Development II
Seminar Year III

Instructors:
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Introduction to Development II:
Preschool and Middle Childhood, formerly the Oedipal and Latency Phases

In this seminar we will explore developmental issues of middle childhood; the school age period. We will address aspects of development from the preschool/Oedipal period through middle childhood/latency, up to puberty. This material will include ideas about the significance of the Oedipus, development of typical defenses, the role of play, and changing views of gender. Developmental theories about these and all phases of development are evolving rapidly. We will address some traditional theories, and explore current ideas of epigenetics and nonlinear development that inform contemporary views of development. We will also discuss the ways that an understanding of developmental periods of childhood can reveal the childhood experiences of all our patients, and aid the understanding of transference re-enactments in analytic work with adults.

November 29, 2018

1: Thinking Developmentally in Psychoanalysis

Learning Objective: At the conclusion of this session the participant will be able to identify two ways to use developmental thinking in the clinical situation.

Required Readings: (Three short readings from a conference on Thinking Developmentally).

Long, K.M. (2018) Thinking Developmentally: Perspectives Following Loewald and Klein. *Journal of Infant, Child and Adolescent Psychotherapy* 17(2), 96-100. [Available in the library: Download in the library, check the reading folder or request from library@bpsi.org.]

Reeves, J.K. (2018). Thinking Developmentally in Child and Adult Psychoanalysis. *Journal of Infant, Child and Adolescent Psychotherapy*, 17(2), 109-114. [Available in the library: Download in the library, check the reading folder or request from library@bpsi.org.]

**Optional/ Recommended Reading:**


**December 6, 2018**

2. **Oedipal phase and Oedipus Complex: Overview**

**Learning Objective:** At the conclusion of this session the participant will be able to list 3 developmental tasks the child faces in transition from preschool/ Oedipal age to middle childhood/ latency phase.

**Required Reading:**

Birss, S. & Boyd, K. (2018). Development Notes: Oedipal Capacities/ Transition to Oedipal Phase, (2 pages) [Available in the library: check the reading folder or request from library@bpsi.org.]


We will present case material of an analytic patient in the preschool/ Oedipal and middle childhood/ latency phases of development.

**Optional Reading:**

Gilmore, K. (2011). Pretend play and Development in Early Childhood (with Implications for the Oedipal Phase). *JAPA*, 59(6), 1157-1181. [PEP Web Link](This material will be presented in class)
December 13, 2018

3. Oedipus Complex: Looking forward and backward in the developing mind

Learning Objective: At the conclusion of this session the participant will be able to describe changes in perspectives on the Oedipus complex over the last century.

Required Readings:


December 20, 2018

4. Sensuality, Sexuality and Reconfiguring Gender

Learning Objective: At the conclusion of this session the participant will be able to identify contemporary changes in understanding of gender development.

Required Readings:


In class we will watch a film clip from L’Argent de Pouche, (Small Change) Francois Truffaut, 1976

January 3, 2019

5. Therapeutic work with children and its application to adult work/ The role of play

Learning Objective: At the conclusion of this session the participant will be able to discuss the role of play in therapy with children and implications for adult treatment.
Required Readings:


Optional Reading:


January 10, 2019

6. Tasks of Middle Childhood/ Latency: Part I: Moving out of Primary Family Relationships

Learning Objective: At the conclusion of this session, the participants will be able to identify and discuss two aspects of the effects of sibling dynamics on development.

Required Reading:


Candidates are invited to bring in case material/ vignettes of patients with sibling issues.
January 17, 2019

7. Tasks of Middle Childhood/ Latency: Part II: Learning, Reading, Collecting, Playing in Groups

Learning Objective: At the conclusion of this session, participants will be able to describe how themes in children’s literature reflect challenges of the middle childhood/latency period.

Required Readings:


Optional Reading:


January 24, 2019

8. What’s latent about Latency?

Learning Objective: At the conclusion of this session, participants will be able to discuss implications of the concept of nonlinear development on contemporary views of latency.

Required Readings:


We will present a film clip and/or case material to supplement the readings.