



B P S I

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Fellowship in Psychoanalytic Psychotherapy Child Track, Spring 2021

Child Theory and Technique II

Jane Hanenberg, Ed.D.

During these ten weeks we will reprise the interwoven discussions of child analytic theory and technique. We will 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. April 8 – How does development happen? What does it mean to think developmentally in psychoanalytic psychotherapy?

-Chodorow, N. J. (2018). Love, respect, and being centered upon: Loewald’s image of development in childhood and the consulting room. *Psychoanalytic Study of the Child*, 71, 224-233. [PEP Web Link](#)

-Mayes, L. C. (1999). Clocks, engines, and quarks – Love, dreams, and genes: What makes development happen? *Psychoanalytic Study of the Child*, 54, 169-192. [PEP Web Link](#)

(optional) Seligman, S. (2018). What is a “robust developmental perspective?” In *Relationships in development* (pp. 62-72). Routledge. [Download from 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 ideas about thinking developmentally used in child psychotherapy.

Class II. April 15 - Playing for Real: Therapeutic Action with Children The Symbolization and Technique in the Psychotherapy of Children.

-Slade, A. (1994). Making meaning and making believe: Their role in the clinical process. In A. Slade & D. P. Wolf (Eds.), *Children at play* (pp. 81-107). Oxford University Press. [Download from the [Reading folder](#) or request from library@bps.org].

-Yanof, J. A., & Harrison, A. M. (2011). Technique in child analysis. In Gabbard, Litowitz, & Williams (Eds.), *Textbook of psychoanalysis* (2nd ed., pp. 333-348). American Psychiatric Publishing. [Download from 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.

Class III. April 22 – The Role of Creative Symbolization in Play

-Stefana, A. (2019). Revisiting Marion Milner's work on creativity and art. *International Journal of Psycho-Analysis*, 100(1), 128-147. [Download from the [Reading folder](#) or request from library@bps.org].

-Winnicott, D. W. (1980). *The piggle: An account of the psychoanalytic treatment of a little girl* (I. Ramzy, Ed.). The International Psycho-Analytical Library, 107:1-201. London: The Hogarth Press and the Institute of Psycho-Analysis. [PEP Web Link](#) Selected sections from sessions 1-3 will be read aloud in class.

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 29 – 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). [Download from the [Reading folder](#) or request from library@bps.org].

-Caper, R. (1996). Play, experimentation and creativity. *International Journal of Psycho-Analysis*, 77, 859-869. [PEP Web Link](#)

Learning Objective: At the conclusion of this class, the students will be able to name and discuss Oedipal fantasies that emerge in play treatment.

Class V. May 6 - 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 the American Academy of Child Psychiatry*, 14(3), 387-421. [Download from the [Reading folder](#) or request from library@bps.org].

-Herzog, J. M. (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 VI. May 13 - Contemporary views of identity formation in latency

-Harris, A. (2009). Tomboys' stories. In *Gender as soft assembly* (pp. 131-153). Routledge. [Download from the [Reading folder](#) or request from library@bps.org].

Also in, Harris, A. (2000). Gender as a soft assembly: Tomboys' stories. *Studies in Gender and Sexuality*, 1(3), 223-250. [PEP Web Link](#)

-Corbett, K. (2001). Nontraditional family romance. *Psychoanalytic Quarterly*, 70(3), 599-624. [PEP Web Link](#)

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

Class VII. May 20 - Family romance fantasies, identity development and a relational treatment of an adoptee

-Horner, T. M., & Rosenberg, E. B. (1991). The family romance: A developmental-historical perspective. *Psychoanalytic Psychology*, 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(1), 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 27 - Play, Enactments and Verbalization in Work with Trauma

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

-Bonovitz, C. (2020). Making sense of COVID-19 with child patients: From screen to screen. *Psychoanalytic Dialogues*, 30(5), 628-629. [Download from 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 two important tenets of working with children who have experienced medical trauma and its sequelae.

Class IX. June 3 - Topics in Latency: Humor and Secrets

-Wolfenstein, M. (1953). Children's understanding of jokes. *Psychoanalytic Study of the Child*, 8, 162-173. [PEP Web Link](#)

-Kulish, N. (2002). Female sexuality: The pleasure of secrets and the secret of pleasure. *Psychoanalytic Study of the Child*, 57, 151-176. [PEP Web Link](#)

We will watch and discuss a power point presentation about favorite readings of latency aged children.

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

Class X. June 10 – Integration

-Warshaw, S. C. (2020). Why play? ... Musings during this pandemic. *Journal of Infant, Child, and Adolescent Psychotherapy*, 19(2), 107-108. [Download from the [Reading folder](#) or request from library@bps.org].

-Balmes, T. (Director). (2010). *Babies* [Film]. [Amazon Prime](#)

We'll watch "Babies" as we discuss and integrate the clinical and didactic components of the class.

Learning Objective: At the conclusion of this seminar, the student will be able to discuss two aspects of developmental trauma and how this is evidenced in play treatment during Covid-19.