



Contemporary Issues in Child Psychotherapy and Developmental Theory Fall 2021

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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.

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

OPTIONAL:

Seligman, S. (2018). Infancy 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@bps.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@bps.org].

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

UMass Boston. (2009, November 30). *Still face experiment: Dr. Edward Tronick* [Video]. 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

Coates, S. W. (2016). Can babies remember trauma? Symbolic forms of representation in traumatized infants. *Journal of the American Psychoanalytic Association*, 64(4), 751-776. [PEP Web Link](#)

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].

Mueller, I., & Tronick, E. (2020). The long shadow of violence: The impact of exposure to intimate partner violence in infancy and early childhood. *International Journal of Applied Psychoanalytic Studies*, 17(3), 232-245. [Download from the [Reading folder](#) or request from library@bpsi.org].

Altman, N. (2008). Wild things. *Journal of Infant, Child & Adolescent Psychotherapy*, 7(3-4), 213-217. [PEP Web Link](#)

Rudolph, J. (1981). Aggression in the service of the ego and the self. *Journal of the American Psychoanalytic Association*, 29, 559-579. [PEP Web Link](#)

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.

Sherkow, S. P. (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. Towards a psychoanalytic model. *Journal of Child Psychotherapy*, 39(2), 137-155. [PEP Web Link](#)

Brown, M. W. *The runaway bunny*. [Check your local library or buy on [Amazon](#)].

Williams, M. *The velveteen rabbit*. [Check your local library or buy on [Amazon](#)].

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@bpsl.org].

OPTIONAL:

Fivaz-Depeursinge, E., Lavanchy-Scaiola, C., & Favez, N. (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](#)

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](#)

Simon, B. (1991). Is the Oedipus complex still the cornerstone of psychoanalysis? Three obstacles to answering the question. *Journal of the American Psychoanalytic Association*, 39, 641-668. [PEP Web Link](#)

Munsch, R. *The paper bag princess*. [Check your local library or buy on [Amazon](#)].

Pomranz, C. *Made by Raffi*. [Check your local library or buy on [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

(Female) Oedipus Complex

Herzog, J. M. (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](#)

OPTIONAL:

Balsam, R. H. (2015). Oedipus Rex: Where are we going, especially with females? *Psychoanalytic Quarterly*, 84(3), 555-588. [PEP Web Link](#)

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

Erreich, A. (2002). "The littlest balls ever company" The analysis of a five-year-old boy. *Psychoanalytic Study of the Child*, 57, 245-269. [PEP Web Link](#)

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@bpsl.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

Ehrensaft, D. (2014). Listening and learning from gender-nonconforming children. *Psychoanalytic Study of the Child*, 68, 28-56. [PEP Web Link](#)

The New Yorker Documentary. (2021, June 16). *A young child tells their mother "I'm not a girl"* [Video]. The New Yorker. <https://www.newyorker.com/video/watch/the-new-yorker-documentary-a-young-child-tells-their-mother-im-not-a-girl>

OPTIONAL:

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

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](#)].

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. (2003). Margo and Me: Gender as a Cause and Solution to Unmet Needs. *Psychoanalytic Study of the Child* 58:35-59. [PEP Web Link](#)

Knight, R. (2003). Margo and Me II: The Role of Narrative Building in Child Analytic Technique*. *Psychoanalytic Study of the Child* 58:133-164. [PEP Web Link](#)

OPTIONAL:

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](#)

Shapiro, T. (1976). Latency revisited—The age 7 plus or minus 1. *Psychoanalytic Study of the Child*, 31, 79-105. [PEP Web Link](#)

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

Blos, P. (1967). The second individuation process of adolescence. *Psychoanalytic Study of the Child*, 22, 162-186. [PEP Web Link](#)

OPTIONAL:

Chused, J. F. (1991). The evocative power of enactments. *Journal of the American Psychoanalytic Association*, 39, 615-639. [PEP Web Link](#)

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

Emde, R. N. (1985). From adolescence to midlife: Remodeling the structure of adult development. *Journal of the American Psychoanalytic Association*, 33S(Supplement), 59-112. [PEP Web Link](#)

OPTIONAL:

Barth, F. D. (2016). Psychodynamic importance of “cyber” and “in the flesh” friends in psychotherapy with college-aged adolescents with eating disorders. *Journal of Infant, Child & 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.