Psychotherapy Fellowship, Child Track, Spring Trimester, 2018-2019

Child Theory and Technique

Instructor: Jane Hanenberg, Ed.D.

During these ten weeks we will reprise the interwoven discussions of child analytic theory and technique. We’ll begin by discussing the idea of “thinking developmentally.” In the ensuing weeks we’ll look at the roles the child therapist can perform. We’ll also address special topics such as sibling relationships, adoption, autistic phenomena, divorce, trauma and, of course, play.

Class I. March 14 What informs a developmental perspective in child treatment?

Long, K.M. (2018). Thinking developmentally: Perspectives following Loewald and Klein. *Journal of Infant, Child and Adolescent Psychotherapy, 17*(2), 96-100. [Available in the library: Download in the library, check the reading folder or request from library@bpsi.org.]


Reeves, J.K. (2018). Thinking developmentally in child and adult psychoanalysis. *Journal of Infant, Child and Adolescent Psychotherapy, 17*(2), 109-114. [Available in the library: Download in the library, check the reading folder or request from library@bpsi.org.]

Learning Objective: At the conclusion of this seminar, fellows will be able to discuss three models of working developmentally.

Class II. March 21 Playing for Real: Therapeutic Action with Children


Learning Objective: At the conclusion of this session, fellows will be able to discuss and critique three play techniques in working psychoanalytically with children.

No class, March 28
Academic lecture, April 4

Class III. April 11  The Role of Creativity in Play Guest lecturer, Karen Melikian
The Piggle, PEP Web pp. TBD


Learning Objective: At the conclusion of this session, fellows will be able to discuss and describe two theories of the role of play symbolization in treatment

Class IV. April 18  Working with Trauma


Learning Objective: At the conclusion of this session, the fellows will be able to describe and discuss two forms of therapeutic action which are used in work with children who have experienced trauma

Class V. April 25  Working Laterally and Relationally: The Role of Siblings in a Child’s Development

Learning Objective: At the conclusion of this session, fellows will be able to discuss and describe two facets of the dynamics of sibling relationship in treatment of children.

Class VI. May 2  Adoption: A Relational Treatment.

Learning Objective: At the conclusion of this session, the fellows will be able to explain the use of intersubjective techniques in working with children who have been adopted.

Class VII. May 9  Working with the Child with ASD


Learning Objective: At the conclusion of this session, the fellows will be able to describe and discuss two theoretical models in working with children with Autistic Spectrum Disorder.

**Class VIII. May 16  Working with Children with ADHD**


Learning Objective: At the conclusion of this session, the fellows will be able to discuss and describe two important tenets of working with children who have experienced medical trauma.

**Class IX. May 23  Play, Enactments and Verbalization in Child Treatment**


Learning Objective: At the conclusion of this session, the fellows will be able to discuss and describe two important tenets of working with children who have experienced medical trauma and its sequelae.

**Class X. May 30  The Uses of the Object: The Child Therapists’ Many Roles**


Chodorow, N.J. (2018). Love, respect, and being centered upon: Loewald’s image of development in childhood and the consulting room. *The Psychoanalytic Study of the Child, 71*(1), 244-233. [Available in the library: Download in the library, check the reading folder or request from library@bpsi.org.]

Learning Objective: At the conclusion of this session, the fellows will be able to discuss and describe the role of the therapist as a developmental object.