

Foundations of Child Psychoanalysis – Clinical Applications

SPSI Child Psychoanalytic Training, Year 1, Second Trimester 2020-2021

December 4, 2020 - March 11, 2021, 10:15-11:45 AM

Instructor: Julie Wood, MA

Updated 12/10/20

This course is a clinical case conference. Clinical material will be presented by each CA and from the instructor (distinguishing it from the third trimester's Continuous Case Conference). We will focus on the clinical applications of the material learned in the previous trimester's course on foundations of child psychoanalysis. We will foster a multi-theoretical perspective by looking at the same clinical material from multiple theoretical lenses. There are few assigned readings and there is space for us to talk together about issues you want to address, so the syllabus is a live document for us to change to meet your training needs and interests.

Learning Objectives

1. Participants will practice fundamentals for beginning a child analysis, primarily establishing a working alliance and collaboration with parents; and appropriateness of analysis for treating child's presenting problems.
2. Participants will articulate their plans for working with parents, including their own feelings and concerns about that aspect of treatment.
3. Participants will begin to articulate initial psychoanalytic case formulations with their own and colleagues' case material of child analysis or child psychotherapy. This will include discussion of transitioning cases from psychotherapy to psychoanalysis when appropriate.

Class 1 – December 4 – Technique in Child Analysis

**Ablon, S.L.** (2001). The Work of Transformation. *Psychoanal. St. Child*, 56:27-38

[Yanof, J.; Harrison, A. \(2017\). "Technique in Child Analysis" in Textbook of Psychoanalysis. Edited by Glen Gabbard, Bonnie Litowitz, Paul Williams. New Delhi, India, CBS Publishers. pp333-348.](#)

Class 2 – December 11 – Getting Started and Recommendation for Analysis (Case material – Kelly)

**Novick, K.K. and Novick, J.** (2002). Parent Work in Analysis II—Children, Adolescents, and Adults: Recommendation, Beginning, and Middle Phases of Treatment. *J. Infant Child Adolesc. Psychother.*, 2(1):1-27

**Optional:**

**Anthony, E.J.** (1980). The Family and the Psychoanalytic Process in Children. *Psychoanal. St. Child*, 35:3-34

Class 3 – January 8 – Getting Started and the Child Play Environment (Case material- Kelly)

**Joseph, B.** (1998). Thinking about a Playroom. *J. Child Psychother.*, 24(3):359-366

**Optional:**

**Bellinson, J.** (2000). Shut Up and Move: The Uses of Board Games in Child Psychotherapy. *J. Infant Child Adolesc. Psychother.*, 1(2):23-41

**Bellinson, J.** (2009). You Can't Do That — Or Can You? Historical and Clinical Perspectives on Limit Setting in Child Psychotherapy. *J. Infant Child Adolesc. Psychother.*, 8(2):87-95

**Gilmore, K.** (2005). Play in the Psychoanalytic Setting. *Psychoanal. St. Child*, 60:213-238

Class 4 – January 15 – Getting Started: The analyst's mind (Case – Kimberly)

**Ehrlich, L.T.** (2013). Analysis Begins in the Analyst's Mind: Conceptual and Technical Considerations on Recommending Analysis. *J. Amer. Psychoanal. Assn.*, 61(6):1077-1107

**Wille, R.** (2012). The Analyst's Trust in Psychoanalysis and the Communication of That Trust in Initial Interviews. *Psychoanal. Q.*, 81(4):875-904

Class 5 – January 22 – (Case- Kimberly)

**Fincke, C.D.** (2002). A Love of Things Irreconcilable: The Narration of Metaphor in Child Psychotherapy. *J. Infant Child Adolesc. Psychother.*, 2(1):107-123

Class 6 – January 29 – (Case – Taryn)

**Owens, T.M.** (2013). The Need for an Other's Mind: An Innovative Approach to the Psychoanalytic Treatment of Children and Adolescents. *J. Infant Child Adolesc. Psychother.*, 12(1):1-9

Class 7 – February 5 – Intersectionality in child work (Case- Taryn)

**Saketopoulou, A.** (2011). Minding the Gap: Intersections Between Gender, Race, and Class in Work With Gender Variant Children. *Psychoanal. Dial.*, 21(2):192-209

No class February 12 APsA Meeting

Class 8 – February 19 – Psychopharmacology with instructor, Ellika McGuire, MD

**Chubinsky, P. and Rappaport, N.** (2006). Medication and the Fragile Alliance. *J. Infant Child Adolesc. Psychother.*, 5(1):111-123

**Tutter, A.** (2006). Medication as Object. *J. Amer. Psychoanal. Assn.*, 54(3):781-804

**Optional:**

**Whitman, L.** (2015). Child Psychotherapy, Child Analysis, and Medication. *Psychoanal. St. Child*, 69:394-415

Class 9 – February 26- Dreams (Case – Janelle)

**Ablon, S.L. and Mack, J.E.** (1980). Children's Dreams Reconsidered. *Psychoanal. St. Child*, 35:179-217

Class 10 – March 5 – Loss and bereavement (Case – Janelle)

**Furman, E.** (1986). On Trauma—When is the Death of a Parent Traumatic?. *Psychoanal. St. Child*, 41:191-208

**Sugarman, A.** (1997). Dynamic Underpinnings of Father Hunger as Illuminated in the Analysis of an Adolescent Boy. *Psychoanal. St. Child*, 52:227-243

Class 11 – March 12-

**Levy-Warren, M.H.** (2014). A Knot in the Gut: Transference/Counter-Transference and Issues of Race, Ethnicity, and Class in an Adolescent Treatment. *J. Infant Child Adolesc. Psychother.*, 13(2):133-141

**Lieberman, A.F. and Harris, W.W.** (2007). Still Searching for the Best Interests of the Child. *Psychoanal. St. Child*, 62:211-238