



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@bps.org.]

Oram, K. (2018). Room for thought: A developmental perspective. *Journal of Infant, Child and Adolescent Psychotherapy*, 17(2), 101-104. [Available in the library: [Download](#) in the library, check the reading folder or request from library@bps.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@bps.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

Mayes, L. & Spence, D. (1994). Understanding therapeutic action in the analytic situation: A second look at the developmental metaphor. *JAPA*, 42, 789-817. [PEP Web Link](#)

Yanof, J. & Harrison, A. (2011). Technique in child analysis. In Gabbard, Litowitz & Williams (Eds.), *Textbook of psychoanalysis* (2nd ed., pp. 333-349). [Available in the library: Check the reading folder or request from library@bps.org.]

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

Milner, M. (1988). The role of illusion in symbol formation. In *The suppressed madness of sane men* (pp. 83-113). London: Routledge. (Originally published in 1952 as Aspects of symbolism in comprehension of the non-self. *Int. J. Psychoanal.*, 33, 181-195). [Available in the library: Check the reading folder or request from library@bpsl.org.]

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

Fraiberg, S., Adelson, E. & Shapiro, V. (1975). Ghosts in the nursery: A psychoanalytic approach to the problems of impaired infant-mother relationships. *Journal of American Academy of Child Psychiatry*, 14(3), 387-421. [Available in the library: Check the reading folder or request from library@bpsl.org.]

Herzog, J. (2005). Los degradados: out, down, dead: Transmitted and inflicted trauma as encountered in the analysis of a 6-year-old girl. *International Journal of Psycho-Analysis*, 86(2), 291-310. [PEP Web Link](#)

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

Vivona, J. (2013). Sibling recognition and the development of identity: Intersubjective consequences of sibling differentiation in the sister relationship. *Psychoanalytic Study of the Child*, 67, 66-83. [PEP Web Link](#)

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.

Bonovitz, C. (2015). A child therapist at work: Playing, talking, and the therapist's inner dialogue. *Psychoanalytic Dialogues*, 25, 18-28. [PEP Web Link](#)

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

Bromfield, R. (2000). It's the tortoise's race: Long-term psychodynamic psychotherapy with a high-functioning autistic adolescent. *Psychoanal. Inq.*, 20(5), 732-745. [PEP Web Link](#)

(Optional): Tustin, F. (1986). The rhythm of safety. In *Autistic barriers in neurotic patients* (pp. 268-285). New Haven, CT: Yale University Press, 1987. [Available in the library: Check the reading folder or request from library@bps.org.]

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

Olesker, W. (2012). Aggression and impulse control is the analysis of a young boy. *Psychoanalytic Study of the Child*, 66, 81-108. [PEP Web Link](#)

(Optional): Gilmore, K. (2000). A psychoanalytic perspective on AD/HD. *J. Amer Psychoanal. Assn.*, 48, 1259-1293. [PEP Web Link](#)

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

Goldberger, M. (1995). Enactment and play following medical trauma: An analytic case study. *Study of the Child*, 50, 252-271. [PEP Web Link](#)

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

Sugarman, A. (2003). Dimensions of the child analyst's role as a developmental object: Affect regulation and limit setting. *Psychoanalytic Study of the Child*, 58, 189-213. [PEP Web Link](#)

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@bps.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.