The Analytic Process & the Process of Development: Emerging Developmental Perspectives & the Actuality of Analytic Work

This course will consider our evolving integration of contemporary developmental theory and research into our day to day analytic work. Though extensive readings are provided, our focus will, at all times, be about thinking through the implications of new research and developmental understanding for our clinical understanding and our analytic stance. Clinical material will be intertwined with discussion of readings.

While early psychoanalytic models of the mind and theories of personality development were derived primarily retrospectively, as a result of reconstructive work with adults, the observations of clinicians actually working with children and adolescents, as well as the findings of developmental researchers, have increasingly impacted psychoanalytic theories of mind, treatment goals and technique, contributing in many ways to the relational turn in psychoanalysis. This course will include, but expand beyond early development and explore significant developmental transformations that occur during later developmental stages, considering implications for our perspectives on technique with adolescent, young adult and adult patients. The impact of significant life events, including losses and traumas, will also be explored in terms of their relevance for treatment. We will consider the key constructs of Dynamic Systems Theory, Recent research findings related to Epigenetics, The role of the Implicit versus Explicit Relational knowing (Boston Change Process Study Group), and we will spend considerable time on Attachment Research, (in particular some Longitudinal research findings). We will discuss these findings juxtaposed with other Relational Theories, in particular Interpersonal Theory. Certain topics (such as contemporary perspectives on Gender and Sexuality) while touched upon, will not be covered extensively, as they are worked with in depth in other courses.

Weeks 1 and 2. Some controversies and critiques.

We will begin with an exploration of some of the criticisms and controversies regarding psychoanalytic theories of development as well as their use in adult clinical treatment. We will discuss the gulf that existed historically between psychoanalysis and developmental psychology, the differing perspectives of developmental psychologists and psychoanalysts regarding our assumptions of continuity of development over time, as well as the role and some critiques of the primacy given to early development in most of our contemporary theories. We will begin a discussion of the implications (or not) for our own personal psychoanalytic stance.
Objectives: Week 1. Through discussion in class the candidate will demonstrate knowledge of the differing perspectives on the use of developmental theory in adult clinical treatment.

2. The candidate will discuss his/her own perspective on the significance of early development in formulating a clinical conceptualization of an analytic case.


Objectives for Week 2.

1. Through discussion, the candidate will demonstrate an understanding of the role of evolutionary developmental theory in current critiques of classical psychoanalytic theories of development.

Readings:


Week 3. The Relational Turn in Psychoanalytic Perspectives on Development: From Ego Psychology to Contemporary Relational Approaches. A Shift to Dynamic Systems Theory.

A discussion of shifts in our thinking about the development of personality organization and the implications for our perspectives on mutative factors in treatment. Selected readings with contributions from historically important psychoanalytic developmental researchers and theoreticians. Additional reading listed at the end of the course outline.

Objectives Week 3
1: The candidate will engage in discussion of Non Linear Systems Theory, and will thereby demonstrate an understanding of the shift to a non linear systems perspective in conceptualizing the developmental process.

2: The candidate will discuss the use made of Lou Sanders theory by four different clinicians, in conceptualizing clinical material.


Clinical Implications:


Objectives: Week 4.

Objective 1 Candidates will be able to compare Levenson’s Interpersonal perspective to the Non Linear Dynamic System’s perspective of Lou Sander.

Candidates will discuss the work of Edgar Levenson, and will apply Levenson’s interpersonal perspective to a clinical case.


Week 5. Forms of Relational Meaning

Objectives Week 5:

1. Candidates will discuss the differences between implicit and reflective verbal domains of knowing.
2. Candidates will discuss Stern’s commentary, and apply these ideas to a clinical case.


Week 6. Attachment Theory: Relationship with Psychoanalysis, Selected Readings.

Objectives Week 6:

1. Candidates will discuss the ways in which a knowledge of attachment research may enhance psychoanalytic understanding
2. Candidates will discuss the ways in which attachment theory may benefit from analytic perspectives.
3. Candidates will discuss the risk and protective factors posed by secure, insecure and disorganized forms of early attachment.


Week 7. Attachment Theory and Psychoanalysis Continued: Significant Work in the area of Representation., Reflection, Mentalization etc.

Objectives Week 7:
1. Candidates will discuss the shift to the level of representation in the study of attachment theory, and will discuss the rapprochement between attachment theory and psychoanalysis.

2. Candidates will describe the interface between attachment theory and intersubjectivity.

3. Candidates will discuss the significance of the development of mentalization and reflective function in emotionally healthy persons.

4. Candidates will discuss the development of mentalization and its failures from infancy through adolescence.


**Week 8.** Attachment Disorganization and its relationship to psychopathology.

Early parental insults, childhood manifestations, and the intergenerational transmission of trauma. What are its manifestations?

**Objectives Week 8:**

1. Candidates will discuss the importance of Attachment disorganization to our contemporary understanding of Developmental Trauma.

2. Candidates will discuss factors in parent child relationships which can predispose to the development of attachment disorganization.


Objectives Week 9:
1. Candidates will discuss the application of concepts related to attachment disorganization to a clinical case.
2. Candidates will discuss different perspectives on clinical intervention in a case of developmental trauma.


Week 10. Consideration of the Intergenerational Transmission of Barely Visible Disorganizing Attachments

Objectives: Week 10
1. Candidates will discuss the intergenerational transmission of trauma in cases where parental participation is quite subtle.
2. Candidates will discuss the factors in parent child relationships which may predispose to later onset severe psychopathology.
3. Candidates will discuss the changes in overt behavioral manifestations of disorganized attachment, over the course of the first 20 years of life.


Objectives Week 11:
1. Candidates will discuss changes in the concept of the Oedipus Conflict


**Week 12. Further Transformations at Adolescence. From Edith Jabobsen to Attachment Theory New and Older Perspectives.**

**Objectives Week 12:**
1. Candidates will discuss changing conceptions of adolescent identity formation, from Edith Jacobsen through Fonagy and Target
2. Candidates will discuss emerging information about changes in brain development at adolescence and apply such knowledge to emergence of adolescent psychopathology


**Week 13. Emerging Adulthood: Complexity of Growing into Adulthood in Contemporary Society.**

**Objectives Week 13:**
1. Candidates will explore the impact of societal changes upon consolidation of young adult identity formation

Week 14. Some Life Circumstances: treatment reverberations….Parent Loss, Adoption, Infertility

Objectives Week 14:
1. Candidates will explore a range of life circumstances with significant implications for identity development.


Siebold, C. The Plight of the Adoptee in Adult Life: A Case of Kinship Adoption. . In Hushion, K., Sherman, S. and Siskind, D. *Understanding Adoption: Clinical Work with Adults, Children* 

Additional Readings:


**Impact on Concepts of the Process of Change.**
