

PRACTICUM IN CHILD PSYCHOTHERAPY

Fall 2009, Tuesdays 9:30- 11:20

room 8/132 NAC

Professor Steve Tuber

Course Description and Goals:

This is a course of opposites. On the one hand, I assume you know precious little of how to be a child therapist. To that end, we will speak at length on “how to”: meet a patient in the waiting room; begin a session; end a session; set a fee; deal with sibs; work with parents; work with fellow therapists; work with schools, work with supervisors etc. etc. By the end of the semester, the goal is that you will have a beginning but solid capacity to perform all the above tasks. On the other hand, I will expect that you know a lot about being a person with another person. And on the third hand, I will expect that you know a lot more about diagnosis and prognosis than you are willing to admit. I will push you constantly to link what you do with a patient to how you understand where they are diagnostically.

The logistics of this class are simple. Those of you who have begun with patients already will be set up in a rotation to present your case to the class. I will expect that you will get permission from the parents to have your sessions audiotaped. You will be expected to present an audio tape with a transcript each time you present. If you would like me to hear the tape and read the transcript before your presentation, I will do so gladly. If not, that’s OK too. Those of you who do not yet have a case to present, please let me know as soon as possible what is in the way of getting one! I assume that everyone will get to present at least twice this semester. As an important part of the class is the mutual “supervision” you will help provide one another, pay particular attention to the readings below on the supervisory process.

Grading

It is an extremely complex question as to how to grade a course like this and a strong argument can be made for having the class be graded on a Pass/Fail basis. The degree of trust and faith that a presenter must have for an optimal learning experience to occur is profound and being graded on the presentation of your first, audio-taped efforts at being a child therapist can be quite trying without a “grade” hanging in the balance. Competent work, resulting in a grade of B+, B or B-, will therefore be awarded for a tactful, respectful approach to your patient and to the work of your fellow students that both does no harm to the patient and shows the potential for greater attunement to the experience of the child. Quality work, resulting in a grade of A or A-, shows an enhanced capacity to understand the process and content of the child’s play and narrative and to provide interventions that foster a continued investment by the child in the session. Outstanding work, resulting in a grade of A+, will be awarded for work beyond that of an “A” that reveals interventions that enhance the child’s experience and understanding of him or herself in the session and/or enhances the performance of fellow student’s in the class. Not yet competent work, resulting in a grade of C through F, will be given for either ethical or

behavioral lapses in the session that are harmful to the patient and do not improve substantially over the semester and/or an inability or unwillingness or insensitivity to contribute to the work of your fellow students in class discussion.

Readings:

Readings are not corresponding to particular class sessions but should be read over the course of the semester, except where noted:

Books:

Techniques of Child Therapy by Morton Chethik, Guilford Press, 1989.

A Primer for Child Psychotherapists by Diana Siskind, Jason Aronson Press, 1998.

Child Psychotherapy: Theory and Practice, Edited by Mary Haworth, Basic Books, 1964

A Handbook of Play Therapy by David Crenshaw and John Mordock, Jason Aronson, 2005.

Psychotherapy for Children and Adolescents by Alan Kazdin, Oxford University Press, 2000.

A Comprehensive guide to Child Psychotherapy, by Christiane Brems, Allyn & Bacon, 1993

Relational Child Psychotherapy by N. Altman, R. Briggs, J. Frankel, D. Gensler and P. Pantone, Other Press, 2002

A Handbook of Integrative Psychotherapies for Children and Adolescents by Sebastiano Santostefano, Jason Aronson, 1998.

Articles on Supervision:

1)Contemporary issues and approaches to psychoanalytic supervision by Franklin Goldberg in *Psychoanalytic approaches to supervision*, Ed. R. Lane, pp. 34-42.

2)Supervision of graduate students who are conducting psychoanalytic psychotherapy by J. Singer in Lane book, pp. 165-178.

3)Psychoanalytic supervision by E. Berman, Int. J. of Psychoanalysis (2000) pp. 273-290.

4)Follow the fox by E. Levinson, Contemporary Psychoanalysis, 1982, pp. 1-15.

Weeks 1-3: A theoretical and practical overview to psychotherapy with children and adolescents: developmental considerations.

Readings: Brems, Chs. 1-4; Santostefano, Ch. 1; Altman, et al, Chs. 9 & 11; Kazdin, Ch. 3., Siskind, Chs. 1,2 and 9; Chethik, Ch. 3 and Haworth, Chs. 1, 5 & 6.

Clinical work: Transcript of Tuber Play therapy Session.

Weeks 4 - 15: Audio-taped sessions of students with their child patients.

Readings from the above books will be assigned based on the particular issues raised by the demographic, clinical, cultural and/or developmental vicissitudes of each individual case on a week to week basis.