



boston psychoanalytic
society & institute

Psychotherapy Fellowship, Child Track
Winter Trimester 2018-2019

Development Theory and Technique

Instructors: Sessions 1-5: Dov Fogel, M.D. & Sam Roth, PhD
Sessions 6-10: Anna Ornstein, M.D. & David Levoy, M.D.

In the first part of this course the focus will be on development. There will be some discussion of the different stages of development with an emphasis on the development of symbolic thinking and around issues of Gender. 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 as some 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.

In the second part of the course, we will look at development through the lens of Self Psychology. The five carefully chosen articles are meant to provide an understanding of the self-psychological perspective from infancy through early adolescence.

December 13, 2018

Class 1: Early Symbolic Development in Dyads and Triads

Hobson, P. (1993). The Intersubjective Domain: Approaches from Developmental Psychology. *JAPA*, 41(S), 167-192. [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(2), 125-140. [PEP Web Link](#)

December 20, 2018

Class 2: Transitional Phenomena

Winnicott, D.W. (1953). Transitional Objects and Transitional Phenomena- A Study of the First Not-Me Possession. *International Journal of Psychoanalysis*, 34, 89-97. [PEP Web Link](#)

Siegel, D.J. (2001). Toward an Interpersonal Neurobiology of the Developing Mind: Attachment Relationships, "Mindsight," and Neural Integration. *Infant Mental Health Journal*, 22(1-2), 67-94. [Available in the library: check reading folder or request at library@bpsi.org]

January 3, 2019

Class 3: Oedipal Development I

Simon, B. (1991). Is the Oedipus Complex Still the Cornerstone of Psychoanalysis? Three Obstacles to Answering the Question. *JAPA* 39, 641-668. [PEP Web Link](#)

January 10, 2019

Class 4: Gender Development I

Corbett, K. (2008). Gender Now. *Psychoanalytic Dialogues*, 18(6), 838-856. [PEP Web Link](#)

Optional:

Dimen, M. & Goldner, V. (2005). Gender and sexuality. In A. Cooper, G. Gabbard & E. Person (Eds.), *The American Psychiatric Association Publishing Textbook of Psychoanalysis* (pp. 93-114). Washington, DC: American Psychiatric Publishing. [Available in the library: check reading folder or request at library@bpsi.org]

January 17, 2018

Class 5: Gender Development II

Saketopoulou, A. (2011). Minding the Gap: Intersections between Gender, Race, and Class in Work with Gender Variant Children. *Psychoanalytic Dialogues*, 21(2), 192-209. [PEP Web Link](#)

For Further Reading:

Latency:

Bornstein, B. (1951). On Latency. *Psychoanalytic Study of the Child*, 6, 279-285. [PEP Web Link](#)

Shapiro, T. & Perry, R. (1976). Latency Revisited. *Psychoanalytic Study of the Child*, 31, 79-105. [PEP Web Link](#)

Adolescence:

Blos, P. (1965). The Second Individuation Process of Adolescence. *Psychoanalytic Study of the Child*, 22, 162-186. [PEP Web Link](#)

Adult Development:

Jacques, E. (1965). Death and the Midlife Crisis. *International Journal of Psychoanalysis*, 46, 502-514. [PEP Web Link](#)

Emde, R. N. (1985). From Adolescence to Midlife: Remodeling the Structure of Adult Development. *Journal of the American Psychoanalytic Association*, 33(S), 59-112. [PEP Web Link](#)

January 24, 2019

Class 6: Development and the Selfobject:

Tolpin, M. (1986) *The Self and Its Selfobjects: A Different Baby*. *Progress in Self Psychology*, 2, 115-128. [PEP Web Link](#)

The Self and Its Selfobjects introduces the selfobject as the fundamental concept in psychoanalytic self-psychology.

January 31, 2019

Class 7: Parenting and the Self

Ornstein, A. & Ornstein, P. (1985). Parenting as a function of the adult self: a psychoanalytic developmental perspective. In E.J. Anthony & G.H. Pollock (Eds.), *Parental Influences: In Health and Disease* (Chapter 6, pp. 183-232). Boston: Little, Brown & Co. [Available in the library: check reading folder or request at library@bpsi.org]

With the recognition of the primacy of the growing child's emotional environment for development, the paper *Parenting as a Function of the Adult Self*, offers a conceptual tool for tracing parenting (caretaking) throughout the life-cycle. The clinical examples include a case of a preschooler, a latency-age child, a middle-aged- and an aging mother.

February 14, 2019

Class 8: Idealization in the Oedipal Situation

Ornstein, A. (1983). An Idealizing Transference of the Oedipal Phase. In *Reflections on Self Psychology* (Vol. 2, Chapter 12, pp. 135-148). Hillsdale: The Analytic Press. [Available in the library: check reading folder or request at library@bpsi.org]

Self-psychology recognizes the importance of idealization throughout development from infancy to adolescence. The clinical example in the paper *An Idealizing Transference of the Oedipal Phase* highlights the special significance of idealization during the oedipal phase.

February 21, 2019

Class 9: Early Adolescence and the Self under Stress

Ornstein, A. (1990). Anne and Vivienne: The early adolescence of two gifted teenagers. In *Contemporary Psychiatry*, 3, 183-188. [Available in the library: check reading folder or request at library@bpsi.org]

Early adolescence is ushered in by puberty. Emerging sexuality may explain the frequency of intrapsychic turmoil that many young adolescents experience. The diaries of two teenagers discussed in *The Early Adolescence of Two Gifted Teenagers* will help us understand the subjective experiences of these two teens under two very different life circumstances

February 28, 2019

Class 10:

Ornstein, A. (2012). Childhood Losses, Adult Memories. In *The Mother and Her Child: Clinical Aspects of Attachment, Separation and Loss* (pp. 107-119). [Available in the library: check reading folder or request at library@bps.org]

Childhood Losses, Adult Memories raises the important question: what are the alternate paths to development in the absence of reliable caretakers and extreme physical conditions?

Learning Objectives:

1. At the conclusion of this session, fellows will be able to demonstrate at least two dilemmas involved in learning theoretical perspectives about child development.
2. At the conclusion of this session, fellows will be able to discuss three ways the ideas of Transitional Objects relates to psychoanalytic treatment.
3. At the conclusion of this session, fellows will be able to discuss and critique three tenets about Gender Development.
4. At the conclusion of this session, fellows will be able to explain two ways relational notions of development affect theories of gender development.
5. At the conclusion of this session, fellows will be able to discuss two challenges when treating children with Gender dysphoria.
6. At the conclusion of this session, fellows will be able to discuss the critical role of the self-object in development.
7. At the conclusion of this session, fellows will be able to describe a self-psychological approach to parenting.
8. At the conclusion of this session, fellows will be able to discuss the importance of idealization in development.
9. At the conclusion of this session, fellows will be able to describe the development of the self under stress in early adolescence.
10. At the conclusion of this class, participants will be able to discuss alternate paths to development when multiple caretakers under extreme conditions care for infants.