Session 1: 21 February 2015 – Dr L. Rodríguez

The clinical and conceptual field of psychoanalysis with children and adolescents: typical problems encountered and epistemological, ethical and technical questions.

1.1 The child as analysand
Infancy, childhood, adolescence, adulthood: development and history
Kinship and the family
The work with the parents
Typical clinical presentations
Specific psychopathological questions
Ethics and technique

1.2 Key developments in the works of the pioneers (I):
Sigmund Freud and Little Hans
Hermine Hug-Hellmuth, the first psychoanalyst of children

References:
Freud, S. (1909b) Analysis of a Phobia in a Five-Year-Old Boy. SE 10:3. Chapter III ('Discussion')

Session 2: 28th February 2015 – L. Andary

3. Melanie Klein: the cases of Richard and Dick

1.1 Presentation and discussion of the cases of Richard and Dick.
1.2 Development of Klein’s theoretical ideas in particular the early Oedipus complex.
3.3 Klein’s technique: use of play; the transference; the place of interpretation in analytic work; ending of analysis.
1.4 The work of M. Klein from a Lacanian perspective.

Required Reading:

Further reading:

Session 3: 14th March 2015 – Dr L. Rodriguez

1. Key developments in the works of the pioneers (II):
   - Anna Freud: psychoanalysis and education
   - Melanie Klein: the early Oedipus complex; paranoid-schizoid and depressive positions; envy and gratitude
   - The ‘Controversial Discussions’
   - Lacan’s critique of Anna Freud and Melanie Klein

References:

Session 4: 28 March 2015 – Dr C. Scuderi

2. D.W. Winnicott: play and transitional phenomena: a discussion of the place of children’s play and the concept of transitional objects and phenomena in psychoanalysis with children as conceived by Donald Winnicott. The seminar will use the case of Gabrielle (The Piggle) to discuss psychoanalysis with children and the role of transitional phenomena and the transitional space. Other relevant references will also be discussed.

References:
Freud, S. (1920g) Beyond the Pleasure Principle. SE 18:3-64.

Session 5: 11 April 2015 – S. Rodriguez

References:

Session 6: 18 April 2015 – Dr L. Rodríguez

4. Clinical praxis: the child as a subject in his/her own right and in the full sense of the term. The work with the parents. Speech, language, discourse, play, *lalangue*.

References:

Session 7: 2 May 2015 – U. Paton

5. The work of Maud Mannoni. In the preface to the English translation of her book *The Child, his ‘Illness,’ and the Others* Maud Mannoni emphasises that what is important is not so much the intersubjective relations between the child and his family but language. She looks for that which in the parents’ discourse will or will not allow the child to accede to words of his own. She writes, ‘Psychoanalysis cannot isolate the “sick” child’s symptom from the parents’ words.’ She does not advocate that parents should be analysed separately, for their child’s “good”: “What is needed is to evoke, beyond the wall of language, a locus of truth, truth of a knowledge which the child suppresses in his parents by his symptom.” In this section we will consider these ideas by looking in detail at some chapters from Mannoni’s works. (Chapter 1 from *The child, his ‘illness,’ and the others* is particularly recommended.)

References:
Mannoni, M. *The retarded child and the mother*. (This seems to be out of print. Copies of sections to be considered will be made available.)

Session 8: 9 May 2015 – S. Rodríguez


References:

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Session 9: 16 May 2015 – Dr H. Sandahl


References:


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23 May 2015 ACP SYMPOSIUM

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Session 10: 30 May 2015 – Dr L. Rodríguez

8. Psychosis and autism

References:


Session 11: 13 June 2015 – S. Rodriguez and Dr L. Rodriguez

9. Special clinical problems (I): failure to thrive, psychosomatic phenomena, sexual and other forms of abuse, family breakdown, hyperactivity and deficits of attention, learning difficulties, intellectual disability, school refusal, trichotillomania, nocturnal terrors, enuresis, encopresis. Discussion of recent cases.

References:

Session 12:  20 June 2015 – S. Rodriguez and Dr L. Rodriguez

10. Special clinical problems (II). Continuation of I.

References: As in 10.


11. The fundamental concepts of Lacanian psychoanalysis applied to the practice of psychoanalysis with children and adolescents (I): the subject ($S$), the master signifier ($S_1$), unconscious knowledge ($S_2$), the object petit a. The categories of lack: castration, frustration, privation. Clinical examples.

References:

Session 14: 1 August 2015 – S. Rodriguez and Dr L. Rodriguez

12. The fundamental concepts of Lacanian psychoanalysis applied to the practice of psychoanalysis with children and adolescents (II): the paternal metaphor and the function of the Name-of-the-Father; review of the Oedipus complex; need, demand, desire and drive; modalities of jouissance; topological and Borromean models. Clinical examples.

References:

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**Session 15: 8 August 2015** – Dr P. Ellingsen and Dr L. Rodríguez


**References:**

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**Session 16: 15 August 2015** – All teachers

14. Discussion of cases, review of the topics studied and questions for further research. **References:** as in previous sessions.

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**LACAN SEMINAR – AUGUST 21 – 23, 2015**