



## **Contemporary Issues In Child Psychotherapy and Developmental Theory Fall 2020**

**Mimi Pantuhova, PsyD**

In this course we will focus on psychoanalytic theories of child development and contemporary controversies in psychoanalytic child and adolescent psychotherapy. There will be some discussion of how infant research in the past 30 years has substantially influenced how we think developmentally and how cognition, affect and the development of symbolic thought develop within the context of an intrapersonal/familial, cultural and gendered environment. We will also think about different perspectives toward development and what the implications for nonlinear development are for technique. While we won't be able to cover each developmental 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. We will also be learning about development from (**optional**) reading popular children's literature; stories which speak to children in an enduring way although written by adults,

### **Class I**

#### **Infancy. Developmental Tasks, Early Pathology, Constancy and Dependency.**

Fraiberg, S (1982) Pathological Defenses in Infancy. *Psychoanalytic Quarterly* 51:612-635. [PEP Web Link](#)

#### **OPTIONAL:**

Seligman, S. (2018). *Relationships in Development: Infancy, Intersubjectivity, and Attachment*. Routledge pp 85-116. [Available in the library: Check the reading folder or request from [library@bps.org](mailto:library@bps.org).]

Brown, Margaret Wise. *Goodnight Moon*. [Not available in the library: Check your local library or [available for purchase from Amazon](#).]

**Learning objective: At the conclusion of this session, fellows will be able to identify three early defenses in infancy that arise from how the infant metabolizes early experiences and which influence the development of self and object relationships.**

### **Class II**

#### **Later Presentation of Early Trauma. Anger and Adaptation**

Coates, S. (2016) Can Babies Remember Trauma? Symbolic Forms of Representation in Traumatized infants, *JAPA*,64(4): 751-76. [PEP Web Link](#)

## **OPTIONAL:**

Steele, M. (2018) Trauma and Attachment. pp 58-78. (2018). Chapter III, In *Developmental Perspectives in Child Psychoanalysis and Psychotherapy* . Bonavitz,C. and Harlem, A. Eds. Routledge. [Available in the library: Check the reading folder or request from [library@bpsl.org](mailto:library@bpsl.org).]

Altman, N. (2008). Wild Things. *J. Infant, Child Adolescent Psychotherapy.*, 7(3-4):213-217.  
Rudolph,J. (1981). Aggression in the service of the Ego and the Self. *JAPA*, 29:559-579. [PEP Web Link](#)

Sendack, M. *Where the Wild Things Are*. [Not available in the library: Check your local library or [available for purchase from Amazon](#).]

Sendack,M. *In the Night Kitchen*. [Not available in the library: Check your local library or [available for purchase from Amazon](#).]

**Learning objective: At the conclusion of this session fellows will be able to discuss toddlers and infants who show symptoms of trauma, identify how early trauma is remembered and represented as well as how trauma is affected by the functioning of the attachment system.**

## **Class III.**

### **Separation-Individuation, Object Constancy, and Childhood and Maternal Illness.**

Sherkow,S. (2011). The Dyadic Psychoanalytic Treatment of a Toddler with Autism Spectrum Disorder. *Psychoanalytic Inquiry*, 31(3):252-275. [PEP Web Link](#)

## **OPTIONAL:**

Salomonsson, B. (2013). An infant's experience of postnatal depression. Toward a psychoanalytic model. *Journal of Child Psychotherapy*. 39(2): 137-155. [PEP Web Link](#)

Brown, Margaret Wise. *The Runaway Bunny*. [Not available in the library: Check your local library or [available for purchase from Amazon](#).]

Williams, Margery. *The Velveteen Rabbit*. [Not available in the library: Check your local library or [available for purchase from Amazon](#).]

**Learning Objective: At the conclusion of this class fellows will be able name two problems which can interfere with the development of object constancy and separation-individuation.**

## **Class IV**

### **Triangular phase - Controversies**

Lichtenberg, J. (2010). Patterns of Love in the Four-To-Six-Year\_Old Period and the Dispositional Effect They Create. *Psycho.Inquiry*. 20(6):478-484. [PEP Web Link](#)

**OPTIONAL:**

Fivaz-Despeursing, 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](#)

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](#)

Munsch, Robert. *The Paperbag Princess*. [Not available in the library: Check your local library or [available for purchase from Amazon](#).]

Pomranz, Craig. *Made by Raff*. [Not available in the library: Check your local library or [available for purchase from Amazon](#).]

**At the conclusion of this session, fellows will be able to identify two current controversies in oedipal theory and be able to discuss its importance in development.**

**Class V**

**(Male) Oedipus Complex**

Erreich, A (2002) The Littlest Balls Ever Company. *Psychoanalytic Study of the Child*, 57:245-269. [PEP Web Link](#)

**OPTIONAL:**

Fraiberg, S. (1996) *The Magic Years* Chapter 6. pp 179-193 and 202-209. [Available in the library: Check the reading folder or request from [library@bps.org](mailto:library@bps.org).]

Dr. Seuss. *If I Ran The Circus*. [Not available in the library: Check your local library or [available for purchase from Amazon](#).]

Dr. Seuss. *The Cat In The Hat*. [Not available in the library: Check your local library or [available for purchase from Amazon](#).]

**At the conclusion of this session, fellows will be able to discuss how and why oedipal conflicts emerge from prior development.**

**Class VI**

**(Female) Oedipus Complex**

Balsam, R.H. (2015). Oedipus Rex: Where are We Going, Especially with Females?. *Psychoanal. Q.*, 84(3):555-588. [PEP Web Link](#)

**OPTIONAL:**

Herzog, J. (2008) Falling Down: A girl's Struggle with her Oedipus Complex and Her Family's Dilemmas. *Annual of Psychoanalysis*, 36: 62-72. [PEP Web Link](#)

Grimm's Fairy Tales. *Snow White. Cinderella*. [Available online, [click here to read](#).]

**At the conclusion of this session, fellows will be able to discuss why there are controversies as to whether female oedipal development is relevant to the treatment of girls and women.**

## **Class VII**

### **Gender Development**

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

#### **OPTIONAL:**

Ehrensaft, D. (2014). Listening and Learning from Gender-Nonconforming Children. *Psychoanalytic Study of the Child*, 68:28-56 [PEP Web Link](#)

Peck, Richard (2016). *The Best Man*. [Not available in the library: Check your local library or [available for purchase from Amazon.](#)]

Woodson, Jacqueline (1997). *The House You Pass on the Way*. [Not available in the library: Check your local library or [available for purchase from Amazon.](#)]

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](#)

**At the conclusion of this session fellows will be able to name two nonconforming developmental pathways in gender development.**

## **Class VIII**

### **Latency (early) Friendships and Siblings**

Knight, R. (2014). A Hundred Years of Latency: From Freudian Psychosexual Theory to Dynamic Systems Nonlinear Development in Middle Childhood. *JAPA*, 62 (2),: 203-235. [PEP Web Link](#)

#### **OPTIONAL:**

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

Wright, J.L. (2009). The Princess Has to Die. *Psychoanalytic Study of the Child*, 64:75-91 [PEP Web Link](#)

Cleary, Beverly. *Ramona Quimby. Ramona Beezus*. [Not available in the library: Check your local library or [available for purchase from Amazon.](#)]

Pilkey, Dave. *The Adventures of Captain Underpants*. [Not available in the library: Check your local library or [available for purchase from Amazon.](#)]

**At the conclusion of this session, Fellows will be able to discuss the concept of a developmental stage called Latency and whether current developmental thinking supports the idea of “latent” sexual feelings.**

## **Class IX**

### **Latency/Pre-adolescence**

Blos, P. (1967) The Second Individuation Process of Adolescence. *Psychoanalytic Study of the Child*, 22: 162-186. [PEP Web Link](#)

#### **OPTIONAL:**

Chused, J. (1991). The Evocative Power of Enactments. *JAPA*,39:615-639. [PEP Web Link](#)

Twain, Mark. *Tom Sawyer* (excerpts, e.g. re Becky Thatcher). [Available online, [click here to read.](#)]

Collins, Suzanne. *The Hunger Games*. [Not available in the library: Check your local library or [available for purchase from Amazon.](#)]

**At the conclusion of this session, Fellows will be able to discuss two types of potential regression during a transition into adolescence.**

## **Class X**

### **Adolescent Conflicts**

Emde, R. (1985) From Adolescence to Midlife: Remodeling The Structure of Adult Development. *JAPA*, 33S: 59-112. [PEP Web Link](#)

#### **OPTIONAL:**

Barth, F. D. (2016). Psychodynamic Importance of “Cyber” and “In the Flesh” Friends in Psychotherapy with College Age Adolescents with Eating Disorders. *Journal of Infant, Child and Adolescent Psychotherapy*, 15(4):357-368. [PEP Web Link](#)

**At the conclusion of this session, Fellows will be able to discuss two aspects of character consolidation.**