



Psychoanalytic Training, Year I  
Winter 2017-18

**Development I: Infancy and Early Childhood**

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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:

1. Freud, S. (1905) Infantile Amnesia. SE 7: 173-176. [PEP Web Link](#).
2. LeDoux, J. (2012) Afterword, The Psychoanalytic Review, 99(4):595-606. (Commentary by a renowned neurologist on Eric Kandel's and others' papers on Biology and Psychoanalysis, with a focus on Modern Science and the Unconscious Mind.) [PEP Web Link](#).
3. Coates, S.W. (2016) Can Babies Remember Trauma? Symbolic Forms of Representation in Traumatized Infants, JAPA 64(4):751-776. [Available in the library. Check the reading folder or request from [library@bps.org](mailto:library@bps.org)]

## **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](http://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:

1. Beebe, B. & Lachmann, F.M. (2014) Organization of Relational Experience in Early Infancy, Chapter 2 in Beebe & Lachmann, The Origins of Attachment: Infant Research and Adult Treatment, New York: Routledge, pp. 24-39.

[Available in the library. Check the reading folder or request from [library@bps.org](mailto:library@bps.org)]

2. Tronick, E.Z. (1998) Dyadically Expanded States of Consciousness and the Process of Therapeutic Change, *Infant Mental Health Journal*, 19(3):290-299. (From the Boston Change Process Study Group) [Available in the library. Check the reading folder or request from [library@bps.org](mailto:library@bps.org)]

### **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:

1. Trevarthen, C (2003) Conversations with a Two-Month Old, Chapter 3 in Joan Raphael-Leff, *Parent Infant Psychodynamics: Wild Things, Mirrors and Ghosts*. London: Whurr Publishers, Ltd., pp 25-34. [Available in the library. Check the reading folder or request from [library@bps.org](mailto:library@bps.org)]
2. Stern, D (2004) The Intersubjective Matrix, Chapter 5 in *The Present Moment in Psychotherapy and Everyday Life*. New York: W.W. Norton & Company, Inc., pp. 75-96. [Available in the library. Check the reading folder or request from [library@bps.org](mailto:library@bps.org)]
3. Schore, A.N. (2011) The Right Brain Implicit Self Lies at the Core of Psychoanalysis, *Psychoanalytic Dialogues*, 21:75-100. [PEP Web Link](#).

### **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:

1. Slade, A (2000) The Development and Organization of Attachment: Implications for Psychoanalysis *JAPA*, 48: 1147-1174. [PEP Web Link](#)
2. Lyons-Ruth, K. (1991) Rapprochement or Approchement: Mahler's Theory Reconsidered from the Vantage Point of Recent Research on Early Attachment Relationships. *Psychoanalytic Psychology*. [PEP Web Link](#).

## **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:

1. Slade, A. (2014) Imagining Fear: Attachment, Threat, and Psychic Experience. *Psychoanalytic Dialogues*, 24(3):253-266. [Available in the library. Check the reading folder or request from [library@bpsj.org](mailto:library@bpsj.org)]
2. Lyons-Ruth, K., (2006). The Interface between Attachment and Intersubjectivity: Perspective from the Longitudinal Study of Disorganized Attachment. *Psychoanalytic Inquiry*, Vol.26, no. 4, pp 595-616. [PEP Web Link](#).

## **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:

1. Gilmore, K.J. & Meersand, P. (2014) Chapter 4: The Oedipal Phase and the Oedipal Complex in Gilmore, K.J. and Meersand, P. (eds) *Normal Child and Adolescent Development: A Psychodynamic Primer*. New York: Oxford University Press, pp. 73-103. [Available in the library. Check the reading folder or request from [library@bpsj.org](mailto:library@bpsj.org)]
2. Fivaz-Depeursinge, E., Lavanchy-Scaiola, C., Favez, N. (2010). The Young Infant’s Triangular Communication in the Family: Access to Threesome Intersubjectivity? Conceptual Considerations and Case Illustrations. *Psychoanalytic Dialogues* 20(2): 125-140. [PEP Web Link](#).

## **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:

1. Fonagy, P., Target, M. (1996) Playing with Reality: I. Theory of Mind and the Normal Development of Psychic Reality. *International Journal of Psychoanalysis*, 77 :217-233. [PEP Web Link](#).
2. Gilmore, K. (2011) Pretend Play and Development in Early Childhood (with Implications for the Oedipal Phase). *JAPA* 59(6): 1157-1181. [PEP Web Link](#).

**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:

1. Demos, V. (2007) The Dynamics of Development, in Piers, Muller and Brent (ed.) *Self-Organizing Complexity in Psychological Systems*, Lanham, MD: Jason Aronson, pp138-163. [Available in the library. Check the reading folder or request from [library@bps.org](mailto:library@bps.org)]
2. Lyons-Ruth, K. (2000) "I Sense that You Sense that I Sense..." Sander's Recognition Process and the Specificity of Relational Moves in the Psychotherapeutic Setting, *Infant Mental Health Journal*, 21 (1-2): 85-98. [Available in the library. Check the reading folder or request from [library@bps.org](mailto:library@bps.org)]