



411 – Child Integrated Seminar

Instructors: Donald Rosenblitt, MD, and Paul Brinich, PhD

Meeting Dates: Mondays

September 14, 2026 through June 14, 2027

(Dates are subject to change based on holidays)

Time: 11 AM-12:30 PM Eastern

Location: Zoom/Virtual

Approx. 33 weeks, if registered for fall and spring terms

of Credit hours: APA Cat. B CE: 49.5 clock hours/ NBCC: 49.5 clock hours / All others: Letter of Attendance
(Estimated # of hours. Actual hours earned will be based on attendance and the number of meetings).

Target Audience: This class is for child psychoanalytic candidates and intermediate to advanced students.

Prerequisites: This class is a requirement for students matriculated in the Child-Focused or combined Adult/Child Psychoanalytic Track. Other students who wish to participate (adult analytic candidates, students contemplating child analytic training, students with experience working with children or adolescents, etc.) should have completed at least 33 credit hours of the Core Curriculum or have obtained prior *permission from the instructors*.

The seminars will be open to non-child analytic candidates based on their readiness to participate at this level with the material. If requesting permission to join, they should contact the instructor(s), [Donald Rosenblitt, MD](#) and [Paul Brinich, PhD](#) directly **before** registering.

Format: This class will combine lecture and seminar formats; student participation is encouraged. All PCC courses include small group discussions that require participants to read and synthesize the materials presented.

Course Description: This ongoing Child Seminar integrates theory and techniques in treating children from birth through late adolescence. Child-Focused and Adult/Child psychoanalytic track students will be expected to participate in this seminar for approximately 33 weeks per academic year for a total of 5 years beginning at the time of matriculation into one of these programs and are invited to continue after graduation. The goal is to develop an ongoing intellectual inquiry. This orientation recognizes that the work is complex and that ongoing study and collegial support are integral to the profession. The seminar will integrate ongoing case studies with appropriate readings covering the core literature relevant to these tracks.

For adult psychoanalytic candidates, an 8-week segment of this course can substitute for one required Adult Case Conference (12 hours), so that the student may learn to think analytically about child development and clinical work with children, parents, and families. (Adult candidates: please note that registration is for the entire term and not pro-rated by week).

Learning objective: The learning objective for this seminar is quite specific: Students will describe and discuss ways in which clinical material from various ongoing child psychoanalyses fit – or fail to fit – past and/or contemporary psychoanalytic theories and the broader domain of child development research. This will include references to ways in which racial, ethnic, religious, and economic dimensions are reflected in the intrapsychic lives of these children.

Readings: While we cannot predict which articles will be most relevant to the ongoing treatments we will be following, we have listed a number of potential references that may be covered during the course:

- Adams, C. J. (2021). Black youth: Self-making, creativity and the assertion of hybrid black identities. *The Psychoanalytic Study of the Child*, 74(1), 59–76.
- Archangelo, A. & O’Loughlin, M. (2021). Exploring racial formation in children: Thoughts from an encounter with black children in Brazil. *Journal of Infant, Child, and Adolescent Psychotherapy*, 3, 215–229.
- Esprey, Y. & Stevens, G. (2025). The self in jeopardy: The curious absence of race in psychoanalytic inquiry. *Psychoanalysis, Culture & Society*, 30, 815–832.
- Karcher, N. R., Klaunig, M. J., Elsayed, N. M., Taylor, R. L., Jay, S. Y., & Schiffman, J. (2022). Understanding associations between race/ethnicity, experiences of discrimination, and psychotic-like experiences in middle childhood. *Journal of the American Academy of Child & Adolescent Psychiatry*, 61(10), 1262–1272.
- Lament, C. (2021). Useful untruths: A plea for the necessity of pluralism in child analysis. *Psychoanalytic Study of the Child*, 74, 105–117.
- Patel, P. & Graham, T. M. (2021). A psychoanalysis for the black vertically infected HIV-positive adolescent. *Psychoanalytic Dialogues*, 31(4), 514–515.
- Rudden, M. G. (2021) Systemic racism and othering within government agencies: A psychoanalytic interpretation of environmental injustice in the Flint, Michigan water crisis. *The Psychoanalytic Study of the Child*, 74, 90–104.
- Ruiz-Yu, B., Le, T. P., Weintraub, M. J., Zinberg, J., Addington, J., O’Brien, M. P., Bearden, C. E. (2024). Race/Ethnicity and socioeconomic status as predictors of outcome following family therapy in youth at clinical high risk for psychosis. *Early Intervention in Psychiatry*, 18(12), 981–990.
- Slevin, M. (2021) Of being and becoming: Psychoanalysis, race and class in an urban ER. *Psychoanalytic Study of the Child*, 74, 77–89.
- Stoute, B. J. & Slevin, M. (2021). Introduction – African American children in the world of structural racism: Psychoanalytic perspectives. *The Psychoanalytic Study of the Child*, 74(1), 44–46.
- Vaughans, K. C. (2021). Black boys in the eye of the storm. *The Psychoanalytic Study of the Child*, 74(1), 47–58.

Training Program Credit: Students who successfully complete this course can earn credit in the Child-Focused and Adult/Child Psychoanalysis Training Programs. This class also will be accepted towards elective credit in the Adult Psychoanalytic track, or it may be counted as one 12-hour term of the required Adult Case Conference (ACC). Please see the Student Handbook for more information. If there is a written or oral course assignment, students must complete the assignment to receive training program course credit.

Continuing Education Credit: At the end of the course, participants must complete the evaluation form to receive continuing education credit. This course does not offer CME for physician learners.

About the Instructors:

Donald Rosenblitt, MD, is a child and adult psychoanalyst and the founding Clinical and Executive Director of the Lucy Daniels Center. In August 2019, Dr. Rosenblitt retired from his position of 27 years as Executive and Clinical Director and transitioned into his new role as Director of Medical Services, where he will continue his vital life's work of serving children and families through in-depth evaluation and treatment. He is on the Psychoanalytic Center of the Carolinas (PCC) faculty. Dr. Rosenblitt is a Training and Supervising Analyst of the psychoanalytic training program of the PCC. He is the Past Director of the Psychoanalytic Institute of the Carolinas, now the psychoanalytic training program of the PCC. Dr. Rosenblitt has written and lectured extensively on topics related to early childhood development.

Paul Brinich, Ph.D., trained at the University of Chicago, the Langley Porter Institute (University of California at San Francisco), the Anna Freud Centre (London), and the Psychoanalytic Center of the Carolinas (Chapel Hill, NC). He is a past president of the Association for Child Psychoanalysis and the North Carolina Psychoanalytic Society. An emeritus professor in the Departments of Psychology and Psychiatry of the University of North Carolina at Chapel Hill, Dr. Brinich has consulted with public elementary schools and the Lucy Daniels Center for Early Childhood (Cary, NC). He served for a decade as a senior editor of the Psychoanalytic Study of the Child. Retired from clinical practice, he consults with clinicians and programs regarding their work with children, adolescents, and adults. Dr. Brinich is particularly interested in adoptees and their families (biological and adoptive).

Registration and Tuition Deadline is August 4, 2026

Tuition

Full-year (Fall and Spring): \$985

Fall term only: \$495

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

Payment plans can be arranged with the Finance and Operations Manager. Please email Finance@CarolinaPsychoanalytic.org

[Course Cancellation Policy](#)

[Register Here](#)

Course Learning Objectives

Class participants will be able to:

1. Learn how to work with parents and children in ways that allow them to appreciate the need for and potential benefits of intensive psychoanalytic work.
2. Prepare parents and children for the demands of intensive psychoanalytic work.
3. Discuss and explore the relevance of variables such as gender, race, class/caste, culture, family structure, school, and other relevant societal systems to the practice of child analysis.
4. Describe the identification of initial play themes and how to help the child to understand initial play themes as objects of analytic inquiry.
5. Assist parents in understanding the nature of the psychoanalytic process and their role in the work.
6. Describe parental and child resistances that may develop (whether those emerge early when the treatment deepens or as termination nears).
7. Assist parents in helping the child with resistances that develop, including consideration of whether or not to work directly with parents' intrapsychic conflicts to support the child's treatment and to improve parental functioning.
8. Discuss ethical aspects encountered as the analyst shares with parents their insights into the child's psychic life, thus helping the parents to sustain the child's treatment.
9. Describe how to recognize and work with emerging resistances (e.g., impulsive aggression, somatization, leaving the room, going to sleep, use of cell phones, et cetera) to conflictual material (conscious or unconscious).
10. Discuss the various transferences that are likely to develop during a child's analysis, as they appear in both the child and the child's parents.
11. Discuss the various countertransferences that the analyst may experience during a child's analysis.
12. Demonstrate ways to help the child deepen their play themes and their motivation to do analytic work during various phases of analysis.
13. Describe the indicators in the child of the approach of the final phase and how to work with both the child and their parents to facilitate a "smooth landing" when intensive treatment ends.

Confidentiality Statement: The confidentiality of all case material will be carefully protected. Participants must agree to keep secure all material presented, using the utmost care while 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 get in touch with the Administrator at Kayla@CarolinaPsychoanalytic.org no later than two weeks before the start date.

Continuing Education 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 only be acceptable verification in some states.

Contact: Kayla@CarolinaPsychoanalytic.org

Kayla Schilke, Training and Education Program Manager

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101 Cloister Court, Suite A | Chapel Hill, NC 275614

Phone: 919.490.3212 | Fax: 877.897.4034 | www.CarolinaPsychoanalytic.org

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