



**Fellowship in Psychoanalytic Psychotherapy  
Child Track, Spring 2022  
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, fantasy, and, of course, play.

Most weeks there will be primary and secondary readings assigned. Please try to take a “deep dive” into the required articles so we can discuss them in depth, and, if you like, a “dip” into the optional ones.

**Class I. March 31 – 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 in 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) Relationships in Development., Chapter 4: What is a “robust developmental perspective?” pp. 62-73. New York: Routledge. [Download from 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 ideas about thinking developmentally used in child psychotherapy.

**Class II. April 7 – Playing for Real: Therapeutic Action in Child Therapy**

Yanof, J. & Harrison, A. (2011) Technique in child analysis. In Gabbard, Litowitz & Williams (Eds.), *Textbook of psychoanalysis, 2nd ed.*, pp. 333-349. [Download from the [Reading folder](#) or request from [library@bpsi.org](mailto:library@bpsi.org)]

Slade, A. (1994) Meaning Making and Making Believe: Their Role in the Clinical Process. In Slade, Arietta, Wolfe, Dennie Palmer, *Children at Play*, Oxford University Press. pp 81-107. [Download from 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 used treating children psychodynamically.

### **Class III. April 14 – The Role of Creative Symbolization in Play**

Winnicott, D.W. (1980) The Piggie: An Account of the Psychoanalytic Treatment of a Little Girl: Edited by Ishak Ramzy 107:1-201. [PEP Web Link](#)

We will read selected sections from sessions 1-3 will be aloud in class.

(optional) Luepnitz, D.A. (2017) The Name of the Piggie: Reconsidering Winnicott's Classic Case in Light of some Conversations with the Adult 'Gabrielle'. *International Journal of Psychoanalysis*. 98(2):343-370. [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 21 – Oedipal Fantasies and the Growth of Imagination**

Bettelheim, 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@bpsi.org](mailto:library@bpsi.org)]

Jemerin J. (2004) Latency and the Capacity to Reflect on Mental States. *Psychoanalytic Study of the Child*, 59:211-239. [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. April 28 – Trauma and Play**

Fraiberg, S., Adelson, E., Shapiro, V. (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. [Download from 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. [Download from the [Reading folder](#) or request from [library@bpsi.org](mailto:library@bpsi.org)]

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 5 – Identity formation in latency: Gender and Sexuality**

Harris, A. (2009) “Tomboys’ Stories” in *Gender as Soft Assembly*, Routledge. pp131-155.  
[Download from 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 two aspects of latency that reflect cultural changes in development.

**Class VII. May 12 – Family Romance Fantasies in the Treatment of an Adopted Child**

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](#)

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

(optional) Eng, D.L. & Han, S. 2006. Desegregating Love: transnational adoption, racial reparation and racial transitional objects. *Studies in Gender and Sexuality*, 7(2):141-172.  
[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 19 – Enactments and Play in the Treatment of Trauma**

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

Mehta, S., Fauci, J. (2021) “Why Are you Even Here? Relational Reverberations of COVID on a Pediatric Inpatient Unit” in *The Clinical Psychologist*. Vol 74, Issue 4. [Download from the [Reading folder](#) or request from [library@bpsi.org](mailto:library@bpsi.org)]

Learning Objective: At the conclusion of this session, the fellows will be able to discuss and describe two aspects of the internalization of trauma.

**Class IX. May 26 – Contemporary Topics in the Playspace**

Smolen, Ann G. (2021) The Use of Digital Devices in Child Psychotherapy and Psychoanalysis: A Clinical Exploration of Pros and Cons, *Psychoanalytic Study of the Child*, 74:1, 308-324.  
[Download from the [Reading folder](#) or request from [library@bpsi.org](mailto:library@bpsi.org)]

(optional) Sugarman, A. 2017. The transitional phenomena functions of smartphones for adolescents. *The Psychoanalytic Study of the Child* 70:135–50. [PEP Web Link](#)

Learning Objective: At the conclusion of this seminar, the student will be able to describe and discuss two aspects of adolescent culture that are relevant to effective psychotherapy.

**Class X. June 2 – Integration**

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

Balme, Thomas (2010) "Babies"

Learning Objective: At the conclusion of this seminar, the student will be able to discuss two aspects of parent/child relationships in different cultures.