



# C I C A P P

Canadian Institute for Child and Adolescent Psychoanalytic Psychotherapy

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## YEAR THREE

### Fall 2020 Term Course Syllabus & Readings Overview

- \* CICAPP Year 3 Class Schedule 2020 – 2021
- \* Professional Practices
- \* Anxiety
- \* Ruptures and Empathic Failures
- \* Working with Parents
- \* Trauma
- \* Cultural Diversities
- \* Depression
- \* Learning Disorders
- \* ADHD
- \* Autism Spectrum
- \* Clinical Case #4
- \* Clinical Case #5

**CICAPP 2020 - 2021  
YEAR 3 Curriculum**



Canadian Institute for Child & Adolescent  
Psychoanalytic Psychotherapy

WEEK	DATE TUESDAYS	Seminar A 6:30 to 8:00 p.m.	Seminar B 8:15 TO 9:45
1	September 8, 2020	PROFESSIONAL PRACTICES - Dannette Graham	PROFESSIONAL PRACTICES - Dannette Graham
2	Sept 15	ANXIETY - Florence Loh	RUPTURES AND EMPATHIC FAILURES - Chris Connell
3	Sept 22	ANXIETY - Florence Loh	RUPTURES AND EMPATHIC FAILURES - Chris Connell
4	Sept 29	ANXIETY - Florence Loh	TRAUMA - Chris Connell
5	Oct 6	WORKING WITH PARENTS - Sharon Dembo	TRAUMA - Chris Connell
6	Oct 13	WORKING WITH PARENTS - Sharon Dembo	TRAUMA - Chris Connell
7	Oct 20	CULTURAL DIVERSITIES - Florence Loh	Clinical Case (#1) - Brent Willock
8	Oct 27	CULTURAL DIVERSITIES - Florence Loh	Clinical Case (#1) - Brent Willock
9	Nov 3	DEPRESSION - Florence Loh	Clinical Case (#1) - Brent Willock
10	Nov 10	DEPRESSION - Florence Loh	Clinical Case (#1) - Brent Willock
11	Nov 17	LEARNING DISORDERS - Dena Tenenhouse	Clinical Case (#1) - Brent Willock
12	Nov 24	LEARNING DISORDERS - Dena Tenenhouse	Clinical Case (#1) - Brent Willock
13	Dec 1	AD/HD - Dr Doug Weir	Clinical Case (#1) - Brent Willock
14	Dec 8	AUTISM SPECTRUM - Robin Holloway	Clinical Case (#2) - Philippa Orsborn
15	Dec 15	AUTISM SPECTRUM - Robin Holloway	Clinical Case (#2) - Philippa Orsborn
December 22		<i>No classes - Winter Break</i>	
December 29		<i>No classes - Winter Break</i>	
16	Jan 5, 2021	DIVORCE - Susan Walker Kennedy	Clinical Case (#2) - Philippa Orsborn
17	Jan 12	DIVORCE - Susan Walker Kennedy	Clinical Case (#2) - Philippa Orsborn
18	Jan 19	ADOPTION - Marguerite McCarron	Clinical Case (#2) - Philippa Orsborn
19	Jan 26	CONDUCT DISORDER - Chris Connell	Clinical Case (#2) - Philippa Orsborn
20	Feb 2	PHOBIAS - Chris Connell	Clinical Case (#2) - Philippa Orsborn
21	Feb 9	SUICIDE - Florence Loh	EATING DISORDERS - Philippa Orsborn
22	Feb 16	BEREAVEMENT - Michael Blugerman	EATING DISORDERS - Philippa Orsborn
23	Feb 23	GENDER ISSUES - Oren Gozlan	PATHOLOGICAL NARCISSISM - Philippa Orsborn
24	Mar 2	ENURESIS/ENCOPRESIS - Dena Tenenhouse	Clinical Case (#3) - Sharon Dembo
25	March 9	CLINICAL CASE MANAGEMENT - Josi Perotto	Clinical Case (#3) - Sharon Dembo
March 16		<i>No classes - March Break</i>	
March 23		<i>No classes - March Break</i>	
26	March 30	OCD - Josi Perotto	Clinical Case (#3) - Sharon Dembo
27	April 6	PSYCHOSIS - Art Caspary	Clinical Case (#3) - Sharon Dembo
28	April 13	PSYCHOSOMATISM - Mark Voysey	Clinical Case (#3) - Sharon Dembo
29	April 20	PSYCHOPHARMACOLOGY - Mark Voysey	Clinical Case (#3) - Sharon Dembo
30	April 27	SUBSTANCE ABUSE - Mark Voysey	Clinical Case (#3) - Sharon Dembo

<b>HOLIDAYS</b>	December 22, 2020
	December 29, 2020
	March 16, 2021
	March 18, 2020



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## Year 3, 2020 – 2021

### Fall Term 2020 Syllabus

*Tuesday evenings*

Seminar 1: 6:30 – 8:00 p.m.

Seminar 2: 8:15 – 9:45 p.m.

#### CLASS LOCATION:

CICAPP Office, 427 Vaughan Road, Toronto, ON, M6C 2P1

**\*NOTE: Due to the current COVID-19 physical distancing protocols in place as per the directives of Public Health Authorities, all CICAPP seminars will be hosted online via Zoom Videoconference for the fall 2020 term.**

*Readings listed as “PDF” are available by download from CICAPP ShareFile.*

*Readings listed as “PEPweb” must be sourced independently by candidates via PEPweb.*

*Readings listed as Optional or Recommended are to be sourced independently by candidates.*

### SEPTEMBER 8, 2020

#### SEMINARS ONE & TWO

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##### Professional Practices

*Instructor: Dannette Graham, RP*

##### Course Description

During these two seminars there will be discussion regarding scope of practice. Candidates will be introduced to differing approaches to treating children and adolescents including advantages and limitations of each. (e.g. CBT, solution-focused, group, family systems, narrative).

##### Learning Objectives

- To develop an awareness and understanding of the broad range of therapeutic models available for children and adolescents;
- To learn to evaluate the benefits and limitations of varying treatment models in individual circumstances.

##### Readings

CRPO Jurisprudence Manual

Oleson, Nancy and Drozd, Leslie (2012) “Prudent Therapy in High Conflict Cases: With and Without Allegations of Intimate Partner Violence of Child Abuse”, in Journal of Child Custody: 9:69 – 84 (PDF)



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## SEMINAR ONE

### 1. Review:

- CAPCT Code of Ethics and Professional Standards
- Records and Record Keeping
- Treatment Note Guidelines
- Candidate Scope of Practice
- Complaint and Discipline Procedure
- Forms: patient information; CICAPP Consent for treatment, consent to assess and treat; consent to share information between parents; consent to share information with parents; authorization letter to disclose personal information, general consent to disclose personal information; privacy statement; insurance company letter

### 2. Review: CRPO Professional Practice and Jurisprudence

## SEMINAR TWO

1. Specific Principals and Nature of Complaints
2. Professional Boundaries in Psychotherapy
3. How to avoid breach of boundaries
4. What would you do if...?
5. Reading/discussion: Prudent Therapy with High Conflict Divorce Cases

**SEPTEMBER 15, 2020**

## **SEMINAR ONE**

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### **Anxiety**

*Instructor: Florence Loh, MSW, RSW, RP*

### **Course Description**

During these three seminars and through assigned readings and discussions of clinical material, candidates will learn to recognize the various characteristics of anxiety from a psychoanalytic perspective. Candidates will gain an appreciation of a range of clinical presentations that may be expected in a child or adolescent who suffers from or has been diagnosed with anxiety. Candidates will also learn to recognize the various characteristics of phobia from a psychoanalytic perspective. Candidates will gain an appreciation of a range of clinical presentations that may be expected in a child or adolescent who suffers from a phobia.

### **Learning Objectives**

- To understand the presenting problems/ issues from a psychoanalytic point of view;



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- To understand the importance of transference and counter-transference in effecting therapeutic action;
- Using transference and counter-transference in the treatment of a child or adolescent who is anxious or who has been diagnosed with an anxiety disorder;
- To be sensitive to other complementary treatment options

## Readings

*Instructions: Although we certainly encourage you to complete all readings in advance, if you simply cannot get to all the readings each week, please read them in the order that they have been listed. You will find that the first and second readings will be theoretical and the rest for that week will be clinical application.*

Rotemberg, H. (2013). Ch 1. The correlation between anxiety and danger: vicissitudes of mental functioning. In S. Arbiser, (ed): On Freud's "Inhibitions, Symptoms and Anxiety" (p. 103-117). London: Routledge. (PDF)

Freud, A. (1993). Ch 3. The ego's defensive operations considered as an object of analysis. (pp. 28-41). London: Karnac. (PDF)

Freud, A. (1993). Ch 6. Denial in fantasy. (pp. 69-82). New York: Karnac.(PDF)

Freud, A. (1993). Ch 7. Denial in word and act. (pp. 83-92). New York: Karnac.(PDF)

### *OPTIONAL READINGS:*

Freud, A. (1993). Ch 4. The mechanisms of defense. (pp. 42-53). London: Karnac.

Freud, A. (1993). Ch 8. Restriction of the ego. (pp. 93-151). New York: Karnac.

## **SEMINAR TWO**

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### **Ruptures and Empathic Failures**

*Instructor: Christina Connell, RP*

### **Course Description**

During these two seminars and through readings and discussion of clinical material, candidates will gain an understanding of empathic ruptures or failures and to understand the process of reparation.

### **Learning Objectives**

- To learn of factors which may lead to a rupture or an empathic failure in the therapeutic process;
- To discuss the characteristics of, and how to recognize when, a rupture occurs;
- To discuss therapeutic reparative interventions.



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## Readings

On Empathy (Chapter) Heinz Kohut from "The Search for the Self - Selected Writings of Heinz Kohut: 1978-1981" (PDF)

Wolf, E.S. (1993). Disruptions of the Therapeutic Relationship in Psychoanalysis: A View from Self Psychology. *Int. J. Psycho-Anal.*, 74:675-687 (PEPweb)

Baldwin, E. (2014) Recognizing Guilt and Shame: Therapeutic Ruptures with Parents of Children in Psychotherapy. In *Psychoanalytic Social Work*, 21:2-18. (PDF, PEPweb)

**SEPTEMBER 22, 2020**

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## SEMINAR ONE

### **Anxiety (continued)**

*Instructor: Florence Loh, MSW, RSW, RP*

## Readings

Blass, R. B. (2013). Ch 2. On 'The fear of death' as the primary anxiety: How and why Klein differs from Freud. In S. Arbiser, (ed): *On Freud's "Inhibitions, Symptoms and Anxiety"* (p. 119-132). London, Routledge. (PDF)

Weininger, O. (1993). Ch. Two. Feeling good, having enough, and not fearing the other. In *Children's Phantasies: The Shaping of Relationships* (pp. 27-35). New York: Karnac.(PDF)

Weininger, O. (1993). Ch. Six. An uneasy bedtime and two and mornings: some anxieties of the early Oedipal. In *Children's Phantasies: The Shaping of Relationships* (pp. 91-108). New York: Karnac.(PDF)

### *OPTIONAL READINGS*

Weininger, O. (1993). Ch. 6. Rigid parenting and perfectionistic children. In *View from the cradle: Children's Emotions in Everyday Life.* (pp. 75-88). New York: Karnac.

Weininger, O. (1993). Ch. 10. Thinking, learning, and the internal container. In *View from the cradle: Children's Emotions in Everyday Life.* (pp. 132-156). New York: Karnac.

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## SEMINAR TWO

### **Ruptures and Empathic Failures (continued)**

*Instructor: Christina Connell, RP*

## Readings



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Buirski and Haglund's Making Sense Together: The Empathic-Introspective Stance and Intersubjectivity Theory, pp. 63-73 (PDF)

**SEPTEMBER 29, 2020**

## **SEMINAR ONE**

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### **Anxiety (continued)**

*Instructor: Florence Loh, MSW, RSW, RP*

### **Readings**

Newman, K. M. (2013). Ch 3. Winnicott and Kohut: their theories of anxiety. In S. Arbiser, (ed): On Freud's "Inhibitions, Symptoms and Anxiety" (p. 133-141). London: Routledge.(PDF)

Lichtenberg, J. D., Lachmann, F. M., Fosshage, J. L. (2016). Ch 4. Human development and organizing principles. In Self and Motivational Systems: Towards a theory of Psychoanalytic Technique (pp. 35-59). London: Routledge.(PDF)

Nersessian, E. (2013). Ch 6. Psychoanalytic theory of anxiety: proposals for reconsideration. In S. Arbiser, (ed): On Freud's "Inhibitions, Symptoms and Anxiety" (p. 171-184). London: Routledge. (PDF)

### **OPTIONAL READINGS**

Winnicott, D. W. (1975). Ch XIV. Birth memories, birth trauma, and anxiety. In Through Paediatrics to Psycho-Analysis. The International Psycho-Analytical Library, pp. 174-193. (PEP WEB)

Porges, S. W. (2011). Ch 1. Neuroception: A subconscious system for detecting threat and safety. In The Polyvagal Theory: Neurophysiological Foundations Of Emotions Attachment Communication (pp. 11-19). New York: Norton.

## **SEMINAR TWO**

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### **Trauma**

*Instructor: Christina Connell, RP*

### **Course Description**

During these seminars and through assigned readings and discussions of clinical material, candidates will learn to recognize the various characteristics of trauma from a psychoanalytic perspective. Candidates will gain an appreciation of a range of clinical presentations that may be expected in a child or adolescent.

### **Learning Objectives**



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- To understand the presenting problems/ issues from a psychoanalytic point of view;
- To understand the importance of transference and counter-transference in effecting therapeutic action;
- Using transference and counter-transference in the treatment of a child or adolescent who has experienced trauma;
- To be sensitive to different cultural understanding of trauma.

## Readings

### ***Overview of Contemporary Theories of Trauma***

Terr, L. (1991), "Childhood traumas, an outline and overview." In Mardi J. Horowitz (ed.), Essential Papers on Posttraumatic Stress Disorder, New York, New York University Press, pp. 61-81 (PDF)

van der Kolk, Bessel (2014) The Body Keeps the Score Brain, Mind and Body in the Healing of Trauma Chapters 4 and 5, Penguin Books, 2014. (PDF)

Reporting Child Abuse and Neglect: It's Your Duty. *Your Responsibilities under the Ontario Child and Family Services Act (CFSA)*. Published by the Ontario Government. (PDF)

**OCTOBER 6, 2020**

## **SEMINAR ONE**

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### **Working with Parents**

*Instructor: Sharon Dembo, RP*

### **Course Description**

In these two seminars the focus will be on the approach of psychotherapy of parenting, the experience of the parent of the therapist and developing the reflective function in the parent. Readings and discussion of clinical material will be used to develop an understanding of the importance

### **Learning Objectives**

- Further develop approaches to working relationship with parents;
- Further develop understanding of working with parents of diverse cultures and parenting practices;
- Further develop understanding of transference and countertransference in working with the parents.

## **Readings**





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Slade, Arietta (2008), CH 10, “Mentalization as a Frame for Working with Parents in Child Psychotherapy”, in Mind to Mind: Infant Research, Neuroscience and Psychoanalysis, edited by Elliot L. Jurist, Arietta Slade, and Sharone Bergner. Other Press, LLC, New York. (PDF)

## **SEMINAR TWO**

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### **Trauma (continued)**

*Instructor: Christina Connell, RP*

#### **Readings**

#### ***The Trauma of Sexual and Physical Abuse***

Alvarez, A. (1992). Child sexual abuse: The need to remember and the need to forget. In Live Company. Tavistock / Routledge. London and New York, pp. 151-162. (PDF)

Horne, Ann (2009) Sexual abuse and sexual abusing in childhood and adolescence. In Lanyado, M. and Horne, A. The Handbook of Child and Adolescent Psychotherapy; Psychoanalytic Approaches 2nd Edition, Routledge, 2009 (PDF)

Messler Davies, J. & Frawley, M.G. (1994). The impact of trauma on transference and countertransference. In Treating the Adult Survivor of Childhood Sexual Abuse, A Psychoanalytic Perspective. Basic Books. New York, NY. pp.149 – 166. (PDF)

**OCTOBER 13, 2020**

## **SEMINAR ONE**

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### **Working with Parents (continued)**

*Instructor: Sharon Dembo, RP*

#### **Readings**

Nilsson, May (2006) “To Be the Sole Therapist: Children and Parents in Simultaneous Psychotherapy”. In, *Journal of Infant, Child & Adolescent Psychotherapy*, 5: 206-225 (PEPweb)

## **SEMINAR TWO**

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### **Trauma (continued)**

*Instructor: Christina Connell, RP*

#### **Readings**

#### ***Developmental/Relational Trauma***



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Hill, Daniel (2015) Chapter 8 “Relational Traumas – Developmental Origins of Disordered Affect Regulation” in Hill, Daniel, Affect Regulation Theory: A Clinical Model W.W. Norton and Company, New York 2015. (PDF)

Boesch, K. (2013). Becoming Real Together: The Parallel Discovery of Authenticity in a Traumatized Child and First-Time Therapist. *J. Infant Child Adolesc. Psychother.*, 12(4):260-270. (PEPWEB)

OCTOBER 20, 2020

## SEMINAR ONE

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### Cultural Diversity

*Instructor: Florence Loh, MSW, RSW, RP*

### Course Description

During these two seminars, there will be consideration of race, ethnicity, and culture as manifest as part of the development and identity of children and adolescents. The seminars will also cover the formation of a child's cultural identity, explore ways to expand our clinical formulations to include the cultural dimension of experience.

### Learning Objectives

- To develop greater understanding and awareness of the how diversities manifest in psychotherapy.

### Readings

Erikson, E. H. (1968). Ch 3. The life Cycle: Epigenesis of identity. *Identity: Youth and crisis* (No. 7). WW Norton & Company. (PDF)

Erikson, E. H. (1968). Ch 5. Theoretical interlude. *Identity: Youth and crisis* (No. 7). WW Norton & Company. (PDF)

Erikson, E. H. (1993). Ch. 6. Toys and Reasons. *Childhood and society*. WW Norton & Company. (PDF)

### OPTIONAL READINGS

Malzak, S. (1992). Secrecy, privacy, survival, repressive regimes, and growing up. *Bulletin of the Anna Freud Centre*, 15, 205-224. (PEPweb)

Perry, J. C. (2012). When race and culture matter in psychodynamic child therapy: Considerations of theory, process and technique. *Psychoanalysis, Culture & Society*, 16:2, 179-195. (PDF)



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Reichbart, R. (2006) On the convergence of folk belief and psychopathology: A demon as introject in a 12 year old African American Boy. *Journal of Infant, Child, and Adolescent Psychotherapy*, 5:459-485. (PEPweb)

Settlage, C. F. (1972). Cultural values and the superego in late adolescence. *The Psychoanalytic Study of the Child*, 27, 74-92. (PEPweb)

## SEMINAR TWO

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### Clinical Case #4

*Instructor: Brent Willock, Ph.D., C.Psych.*

### Course Description

Candidates will present current clinical cases during each of these series of seminars for the purposes of discussion and exploration of the therapeutic process, therapeutic action, transference, counter-transference and the safe and effective use of self.

### Learning Objectives

- To learn to apply psychoanalytic concepts to understand clinical material;
- To continue to develop and deepen candidates' understanding of transference and counter-transference;
- To learn to view clinical material within the context of a child or adolescent's particular cultural, social or familial environment;
- To pay attention to the safe and effective use of self.

### Readings

No assigned readings for clinical case seminars

**OCTOBER 27, 2020**

## SEMINAR ONE

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### Cultural Diversity (continued)

*Instructor: Florence Loh, MSW, RSW, RP*

### Readings

Bonovitz, C. (2005). Locating Culture in the Psychic Field: Transference and Countertransference as Cultural Products. *Contemporary Psychoanalysis*, 41:55-76. (PEPweb)

Ruganci, R. N. (2012). When the shadow of a Turkish hero falls upon a child. *Journal of Psychoanalytic Self Psychology*, 7:2, 249-263. (PEPweb)

### OPTIONAL READINGS



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Foster, R. P. (1998). The clinician's cultural countertransference: The psychodynamics of culturally competent practice. *Clinical Social Work Journal*, 26:3, 253-270.

Fan, H. (2008). Feeding, separation and the familial-self in a Chinese context. *Infant Observation: International Journal of Infant Observation and Its Applications*, 11:3, 285-305. (*available on PEP*)

Foster, R. P. (1996). The Bilingual Self: Duet in Two Voices. *Psychoanalytic Dialogue: The International Journal of Relationship Perspectives*, 6:99-121. (*available on PEP*)

Massey, C. (1996). Cultural and conceptual dissonance in theoretical practice, *Psychoanalytic Dialogues: The International Journal of Relational Perspectives*, 6:1, 123-140. [Response to Foster (1996)]

Miles, C. G. (2012). Racial Difference in Therapy. *Psychoanalytic Inquiry: A Topical Journal for Mental Health Professionals*, 32:2, 205-220.

## SEMINAR TWO

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### Clinical Case #4 (continued)

*Instructor: Brent Willock, Ph.D., C.Psych.*

**NOVEMBER 3, 2020**

## SEMINAR ONE

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### Depression

*Instructor: Florence Loh, MSW, RSW, RP*

### Course Description

During these two seminars and through assigned readings and discussions of clinical material, candidates will learn to recognize the various characteristics of depression from a psychoanalytic perspective. Candidates will gain an appreciation of a range of clinical presentations that may be expected in a child or adolescent who may be depressed or has been diagnosed with depression.

### Learning Objectives

- To understand the presenting problems/ issues from a psychoanalytic point of view;
- To understand the importance of transference and counter-transference in effecting therapeutic action;
- Using transference and counter-transference in the treatment of child or adolescent who may be depressed, suffer with a mood disorder or low mood.



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## Readings

Affective Disorders. Leon Cyttryn & D. McKnew, Jr. In: Basic Handbook of Child Psychiatry. Vol. 2. Ed. J. Noshpitz. 321-340 . Link- Noshpitz: <https://docs.google.com/open?id=0B-iYtQmgOOY5RIU4UHI4Nms1RTg>

Salomonsson, B. (2013). An infant's experience of postnatal depression. Towards a psychoanalytic model. J. Child Psychother., 39(2):137-155. (PEPweb)

### OPTIONAL READINGS

A Case of Intractable Depression. Bernard Brandchaft. In: Progress in Self Psychology. (1988) 4: 133-154 (PEPweb)

Developmental issues in adolescence. p320-324. Clinical Illustration: Glen. 331- 340. In: Affect Regulation, Mentalization and the Development of the Self. (2002) Fonagy, Gergely, Jurist & Target. (PDF)

## SEMINAR TWO

### Clinical Case #4 (continued)

*Instructor: Brent Willock, Ph.D., C.Psych.*

**NOVEMBER 10, 2020**

## SEMINAR ONE

### Depression (continued)

*Instructor: Florence Loh, MSW, RSW, RP*

## Readings

Anastasopoulos, D. (2007). The narcissism of depression or the depression of narcissism and adolescence. J. Child Psychother., 33(3):345-362. (PEP-WEB)

Confronting Deadness in Dissociation: A Relational Perspective on the Treatment of an Adolescent. Lawrence Zelnick. In: Journal of Infant, Child & Adolescent Psychotherapy. (2005) 4: 255-270 (PEPweb)

### OPTIONAL READINGS

Mood disorders & suicide in children and adolescents. Paramjit T. Joshi & Jay A. Salpekar. In: Textbook of Adolescent Psychiatry. Ed. Richard Rosner. (2003) 284-294.

Link Rosner: <https://docs.google.com/open?id=0B-iYtQmgOOY5TG45bEITWWxUWDg>



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Affective Disorders, Jules R. Bemporad & Kyu Won Lee. In: Handbook of Clinical Assessment of Children & Adolescents. Vo. II. 626-649

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## SEMINAR TWO

### Clinical Case #4 (continued)

*Instructor: Brent Willock, Ph.D., C.Psych.*

**NOVEMBER 17, 2020**

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## SEMINAR ONE

### Learning Disorders

*Instructor: Dena Tenenhouse, RP*

### Course Description

During these two seminars and through assigned readings and class discussions of clinical material, candidates will learn to recognize the various characteristics of a range of learning disabilities from a psychoanalytic perspective. Candidates will gain an appreciation of a range of clinical presentations that may be expected in a child or adolescent who has been diagnosed with a learning disability. An overview of the types of learning disabilities will be covered.

### Learning Objectives

- To understand the presenting problems/ issues from a psychoanalytic point of view;
- To understand the importance of transference and counter-transference in effecting therapeutic action;
- Using transference and counter-transference in the treatment of a child or adolescent who has been diagnosed with a learning disability;
- To be aware of complementary treatment options and the educational component.

### Readings

#### *Theoretical approaches to learning disabilities*

Instructor will provide materials and distribute resources in class.

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## SEMINAR TWO

### Clinical Case #4 (continued)

*Instructor: Brent Willock, Ph.D., C.Psych.*

**NOVEMBER 24, 2020**

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## SEMINAR ONE

### Learning Disorders (continued)

*Instructor: Dena Tenenhouse, RP*



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## Readings

### ***Clinical Case Examples***

Palombo, J. (2002). The therapeutic process with children with learning Disabilities, *Psychoanalytic Social Work*, 8, 143-168 (PEPweb)

Miller, L. (2002). Adolescents with Learning Disabilities: Psychic Structures that are not Conducive to Learning. *J. Child Psychother.*, 28:29-39. (PEPweb)

## **SEMINAR TWO**

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### **Clinical Case #4 (continued)**

*Instructor: Brent Willock, Ph.D., C.Psych.*

**DECEMBER 1, 2020**

## **SEMINAR ONE**

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### **ADHD**

*Instructor: Doug Weir, M.D.*

### **Course Description**

During this seminar and through assigned readings and discussions of clinical material, candidates will learn to recognize the various characteristics of ADHD from a psychoanalytic perspective. Candidates will gain an appreciation of a range of clinical presentations that may be expected in a child or adolescent who has been diagnosed with ADHD.

### **Learning Objectives**

- To understand the presenting problems/ issues from a psychoanalytic point of view;
- To understand the importance of transference and counter-transference in effecting therapeutic action;
- Using transference and counter-transference in the treatment of a child or adolescent who has been diagnosed with ADHD or presents with characteristics consistent with ADHD;
- To be aware of complementary treatment options.

### **Course Overview:**

- Outline the history of ADHD as a mental disorder.
- Describe the core symptoms of ADHD.
- Identify ADHD and its subtypes in children and adolescents.
- Discuss associated impairments and comorbid psychiatric disorders.
- Explain the typical developmental course and demographic distribution of ADHD.
- Discuss the various etiologies that contribute to the development of ADHD.
- Review current non-psychodynamic treatment of ADHD.
- Review psychoanalytic perspective on ADHD.



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- Review how psychoanalytic theoretical orientations guide the identification of core treatment issues.
- Review techniques used by psychodynamic psychotherapists in treating children and adolescents with ADHD.

## Readings

Conway, Francine (2012) Psychodynamic Psychotherapy of ADHD: A Review of the Literature, *Psychotherapy*, 49:404-417. (PDF)

Gilmore, Karen (2000) A Psychoanalytic Perspective on Attention-Deficit/Hyperactivity Disorder, *Journal of the American Psychoanalytic Association*, 48:1259-1293. (PEPweb)

Salomonsson, Bjorn (2017) Interpreting the inner world of ADHD children: psychoanalytic perspectives, *International Journal of Qualitative Studies on Health and Well-Being*, 12: <https://www.tandfonline.com/doi/full/10.1080/17482631.2017.1298269> (PDF)

### OPTIONAL READINGS

Günter, Michael (2014) Attention Deficit Hyperactivity Disorder (ADHD): An Affect-Processing and Thought Disorder? *The International Journal of Psychoanalysis*, 95:43-66. (PEPweb)

Feldman, Heidi M., Reiff, Michael I. (2014) Attention Deficit-Hyperactivity Disorder in Children and Adolescents, *New England Journal of Medicine*, 370:838-846. (PDF)

Diagnostic and Statistical Manual of Mental Disorders, fifth edition or Desk Reference to the Diagnostic Criteria DSM-5, American Psychiatric Association (2013). Section on Attention-Deficit/Hyperactivity Disorder (ADHD). <http://www.cdc.gov/ncbddd/adhd/index.html>

## SEMINAR TWO

### Clinical Case #4 (continued)

*Instructor: Brent Willock, Ph.D., C.Psych.*

**DECEMBER 8, 2020**

## SEMINAR ONE

### Autism Spectrum

*Instructor: Robin Holloway, C.Psych.*

### Course Description

During these seminars and through assigned readings and discussions of clinical material, candidates will learn to recognize the various characteristics of Autism and Asperger's Syndrome from a





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psychoanalytic perspective. Candidates will gain an appreciation of a range of clinical presentations that may be expected in a child or adolescent who may have been diagnosed on the Autism spectrum.

## Learning Objectives

- To understand the presenting problems/ issues from a psychoanalytic point of view;
- To understand the importance of transference and counter-transference in effecting therapeutic action;
- Using transference and counter-transference in the treatment of a child or adolescent who may have been diagnosed as being on the Autistic spectrum of disorders;
- To be aware of complementary treatment options.

## Readings

Holloway, Robin (2013): On emerging from autism and into the terror of relationships, *Journal of Child Psychotherapy*, 39: 39 – 58. (PDF, PEP)

### OPTIONAL READINGS

Allured, Elizabeth (2006). Developing the Intersubjective Playground in the Treatment of Childhood Asperger's Syndrome. *Journal of Infant, Child and Adolescent Psychotherapy*, Vol. 5, pp. 397-419. (PEPweb)

Pozzi, Maria E. (2003). The use of observation in the psychoanalytic treatment of a 12-year-old boy with Asperger's syndrome. *International Journal of Psychoanalysis*, Vol. 84, pp. 1333-1349. (PEPweb)

Rhode, Maria and Klauber, Trudy (Eds.) (2004). *The Many Faces of Asperger's Syndrome*. London: Karnac. This is the closest we have yet to a "psychoanalytic textbook" dealing with Asperger's Disorder.

Adamo, Simonetta M. G. (2012). The aesthetic experience in the process of recovery from autistic states. *Journal of Child Psychotherapy*, Vol. 38, No. 1, pp. 61-77.

Bromfield, Richard (2000). It's the Tortoise Race: Long-Term Psychodynamic Psychotherapy with a High-Functioning Autistic Adolescent. *Psychoanalytic Inquiry*, Vol. 20, pp. 732-745.

Fonseca, Vera Regina J. R. M. (2009). The autistic dialogue style: A case of Asperger's syndrome. *Journal of Child Psychotherapy*, Vol. 35, No. 3, pp. 250-261

Shuttleworth, Judy (1999). The suffering of Asperger children and the challenge they present to psychoanalytic thinking. *Journal of Child Psychotherapy*, Vol. 25, No. 2, pp. 239-265.



# CICAPP

Canadian Institute for Child and Adolescent Psychoanalytic Psychotherapy

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## SEMINAR TWO

### Clinical Case #5

*Instructor: Philippa Orsborn, RP*

**DECEMBER 15, 2020**

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## SEMINAR ONE

### Autism Spectrum (continued)

*Instructor: Robin Holloway, C.Psych.*

### Readings

*Continued from previous seminar*

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## SEMINAR TWO

### Clinical Case #5

*Instructor: Philippa Orsborn, RP*

**WINTER BREAK – NO CLASSES DECEMBER 22, 2020 and DECEMBER 29, 2020**

**CLASSES RESUME JANUARY 5, 2021**