



## Course in Child Analysis

Instructor: Alexandra Harrison, MD

Nov. 29, 2018

Dec. 13, 20 (double session), 2018

Jan. 3, 10, 17, 24, 2019

### **Purpose Statement:**

This course is designed to introduce the theory and technique of child analysis. Another important goal of the course is to use child analytic material to gain insights into adult analysis. The course material will include (1) the evaluation and recommendation of analysis for child patients; (2) the beginning stage of analysis, play therapy theory, and technique; (3) the middle stage of analysis, play therapy, and technique; (4 and 5) interpretation and transference in child analysis; (6) termination in child analysis; and (7 and 8) Review, and Child Analysis outside the consulting room and in different cultures.

### **November 29: Session #1. Introduction to Child Analysis**

**Learning Objective:** The participants will be able to list three features in the psychoanalytic evaluation of a preschool child that are helpful in evaluating an adult patient.

**Video:** (“Sean” evaluation) – Evaluation and Basic Themes of Child Analysis

**Writing Exercise:** Write one paragraph describing your observations in the video that could be useful in *evaluating* an adult patient.

### **Elective Reading:**

Harrison, A.M. (2005). Herding the animals into the barn: A parent consultation model. *The Psychoanal. Stud. Child*, 60, 128-157. [PEP Web Link](#)

### **December 6: No meeting.**

### **December 13: Session #2: Beginning an Analysis: The Early Stage**

**Learning Objective:** The participants will be able to describe how the analyst can effectively make an initial connection with a child and also with an adult patient.

**Video:** (Sean) Beginning Phase.

**Writing Exercise:** Using material from the video as a guide, write one paragraph about how you go about making an *initial connection* with an adult patient.

**Elective Reading:**

Tronick, E. & Beeghly, M. (2011). Infants' meaning-making and the development of mental health problems. *American Psychologist*, 66, 107-119. [Available in the library: check the reading folder or request from [library@bpsl.org](mailto:library@bpsl.org)]

Yanof, J. & Harrison, A. (2011). Technique in child analysis. In Gabbard, Litowitz & Williams (Eds.), *Textbook of Psychoanalysis (2<sup>nd</sup> ed.)* (333-349). [Available in the library: check the reading folder or request from [library@bpsl.org](mailto:library@bpsl.org)]

**December 20: Sessions #3 & 4 Double Session: Transference and Countertransference in Child and Adult Analysis.**

**7:00 – 9:30: Alex will bring a light supper**

**Video:** (Sean) *Transference* in child analysis.

**Writing Exercise:** Write one paragraph explaining how you might learn from this video and previous videos features of transference in your clinical work.

**Elective Reading:**

Chused, J. (1988). The transference neurosis in child analysis. *Psychoanalytic Study of the Child*, 43, 51-81. [PEP Web Link](#)

Slade, A. (2014). Imagining fear: Attachment, threat, and psychic experience. *Psychoanalytic Dialogues*, 24, 253-266. [PEP Web Link](#)

**January 3: Session #5 The Concept of Enactment in Psychoanalysis – Child and Adult.**

**Learning Objective:** The participants will be able to explain the concept of enactment and its usefulness in work with their analytic patients.

**Video:** (Sean) Middle Phase

**Writing Exercise:** Write one paragraph demonstrating how you can use the *enactment* in the video to gain insight into an enactment in an adult analytic or psychotherapy case.

**Elective Reading:**

Harrison, A.M. (2013). The sandwich model: the 'music and dance' of therapeutic action. *International J of Psychoanalysis*, 95(2), 313-340. [PEP Web Link](#)

**Learning Objective:** The participants will take from observations of a videotape of child analysis and use them to discuss how to use an understanding of enactments in their analytic work with adult patients.

**Writing Exercise:** Write one paragraph describing how the insights gained from this presentation might help you understand enactments with analytic patients.

### **January 10: Session #6. Interpretation in Child and Adult Analysis**

**Learning Objective:** The participants will take from observations of a videotape of child analysis and use them to discuss the use of *interpretation* in their analytic work with adult patients.

**Writing Exercise:** Write one paragraph describing how the insights gained from this presentation might help you in your use of *interpretation* with analytic patients.

#### **Elective Reading:**

Lewis, M. (1974). Interpretation in child analysis: Developmental considerations. *J Am Acad Child Psychiatry*, 13(1), 32-53. [Available in the library: check the reading folder or request from [library@bpsj.org](mailto:library@bpsj.org)]

### **January 17: Session #7. Termination in Child and Adult Analytic Work.**

Verbal presentation of child and adult terminations in same analyst's work.

**Learning Objective:** The participants will be able to explain the similarities and differences between termination of analysis in the treatments of adult and child patients.

**Writing Exercise:** Write one paragraph describing how the insights gained from this presentation might help you in your *termination* work with analytic patients.

#### **Elective Reading:**

Yanof, J. (1991). Singing harmony: Termination in an adolescent analysis. In A. Schmuckler (Ed.), *Saying Goodbye* (161-180). Hillsdale, NJ: The Analytic Press. [Available in the library: check the reading folder or request from [library@bpsj.org](mailto:library@bpsj.org)]

Harrison, A.M. (2009). Setting up the doll house: A developmental perspective on termination. *Psychoanalytic Inquiry*, 29, 174-188. [PEP Web Link](#)

### **Januray 24: January 11: Session #8. The Psychoanalyst in the Community and the Developing World.**

**Learning Objective:** The participants will be able to describe three ways in which their analytic understanding can inform work in preventive mental health programs in the Boston community. The participants will be able to describe three ways in which their analytic understanding can inform work in the developing world.

**Video:** Examples from orphanage in El Salvador and in hospital in North India of ways analytic understanding can inform *work in the world*.

**Writing Exercise:** Write one paragraph describing your responses to the videos from the orphanage and the hospital and suggest a way these responses might inform your analytic work at home.

**Elective Reading:**

Harrison, A.M. (in press). “Effective volunteerism”: Helping child caregivers in developing countries. *Journal of Infant Mental Health*. [Available in the library: check the reading folder or request from [library@bpsi.org](mailto:library@bpsi.org)]