



## **The Clinical Relevance of Developmental Theory Fall - 2018**

**Instructors: M. Carole Drago, LICSW and Donna Mathias, MD**

This seminar will survey psychological development from infancy to adolescence from a psychoanalytic perspective. We will begin with an overview of psychoanalytic theories of development from a contemporary vantage point. We will explore Freud's drive theory and principles of mental functioning and consider multiple viewpoints, including object relations, self-object differentiation, attachment, separation-individuation, and intersubjectivity. We will consider how unresolved or incomplete negotiations of developmental tasks and/or stages may manifest in the course of adult treatment.

### **Week 1 - September 20: Contemporary Perspectives on Developmental Theory**

#### Reading

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

#### Optional Reading

1. Tyson, P. (2002). The Challenges of Psychoanalytic Developmental Theory. *JAPA*, 50:19-52. [PEP Web Link](#)

#### Learning Objective

At the conclusion of this session students will be able to describe three core elements of a contemporary developmental perspective that can be used in the analysis of the various psychoanalytic developmental theories.

### **Week 2 - September 27: Introduction to Developmental Theory**

#### Readings

1. Freud, S. (1911). Formulations on the Two Principles of Mental Functioning. The Standard Edition of the Complete Works of Sigmund Freud. V XII (1911-1913). p 213-226. [PEP Web Link](#)
2. Freud, S. (1905). Three Essays on the Theory of Sexuality. The Standard Edition of the Complete Works of Sigmund Freud. V Vii (1901-1905). Ch II-Infantile Sexuality. pp 173-206. [PEP Web Link](#)

#### Optional Reading

1. Sweetnam, A. (1996). The Changing Contexts of Gender: Between Fixed and Fluid Experience. *Psychoanal. Dial.*, 6(4):437-459. [PEP Web Link](#)

#### Learning Objective

At the conclusion of this session students will be able to outline Freud's theory of psychosexual stages and how these reflect Freud's thinking about fundamental human motivations.

### **Week 3 - October 4: No Such Thing as a Baby**

#### Readings

1. Winnicott, D.W. (1960). The Theory of the Parent-Infant Relationship. IJP, 41:585-595. [PEP Web Link](#)
2. Klein, M. (1946). Notes on Some Schizoid Mechanisms. IJP, 27:99-110. [PEP Web Link](#)

#### Optional Readings

1. Winnicott, D. W. (1941). The Observation of Infants in a Set Situation. IJP. 22:229-249. [PEP Web Link](#)
2. Winnicott, D.W. (1952). Psychoses and Childcare. Collected Papers; Basic Books, Inc. 1958. pp. 219-228. [Available in the library. Check the reading folder or request from [library@bpsl.org](mailto:library@bpsl.org).]

#### Learning Objective

At the conclusion of this session students will be able to describe how Winnicott theorized the role of maternal care in the development of the mind of the infant and articulate Klein alternate ideas.

### **Week 4 - October 11: The Infant's Discovery of Self and Object**

#### Readings

1. Stern, D. (1985). The Interpersonal World of the Infant: A View from Psychoanalysis and Developmental Psychology. Basic Books, Inc., Chs 1&2, pp. 3-34. [PEP Web Link](#)
2. Loewald, H.W. (1978). Instinct Theory, Object Relations, and Psychic Structure Formation. JAPA, 26:493-506. [PEP Web Link](#)

#### Optional Reading

1. Beebe, B. and Lachman, F. (2002). Infant Research and Adult Treatment: Co-constructing Interactions. Ch. 5. Patterns of Early Interactive regulation and the Pre-symbolic Origins of Self and Object Representations. pp. 85-119. [Available in the library. Check the reading folder or request from [library@bpsl.org](mailto:library@bpsl.org).]

#### Learning Objective

At the conclusion of this session students will be able to describe the impact of the infant-mother relationship on affect regulation and the organization of the self.

### **Week 5 - October 25: The Rooting of Attachment in the Body**

#### Readings

1. 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](#)
2. Main, Mary. (1993). Discourse, Prediction and Recent Studies in Attachment: Implications for Psychoanalysis. JAPA, 41 :(Suppl.):209-244. [PEP Web Link](#)

#### Optional Reading

1. Fraiberg, S, Adelston, E. (1976). Infant-Parent Psychotherapy on Behalf of a Child in a Critical Nutritional State. Psychoanal. St. Child, 31:461-491. [PEP Web Link](#)

#### Learning Objective

At the conclusion of this session students will be able to describe attachment theory, the types of attachments that can exist in the dyad, and how these attachments are manifest in the psychic structure of the mind.

## **Week 6 - November 1: Separation/Individuation**

### Readings

1. Mahler, M. (1963). Thoughts about Development and Individuation. *Psychoanal. St. Child.*, 18:307-324. [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. *Psychoanal. Psychology*. 8:1-23. [PEP Web Link](#)

### Optional Reading

1. Pine, F. (1992). Some Refinements of the Separation-Individuation Concept in Light of Research on Infants. *Psychoanal. St. Child*. 47:103-116. [PEP Web Link](#)

### Learning Objective

At the conclusion of this session students will be able to compare and contrast Mahler's theory of separation/individuation with Lyons-Ruth's research on attachment and individuation.

## **Week 7 - November 8: The Oedipal Complex**

### Readings

1. Loewald, H. W. (1962). Internalization, Separation, Mourning, and the Superego. *Psychoanal Q.*, 31:483-504. [PEP Web Link](#)
2. Blanck, G. (1984). The Complete Oedipus Complex. *IJP*, 65:331-339. [PEP Web Link](#)

### Optional Readings

1. Loewald, H. W. (1979). The Waning of the Oedipus Complex. *JAPA*, 27:751-775. [PEP Web Link](#)

### Learning Objective

At the conclusion of this session students will be able to outline Loewald's understanding of the Oedipus Complex, its relationship to mourning, and how it differs from Freud's Oedipal theory.

## **Week 8 - November 15: Latency**

### Readings

1. Knight, Rona. (2014). A Hundred Years of Latency: From Freudian Psychosexual Theory to Dynamic Systems Nonlinear Development in Middle Childhood. *JAPA*, 62:219-225. [PEP Web Link](#)
2. Bornstein, B. (1951). On Latency. *Psychoanal. St. Child*, 6:279-285. [PEP Web Link](#)

### Optional Readings

1. Shapiro, T. (1976). Latency Revisited-The Age 7 Plus or Minus 1. *Psychoanal. St. Child*, 31:79-105. [PEP Web Link](#)

### Learning Objective

At the conclusion of this session students will be able to define the tasks of latency and articulate the role of fantasy in middle childhood.

## **Week 9 - November 29: Pre-adolescence**

### Readings

1. Blos, P. (1967). The Second Individuation Process of Adolescence. *Psychoanal. St. Child*, 22:162-186. [PEP Web Link](#)
2. Novick, K.K., Novick, J. (1994). Post-oedipal Transformations: Latency, Adolescence and Pathogenesis. *JAPA*, 42:143-169. [PEP Web Link](#)

### Optional Reading

1. Tonnesmann, M. (1980). Adolescent Re-Enactment, Trauma and Reconstruction. *J. Child Psychother.*, 6:23-44. [PEP Web Link](#)

### Learning Objective

At the conclusion of this session students will be able to list three characteristics of pre-adolescence and give examples of where they find these struggles in their work with patients.

### **Week 10 - December 6: Adolescence**

#### Readings

1. Rosegrant, J. (2009). The Deathly Hallows: Harry Potter and Adolescent Development. *JAPA*, 57:1401-1423. [PEP Web Link](#)
2. Lemma, A. (2010). An Order of Pure Decision: Growing Up in a Virtual World and the Adolescent's Experience of Being-in-a-Body. *JAPA*, 58:691-714. [PEP Web Link](#)

#### Optional Readings

1. Kincaid, J. (1985). *Annie John*. Hill & Wang Pub. (US) [Book is available on reserve in the library.]
2. Breger, L. (1979). *Adolescence: Holden Caulfield, From Instinct to Identity: The Development of Personality*. Ch 9, pp 312-328. [Available in the library. Check the reading folder or request from [library@bps.org](mailto:library@bps.org).]

### Learning Objective

At the conclusion of this session students will be able to define three tasks of adolescence and in what ways adolescent development offers a reworking of childhood conflicts.