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:

Optional:

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:

Optional:

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:
Optional:

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:

Optional:


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:

Optional:


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:

Optional:

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:

Optional:
Smolen, A.G. (2009). The analyst at work boys only! No mothers allowed. *IJP*, 90(1), 1-11. [Available in the library: Check reading folder or request from library@bpsi.org]


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:

Optional:


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:

Optional:

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.**


Optional:


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.