

**THE BOSTON PSYCHOANALYTIC SOCIETY AND INSTITUTE**  
**141 Herrick Road, Newton Centre, Massachusetts 02459**

Psychotherapy Fellowship, Child Track  
Spring Trimester: March 16- May 18, 2017  
Instructors: Dov Fogel, M.D., Sam Roth, PhD

**Development Theory and Technique**

In this ten week course the focus will be on development. There will an overview of the different stages of development with an emphasis on the development of the structure of the child's mind. We will also think about different perspectives toward development and their implications for technique. While we won't be able to cover each area in depth, we will attempt to introduce both contemporary research as well psychoanalytic concepts for each developmental stage. There will also be case vignettes presented to bring the concepts to life and facilitate grappling with the theory as it applies in individual cases.

**March 16, 2017**

**Class 1. Developmental Theory and Affect Development**

Gilmore, K. (2008). Psychoanalytic Developmental Theory: A Contemporary Reconsideration. JAPA, 56: 885-907. [PEP Web Link](#)

Hobson, P. (1993). The Intersubjective Domain: Approaches from Developmental Psychology. JAPA, 41S 167-192. [PEP Web Link](#)

**March 23, 2017**

**Class 2 Attachment and Psychoanalysis**

Fonagy, P., Target, M. (2007). The Rooting of the Mind in the Body: New Links Between Attachment Theory and Psychoanalytic Thought. JAPA, 55:411-456. [PEP Web Link](#)

**March 30, 2017**

**Class 3: Oedipal Development**

Brown, L.J. (2002). The Early Oedipal Situation: Developmental, Theoretical, and Clinical Implications. Psychoanal Q., 71:273-300. [PEP Web Link](#)

Fivaz-Despeursinge, E. (2010), *The Young Infant's Triangular Communication in the Family: Access to Threesome Intersubjectivity? Conceptual Considerations and Case Illustrations*, [Psychoanalytic Dialogues](#), 20:125-140. [PEP Web Link](#)

**April 6, 2017**

**Class 4: Oedipal Development II-**

Freud, S. (1909). Analysis of a Phobia in a Five-Year-Old Boy. The Standard Edition of the Complete Psychological Works of Sigmund Freud, Volume X (1909): Two Case Histories ('Little Hans' and the 'Rat Man'), 1-150. Read pages 3-32. [PEP Web Link](#)

Blum, H.P. (2007). Little Hans: A Contemporary Overview. *Psychoanal. St. Child*, 62:44-60. [PEP Web Link](#)

**April 13, 2017**

**Class 4: Gender Development**

Barkai, A.R. (2017). Troubling Gender or Engendering Trouble? The Problem with Gender Dysphoria in Psychoanalysis. *The Psychoanalytic Review*, 104(1), 1-32  
Ayelet R. Barkai, M.D. [Available upon [Request from the Library](#)]

**No Class April 20, 2017**

**April 27, 2017 (double session)**

**Class 6: Latency Phase**

Knight, Rona. (2014). A Hundred Years of Latency: From Freudian Psychosexual Theory to Dynamic Systems Nonlinear Development in Middle Childhood. *JAPA*, 62:203-235. [Available upon [Request from the Library](#)]

**Class 7: Latency Phase II**

Novick, K.K., Novick, J. (1994) Postoedipal Transformations: Latency, Adolescence and Pathogenesis. *JAPA*, 42:143-169. [PEP Web Link](#)

**May 4, 2017**

**Class 8: Contemporary Ideas about Self- Regulation and Defenses**

Sugarman, A. (2008). Fantasizing as process, not fantasy as content: the importance of mental organization. *Psychoanalytic Inquiry*, 28: 169-189. [PEP Web Link](#)

Novick, K.K. and Novick, J, (2003), *Two Systems of Self-Regulation and the Differential Application of Psychoanalytic Technique*, The American Journal of Psychoanalysis, Vol. 63, No. 1, March 2003. [PEP Web Link](#)

**May 11, 2017**

**Class 9: Adolescent Development**

Fonagy, P et al, (2004). Affect Regulation, Mentalization and the Development of the Self. Other Press. New York. pp. 317-343. [Available upon [Request from the Library](#)]

**May 18, 2017**

**Class 10: Adolescent Theory in Practice**

Blos, P. (1990). Adolescent fixation in adult psychopathology. In S. Dowling (ed.) Child and Adolescent Analysis: Its significance for clinical work with adults. Madison, CT: International Universities Press, pp. 67-79. [PEP Web Link](#)

**Learning Objectives:**

1. At the conclusion of this session candidates will be able to demonstrate at least two dilemmas involved in learning about child development.
2. At the conclusion of this session candidates will be able to discuss three ways Attachment Research relates to psychoanalytic treatment.
3. At the conclusion of this session candidates will be able to discuss three challenges of oedipal development.
4. At the conclusion of this session candidates will be able to explain two ways oedipal theory in Freud's Little Hans case is criticized.
5. At the conclusion of this session candidates will be able to discuss two basic principles of Gender Development.
6. At the conclusion of this session candidates will be able to explain how two aspects of non-linear systems theory as it relates to Latency Development.
7. At the conclusion of this session candidates will be able to explain two dimensions of sadomasochistic dynamics as it manifests in relationships.
8. At the conclusion of this session candidates will be able to discuss three self-regulation skills.
9. At the conclusion of this session candidates will be able to discuss two ways mentalization expresses itself in adolescent development.
10. At the conclusion of this session candidates will be able to explain two ways adolescent development can complicate adult treatment.