

THE CLEVELAND COLLABORATIVE CHILD FOCUSED PSYCHOANALYTIC TRAINING PROGRAM

Report of CURRICULUM COMMITTEE

Co-Chairs: Devra Adelstein and Joanne Naegele

OVERVIEW: HOW THIS CURRICULUM IS EVOLVING, OUR METHOD:

The curriculum of the Child-Focused Analytic Training Program is an evolving entity. It is not set in stone and will grow and develop. As analysts of HPC and CPC, some of whom are already on the faculty of both entities, thought together about the evolving child-focused HPC/CPC analytic training, we dialogued, thought together about more recent articles on the topics at hand and where modern analytic theories were parallel or tangential and should be included.

We expect there will at times be co-teachers -- paired together. In this way different points of view can be elaborated on by those knowledgeable of them. In this way the paired teachers can extend each other's points of view for the candidates and for themselves.

Throughout the curriculum there will be a focus on technique. We will work to build technique into every course, now that we have been made aware of a weakness in our existing curriculum just by having one outside person look at it. Likewise, we will be looking at opportunities to teach about process throughout the four year curriculum and especially in the case conferences, the child analytic seminars and in the writing course.

Course Descriptions

Year 1

Coupled courses run concurrently for 8 weeks, 1.5 hrs. per course

OVERVIEW of 4 year Child-Focused Analytic training: 2 sessions, 3 hrs.

Our child analytic training immerses candidates in child development. There will be a focus on the inner life of the child. The focus is on mastery, working in the transference and with counter-transference feelings, understanding the unconscious and interferences with progressive development. All this happens in the context of a relationship. The analyst for the child is a developmental object, a real object, a transference object.

101 Infancy: 8 sessions, 12 hrs.

This course focuses on the oral phase of psychosexual development with all its component instincts, fantasies, conflicts & mental mechanisms. The earliest, most basic aspects of emotional experience will be covered: hunger, satisfaction, attachment, dependence. The interaction between the baby, mother and father will feature prominently in this course. We will discuss links with neuroscience.

102 Readings on Infancy: 8 sessions, 12 hrs.

In this course readings focus on fostering progressive development in the first year of life, on the baby's internal world & its relationship with environment. We will discuss modern theory including Bion's concepts of "reverie" and "containment."

103 Toddlerhood: 8 weeks, 12 hrs.

This course will cover toddler development & struggles of the phase: move to autonomy, expressions of aggression & sexuality (biting, chewing, messing,) the importance of

development of verbalization (talking, using words, expressing feelings) & the role of mastery of bodily impulses (cruelty) & toilet mastery.

104 Readings on Toddlerhood: 8 weeks, 12 hrs.

The continuing importance of the relationship between the toddler & his/her parents and caretakers will be stressed. The significance of transitional objects and phenomena, the beginning of anal expressions of impulses—withholding, sadism, ambivalence—will be emphasized.

105 Phallic Oedipal Phase: 8 weeks, 12 hrs.

We begin with Freud's ideas on infantile sexuality and move forward. We look at transition from the anal phase into phallic development and the development of self-esteem, sexual curiosity about babies & babies' genders. There is the move into tolerance of parents' relationship with each other & the child's struggle with triangular aspect of relationships (understanding the move from dyadic to triadic relationships.)

106 Defenses I: 8 weeks, 12 hrs.

There will be an introduction to the varied world of defense mechanisms, unconscious psychological maneuvers used to protect against painful, inner states. Focus will be on the first three years of life and early defenses, such as denial, projection, introjection.

107 Latency: 8 weeks, 12 hrs.

In this phase we look at the child's emergence from the intensity of the oedipal conflicts into the world outside the home—into the world of friends & school.

We will stress the ongoing development of the conscience. In a bridge to modern theory we will look at the development of the capacity to reflect on mental states. This has its origin in the mother's function of accepting and re-representing these in a more tolerable form. This kind of parental availability contributes to the emergence of a reflective mode of mental functioning within the child.

108 Defenses II: 8 weeks, 12 hrs.

We will look at expression of defenses that allow for healthy personality development & adaptation to life VS restrictive development (over-reliance on certain defenses.) Specifically covered are earlier defenses, e.g., reaction formation, passive into active, reaction formation, undoing & the progression toward identification, sublimation, etc.

WRITING ABOUT YOUR CLINICAL EXPERIENCES:

2 sessions of 1 1/2 hrs/candidate/year, 2 weeks apart and 1 month before candidate's Saturday conference presentation. This course exists during Years 1, 2, 3, 4 and will be with all candidates in Adult and Child Psychoanalytic training.

The study of "process" and the technique of engaging your patient and facilitating the deepening and meaning of clinical work are essential aspects of the education of psychoanalysts as well as therapists in general. The time honored way of addressing these topics has been the candidates' participation in continuous case conferences, supervision and the study of the literature. Until recently, the use of writing exercises was peripheral to these studies. Now we understand that the translation of thought into a written record serves the integrative function that is the basis for learning. Our experience leads to the idea that the introduction of writing exercises at the beginning and throughout the training experience is a valuable way to introduce the necessary conceptualization of process, what it is and how it is used. We have found that early introduction also serves other purposes such as orienting the student to the reading of the

literature, the formation of a collegial interaction among peers and providing a way for colleagues to know each other and facilitate a safe environment so the discussion can flow freely, unencumbered by fear of exposure.

Fundamental to conveying in writing the process of your clinical work are the following: inclusion of examples of the interaction between the participants; the analyst's reflections on that interaction; summaries of events and changes that move the narrative forward. A series of these three types of writing are a suggested method for providing information about your work. Each candidate will in turn prepare a draft of a report of their work, read the draft to the class after its distribution to class participants who will write and read critiques of the distributed draft, addressing these questions: What suggestions do you have to enhance the descriptions? What devices used by the writer were, in your opinion, helpful?

Year 2

Coupled courses run concurrently for 8 weeks, 1.5 hrs per course

201 Adolescence: 8 weeks, 12 hrs.

This course will cover development from pre puberty to late adolescence. Issues of sexual orientation and identity consolidation as well as adolescent negotiation of "object removal" and separation- individuation will be included. This course will also consider the idea of reconsolidation of earlier developmental phases during adolescence.

202 Introduction to Treatment: 8 weeks, 12 hrs.

This course is required before a first child analytic case is started. Topics include the following: Indications for child analysis; the importance of work with parents; getting started in a child analysis; the importance of the opening phase. We will cover use of transference and counter-transference in child analytic work, including Melanie Klein's contributions to theory and technique. Conflict analysis & analysis at various developmental phases will be made explicit via various classical and current articles. We will get into nitty gritty issues: how children bring material, how they clean up or don't clean up, how they enter the hour and leave the hour, how they use words or do not use words, how they give gifts or wish for gifts and how to work analytically with this wealth of material.

203 Readings on Defense III: 8 weeks, 12 hrs.

We will take a careful look at The Ego and Mechanisms of Defense and highlight ideas from Normality and Pathology and from Sandler's and Anna Freud's book on The Analysis of Defense.

204 Assessment & Diagnosis: 8 weeks, 12 hrs.

This course will emphasize the importance of a period of evaluation before entering into any treatment. This will include how to do an evaluation as well as presenting one's ideas from the evaluation to the parents and the child, in order to reach the treatment of choice. We will discuss the importance of listening to the child and his/her parents as a crucial aspect of the evaluation.

205 Making the Diagnostic Profile Useful Today: 8 weeks, 12 hrs.

We begin with use of the profile as a tool in looking at where the patient is: how to understand instinctual development; how difficult experiences have been weathered by the child/family in terms of mastery, fixation, regression. Temperament of the child & strengths of the child & family are assessed with an eye to what the patient needs to foster or re-establish progressive development.

206 Theory of Instinctual Drives I: 8 weeks, 12 hrs.

Elaboration on Freud's four stages of Instinctual Development. We want to understand the development of aggression, sexuality & drive fusion. We will look at the relation of instinctual drives to feelings and various affective states—such as anxiety, depression, guilt, apathy, mourning, etc. The importance of the parent/child relationship in fostering sublimation & neutralization will be included.

207 Theory of Instinctual Drives II: 8 weeks, 12 hrs.

This course will include readings of Freud, especially on narcissism and character development. Hartman, Kris & Lowenstein will be referenced in "Notes on the Theory of Aggression" as well as Anna Freud & Lampel de Groot on aggression in relation to emotional development. Links will be made to Neuroscience via Solms & Nersessian's article : "Freud's Theory of Affect: Questions for Neuroscience"...and more.

208 Theory of Neurosis: Use of The Ratman as a template for understanding the theory of obsessional neurosis: 8 weeks, 12 hrs.

This course on obsessional neurosis will cover Freud's case of the Rat Man. We will reference Mahoney's 1986 book which includes understanding the childhood experiences looking back from adulthood, of the Ratman.

Year 3

Coupled courses run concurrently for 8 weeks, 1.5 hrs. per course

301 Theory of Neurosis: Obsessions and Phobias--The Wolfman 8 weeks, 12 hrs.

Some general thoughts about obsessional neurosis in childhood will be presented including its connections with phobias. We will compare Freud's ideas with those ideas of current theorists, such as Nancy McWilliams. (Psychoanalytic Case Formulations)

We will read Freud's case of "The Wolfman" and discuss it in depth, including ideas about reconstruction in child analysis.

302 Theory of Anxiety--Little Hans 8 weeks, 12 hrs.

We will discuss Little Hans along with articles reviewing the theory of anxiety. (Inhibitions, Symptoms & Anxiety, 1926) The focus will be to appreciate Freud's understanding of Little Hans' unconscious conflicts and how he worked with the father to help him help his son, by bringing the son's unconscious material into consciousness, to be verbalized and mastered. Judy Chused's 2007 article (JAPA): "Little Hans' Analyzed in this Twenty First Century" will be read with a focus on letting the patient follow his own line of thought, looking for affective experience and following the patient's associations.

303 Theory of Anxiety (Hysteria) 8 weeks, 12 hrs.

This is a course about hysteria and includes Freud's cases of Lucy R., Katrina and Fraulein Elizabeth von R. We will link discussion to Appiganesi & Forester's book, Freud's Women, including chapter 5: "Dora, An Exemplary Failure." We will reference links to MacDougall's Theatres of the Body: A Psychoanalytic Approach to Psychosomatic illness (1986).

304 Character Formation 8 weeks, 12 hrs.

We will extensively cover The Ego and the Id. Included will be the definition of character, a historical survey of the psychoanalytic approach to the subject, along with comparisons of character neurosis and symptom neurosis. Whether or not character is "fixed" in childhood, or is open to further development will be presented for thoughtful consideration. We will discuss the development of masochism and attachment to pain.

305 Delinquency 8 sessions, 12 hrs.

We will study the ego and superego development in relation to delinquency and social maladjustment using classic readings of Eissler (Searchlight on Delinquency) & Aichorn (Wayward Youth.) We will include many types of character disorders, including the imposter, the exceptions, promiscuity, criminality.

306 Understanding & Misunderstanding Perversions 8 sessions, 12 hrs.

A current view on this topic will be presented, including extensive use of the Novicks' book, Fearful Symmetry. After taking this course candidates will better understand the development of masochism including the beating fantasies and fetishism linked to transitional objects, the defensive use of the fetish and its place in diminishing anxiety.

307 Treatment-via-the Parent 8 sessions, 12 hrs.

We consider this a crucial course in Cleveland, given our therapeutic school (toddler, pre school and kindergarten levels) and the possibility of collaborative work with parents, teachers and therapists. The course will explore the importance of working with parents, and helping parents to help their children. We will discuss the relationship of parent work to direct work with children, contrasting treatment-via-the-parent work with individual psychoanalysis. The book, The Therapeutic Nursery School (Katan & Furman) will be used, in addition to other readings on working with parents.

308 Severe and Early Disturbances (Atypical & Autistic) 8 sessions, 12 hrs.

Work with atypical children will be shared along with understanding the theoretical framework underlying severe and early disturbances. We will consider the work of Tustin and her approach to autism via her writings and including the book: Frances Tustin: Anorexia & Autism, (2000), Chpt. 8 in Sayers book, Kleinians Inside Out.

Year 4

Coupled courses run concurrently for 8 weeks, 1.5 hrs per course

401 Dreams: 8 weeks, 12 hrs.

We will look at the way child analysts work on dreams with their patients, the function of dreaming and the role played by dream interpretation in psychoanalytic work with children. We will start with Freud's chpt. 11, Interpretation of Dreams, and examine the role of nightmares, anxiety dreams & pavor nocturnus in the lives of children.

402 Learning Problems: 4 weeks, 6 hrs.

We will discuss difficulties from a psychoanalytic point of view. Focus will be on understanding intrapsychic conflicts and their ramifications in learning. There will be detailed clinical material.

403 Pediatrics: 4 weeks, 6 hrs.

A pediatrician will present her/his view of a pediatric primer for child psychoanalysts—what should be known of normal development and common illnesses. Special topics of deafness, cerebral palsy, ear infections, lead poisoning, etc. will be discussed. ADHD controversies and alternative approaches will be opened up for dialogue.

404 Psychoanalytic Psychotherapy: 8 sessions, 12 hrs.

This course will begin by helping participants to understand when situations are best suited to psychotherapy vs psychoanalysis. Focus will be on understanding how a child brings material through play, parent work, using transference and countertransference, using resistance.

Current references to clinical material in once or twice/week therapy will be cited, as in references in the Journal of Child Psychotherapy.

405 Psychoanalytic Consultations: 4 sessions, 6 hrs.

This course will center on experiences in consultation. Varied examples of consultation will be presented in detail.

406 Psychoanalytic Technique with emphasis on Transference and Countertransference: 8 weeks, 12 hrs

We will discuss bedrock concepts of psychoanalytic technique as defined by S. Freud, Anna Freud & H. Racker. An extensive reading list will be made available and candidates will be encouraged to prepare their questions and bring clinical vignettes for discussion. The aim of this course is an integration of these concepts into clinical work.

407 Psychiatric Consultation, Medication & Psychosis: 7 weeks, 10.5 hrs

This course will be taught by a psychiatrist and will help participants understand serious emotional and mental illness with children, adolescents, young adults and beyond. Attention will be given to suicidal ideation, the uses of medication, psychotic illness, etc.

408 Ethical Practice in Child and Adolescent Analysis: 4 weeks, 6 hrs

We will use the book by the same name as the course, a book co-authored by Anita Schmukler, Paula Atkinson, Helene Keable & E. Kirsten Dahl. (2012) Modern, ethical clinical material will be discussed.

409 What Child Analysts should know about Adult Work: 16 weeks, 24 hrs

This course will focus on the tasks of development and the relevance of these to work with children. Special attention will be on children who “fail to launch” into adulthood. We will look at parental difficulties as one aspect of the child’s experience. Diagnostic Considerations in Adults will be covered and will include important concepts such as psychic retreat (Steiner), Soul Murder (Shengold), Inconsolability (Weinshel).

DESCRIPTION OF CONTINUOUS CASE CONFERENCES, CHILD & ADOLESCENT ANALYTIC SEMINARS & THE TWICE/MONTH CHILD CASE CONFERENCES:

CONTINUOUS CASE CONFERENCES:

All candidates will participate in a continuous case conference. We expect these to be weekly, with a candidate presenting an on-going adult analytic case once every two weeks to the candidate group and to an assigned TA Adult Supervising Analyst. On alternate weeks we expect a candidate will present a child analytic case to the entire candidate group and an assigned TA child supervising analyst. This will go on for an extended period of time--9 months or 1 year before the presenter and the child supervising analyst will change, to a different candidate and a different analyst.

CHILD AND ADOLESCENT ANALYTIC SEMINARS, 1 1/2 hrs each:

The equivalent of our previous Monday evening Seminars at Dr. Anny Katan's house will be reinstated. These will be in-person conferences. Candidates with Analytic Cases will be expected to present their work once/year on each case to a group of faculty and child analysts and some adult analysts within the community. Graduate child analysts with a child or adolescent in analysis will be invited to present the case at these same seminars. In this way we will get back to having a way to hear actual on-going child and adolescent analytic process and learn

together, gaining much needed experience that any one child analyst's practice cannot afford, due to the few numbers of individual patients each of us are able to have in 4 or 5 time/week analysis. We will be able to pool our knowledge in this manner and gain experience in how different analysts analyze child and adolescent patients.

TWICE/MONTH CHILD CASE CONFERENCES:

These are the existing twice/ month Wednesday afternoon conferences, on the 2nd and 4th Wednesdays of month currently at CPC, Wednesdays, 2-3PM and chaired by Ms. Naegele. These are spontaneous opportunities for clinicians with child patients in the community, candidates of child analysis, and graduate child, adolescent or adult analysts to come together for discussion. The atmosphere is free-floating, spontaneous and trusting. Topics have included 1) evaluations (how to do them), 2) psychotherapy cases (how to get them on-going and what can be accomplished through focused long-term work), 3) analytic sessions, one or two, demonstrating e.g., how a three times/week intensive therapy was able to be shifted into a four times/week analytic frequency as a result of the child's readiness to go there and work with the parents to facilitate it and 4) work with parents of children and adolescents, including work on behalf of young children with parents. Confidentiality is maintained in all situations.

OPPORTUNITIES FOR CANDIDATES

The Cleveland Psychoanalytic Community has many offerings to Child & Adolescent Candidates upon completion of their didactic work, as they continue their progression toward graduation. The Hanna Perkins Center offers seminars each Friday afternoon to discuss cases in the Hanna Perkins School. As well, child psychoanalytic cases are presented at some Friday seminars. Candidates are invited to the Cleveland Psychoanalytic Center's twice monthly Wednesday afternoon case conferences where issues in child therapy are discussed and cases are shared. They are included in social, fundraising, and educational (workshops) events at HPC and CPC. Candidates are supported in their efforts to attend the Association for Child Psychoanalysis' annual meeting and the American Psychoanalytic Association's Meetings. At times there are funds to help them do so.

Candidates are welcomed at the Cleveland Psychoanalytic Center's Ethics Committee Programs which are presented on average every other year, where participants can discuss ethical issues and receive CEU's. They are invited to CPC's Friday evening Scientific Meetings where local and out-of-town analysts are invited to give papers. They are invited to CPC's Friends Speakers Series on Wednesday evenings, once/month and Friends Sunday evening movie discussions. Once a candidate becomes a member of CPC, committee membership is open to that candidate so s/he feels part of the decision-making process of the analytic community. Voting privileges come with candidate membership. There are opportunities for candidates to join study groups or form one of their own.

In addition through HPC and CPC, there are opportunities to teach in our 2 year psychotherapy program, participate as presenters in workshops, consult in the early childhood education community and introduce speakers at the Friday Scientific Meetings.

We encourage candidates to be active members in our analytic community. We value their individual skills and talents and hope they see themselves as a valued part of our community.