



**Boston Graduate School
of Psychoanalysis**

PROGRAM CATALOG
Certificate of Advanced Graduate Study
in Child and Adolescent Intervention

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STUDYING PSYCHOANALYSIS

At BGSP, we use our understanding of unconscious dynamics to help solve problems of emotional suffering and destructive action. In this way, we free people to use their creative energy to live a satisfying life in cooperation with others.

As a graduate school, we teach students to actualize this personally and professionally by bringing psychoanalysis to bear on individual, social and cultural problems. BGSP's educational programs train psychoanalysts, counselors, interdisciplinary scholars, and social justice advocates. Through our Therapy Center, School Based Counseling internships, and work in the community, students and graduates work to help people directly improve their lives.

BGSP's programs are designed to provide an understanding of conscious and unconscious influences on human development and psychopathology, motivation, and interpersonal interaction. Advanced clinical programs teach the student how to use this understanding to practice psychoanalysis.

Courses at BGSP are structured to facilitate intellectual and emotional learning, using the classroom to learn both content and the process of resolving resistances to learning. Students report an intensity to their training that is unique to BGSP. Many students find it beneficial to slow their pace of study to a part-time schedule, which allows them to more fully integrate the course material, clinical work, their own personal analysis, and in many cases, outside employment.

ACADEMIC CALENDAR

BGSP's regular academic calendar consists of two semesters, Fall and Spring, as well as a Summer Session. The Fall Semester typically runs from the week after Labor Day through January and the Spring Semester typically runs from February through mid-June.

Courses which are two credits meet approximately every other week (12 meetings). Three credit courses either meet weekly (15 meetings) or have 12 meetings and meet for a three hour instead of a two hour block. Many classes are scheduled in the evening or late afternoon to accommodate working students.

CAGS IN CHILD AND ADOLESCENT INTERVENTION

The Certificate of Advanced Graduate Study (CAGS) in Child and Adolescent Intervention is designed for clinicians, guidance counselors, educators and others who would like additional training on working with children using psychoanalytic insights. These post-master's students benefit from coursework on child development, child and adolescent psychopathology, and case seminars in addition to child-oriented internship and clinical supervision.

This is a 24-credit program that takes one year (full-time) to complete. Students may also progress through the program on a part-time basis for more than one year. Training analysis is recommended during the program.

DEGREE GOALS

Upon completion of the CAGS in Child and Adolescent Intervention program, students are expected to achieve a number of learning outcomes:

- 1) Students demonstrate understanding and mastery of psychoanalytic developmental theory and ability to apply this understanding to cases.
- 2) Students demonstrate ability to diagnose disorders of childhood and adolescence and describe psychodynamic features of these diagnoses.
- 3) Students demonstrate the ability to utilize their emotional responses to understand and work with children.
- 4) Students demonstrate an understanding and beginning ability to work with symbolic communication in child and/or adolescent cases.

PROGRAM REQUIREMENTS

Students complete three human development courses (covering early development, the childhood years, and adolescence), two semesters of case seminar (CP 188 Clinical Work with Children and CP 189 Child and Adolescent Psychopathology), and a course in symbolic communication in children or other elective. In addition students engage in a clinical or other field placement experience, minimally 15 hours per week, working with children or adolescents. In conjunction with the field placement experience, students engage in a group and an individual supervision, each meeting every other week. A full-time course load is three or more courses per semester, plus internship and supervision.

Students who have completed similar coursework at the Master's level may substitute elective coursework. Credit for three courses may be transferred from BGSP's M.A. in Mental Health Counseling program.

Students in the CAGS in Child and Adolescent Intervention program fulfill the following requirements to graduate:

1. Successful completion of the 24-credit curriculum
2. Satisfactory completion of 600 hours of child oriented field placement

COURSEWORK

Course Requirements:

CP 141 Maturation I: Early Development	3 credits
CP 143 The Childhood Years	2 credits
OR CP 146 Maturation II: Later Development	3 credits
CP 144 Adolescence	2 credits
OR CP 146 Maturation II: Later Development	3 credits
CP 188 Clinical Work with Children	3 credits
CP 189 Child and Adolescent Psychopathology	3 credits
Elective	2 credits

Internship and Supervision:

CP 360 Child Field Placement – <i>15 hours/week – two semesters required</i>	3 credits
CP 214 Group Supervision on Child Cases – <i>two semesters required</i>	0.5 credit
CP 352 Individual Supervision on Child Cases – <i>two semesters required</i>	0.5 credit

Electives:

PT 142 Oedipal Development	2 credits
CP 150 Concepts of Group Analysis	3 credits

Total

24-26 credits

FIELD PLACEMENT

Students engage in a child or adolescent-oriented field placement 15 hours/week while enrolled in both small group and individual supervision. Students may use their workplace setting as the field placement, or request a placement through BGSP. All students engaging in clinical placements carry malpractice insurance.

COURSE DESCRIPTIONS

MATURATION

Maturation courses investigate normal and pathological development, as well as theories of regression and fixation. Students examine specific emotional conflicts as they arise in stages of development as well as in transference regressions.

CP 141 Maturation I: Early Development (3 credits)

This course begins by examining the earliest phases of the development of the mind. Students explore the transformation of drives through Freud's psychosexual stages (the oral, anal, urethral, phallic and oedipal stages). The class studies how these stages influence the development of character and early communication patterns, reflected by early socialization struggles and interactive processes. Students use concepts such as the role of sexual and aggressive drives and their fusion, the capacity to distinguish self from other as well as separate objects, the importance of the family, and the role of fantasy and language to understand maturation. Students explore the relationship of psychoanalytic concepts of development to ethological, cognitive, and psychosocial developmental theories and to clinical work. *This course is designed to meet the licensing board's requirement for the later part of Human Growth and Development.*

PT 142 Oedipal Development (2 credits)

Elective

The course continues the focus on human development, further studying the psychosexual stages, development and resolution of the Oedipal stage, developing separation and individuation within the family and cultural context, moving into the latency stage. Concepts of drive arousal, drive fusion, object relations, screen memories, character development and the role of fantasy in mental development will be addressed.

CP 143 The Childhood Years (2 credits)

Requirement: take CP 143 or CP 146

This course focuses on the operation of the drives during "latency" or the childhood years, age 6 (end of the Oedipal stage) through preadolescence (onset of puberty). Students examine normal and abnormal patterns of development and relate these to their observations of children. The course explores the maturational process as it unfolds in the development of an individual body and mind. The class also discusses implications for therapy with this age group.

CP 144 Adolescence (2 credits)

Requirement: take CP 144 or CP 146

In adolescence, the struggle toward maturation causes psychic turmoil. The goal is to study maturation as it unfolds in the development of an individual's body and mind; to explore adolescent drive issues, conflicts and resolution; and to understand the second reworking of early issues within the framework of greater biological maturity. As unresolved early childhood conflicts reemerge, resistances to adulthood can lead to various social and psychological

problems. The course explores adolescent conflicts, difficulties with object relations and possible solutions, including psychotherapeutic approaches.

CP 146 Maturation II: Later Development (3 credits)

Requirement: take CP 143 or CP 146 and CP 144 or CP 146

This course traces important developmental conflicts, healthy resolution and potential for psychopathology through later childhood, adolescence and adulthood, exploring later psychosexual stages, further development of character, healthy and unhealthy defenses and interpersonal patterns, and typical developmental “tasks” for each developmental stage. Psychoanalytic theory and knowledge are integrated with developmental theory and research. *This course is designed to meet the licensing board’s requirement for the later part of Human Growth and Development.*

PSYCHOANALYTIC THEORY

This area of study gives students a broad foundation in classical and contemporary theories of psychoanalytic motivation.

CP 150 Concepts of Group Psychoanalysis (3 credits)

Elective

A study of the modern psychoanalytic treatment of groups, families, and couples, this course considers the phenomenology of the setting, the handling of resistances, and the role of management of impulses in group interactions. Modern analytic techniques for work with groups are emphasized through demonstration and course curriculum.

CLINICAL STUDIES

CP 188 Clinical Work with Children (3 credits)

This course examines theory and technique in working with children in therapeutic settings, including child diagnosis, childhood psychopathology and therapeutic techniques. The class specifically explores the use of play and talking therapy techniques, working with children individually and in groups.

CP 189 Child and Adolescent Psychopathology (3 credits)

This course focuses on developmental and psychoanalytic perspectives related to childhood and adolescent psychopathology. Attention will be given to the assessment, diagnosis, and etiology of common disorders including: ADHD; anxiety, oppositional and mood disorders; autism and Asperger's syndromes; post-traumatic stress disorder; obsessive compulsive disorder; and borderline and psychotic states.

FIELD PLACEMENT AND SUPERVISION

CP 214 Group Supervision on Child Cases (0.5 credit)

Two semesters required

This supervision group offers an opportunity to apply modern psychoanalytic techniques to the treatment of children and adolescents in the conventional office setting and in non-conventional settings, such as home and school. Issues such as art therapy, symbolic communication and parent work will be addressed as well as the unique challenges in working with a younger population. Diagnostic questions specific to children will also be addressed.

CP 360 Child Field Placement (3 credits)

Two semesters required

Students work with children or adolescents minimally 15 hours a week under supervision. The placement may be a clinical, educational, or other setting in which intervention with children, adolescents, or families occurs. Students may use their workplace as the field setting or request a placement through the program.

CP 352 Individual Supervision on Child Cases (0.5 credit)

Two semesters required

Students meet individually with a faculty supervisor every other week.

The Boston Graduate School of Psychoanalysis may withdraw, add or modify courses as necessary.

ADMISSION

The Boston Graduate School of Psychoanalysis CAGS programs welcome applicants who have earned a Master's degree in a related field of study. Qualified applicants demonstrate their motivation and capacity to understand self and others as evidenced in their written application and admissions interviews; their readiness to undertake post-graduate level academic study; and their motivation to engage in emotional and intellectual learning.

BGSP admits students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, national origin, ethnic origin, sex, gender identity, sexual orientation, disability, age, creed, or employment status in administration of its educational policies, admission policies, scholarship and loan programs, and other School-administered programs.

In order to apply, prospective students submit to the Director of Admissions the completed application, the application fee, and supporting materials, which include official copies of undergraduate and graduate transcripts, three current letters of reference, a statement about interest in the program to which they are seeking admission, and an academic writing sample. Applicants who are non-native speakers of English may be asked to submit scores from the Test of English as a Foreign Language (TOEFL). Those educated outside the United States also submit transcripts to a credential equivalency service.

The application is complete once the above materials are submitted. The file is then reviewed by the Admissions team. Those applicants selected for further consideration are scheduled for two interviews with two faculty members. The interview is an opportunity for the applicant to express their personal interest in psychoanalytic study, and to learn more about the Graduate School and its programs. In addition, applicants may discuss possible clinical placements during the interviews. The Admissions Committee then reviews all components of the applicant's file to make an admission decision.

Applicants who have completed graduate work in psychoanalysis may request equivalency at the admission interviews. Equivalency requests should be accompanied by documentation including syllabi of courses to be evaluated.