adult analytic training program. He has also taught at Johns Hopkins University and the Washington School of Psychiatry and was a supervisor for many years for the GWU PsyD program. He has published in *The Journal of the American Psychoanalytic Association*, *The American Psychoanalyst* and the *Division/Review Psychoanalytic Quarterly*. For many years, he co-led a discussion group on impingements on the analytic containing function and led a discussion group on working analytically with patients on the autism spectrum at

the APsA annual meetings. He has also presented many papers at a number of local, national as well as international conferences, and has had the pleasure of presenting at the Washington Case Conference two previous times: on the therapist's use of reverie and on transference/countertransference issues when the therapist is white and the patient is a person of color. He is the President of CFS and is also on the Board of *ROOM: a sketchbook for analytic action*.

**Dr. Jennifer Natalya Fink** is a core faculty in the Program in Disability Studies and a professor of English at Georgetown University. Her groundbreaking book, *All Our Families: Disability Lineage and the Future of Kinship* has been featured in the [New York Times](#) and the *Atlantic*. She is also a novelist and is the winner of the Dana Award for the Novel and the Catherine Doctorow Prize for Innovative Fiction. An acclaimed teacher-scholar-artist, she received the President's Award for Scholar-Teachers.

**William Pinney, PhD**, is a Clinical Psychologist in private practice in Washington, DC, working with adults in both individual and group psychotherapy. He is on the faculty (and past chair) of the Supervision Training Program as well as faculty and supervisor in the Clinical Program on Psychotherapy Practice, both at the Washington School of Psychiatry. Dr. Pinney is also a faculty member and supervisor in the Contemporary Approaches to Psychoanalytic Psychotherapy program at the Institute for Contemporary Psychotherapy and Psychoanalysis.

**Gregory Barber, MD**, is a psychiatrist and psychodynamic therapist in private practice in North Bethesda, MD. He has published several articles on psychedelic-assisted psychotherapy and is also a member of the American Psychiatric Association's Ethics Committee, where he chaired the Psychedelics and Novel Therapeutics Workgroup.

**Nydia Lisman-Pieczanski, MD**, is a Child and Adult psychoanalyst, trained at the British Psychoanalytical Institute. She is a training and supervising analyst child and adult of the Washington Baltimore Center for Psychoanalysis. She is currently faculty and Founding Chair of the "Observational Studies Program" at the Washington Baltimore Center for Psychoanalysis. Scientific adviser of the Infant Observation Program in "Mind in Mind", Beijing, China. Member of the Association of Child Psychotherapists, London, U.K. Member of the New Washington School of Psychiatry. Member of ALOBB (Latin American Association of Infant Observers) She has written and published papers on Infant, Child, Adolescent and Adult analysis, APsA Journal reviewer, and is the co-editor with Alberto Pieczanski, MD of "The Pioneers of Psychoanalysis in South America" New Library of Psychoanalysis, Routledge, U.K. and its Spanish version "Los Pioneros del Psicoanálisis Sudamericano" Karnac, London, U.K.

**Maria Lima, PsyD**, was born and raised in Lisbon, Portugal, where she completed her Master's Degree in Clinical Psychology. In 2017, she graduated from the George Washington University Psy.D. program in Washington DC, and from the Observational

Studies Program of the Washington School of Psychiatry. Maria has worked with children, adults and the elderly from under-privileged communities in various psychotherapeutic contexts. Currently, Maria works in private practice and in the British National Health Service (NHS) where she sees adult patients in individual psychodynamic psychotherapy. She has assisted in teaching graduate classes on psychoanalytic theory, she has led workshops on child development and family dynamics for parents and educators, and she is a faculty member for the Observational Studies Program (Washington Baltimore Center for Psychoanalysis).

## **COURSE SCHEDULE**

### **September 8, 2023 – Steven Van Wagoner, PhD**

#### **Toward Greater Immediacy in Group Psychotherapy**

#### **Description:**

Effective group leaders recognize potential barriers toward emotional communication in the group, which can impede intimate relating between members. This workshop will identify common barriers to intimate relating in psychotherapy groups and examine ways to work with resistance to immediate and emotional communication in groups.

#### **Learning Objectives:**

1. Name and describe 3 forms of resistance to intimacy in psychotherapy groups.
2. Identify 3 common fears that underlie resistance to intimacy in psychotherapy groups.
3. Describe 2 strategies for working with resistance to intimacy in groups.

#### **References:**

Black, A.E. (2019) Treating Insecure Attachment in Group Therapy: Attachment Theory Meets Modern Psychoanalytic Technique. *International Journal of Group Psychotherapy*, 69:3, 259-286, DOI: [10.1080/00207284.2019.1588073](https://doi.org/10.1080/00207284.2019.1588073)

Gitterman, P. (2019) Social Identities, Power, and Privilege: The Importance of Difference in Establishing Early Group Cohesion. *International Journal of Group Psychotherapy*, 69(1), 99-125, DOI: [10.1080/00207284.2018.1484665](https://doi.org/10.1080/00207284.2018.1484665)

MacColl, G.J. (2016). The art of bridging revisited. *International Journal of Group Psychotherapy*, 66(3), 443-454, DOI: [10.1080/00207284.2015.1111099](https://doi.org/10.1080/00207284.2015.1111099)

**October 13, 2023 – Michael Krass, PhD, and Ellen Klosson, PhD**  
Supervising Therapists on the Front Lines: How to Maintain Analytic Thinking in the Context of War

**Description:**

This presentation will describe our current work providing both supervision and support for a group of Ukrainian therapists, some of whom are living in Ukraine, and some of whom have temporarily left their homes and the country. This work has been focused on enabling the therapists to preserve their ability to think during a war and the ongoing trauma it is inflicting.

In our experience consulting with Ukrainian therapists during Ukraine's ongoing war with Russia, we have felt that there is much about the way that the mind operates under inordinate stress that we can learn from listening to these brave, kind and, at times, heroic therapists. We have also felt that our psychoanalytic tools are as applicable in wartime as they are in our daily work in the calmest of external environments. In this presentation, we will discuss our experiences from both the vantage point of what we have learned from and what we have found useful to offer our Ukrainian colleagues.

**Learning Objectives:**

1. Identify strategies for maintaining analytic thinking in the context of war and other significant stressors.
2. Apply the contents of this presentation to handling strong counter-transference reactions that threaten their ability to think, while working with their patients.
3. Identify some ways in which analysts and therapists can apply their skills cross-culturally and outside the consulting room.

**References:**

Bragin, M. (2015) So Their Dreams Will Not Escape Us: Learning to Think Together in Time of War. *Psychoanalytic Inquiry* 32:115-235.

Brown, L. J. (2012). Bion's discovery of alpha function: thinking under fire on the battlefield and in the consulting room. *IJP*. 93: 1191-1214.

Starker, G. (2014) Growing Up in Conflict: The Personal and the Political. *Psychoanalytic Inquiry* 34:680-689.

## **November 10, 2023 – Jennifer Natalya Fink, PhD**

### Reimagining Disability on the Couch and in the Culture

#### **Description:**

Is disability a trauma? An unresolvable crisis? A melancholic state? Or is disability an identity, a potential source of pride and power? One in five people in the world are disabled; if we should live so long, we will all eventually be disabled. Disabled people constitute the world's largest minority group. Yet disability still figures in psychoanalysis as trauma, pathology, melancholia. This workshop will use storytelling, family history, and reflection as well as new concepts emerging from disability studies and disability justice to explore what disability means for psychoanalysis. How do we encounter this core human experience on the couch, and how can we open up the richness of disability identity for ourselves and our clients? What ableist ideas do we bring to the psychoanalytic encounter--and what happens when we let them go? In this interactive presentation, we will examine how the concept of disability lineage and related concepts can help us reimagine disability for and with our clients.

#### **Learning Objectives:**

1. Explore participant's ideas about and experiences with disability and their own disability lineage.
2. Explain key concepts and paradigms emerging from disability studies and disability justice.
3. Discuss how those concepts have been applied to psychoanalysis--and explore how they might be useful in each participant's own practice.

#### **References:**

Bartram, Pamela, "Melancholia, Mourning, Love: Transforming the Melancholic Response to Disability Through Psychotherapy." *British Journal of Psychotherapy* 19, no. 2 (May 2013).

Clare, Eli. *Brilliant Imperfection: Grappling with Cure*. Duke University Press: 2017.

Sins Invalid, *10 Principles of Disability Justice*. <https://www.sinsinvalid.org/blog/10-principles-of-disability-justice> (website, posted 9/17/2015).

## **January 12, 2024 – William Pinney, PhD**

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## Tigger, Eeyore, and the Crunch of (Mis)Recognition; The work of Paul Russell, MD

### **Description:**

Paul Russell once wrote, "There is no real treatment process that does not include some piece of therapy for the therapist." This program will detail Russell's contribution to our understanding of complicated treatment impasses, detailing a variety of his contributions but focusing primarily on his 1975 paper "The Theory of the Crunch." Participants will be introduced to this work and its prescient focus on the co-contributions of both patient's and therapist's intermingling psychologies to the treatment process, particularly as they combine to create treatment ruptures and/or impasses. Much of Russell's work presages many core aspects of the Relational perspective's focus on co-creation and the therapeutic use of enactments. These theoretical understandings will be examined in the context of a case presentation of a many year, three-times weekly psychotherapy that presented significant challenges to both the patient and the therapist.

### **Learning Objectives:**

1. Discuss Paul Russell's work on the repetition compulsion and enactments in the context of current analytic perspectives on enactments.
2. Describe the navigation of complicated enactments and treatment ruptures/impasses.
3. Apply Paul Russell's work to current Relational perspectives on treatment impasses.

### **References:**

Davies, J. M. (2018). The "Once and Future" Focus of a Relational Psychoanalysis: Discussion of "Vitalizing Enactment." *Psychoanalytic Dialogues*, 28:355-360

Peltz, R. (2018). Discussion of "Vitalizing Enactment." *Psychoanalytic Dialogue* 28:361-370

Schwartz Cooney, A. (2018) Vitalizing enactment: A Relational exploration. *Psychoanalytic Dialogues*, 28:340-354

## **March 8, 2024 – Greg Barber, MD**

### The Emerging Field of Psychedelic-Assisted Psychotherapy

### **Description:**

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Psychedelic therapies have garnered much enthusiasm in recent years as potential breakthrough treatments for a variety of mental health conditions. This presentation will describe the current state of the field of psychedelic-assisted psychotherapy, explore proposed mechanisms of psychedelics' therapeutic action; and detail ethical implications of psychedelic therapies as they become more broadly accessible.

### **Learning Objectives:**

1. Explain the structure of psychedelic therapies.
2. Discuss how psychedelics work, from both neurocognitive and psychological perspectives.
3. Describe ethical issues related to psychedelic therapies, including informed consent, patient vulnerability, and equity and access.

### **References:**

Jeffrey Guss (2022) A Psychoanalytic Perspective on Psychedelic Experience, *Psychoanalytic Dialogues*, 32:5, 452-468, DOI: [10.1080/10481885.2022.2106140](https://doi.org/10.1080/10481885.2022.2106140)

Carhart-Harris RL, Friston KJ. REBUS and the Anarchic Brain: Toward a Unified Model of the Brain Action of Psychedelics. *Pharmacol Rev.* 2019 Jul;71(3):316-344. doi: 10.1124/pr.118.017160. PMID: 31221820; PMCID: PMC6588209.

Barber G, Dike C. Ethical and Practical Considerations for the Use of Psychedelics in Psychiatry. *Psychiatric Services.* 2023 Mar 29;appips20220525. doi: 10.1176/appi.ps.20220525.

## **April 12, 2024 - Nydia Lisman-Pieczanski, MD and Maria Lima, PsyD**

### **Psychoanalytic Infant Observation and its Profound Implications for Clinical Practice**

#### **Description:**

The experience of observing infants began in 1948 at the Tavistock Clinic in London as part of the pre-clinical part of the Child Psychotherapy Training Program. It was founded by Esther Bick, a child psychoanalyst from the British Psychoanalytical Society, and was later introduced at the British Psychoanalytic Institute in 1960. Infant Observations have been sown with incredible fertility throughout Latin America, Europe, USA, Africa, Russia, Iran, and China, among others. In this presentation, I am going to superimpose and connect the experience of observation and its application to clinical practice. Clinical material will be presented for a fruitful conversation on the use of an observational stance with an individual adult patient. Maria Lima PsyD, a graduate from our program, will present the vignettes.

## **Learning Objectives:**

1. Explore how a baby and a mother develop individually and in relationship to one another.
2. Explain the primitive anxieties of our adult and child patients and ourselves in relation to these patients.
3. Demonstrate an analytic way of thinking through the receptive role of taking in affective experience for study.

## **References:**

Nara Amalia Carol and Rita Sobreira Lopes, "A place where verbalization has no meaning," pages 3 – 22 in *Learning about Human Nature and Analytic Technique from Mothers and Babies*.

Susan Reid, "Introduction, Psychoanalytic Infant Observation, Chapter 1, pages 1 – 12 in *Developments in Infant Observation, The Tavistock Model*.

**Registration:** [https://wbcpclicks.net/register\\_wcc\\_2023-2024](https://wbcpclicks.net/register_wcc_2023-2024)

**REGISTRATION DEADLINE: September 6, 2023**

## **Registration Fees:**

### **Full Course (All 6 sessions):**

WBCP and CFS Members:	\$324
Non-Members:	\$432

### **Individual Conferences Only:**

WBCP and CFS Members	\$60 (2 CME/CE per session)
Non-members	\$80 (2 CME/CE per session)
WBCP and CFS Students	No fee (2 CME/CE per session)
WBCP and CFS Fellows	\$50 (2 CME/CE per session)
WBCP and CFS Fellows	No fee (No CME/CE)
Community Mental Health Workers and Other Students	\$30 (No CME/CE)

Financial assistance available for community mental health providers. Please contact Lizbeth

Moses ([lizabethmoses3@gmail.com](mailto:lizabethmoses3@gmail.com)) or Deborah Perlman ([dgperlman@earthlink.net](mailto:dgperlman@earthlink.net))

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## **ALL FEES ARE NON-REFUNDABLE**

*There is no known commercial support for this program.  
CVs available upon request.*

### ***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 12.0 AMA PRA Category 1 Credit(s) TM. 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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