



boston psychoanalytic
society & institute

Child Analysis, Fall 2019

Child Analysis Technique through the Lens of Development Syllabus

Instructors: David Levoy, MD & Samuel Roth, PhD

Sept 9, 2019

What do we mean by psychoanalytic developmental theory?

Required:

Gilmore, K. (2008). Psychoanalytic developmental theory: A contemporary reconsideration. *JAPA*, 56(3), 885-907. [PEP Web Link](#)

Optional:

Mayes, L.C. (1999). Clocks, engines, and quarks — Love, dreams, and genes. *Psychoanal. St. Child*, 54, 169-192. [PEP Web Link](#)

Objective:

By the conclusion of this class the candidates will be able to describe one difference between developmental psychoanalytic theory and a purely genetic psychoanalytic theory.

Sept. 16, 2019

Non-linear dynamic systems developmental theory and its applicability to technique

Required:

Lament, C. (2011). Transformational processes and therapeutic action. *Psychoanal. St. Child*, 65, 5-18. [PEP Web Link](#)

Optional:

The Boston Change Process Study Group (CPSG), Bruschiweiler-Stern, N., Harrison, A.M., Lyons-Ruth, K., Morgan, A., Nahum, J.P., Sander, L.W., Stern, D.N.N. and Tronick, E. (2002). Explicating the implicit. *IJP*, 83(5), 1051-1062. [PEP Web Link](#)

Objective:

By the conclusion of this class the candidates will be able to describe one example of a nonlinear dynamic developmental transformation.

Sept. 23, 2019

Technique supporting the development of play capacity and aggression-regulation in an analysis of a child struggling with “oedipal” issues

Required:

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

Optional:

Yanof, J.A. (2012). Treating children with affect dysregulation. *Psychoanal. St. Child*, 66, 109-121. [PEP Web Link](#)

Objective:

By the conclusion of this class the candidates will be able to describe one potential negative effect of premature interpretation regarding aggression.

Oct 7, 2019

One classic case and varying perspectives on relevant perspectives on development and related technique (with an emphasis on interpretation of defense against unwanted affect)

Required:

Hoffman, L. (2014). Berta Bornstein's "Frankie" the contemporary relevance of a classic to the treatment of children with disruptive symptoms. *Psychoanal. St. Child*, 68, 152-176. [PEP Web Link](#)

Optional:

Bornstein, B. (1949). The analysis of a phobic child—some problems of theory and technique in child analysis. *Psychoanal. St. Child*, 3, 181-226. [PEP Web Link](#)

Harrison, A. (2014). Co-creativity and interactive repair: Commentary on Berta Bornstein's "The analysis of a phobic child". *Psychoanal. St. Child*, 68, 191-208. [PEP Web Link](#)

Galatzer-Levy, R.M. (2014). A nonlinear lens on Berta Bornstein's "Frankie". *Psychoanal. St. Child*, 68, 177-190. [PEP Web Link](#)

Objective:

By the conclusion of this class the candidates will be able to identify one example of a child's defense against unwanted affects in the case of "Frankie".

Oct 21, 2019

Technique in "Latency" from a developmental perspective

Required:

Jemerin, J.M. (2004). Latency and the capacity to reflect on mental states. *Psychoanal. St. Child*, 59, 211-239. [PEP Web Link](#)

Optional:

Knight, R. (2014). A hundred years of latency: From Freudian psychosexual theory to dynamic systems nonlinear development in middle childhood. *JAPA*, 62(2), 203-235. [PEP Web Link](#)

Bornstein, B. (1951). On latency. *Psychoanal. St. Child*, 6, 279-285. [PEP Web Link](#)

Shapiro, T. (1976). Latency revisited - the age 7 plus or minus 1. *Psychoanal. St. Child*, 31, 79-105. [PEP Web Link](#)

Objective:

By the conclusion of this class the candidates will be able to describe one potential problematic consequence of failure of parental counter-Oedipal reflective function in the child's ability to develop latency-age capacities for mentalization.

Oct 28, 2019

Resonance and recognition in living systems and in the case involving Jim Herzog's adolescent auto mechanics shop

Required:

Herzog, J.M. (2019). "Polarity, paradox and the organizing process in development"; Parent-infant psychotherapy and child analytic technique: In honor of Louis Sander. *Psychoanalytic Inq.*, 39(1), 98-108. [Available in the library: Check reading folder or request from library@bps.org]

Optional:

Sander, L.W. (2002). Thinking differently: Principles of process in living systems and the specificity of being known. *Psychoanal. Dial.*, 12(1), 11-42. [PEP Web Link](#)

Objective:

By the conclusion of this class the candidates will be able to describe one technical approach that enabled Jim Herzog to resonate with and recognize an adolescent who had not talked with prior therapists.

Nov 4, 2019

Triadic relating and the myth of the Oedipus in development, with implications for technique.

Required:

Shenkman, G. (2016). Classic psychoanalysis and male same-sex parents: A reexamination of basic concepts. *Psychoanal. Psychol.*, 33(4), 585-598. [Available in the library: Check reading folder or request from library@bps.org]

Optional:

Smolen, A.G. (2009). The analyst at work boys only! No mothers allowed. *IJP*, 90(1), 1-11. [PEP Web Link](#)

Herzog, J.M. (2009). The analyst at work: Triadic reality, same sex parents and child analysis: A response to Ann Smolen's 'Boys only! No mothers allowed'. *IJP*, 90(1), 19-26. [PEP Web Link](#)

Heineman, T.V. (2004). A boy and two mothers. *Psychoanal. Psychol.*, 21(1), 99-115. [PEP Web Link](#)

Objective:

By the conclusion of this class the candidates will be able to identify one example of a potentially harmful enactment of an analyst's unconscious bias when treating children of same-sex parents.

Nov 18, 2019

Gender in Development and Implications for Technique

Required:

Knight, R. (2003). Margo and me. *Psychoanal. St. Child*, 58, 35-59. [PEP Web Link](#)

Optional:

Barkai, A.R. (2017). Troubling gender or engendering trouble? The problem with gender dysphoria in psychoanalysis. *Psychoanal. Rev.*, 104(1), 1-32. [Available in the library: Check reading folder or request from library@bps.org]

Saketopoulou, A. (2014). Mourning the body as bedrock: Developmental considerations in treating transsexual patients analytically. *JAPA*, 62(5), 773-806. [PEP Web Link](#)

Lament, C. (2014). Transgender children: Conundrums and controversies—an introduction to the section. *Psychoanal. St. Child*, 68, 13-27. [PEP Web Link](#)

Objective:

By the conclusion of this session, using Knight's example of "Margo", the candidates will be able to describe one technical approach using play that can help a child free the child from excessive gender-related anxieties.

Nov 25, 2019

Adolescence and technique

Required:

Bonovitz, C. (2011). The experiential modes of time in adolescence. *Psychoanal. Psychol.*, 28(1), 132-144. [PEP Web Link](#)

Optional:

Lemma, A. (2010). An order of pure decision: Growing up in a virtual world and the adolescent's experience of being-in-a-body. *JAPA*, 58(4), 691-714. [PEP Web Link](#)

Objective:

By the conclusion of this class the candidates will be able to identify three modes in which adolescents experience time, and the phases of adolescent development with which these modes correspond, as well as one technical adjustment for each mode.

Dec 2, 2019

The concept of a developmental object and the implications for technique.

Required: Miller, J.M. (2013). Developmental psychoanalysis and developmental objects. *Psychoanal. Inq.*, 33(4), 312-322. [PEP Web Link](#)

Optional:

Sugarman, A. (2003). Dimensions of the child analyst's role as a developmental object. *Psychoanal. St. Child*, 58, 189-213. [PEP Web Link](#)

Tolpin, M. (2002). Chapter 11 doing psychoanalysis of normal development: Forward edge transferences. *Prog. Self Psychol.*, 18, 167-190. [PEP Web Link](#)

Objective:

By the conclusion of this class the candidates will be able to describe one difference in technique that follows the analyst's expansion of their stance from that of solely transference object to include that of developmental object.