

The Boston Psychoanalytic Society and Institute, Inc.

141 Herrick Road, Newton Centre MA 02459

Theory and Technique Two-Child and Adolescent Fellowship

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In this section of the course we will focus on assessment and treatment considerations in working with children and families. We will review developmental expectations in childhood, think together about treatment and technique options and identify specific issues arising in work with children and parents.

Class One – Introduction and Course Review

Winnicott, D.W. (1941). The Observation of Infants in a Set Situation. *Int. J. of Psycho.-Anal.*, 22:229-249. [PEP Web Link](#)

This paper introduces Winnicott's thinking about how to assess children (babies). He emphasizes flexibility in the clinician, respect for the child's pace and attention to "periods of hesitation".

Class Two – Assessment -Strengths, Resiliency and Developmental Missteps

Greenspan, Stanley (2003). The Clinical Interview of the Child. Pp. 1-44. New York: McGraw Hill. [Available in [Library](#)]

Optional read - French, Robert (1999). "The Importance of Capacities in Psychoanalysis and the Language of Human Development". *Int. J. of Psycho. Analysis*, 80: 1215-1226. [PEP Web Link](#)

These two papers are assigned to review areas for developmental assessment. The concept of fluctuating capacities will be discussed throughout the course.

Class Three – Culture, Race and Ethnicity of Child, Family and Therapist

Saketopoulou, A. (2011) "Minding the Gap: Intersections Between Gender, Race, and Class in Work With Gender Variant Children". *Psychoanalytic Dialogues*, 21:192-209. [PEP Web Link](#)

In this class the focus will be on how one considers and addresses socio-cultural differences when building respectful relationships.

Class Four – The Child In Context

Horne, A. (2000) “Keeping the Child In Mind: Thoughts on Work With Parents of Children in Therapy” in *Work With Parents: Psychoanalytic Psychotherapy with Children and Adolescents*, John Tsiantis (ed.). London: Karnac Books. Pp. 47-63. [Available in [Library](#)]

Please skim - Brown, J. (1999) “Bowen Family Systems Theory and Practice: Illustration and Critique” *Australian and New Zealand Journal of Family Therapy*, vol. 20 pp. 94-103. [Available in [Library](#)]

The child clinician needs some ways to keep the context in mind when evaluating children. The emphasis here is not only on the internal functioning of the child but on the ecology of their lives, from the family system (and how the “symptom” and the “identified patient” fit into the homogeneity of the family functioning) to larger influential systems in our lives (school, government, economy).

Class Five – Neurological Considerations

Perry, Bruce (2005) “Applying Principles of Neurodevelopment to Clinical Work with Maltreated and Traumatized Children” in *Working with Traumatized youth in Child Welfare*, ed. Nancy Webb. New York: Guilford Press. Pp. 27-52. [Available in [Library](#)]

The impact of trauma on development has significance for work with both children and adults. This paper is helpful in identifying how to hold the neurological influences in mind when considering current functioning.

Optional read -Modell, Arnold (2014). “The Evolutionary Significance of Primary Process- The Freudian Concept and Its Revision” *Psychoanalytic Inquiry*, 34:810-816. [Available in [Library](#)]

Class Six - Establishing Rapport

Tustin (1986) “The Rhythm of Safety” in *Autistic Barriers in Neurotic Patients*.pp.268-285. [Available in [Library](#)]

Ferro (2005) “Seeds of Illness and the Role of Defense” in *Seeds of Illness, Seeds of Recovery*. pp 1-22. [Available in [Library](#)]

Though Tustin’s work is primarily associated with autistic states, her articulation of how useful relationships are built helps us to consider the less concrete aspects of developing rapport. Ferro’s introductory chapter can help those perplexed by some of Bion’s thinking in relation to container, contained and transformations.

Class Seven – Attachment Considerations and the Mentalizing Capacity

Jemerin, J.M. (2004). “Latency and the Capacity to Reflect on Mental States”. *Psychoanalytic Study of the Child*, 59:211-239. [PEP Web Link](#)

Chused, J. (2000). A Clinician’s View of Attachment Theory. *JAPA* 48(4) 1175-1187. [PEP Web Link](#)

Judy Chused offers her thoughts on how attachment theory fits into her thinking. The Jemerin article is particularly useful for contemplating both the impact of stress on functioning in children and the concept of mentalization in the real world.

Class Eight – Play and Symbolization

Slade, A (1994). “Making Meaning and Making Believe: Their Role in the Clinical Process” in *Children at Play*, ed. Slade and Wolf, pp.81-107. [Available in the [Library](#)]

Optional read –Milner, M. (1952). “Aspects of Symbolism in Comprehension of the Not-Self.” *International Journal of Psychoanalysis*, 33:181-194. [PEP Web Link](#)

Let’s talk about play: curiosity, creativity and individual growth.

Class Nine – Affect Regulation

Mann, G. (2014) “Why War? Between Transformational and Terminal Links in the Field of Therapeutic Play and Beyond” in *Play: Psychoanalytic Perspectives, Survival and Human Development*, ed. Emilia Perroni. Pp. 118-132. [Available in [Library](#)]

This chapter speaks to psychoanalytic conceptions about aggression and how they differ over time and between theorists. The vignettes help to illustrate some of Bion’s important ideas about the therapeutic process.

Class Ten – Insight

Miller, J. (2000) “Knowing and Not Knowing.” *Psychoanalytic Study of the Child*, 55:220-237. [PEP Web Link](#)

Using largely clinical material, Miller speaks to the process of developing insight in a child treatment. She considers the connection between cognitive and experiential knowing in the therapeutic process and gives us an opportunity to think about what makes change happen.

Learning Objectives:

1. At the conclusion of this session students will be able to define the word capacity as it relates to a child’s development.

2. At the conclusion of this session students will be able to list at least 4 of the developmental categories for assessment during a child evaluation.
3. At the conclusion of this session students will be able to list three potential impacts of culture, race and ethnic difference in the consultation room.
4. At the conclusion of this session students will be able to identify two different types of boundaries as defined by family systems theory.
5. At the conclusion of this session students will be able to identify three ways neurological influences might impact current functioning in the developing child.
6. At the conclusion of this session students will be able to define the concept of a “Rhythm of Safety” (Tustin) in the therapeutic alliance and the concept of the “holding environment” (Winnicott).
7. At the conclusion of this session students will be able to define mentalization and discuss ways to facilitate this developmental achievement within a treatment.
8. At the conclusion of this session students will be able to describe the process of acquiring the capacity to symbolize.
9. At the conclusion of this session students will be able to compare two different theoretical conceptions concerning aggression.
10. At the conclusion of this session students will be able to define the term insight as it relates to child therapy.