Theory and Technique Three-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


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


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


*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


*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


*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.*

Class Six - Establishing Rapport


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


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


Let’s talk about play: curiosity, creativity and individual growth.
Class Nine – Affect Regulation


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


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.