



## Fellowship in Psychoanalytic Psychotherapy Child Track, Spring 2020

**Child Theory and Technique II**

**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 and how they are conceptualized. We'll also address special topics such as sibling relationships, adoption, trauma, and, of course, play.**

**Class I. March 26 - We will begin this course by asking what it means to think developmentally in psychoanalytic psychotherapy.**

Chodorow, N. J. (2018) Love, Respect, and Being Centered Upon. *Psychoanalytic Study of the Child*, 71:224-233. [Available in the library: [Download in the library](#), check reading folder or request from [library@bpsi.org](mailto:library@bpsi.org)]

Settlage, C.F. (1980). Psychoanalytic Developmental Thinking in Current and Historical Perspective. *Psychoanal. Contemp. Thought*, 3(2):139-170. [PEP Web Link](#)

Optional:

Seligman, S., (2017) *Relationships in Development*, Chapter 4: What is a "robust developmental perspective?" pp. 62-73. New York: Routledge. [Available in the library: Check the reading folder or request from [library@bpsi.org](mailto:library@bpsi.org).]

**Learning Objective:** At the conclusion of this session, fellows will be able to discuss critique two theories of thinking "developmentally" in child treatment

**Class II. April 2 -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@bpsi.org](mailto:library@bpsi.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.

BOSTON PSYCHOANALYTIC SOCIETY AND INSTITUTE • 141 HERRICK ROAD • NEWTON CENTRE, MA 02459 • 617 266-0953 • WWW.BPSI.ORG

**There will be no class on April 9**

**Class III. April 16 – The Role of Creative Symbolization in Play**

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

Winnicott, D.W. (1989) *The Piggle*. TBD. [PEP Web Link](#)

**Learning Objective:** At the conclusion of this session, the participants will be able to discuss and describe two theories of the role of play symbolization in psychotherapy.

**Class IV. April 23 – Oedipal Fantasies and the Growth of Imagination**

Bettleheim, B. (1976). Oedipal Conflicts and Resolutions: The Knight in Shining Armor and the Damsel in Distress, in *The Uses of Enchantment*, pp. 111-116. [Available in the library: Check the reading folder or request from [library@bpsi.org](mailto:library@bpsi.org).]

Mayes, L. and Cohen, D. (1992). The development of a capacity for imagination in early childhood. *Psychoanal. St. Child*, 47: 23-47. [PEP Web Link](#)

**Learning Objective:** At the conclusion of this class, the students will be able to discuss and explain two Oedipal fantasies that emerge in play treatments

**Class V. April 30- Working with Trauma**

Fraiberg, Selma, Adelson, Edna and Shapiro, Vivian. (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@bpsi.org](mailto:library@bpsi.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 Psychoanalysis*, 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 VI. May 7- Contemporary views of identity formation in latency**

Harris, Adrienne, (2009) “Tomboys’ Stories” in *Gender as Soft Assembly*, Routledge. Pp 131-155. [Available in the library: Check the reading folder or request from [library@bpsi.org](mailto:library@bpsi.org).] (Also on PEP as Harris, A. (2000) *Gender as Soft Assembly: Tomboys’ Stories*. *Studies in Gender and Sexuality*, 1(3):223-250. [PEP Web Link](#))

Corbett, K. (2001). Nontraditional Family Romance. *Psychoanal. Q.*, 70(3):599-624. [PEP Web Link](#)

**Learning Objective:** At the conclusion of this seminar, participants will be able to discuss 2 tasks of latency that reflect cultural changes in development.

**Class VII. -May 14- Family romance fantasies and a relational treatment of an adoptee**

Horner, T.M., Rosenberg, E.B. (1991) The Family Romance: A Developmental Historical Perspective. *Psychoanal. Psychol.* 8(2)-131-148. [PEP Web Link](#)

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 VIII- May 21 Play, Enactments and Verbalization in Work with Trauma**

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 IX. -May 28- 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](#)

Durban, Joshua (2014). Despair and hope: on some varieties of countertransference and enactment in the psychoanalysis of ASD (autistic spectrum disorder) children. *Journal of Child Psychotherapy*, 40(2): 187-200. [PEP Web Link](#)

**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 X. June 4 Topics in Latency: Humor and Secrets**

Wolfenstein, Ms. (1953) Children's Understanding of Jokes. *Psychoanal, Study of the Child*, 8:162-173. [PEP Web Link](#)

Kulish, N. Female Sexuality: The pleasure of Secrets and the Secret of Pleasure. *Psychoanal. St. Child*. 151-176. [PEP Web Link](#)

We will watch several scenes from François Truffaut's homage to childhood, "Small Change".

**Learning Objectives:** At the conclusion of this seminar, the student will be able to identify and describe the function and meaning of jokes and secrets for the school-aged child.