

**THE BOSTON PSYCHOANALYTIC SOCIETY AND INSTITUTE  
141 Herrick Road, Newton Centre, Massachusetts 02459**

**Course in Child Analysis:**

**Dec. 1; Dec. 8; Dec. 22; Jan. 12; Jan. 26; Feb. 2.**

**Purpose Statement:**

This course is designed to introduce the theory and technique of child analysis. Another important goal of the course is to use child analytic material to gain insights into adult analysis. The course material will include (1) the evaluation and recommendation of analysis for child patients; (2) the beginning stage of analysis, play therapy theory, and technique; (3) the middle stage of analysis, play therapy, and technique; (4 and 5) interpretation and transference in child analysis; (6) termination in child analysis; and (7 and 8) Review, and Child Analysis outside the consulting room and in different cultures.

**December 1: Session #1. Introduction to Child Analysis**

**Learning Objective:** The participants will be able to list three features in the psychoanalytic evaluation of a preschool child that are helpful in evaluating an adult patient.

Video (“Sean” evaluation) – Evaluation and Basic Themes of Child Analysis  
Writing exercise – Write one paragraph describing three observations in the video that could be useful in *evaluating* an adult patient.

**Elective Reading:**

Harrison Am (2013). The sandwich model: the ‘music and dance’ of therapeutic action, International J of Psychoanalysis, 95(2):313-340. [Available in [Library](#)]

**December 8: Session #2. Early Stage of the Analysis**

**Learning Objective:** The participants will be able to describe how the analyst can effectively make an initial connection with a child and also with an adult patient.

Video – (Sean) Beginning Phase.  
Writing exercise – Using material from the video as a guide, write one paragraph about how you go about making an *initial connection* with an adult patient.

**Elective Reading:**

Tronick E, Beeghly M (2011). Infants’ meaning-making and the development of mental health problems, American Psychologist, 66:107-119. [Available in [Library](#)]

## **December 22: Session #3. The Concept of Enactment in Psychoanalysis – Child and Adult.**

**Learning Objective:** The participants will be able to explain the concept of enactment and its usefulness in work with their analytic patients.

Video – (Sean) Middle Phase

Writing exercise – Write one paragraph demonstrating how you can use the *enactment* in the video to gain insight into an enactment in an adult analytic or psychotherapy case.

### **Elective Reading:**

Slade A (2014). Imagining fear: Attachment, threat, and psychic experience, Psychoanalytic Dialogues, 24:253-266. [Available in [Library](#)]

## **January 12: Sessions #4 and 5 (double session, starting at 7:00 pm). Transference and Interpretation in Child and Adult Analysis.**

### **Learning Objective:**

The participants will take from observations of a videotape of child analysis and use them to discuss the use of transference in their analytic work with adult patients.

The participants will take from observations of a videotape of child analysis and use them to discuss the use of interpretation in their analytic work with adult patients.

Video – (Sean) *Transference* and *interpretation* in child analysis.

Writing exercise – Write one paragraph explaining how you might learn from this video and previous videos features of transference and ways of making interpretation for your adult patients.

### **Elective Reading:**

Chused J (1988). The transference neurosis in child analysis, Psychoanalytic Study of the Child, 43:51-81. [PEP Web Link](#)

Yanof J, Harrison A (2011). Technique in child analysis, in Textbook of Psychoanalysis, Second Edition, Eds. Gabbard, Litowitz, Williams, pp. 333-349. [Available in [Library](#)]

## **January 26: Session #6. Termination in Child and Adult Analytic Work.**

Verbal presentation of child and adult terminations in same analyst's work.

**Learning Objective:** The participants will be able to explain the similarities and differences between termination of analysis in the treatments of adult and child patients.

Writing exercise - Write one paragraph describing how the insights gained from this presentation might help you in your *termination* work with analytic patients.

**Elective Reading:**

Yanof J (1991). Singing harmony: Termination in an adolescent analysis, in A Schmuckler ed, Saying Goodbye, Hillsdale, NJ: The Analytic Press, pp. 161-180.  
[Available in [Library](#)]

Harrison A M (2009). Setting up the doll house: A developmental perspective on termination, Psychoanalytic Inquiry, 29:174-188. [PEP Web Link](#)

**February 2: Session #7 and 8 (double session, starting at 7:00 pm). The Psychoanalyst in the Community and the Developing World.****Learning Objective:**

The participants will be able to describe three ways in which their analytic understanding can inform work in preventive mental health programs in the Boston community.

The participants will be able to describe three ways in which their analytic understanding can inform work in the developing world.

Video – Examples from orphanage in El Salvador and in hospital in North India of ways analytic understanding can inform ***work in the world***.

Writing exercise – Write one paragraph describing your responses to the videos from the orphanage and the hospital and suggest a way these responses might inform your analytic work at home.

**Elective Reading:**

Harrison A M (in press) “Effective volunteerism”: Helping child caregivers in developing countries, Journal of Infant Mental Health. [Available in [Library](#)]