This is a year-long course on development and thinking developmentally in doing psychoanalytic work. I will both teach and moderate the course. Guest lecturers from our faculty (and graduates) will come in to teach about particular areas of expertise, and I will teach about adolescence, young adulthood, and thinking developmentally. The course will end with 8 weeks in which candidates will present cases (of any age) and we will discuss them from a developmental perspective.

The outline for the class is as follows:

FIRST SEMESTER

**Week One**: Introduction on Thinking Developmentally (ML-W)

**Weeks Two and Three**: Infancy and work with caregiver/infant dyads (Sally Moskowitz)

**Weeks Three, Four, and Five**: Early childhood and working with parents of these age groups (Wendy Olesker, and one faculty TBA)

**Weeks Six and Seven**: Latency and working with parents of this age group (ML-W and/or faculty TBA)

**Weeks Eight-Fifteen**: Recap of prior classes and introduction to adolescence, including: the impact of puberty, the adolescent Oedipus Complex, gender and sexual development, the impact and integration of cultural and ethnic forces into a sense of self, and working with parents of this age group. (ML-W, Kirkland Vaughans)

SECOND SEMESTER

**Weeks One and Two**: Young adulthood, looked at developmentally and with a focus on special clinical issues introduced by this age group: e.g. de-compensation, disruptions in ego ideal maturation, progressive-regressive forces, influence of cultural issues (social networking). (ML-W)
**Weeks Three and Four:** Adolescent and young adult issues as they are represented in adult treatment (ML-W)

**Weeks Five and Six:** Regression to early developmental stages in adult treatment (Aaron Thaler)

**Week Seven:** Thinking developmentally in adult work (ML-W and/or faculty TBA)

**Weeks Eight - Fifteen:** Candidate case presentations and discussion with particular focus on thinking developmentally about the cases. (ML-W, Andrea Greenman, Fred Pine, and other faculty TBA)