



Psychoanalytic Center
of the Carolinas

922 (Elective)

**Working with a Fractured Foundation:
A Clinical Journey into the Complexities of Foster Care**

Instructor: Felecia R. Powell-Williams, Ed.D., LPC-S, RPT-S, FABP
Antoinette Calabria Guest Lecturer in Psychoanalysis

Meeting Dates: Wednesdays,
1/8/2025; 1/22; 2/12; 2/26; 3/12; 3/26; 4/9; 4/23/2025

Time: 6:00PM-8:00PM Eastern
(Time and Dates Subject to Change)

Location: Zoom/Virtual

of Credit hours: CME Credits: 16 hours / APA Category A CE: 16 clock hours / NBCC: 16 clock hours / All others: Letter of Attendance

Target Audience: This course is intended for participants at the beginning, intermediate, or advanced level.

Format: Dr. Powell-Williams will present case material for the group to discuss along with the assigned readings.

Description: This 8-week course will offer a review of the foster-care experience, utilizing a psychoanalytic and developmental lens. We will consider entry into the foster-care system, what often goes wrong, and implications for children's growth and development. We will discuss the therapist's role with foster parents and with treatment teams, where complex dynamics can emerge, and where the therapist may assist with addressing problems associated with childhood trauma. We will also discuss the notion of the "best clinical interest of the child," carefully considering developmental tasks from pre-latency to latency to adolescence.

Using in-depth clinical material from two latency-aged siblings' foster care experiences, we will address technical issues such as establishing a safe therapeutic relationship, developing boundaries that allow for exploration of the child's fantasies, and the use of play to explore and verbalize experiences of recurrent loss and trauma. The experience of traumatically losing and regaining the maternal object will be explored, as well as how transference/countertransference experiences may be used - either explicitly or silently - in the best interests of the child's hoped-for stability and development. The course will also explore how unstable structural organization can contribute to difficult feelings that become less contained, at times leading to the fragmentation of family reunification.

Course Syllabus: [Working with a Fractured Foundation](#)

Training Program Credit: Students who successfully complete this course can earn elective credit in the training programs that require elective hours.

Continuing Education Credit: At the end of the course, participants must complete the evaluation form to receive continuing education credit. The instructor(s) have no relevant financial relationships with ineligible companies to disclose.

About the Instructor:

Dr. Felecia Powell-Williams is a child & adolescent and adult psychotherapist and psychoanalyst in private practice in Houston, Texas. She is a graduate and faculty member of the Center of Psychoanalytic Studies – Texas (CFPS). She is a Candidate and Consulting Analyst (TA/SA) in Adult and Child Psychoanalysis and holds the positions of: President of Board of Directors; Co-chair of CFPS Child & Adolescent Training Program; Chair of the Diversity & Inclusion Task Force; PsiAn Board Member; and APsA DPE Diversities Section Chair.

Dr. Powell-Williams provides clinical supervision for the State of Texas licensing board, as well as supervision as a Registered Play Therapist-Supervisor with the Association for Play Therapy. Dr. Powell-Williams teaches on a collegiate level and provides clinical consultation and professional training with many local, state, and national organizations on recognizing the need of mental health services for children & adolescents, adults, and families.

Her publications include:

Powell-Williams, F. & Manning, D. (2018). So you want to start a psychoanalytic school? Succumbing to an almost “irresistible temptation.” Postscript: The New School in the Heights . *Psychoanal. Study of the Child*, 71, 183-189.

Clinical Contributor to:

Novick, K., Novick, J., Barrett, D., & Barrett, T. (2019). *Parent work casebook*. IPBooks.

Powell-Williams, F. (2023). A little girl’s recovery: An analysis of a six-year-old girl who experienced loss. *Psychoanal. Study Child*, 76, 51-63.

Registration and Tuition Deadline is December 30, 2024.

Tuition

PCC Matriculated Students: **\$340**

Graduate Students and Residents: **\$435**

All others: **\$475**

Registration Fee: \$25 per term (Matriculated Students are exempt from registration fee).

Payment plans can be arranged with the Business Manager, [Lisa Long](#).

[Course Cancellation Policy](#)

[Register Here](#)

Course Learning Objectives

Class participants will be able to:

1. Outline the complexities of working psychoanalytically and psychodynamically with children and families in foster care.
2. Assess psychological and emotional development in the context of foster care and family relationships.
3. Assess social and cultural development in the context of foster care and family relationships.
4. Identify the developmental aims, and disruptions, of child psychoanalysis and psychotherapy in the treatment of children and adolescents and families experiencing separation related to foster care placement.
5. Illustrate how psychodynamic approaches provide a safe space to rework trauma experiences to support developmental movement towards progress.
6. Identify how Parent Work creates a therapeutic alliance that can provide support for the emotional development of the children.
7. Discuss practical therapeutic approaches to working with individual and family psychopathology associated with trauma.
8. Demonstrate familiarity with processes and factors shaping reunification trajectories as affected by foster care and the judicial system.
9. Identify clinical uses of the Oedipal Complex and the myth of Tiresias to understand gender enactments.
10. Describe and clarify types of violence that can be present in the countertransference when working with marginalized people.
11. Discuss Gender Enactments, identify ways to manage them to benefit the therapeutic action, and describe useful tools for prevention of iatrogenic enactments.
12. Describe an enhanced understanding of time and timing in the clinical situation
13. Describe a way of listening to gender polymorphism as a new royal road to the Unconscious, using evenly hovering attention to gender implications of the patient's free associations.

Confidentiality Statement: All case material will be carefully disguised. We ask that participants agree to hold all material presented with the utmost care, following ethical and professional guidelines.

Course Participants agree to review and abide to the following:

[Professional and Ethical Guidelines for the Classroom](#)

Accommodation Statement: To request an accommodation for this program, please contact the Administrator at Kayla@CarolinaPsychoanalytic.org by two weeks before the start date.

CE & CME Disclosures:

The Psychoanalytic Center of the Carolinas has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 6518. Programs that do not qualify for NBCC credit are clearly identified. The Psychoanalytic Center of the Carolinas is solely responsible for all aspects of the program.

The Psychoanalytic Center of the Carolinas is approved by the American Psychological Association to sponsor continuing education for psychologists. The Psychoanalytic Center of the Carolinas maintains responsibility for this program and its content.

Social workers will receive a letter of attendance documenting their hours of continuing education. This certificate may not be acceptable verification in all states.

ACCME Accreditation Statement

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of American Psychoanalytic Association and the Psychoanalytic Center of the Carolinas. The American Psychoanalytic Association is accredited by the ACCME to provide continuing

medical education for physicians.

AMA Credit Designation Statement

The American Psychoanalytic Association designates this live activity for a maximum of 16 *AMA PRA Category 1 Credit(s)*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Disclosure Statement

The APsA CE Committee has reviewed the materials for accredited continuing education and has determined that this activity is not related to the product line of ineligible companies and therefore, the activity meets the exception outlined in Standard 3: ACCME's identification, mitigation and disclosure of relevant financial relationship. This activity does not have any known commercial support.

Contact: Kayla@CarolinaPsychoanalytic.org

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