Contemporary Issues in Child Psychotherapy and Developmental Theory Fall 2021

Mimi Pantuhova, Psy.D.

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 and controversies in developmental theory. 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.


OPTIONAL:

Seligman, S. (2018). Infant research: Towards a relational-developmental psychoanalysis. In Relationships in development: Infancy, intersubjectivity, and attachment (pp. 85-98). Routledge. [Download from the Reading folder or request from library@bpsi.org].

Seligman, S. (2018). Clinical implications of infancy research: Affect, interaction, and nonverbal meaning. In Relationships in development: Infancy, intersubjectivity, and attachment (pp. 99-116). Routledge. [Download from the Reading folder or request from library@bpsi.org].

Beebe, B. Decoding the nonverbal language of babies [Video].
https://www.beatricebeebe.com/

YouTube. https://youtu.be/apzXGEbZht0
Brown, M. W. *Goodnight moon*. [Check your local library or buy on 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**


**OPTIONAL:**

Steele, M. (2018). Trauma and attachment: Clinical techniques to enhance reflective functioning. In C. Bonovitz & A. Harlem (Eds.), *Developmental perspectives in child psychoanalysis and psychotherapy* (pp. 51-72). Routledge. [Download from the Reading folder or request from library@bpsi.org].


Sendak, M. *Where the wild things are*. [Can be requested from the library by BPSI members and partners].

Sendak, M. *In the night kitchen*. [Check your local library or buy on Amazon].

Learning objective: At the conclusion of this session, fellows will be able to identify two symptoms of trauma - especially noted in behavior with primary caretakers - in infants and toddlers with trauma history.

**Class III**

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

OPTIONAL:


Brown, M. W. *The runaway bunny*. [Check your local library or buy on Amazon](https://www.amazon.com).

Williams, M. *The velveteen rabbit*. [Check your local library or buy on Amazon](https://www.amazon.com).

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

**Class IV**

**Triangular phase - Controversies**

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 Psychoanalysis, 100*(2), 229-246. [Download from the Reading folder or request from library@bpsi.org].

OPTIONAL:


Lichtenberg, J. (2010). Patterns of love in the four- to six-year-old period and the dispositional effect they create. *Psychoanalytic Inquiry, 30*(6), 478-484. [PEP Web Link](https://www.pepweb.org)


Munsch, R. *The paper bag princess*. [Check your local library or buy on Amazon](https://www.amazon.com).

Pomranz, C. *Made by Raffi*. [Check your local library or buy on Amazon](https://www.amazon.com).

**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
(Female) Oedipus Complex


OPTIONAL:


Grimm, J., & Grimm, W. Snow White. [Check your local library or buy on Amazon].

Grimm, J., & Grimm, W. Cinderella. [Check your local library or buy on Amazon].

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 VI
(Male) Oedipus Complex


OPTIONAL:

Fraiberg, S. H. (1996). A shift in the center of the universe. In The magic years: Understanding and handling the problems of early childhood (pp. 179-209). Charles Scribner’s Sons. [Download from the Reading folder or request from library@bpsi.org]. *Read pp. 179-193 and 202-209*

Dr. Seuss. If I ran the circus. [Check your local library or buy on Amazon].

Dr. Seuss. The cat in the hat. [Check your local library or buy on Amazon].

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

Class VII
Gender Development


OPTIONAL:


Peck, R. (2016). *The best man.* [Check your local library or buy on Amazon].

Woodson, J. (1997). *The house you pass on the way.* [Check your local library or buy on Amazon].


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**


OPTIONAL:


Wright, J. L. (2009). The princess has to die: Representing rupture and grief in the narrative of adoption. *Psychoanalytic Study of the Child, 64*, 75-91. PEP Web Link

Cleary, B. *Ramona Quimby, age 8.* [Check your local library or buy on Amazon].

Cleary, B. *Beezus and Ramona.* [Check your local library or buy on Amazon].

Pilkey, D. *The adventures of Captain Underpants.* [Check your local library or buy on 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


OPTIONAL:


Twain, M. *The adventures of Tom Sawyer*. [Check your local library or buy on Amazon]. (excerpts, e.g. re Becky Thatcher)

Collins, S. *The hunger games*. [Check your local library or buy on 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


OPTIONAL:


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