



Psychoanalytic Training, Year III
Winter 2016-2017
Child Analysis
Alexandra Harrison, MD

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, including the concept of enactment; (4) transference and countertransference in child analysis; (5) interpretation in child analysis; (6) the influence of the outside world in child analysis; (7) termination in child analysis; and (8) child analysis outside the consulting room and in different cultures.

November 30: 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 three observations in the video that could be useful in evaluating an adult patient.

Elective Reading:

Harrison A (2013). The sandwich model: the ‘music and dance’ of therapeutic action, *International J of Psychoanalysis*, 95(2):313-340. [Available in the library. Check the reading folder or request from library@bpsi.org]

December 7: No meeting.

December 14: Session #2 and #3 Double Session: Early and Middle Stages of the Analysis and the Concept of Enactment in Analysis – Child and Adult

7:00 pm - Early Stage of the Analysis

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@bpsi.org]

8:00 pm – Middle Phase and 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:

Slade A (2014). Imagining fear: Attachment, threat, and psychic experience, *Psychoanalytic Dialogues*, 24:253-266. [Available in the library. Check the reading folder or request from library@bpsi.org]

December 21: Sessions #4 Transference 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 transference in their analytic work with adult patients.

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 work with adult patients.

Elective Reading:

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

January 4: Session #5. 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:

Yanof, J (2011). Technique in child analysis, in Textbook of Psychoanalysis, Second Edition, Eds. Gabbard, Litowitz, Williams, pp. 333-349. [Available in the library. Check the reading folder or request from library@bpsi.org]

January 11: Session #6. The Outside World 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 understanding of the influence of the outside world in their analytic work with adult patients.

Writing exercise - Write one paragraph describing how the insights gained from this presentation might help you deal with the influences of the outside world in your work with analytic patients.

January 18: 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*, Hillsdale, NJ: The Analytic Press, pp. 161-180. [Available in the library. Check the reading folder or request from library@bpsi.org]

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

January 25: 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 in the U.S.

Elective Reading:

Harrison, A (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@bpsl.org]