Welcome. In our ten sessions together, we will read several significant papers by and about Donald Winnicott. As a writer, teacher, theorist and clinician Winnicott places great emphasis on the facilitating environment and the capacity to live creatively. His contributions mean to provide the analyst the opportunity to take in his theory and reshape it into one’s own unique approach. In this spirit, I hope our close readings, discussions and applications to clinical practice will facilitate our ongoing development as child analysts and child advocates.

As this is a history course, we will begin by considering the social and theoretical context of Winnicott’s time, then move on to consider Winnicott the writer, theorist and clinician. The significance of the environment, creativity and the capacity to go on being will be our theoretical focus. We will then move to modern interpretations and uses of Winnicott’s concepts.

Winnicott had a profound interest in the environment and in the potential use of psychoanalytic ideas in all areas of society. I hope we can stay true to this emphasis as well and consider the uses of the theory inside and outside of the playroom.

Class One – December 9, 2019: The British School of Psychoanalysis

Readings:


*Participants will be able to describe three key components of the British Object Relations School and identify significant theoretical principles of the times.*

Class Two – December 16, 2019: Paradox

Readings:

Goldman, D. (1993). A romantic at heart. In In search of the real: The origins and originality of D.W. Winnicott (pp. 96-129). Lanham, MD: Jason Aronson. [Available in the library: Check reading folder or request from library@bpsi.org]


Participants will be able to identify the origins of Winnicott’s paradoxical focus and summarize its importance to the development of his theories.

Class Three – January 6, 2020: Mutuality

Readings:


Participants will be able to compare concepts of unintegration, integration and disintegration.

Participants will be able to identify three key relational contributors to early emotional development.

Class Four – January 13, 2020: The Development of Capacities

Readings:


Participants will be able to compare the concepts of capacity, achievement and milestone in development.

Class Five – January 27, 2020: Discipline and Inner Freedom

Readings:


Participants will be able to define the transitional space and its place in creativity and survival.
Class 6 – February 3, 2020: Use of an Object

Readings:


*Participants will be able to contrast relating to the object with the use of the object.*

Class 7 – February 10, 2020: Impingements

Readings:


*Participants will be able to explain the relationship of dependency to the fear of breakdown in the human condition.*

Class 8 – February 24, 2020: Modern Applications

Readings:


*Participants will be able to define the parameters of freedom as it relates to internal and external impingements.*

Class 9 – March 2, 2020: Retaliation

Readings:


*Participants will be able to explain the need for a private sense of self.*
Class 10 –March 9, 2020: The Holding Environment

Readings:


Participants will be able to describe the uses and misuses of the parent/infant metaphor in psychoanalytic theory.