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.


Optional:

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


Learning Objective: At the conclusion of this session, fellows will be able to discuss and critique three play techniques in working psychoanalytically with children.
There will be no class on April 9

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


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.]


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


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

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


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

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


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


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.