



## **The Clinical Relevance of Developmental Theory Fall - 2021**

**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 and conclude with an overview of psychoanalytic theories of development from a contemporary vantage point. We will then explore Freud's drive theory and principles of mental functioning. Next we will examine concepts of development including object relations, self-object differentiation, attachment, separation-individuation, and identity consolidation. 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 23: Introduction to Developmental Theory**

#### Readings

1. Gilmore, K. (2008). Psychoanalytic developmental theory: A contemporary reconsideration. *Journal of the American Psychoanalytic Association*, 56(3), 885-907. [PEP Web Link](#)
2. Gilmore, K. (2009). The status of developmental curriculum in North American psychoanalysis. *International Journal of Psycho-Analysis*, 90(4), 885-904. [PEP Web Link](#)

#### Optional Reading

1. Freud, A. (1963). The concept of developmental lines. *Psychoanalytic Study of the Child*, 18, 245-265. [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 30: Introduction to Freud's Model of the Mind**

### Readings

1. Freud, S. (1911). Formulations on the two principles of mental functioning. *The standard edition of the complete psychological works of Sigmund Freud, volume XII (1911-1913): The case of Schreber, papers on technique and other works* (pp. 213-226). [PEP Web Link](#)
2. Freud, S. (1905). Infantile sexuality, in Three essays on the theory of sexuality (1905). *The standard edition of the complete psychological works of Sigmund Freud, volume VII (1901-1905): A case of hysteria, three essays on sexuality and other works* (pp. 173-206). [PEP Web Link](#)
3. Summary of Three Essays Handout - to be distributed by course instructors.

### Learning Objective

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

## **Week 3 - October 7: No Such Thing as a Baby**

### Readings

1. Klein, M. (1946). Notes on some schizoid mechanisms. *International Journal of Psycho-Analysis*, 27, 99-110. [PEP Web Link](#)
2. Winnicott, D. W. (1960). The theory of the parent-infant relationship. *International Journal of Psycho-Analysis*, 41, 585-595. [PEP Web Link](#)

### Optional Readings

1. Winnicott, D. W. (1941). The observation of infants in a set situation. *International Journal of Psycho-Analysis*, 22, 229-249. [PEP Web Link](#)
2. Winnicott, D. W. (1975). Psychoses and child care [1952]. In *Through paediatrics to psycho-analysis* (pp. 219-228). The International Psycho-Analytical Library, 100:1-325. London: The Hogarth Press and the Institute of Psycho-Analysis. [PEP Web Link](#)

### 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 14: The Infant's Discovery of Self and Object**

### Readings

1. Fraiberg, S. (1969). Libidinal object constancy and mental representation. *Psychoanalytic Study of the Child*, 24, 9-47. [PEP Web Link](#)
2. Loewald, H. W. (1978). Instinct theory, object relations, and psychic-structure formation. *Journal of the American Psychoanalytic Association*, 26, 493-506. [PEP Web Link](#)

### Optional Readings

1. Beebe, B., & Lachmann, F. (2002). Patterns of early interactive regulation and the presymbolic origins of self- and object representations. In *Infant research and adult treatment: Co-constructing interactions* (pp. 85-119). [Download from the [Reading folder](#) or request from [library@bpsl.org](mailto:library@bpsl.org)].
2. Freud, S. (1915). Instincts and their vicissitudes. *The standard edition of the complete psychological works of Sigmund Freud, volume XIV (1914-1916): On the history of the psycho-analytic movement, papers on metapsychology and other works* (pp. 109-140). [PEP Web Link](#)

### 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 28: The Rooting of Attachment in the Body**

### Readings

1. Main, M. (1993). Discourse, prediction, and recent studies in attachment: Implications for psychoanalysis. *Journal of the American Psychoanalytic Association*, 41S(Supplement), 209-244. [PEP Web Link](#)
2. Fonagy, P., & Target, M. (2007). The rooting of the mind in the body: New links between attachment theory and psychoanalytic thought. *Journal of the American Psychoanalytic Association*, 55(2), 411-456. [PEP Web Link](#) \*Pages to be assigned\*

### Optional Reading

1. Fraiberg, S., & Adelson, E. (1976). Infant-parent psychotherapy on behalf of a child in a critical nutritional state. *Psychoanalytic Study of the 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 4: Separation/Individuation**

### Readings

1. Mahler, M. S. (1963). Thoughts about development and individuation. *Psychoanalytic Study of the Child*, 18, 307-324. [PEP Web Link](#)
2. Lyons-Ruth, K. (1991). Rapprochement or approachement: Mahler's theory reconsidered from the vantage point of recent research on early attachment relationships. *Psychoanalytic Psychology*, 8(1), 1-23. [PEP Web Link](#)

### Optional Reading

1. Pine, F. (1992). Some refinements of the separation-individuation concept in light of research on infants. *Psychoanalytic Study of the 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 11: The Oedipal Complex**

### Readings

1. Blanck, G. (1984). The complete Oedipus complex. *International Journal of Psycho-Analysis*, 65, 331-339. [PEP Web Link](#)
2. Balsam, R. H. (2015). Oedipus Rex: Where are we going, especially with females? *Psychoanalytic Quarterly*, 84(3), 555-588. [PEP Web Link](#)

### Optional Readings

1. Loewald, H. W. (1962). Internalization, separation, mourning, and the superego. *Psychoanalytic Quarterly*, 31, 483-504. [PEP Web Link](#)
2. Lingiardi, V., & Carone, N. (2019). Challenging Oedipus in changing families: Gender identifications and access to origins in same-sex parent families created through third-party reproduction. *International Journal of Psycho-Analysis*, 100(2), 229-246. [Download from 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 explain Blanck's understanding of the Oedipus complex and contrast it to Balsam's.

### **Week 8 - November 18: Latency**

#### Readings

1. Bornstein, B. (1951). On latency. *Psychoanalytic Study of the Child*, 6, 279-285. [PEP Web Link](#)
2. Knight, R. (2014). A hundred years of latency: From Freudian psychosexual theory to dynamic systems nonlinear development in middle childhood. *Journal of the American Psychoanalytic Association*, 62(2), 203-235. [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 - December 2: Post-Oedipal Transformations**

#### Readings

1. Erikson, E. H. (1956). The problem of ego identity. *Journal of the American Psychoanalytic Association*, 4, 56-121. [PEP Web Link](#) \*Pages to be assigned\*
2. Steinberg, L., & Morris, A. S. (2001). Adolescent development. *Annual Review of Psychology*, 52, 83-110. [Download from the [Reading folder](#) or request from [library@bpsl.org](mailto:library@bpsl.org)].

#### Optional Reading

1. Kincaid, J. (1985). *Annie John*. Hill & Wang Pub. (US). [Can be requested from the [library](#) by BPSI members and partners].

### 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.

### **Week 10 - December 9: Coming Full Circle: Where Are We Now?**

#### Reading

1. Tyson, P. (2002). The challenges of psychoanalytic developmental theory. *Journal of the American Psychoanalytic Association*, 50(1), 19-52. [PEP Web Link](#)

### Learning Objective

At the conclusion of this session students will be able to discuss the validity of a psychoanalytic development point of view.