In this eight-week course we hope to introduce you to a working theory of development that may be useful to you in your work as analysts and psychotherapists. We will not try to survey child development nor will we be able to dwell equally in the different phases of childhood. But we would like to present a survey of some contemporary issues in developmental theory, and introduce you to (or re-acquaint you with) some important developmental research of the last three decades that has informed our understanding of development.

In the course of our survey we will try to refer to some of the classics of psychoanalytic theory, and make comparisons with contemporary developmental theory. In layers throughout the course, we will be introducing you to a relational view of development that is rooted in dynamic systems theory. Periodically, we will try to illustrate the concepts we are discussing with some videotape vignettes of a mother-baby dyad, and with case material.

We will be assigning two or three articles per class, and we hope you will find them readable and suitable for discussion. Optional reading will include other articles of interest and several chapters from the book:

*Bringing Up Baby: the Psychoanalytic Infant Comes of Age* by Dianna T. Kenny (Karnac Books, 2013) [Available on Reserve in Library]

This text is a useful summary of recent research on infant and early childhood development.

The BPSI library will have a copy of the book. It can be purchased on Amazon, Barnes and Noble, or directly from Karnac Books.

We do, of course, have many more readings to recommend and will make a reference list available.
READINGS:

Class I: Developmental Theory  
November 17, 2016

Learning Objective:  
At the conclusion of this session, the candidate will be able to define dynamic systems theory and stage theory of development.


Recommended:  


Class II: Implicit Knowing, the Organization of Memory, and the Concept of Embodiment  
December 1, 2016

Learning Objective:  
At the conclusion of this session, the candidate will be able to define implicit and explicit memory systems.
Class III: Intersubjectivity and Development of the Self (Primary Intersubjectivity)
December 8, 2016

Learning Objective:
At the conclusion of this session, the candidate will be able to list 3 components of primary intersubjectivity.

In this class we will view some video vignettes of mother-baby interaction in the first year of life.


Recommended:

Class IV: Intersubjectivity II: Secondary and Intentionality
December 15, 2016

Learning Objective:
At the conclusion of this session, the candidate will be able to describe secondary intersubjectivity and define shared intentionality as they apply to language acquisition.

Video: secondary intersubjectivity, complex interpersonal emotions


Recommended:


Class V: Attachment and Reflective Functioning (The Adult Attachment Interview)
December 22, 2016

Learning Objective:
At the conclusion of this session, the candidate will be able to describe the 3 organized categories of attachment.


**January 5, 2017 Academic Lecture**

**Class VI: Disorganized Attachment**

**January 12, 2017**

Learning Objective:
At the conclusion of this session, the candidate will be able to define disorganized attachment in infancy.


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**No class January 19th APsA meetings**

**Class VII: Attachment and Trauma**

**January 26, 2017**

Learning Objective:
At the conclusion of this session, the candidate will be able to list 2 ways in which trauma impacts and influences attachment.


2. Henninghausen, K.H. and Lyons-Ruth, Karlen, *Disorganization of Behavioral and Attentional Strategies toward Primary Attachment Figures: From Biologic to*


Recommended:


Class VIII: Implications of New Developmental Theory for Adult Treatment
February 2, 2017

Learning Objective:
At the conclusion of this session, the candidate will be able to describe 2 differences between an intrapsychic and intersubjective perspective in psychoanalytic treatment.


Recommended: