

Seattle Psychoanalytic Society and Institute
ADOLESCENT ANALYSIS: CLINICAL PERSPECTIVES

Child Psychoanalytic Training Program

Instructors: Denise Fort, Ph.D., Martin Bullard, MSW, Stan Case, MSW, Ph.D., Gina Balli, MSW,
Cliff Ridley, Ph.D., Don Schimmel, Ph.D., Robert Oelsner, M.D.

First Trimester 2017-18: September 8, 2017 – November 17, 2017, 10:15 to 11:45am

The readings and class discussion in this course will emphasize the technical aspects of conducting analysis with adolescents. Class participants will be encouraged to critically examine the analytic process described by the analyst in the case report.

Questions that might stimulate you include:

What is the analyst's primary focus in the detail described?

What might have been the analyst's thinking about the patient?

What options were available to the analyst to secure the therapeutic alliance and to further the analytic process?

Were there instances when no good strategy seemed to be available?

What different approach if any might have been taken?

Learning Objectives:

As a result of attending this course individuals will be better able to:

1. *Recognize and describe critical elements which support and promote an analytic relationship with adolescents.*
2. *Distinguish interventions which support adolescent development and explain the utility or necessity for such interventions at particular junctures in the analysis.*
3. *Summarize the historical bases for traditional technical approaches and contrast these approaches with contemporary developments.*
4. *Describe the way in which the analyst's countertransference impacts the adolescent, the analyst, and the analysis.*
5. *Apply critical thinking when reviewing clinical material.*

September 8: Denise Fort, Ph.D.

Alan Sugarman provides a thoughtful and informed overview of technical developments in the conduct of child analysis. He further reports on the analysis of an adolescent he treated early in his career, considering how he might now work differently with the patient.

Rachel Seidel describes the analytic process in the three year analysis of an adolescent girl. Dr. Seidel shows how the use of the transference was instrumental in promoting significant character modification. As a result of the analysis the patient was able to effectively resolve issues around abandonment and loss and to establish and maintain healthy relationships. The case she presented is discussed by a number of experienced child analysts.

1. Sugarman, A. (2015). Monday-morning quarterbacking: A senior analyst uses his early work to discuss contemporary child and adolescent psychoanalytic technique. *PSC*, 69:189-215. [pdf](#)
2. Seidel, R. (2006). Anna, leaving home--an adolescent girl's journey. *PSC*, 61:101-120.
3. Parks, C.E. (2006). Commentaries on Rachel G. Seidel's "Anna, leaving home - an adolescent girl's journey": discussion of Anna. *PSC*, 61:123-134.
4. Abrams, S. (2006). Navigating the cross-currents of the treatment relationship: A discussion of Dr. Seidel's case presentation. *PSC*, 61:135-138.

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5. Yanof, J. (2006). Discussion of Anna. *PSC*, 61:139-144.
6. Dahl, E. (2006). Discussion of "Anna, leaving home" by Rachel Seidel, M.D. *PSC*, 61:145-151.

September 15: Denise Fort, Ph.D.

Settlage provides an informed discussion of techniques with an emphasis on the technique of defense analysis. He then presents a detailed report on the use and technique of defense analysis in the treatment of an early adolescent.

Influenced by Melanie Klein's concept of the 'total situation,' Gertraud Diem-Wille describes the four year analysis of a severely disturbed boy. Diem-Wille's understanding of the transference as the 'total situation' enables communication and the analysis to unfold. She compares the concept of the 'total situation' with the traditional concept of transference.

1. Settlage, C.F. (1974). "The technique of defense analysis in the psychoanalysis of an early adolescent" in *The Analyst and the Adolescent at Work*, ed M. Harley. New York, NY: The New York Times Book Co. pp. 3-39. [pdf](#)
2. Diem-Wille, G. (2004). Using the concept of the 'total situation' in the analysis of a borderline adolescent. *Journal of Child Psychotherapy*, 30:308-329.

September 22: Martin Bullard, MSW

Art reveals what science obscures. The Adolescent phase in human experience and history is well represented in human art and literature across time and culture. Indeed what some consider the first great work of literature - *The Epic of Gilgamesh*, is essentially a coming of age story. The word "adolescent" comes from the Latin "adolesco" meaning to change, to grow, to become greater. The word in English that best captures this meaning is "development." I believe development is the central experience of our sentient species, as well as the central wish of all who seek psychoanalysis, at whatever age. Adolescence is a specimen example of the human developmental experience. Adolescence engages our potential for sexual pleasure and procreation and as such holds special fear and fascination. David Foster Wallace captures the excitement, confusion and anxiety in a freeze frame description of this transformation within human development.

1. Foster Wallace, D. (1999). "Forever overhead" in *Brief Interviews with Hideous Men*. N.Y.: Little Brown & Company. pp. 1-6. [pdf](#)

Gluckman offers an example of a psychoanalytic process (which I believe is another way of saying engaging and facilitating development). He includes his theoretical and technical choices about how he works with a young man with anxiety about himself and his physical and sexual body as he "becomes greater" in the traverse from childhood to adult hood.

2. Gluckman, R.M. (1986). A paradigm of development--the psychoanalysis of an adolescent. *PSC*, 41:337-356. [PEPWeb](#)

September 29: Stan Case, MSW, Ph.D.

This author describes her work with a young adolescent struggling with his annihilation anxieties,

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terrifying bizarre objects, and inner states of fragmentation and confusion. As analysis helps him to revitalize a frightened sense of self and internalize an enlivening object, he begins to wear a Frankenstein mask to hide his inner dread inside an outwardly dreadful transitional self-image.

1. O'Shaughnessy, E. (2004). Being Frankenstein: a youth's solution to psychosis. Ch. 4 in *Child Analysis Today*, ed. L Rodriguez de la Sierra. London: Karnac pp. 59-72. [pdf](#)

This author illustrates the vestiges of infantile protomental protection maneuvers in her analysis of an older adolescent female. Emotionally frozen and resorting to self-holding, sensory-dominated solutions like bingeing and purging, her starving infant and prematurely parentified parts are reactivated through the metamorphosis of puberty.

2. Mitrani, J. (2007). Bodily centered protections in adolescence: an extension of the work of Francis Tustin. *IJP*, 88:1153-1169. [PEPWeb](#)

October 6: Gina Balli, MSW

This week we will discuss the topic of working with the parents of adolescent patients. The Novicks describe five different vignettes, at various stages in analysis, in their 2013 paper on this topic. We will discuss the efficacy and challenges of parent work with adolescent patients, as well as the reasons why we do so in analysis with teens.

Confidentiality as it relates to analysis and concurrent parent work, will be explored as we discuss the difference between privacy and secrecy. We will also discuss topics including the role of fathers, and developmental perspectives of parent work with adolescent analysands.

1. Novick, K.K. and Novick, J. (2013). Concurrent work with parents of adolescent patients. *PSC*, 67:103-136. [PEPWeb](#)

October 13: Gina Balli, MSW

This week we will discuss an analysis conducted by Hansi Kennedy with an adolescent boy who had a history of trauma in childhood. This paper and our discussion will explore how the early trauma in childhood affected this adolescent boy's development and how this unfolded in the analysis. We might also play with our ideas about what working with this adolescent patient's parents might have involved.

1. Kennedy, H. (1986). Trauma in childhood--signs and sequelae as seen in the analysis of an adolescent. *PSC*, 41:209-219. [PEPWeb](#)

October 20: Cliff Ridley, Ph.D.

Elise explicates the concept of maternal eroticism in the mother/child dyad and extends the concept to the formulation of an analytic eroticism that can be used in creative interplay to clinical benefit in the analytic dyad. We will discuss in association with adolescent work. Elise feels that psychoanalytic theorizing today can "quickly lose any erotic rooting."

1. Elise, D. (2017). Moving from within the maternal: the choreography of analytic eroticism. *JAPA*, 65:33-60. [pdf](#)

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October 27: Cliff Ridley, Ph.D.

As a follow up to the Elise paper, we examine Sugarman's explication of contemporary nonlinear dynamic systems theory with adolescents and the idea of the interaction of multiple developmental systems without assigning decisive importance to any one system such as the psychosexual. Is there a downgrading of Eros in mainstream contemporary theory at the same time that there is a reassertion of the importance of the erotic in some quarters of contemporary thought? Does it make a difference to analytic technique with adolescents where the sexual cooks so intensely?

1. Sugarman, A. (2017). The transitional phenomena functions of smartphones for adolescents. *PSC*, 70:135-150. [pdf](#)

November 3: Don Schimmel, Ph.D.

Henry Markman writes about the treatment process with adolescents in which he places interactive play at the center analytic work. He characterizes adolescent play as a kind of co-creation of an emotionally charged interpersonal drama involving the analyst. He states that the motivation behind adolescent play in psychoanalysis is an attempt at working through specific developmental conflicts that typically involve struggles for greater autonomy and the development of a greater sense of identity. Markman says that in the play the analyst participates in unwitting enactments that help to inform how the analyst potentially interprets. He also discusses what it can mean when play falters, when the adolescent regresses and when there are periods of "strain" between the adolescent and his or her analyst. For example, one of Markman's central arguments is that when the analyst feels strain, it is often because he or she is resisting an assigned role given to him or her by the adolescent. Moreover, in this article Markman discusses how Freud originally defined play, how play is a compromise formation, how play is similar and dissimilar from the play of children and his view of interpretation and insight.

1. Markman, H. (1997). Play In The Treatment Of Adolescents: Freud (p. 146). *Psychoanal Q.*, 66:190-218. [PEPWeb](#)

November 10: Robert Oelsner, M.D.

Puberty and adolescence: time of catastrophic change. The drama.

1. Meltzer, D. (1975). From puberty to adolescence, in *Adolescence*. Karnac, 2011, pp. 131-142. [pdf](#)
2. Meltzer, D. (2002). Adolescence: after the hurricane, in *Adolescence*. Karnac, 2011, ch. 17, pp. 225-229. [pdf](#)

November 17: Robert Oelsner, M.D.

Adolescence: the self at risk. The age of psychosis. A clinical report.

1. Oelsner, R. (2002). Alice in Wonderland and analyst in awe. Paper presented to the weekend conference of the Intensive Study Group in PINC, San Francisco, CA, Sept, 21, 2002. (unpublished) [pdf](#)