Psychoanalytic Training, Year I
Winter 2017-18
Development I: Infancy and Early Childhood
Sarah Birss, MD
and Kimberly Boyd, MD

In this course, we will explore the notion of development, including evolving psychoanalytic theories of development, and contributions from developmental psychology and neuroscience, in the earliest months and years of life, up to the preschool years or beginning of the Oedipal period. Topics will include early memory, the development of intersubjectivity and self, early object relations and attachment, the effect of trauma on development, early Oedipal development, and linear and non-linear views of development. We will attempt to explore current ideas about the developing mind, including different types of memory the development of internal representations, and unconscious and non-conscious processes. The following are some of the questions we will explore:

- How does the mind develop in the early months and years?
- What do we know about infantile amnesia and early memory?
- What is conscious and unconscious or non-conscious?
- What is structure and how does it develop?
- What are object representations, and how do they form?
- What can we learn from infant research about early dyadic and triadic relating?
- What is meant by a dialogic origin of mind?
- What is integration?
- What is the place of affect regulation in development and psychopathology?
- How does the self develop?
Class 1: November 30, 2017

Introduction to Developmental Theory
Memory and Conscious, Unconscious, and Non-Conscious Processes

Review of developmental lines and stages, both psychoanalytic (Freud, S and Freud A, Klein, Mahler, Bowlby) and from developmental psychology (memory, affect regulation, attachment, self, intersubjectivity). Summary handout to be provided. Discussion of implicit and explicit memory, and unconscious vs. non-conscious processes

Learning Objective: At the conclusion of this session candidates will be able to define implicit and explicit memory.

Required readings:


Class 2: December 7, 2017

Dialogic Origin of Mind

Emotional communication, dyadic emotion regulation, early representations
Nonconscious conflict and defense

[Videos of pregnant woman and 3 month old infant and mother: www.appi.org/Gilmore; also videos of still-face at 4 months and at 30 months (Tronick video on disk)]

Learning Objective: At the conclusion of this session candidates will be able to define the interactive regulatory process and internal representation as each is observed in infant research.

Required readings:

Class 3: December 14, 2017

Intersubjectivity and Development of the Self, Representations of Self and Other

Learning Objective: At the conclusion of this session candidates will be able to identify Allen Schore’s concept of explicit and implicit selves.

Required readings:


Class 4: December 21, 2017

Early Object Relations, Attachment and Transgenerational Transmission of Attachment

Learning Objective: At the conclusion of this session candidates will be able to discuss evidence for intergenerational transmission of attachment.

Required readings:


Class 5: January 4, 2018

Disorganized attachment and Effect of Relational Trauma on Development

Learning Objective: At the conclusion of this session candidates will be able to describe effects of relational trauma on attachment.

Required Readings:


Class 6: January 11, 2018

Early Childhood, the “Oedipal Phase”

Learning Objective: At the conclusion of this session candidates will be able discuss changes in contemporary theory surrounding the Oedipal phase and Oedipal complex.

Required Readings:


Class 7: January 18, 2018

Early childhood (Oedipal phase) capacities

Learning objective: At the conclusion of this session candidates will be able to describe developmental advances in the preschool age, Oedipal phase child.
Required readings:


Class 8: January 25, 2018

Non-linear Development and Dynamic Systems and application to adult analysis

Learning Objective: At the conclusion of this session candidates will be able to compare linear and non-linear theories of development.

Required Readings:
