This year-long course will explore past and present notions of how a person psychologically develops and what is thought to influence, facilitate and/or impede the process. Common clinical phenomena historically associated with development and for which people often present in psychotherapy will be considered and discussed from multiple theoretical perspectives in the context of both early and adult life. Consideration will also be given to the ethnocentric, cultural bias of many of these conceptions and a review of literature reflecting alternative paths toward development will be engaged. The context of human experience will be explored at length with special attention to the influence of interpersonal relationships, gender, cultural beliefs and necessities, historical forces (i.e., economic, political, social), and the timing and outcome of key transitions, both psychological and social and their impact on one’s developmental trajectory. Contemporary developmental conceptions will be given special attention and integrated into clinical practice with a focus on the influential interaction between the particular individual and his/her particular environment.

**Goals**

1) Acquire an understanding of the concepts and metaphors of development and developmental processes, both past and present;
2) Acquire descriptive knowledge of multiple theories of psychological development and awareness of the many paths of psychological growth;
3) Acquire an appreciation for the interface between emotional development and the role of relationships as well as the many other environmental factors that influence development;
4) Become knowledgeable about the major psychodynamic theories of development; and
5) Be able to critically read popular and professional literature regarding development and family life.

**Evaluation**

**First semester – Fall, 2014**

1) Class attendance and participation, including evidence of reading assigned materials, ability to raise questions about assigned readings, ability to relate clinical experience to concepts presented – 25%
2) Paper 1- due in class 3 – 25%
3) Paper 2 - final take home exam – due in class 8 – 50%
Assignments – First semester – Fall, 2014

Paper 1 – Write a brief paper (5-6 pages) describing how you thought about psychological development prior to beginning this class and how your view has changed or been enhanced by the readings from classes 1 & 2. Your paper should highlight four specific areas – (1) how you thought about development prior to beginning class (2) what has changed about your thinking from the readings (3) what ideas from the readings resonated with you and enhanced your current thinking (4) what ideas felt discordant with your current thinking and more challenging to integrate into your overall conception of psychological growth. While it is not necessary to integrate all the developmental notions presented in class, you should integrate specifics ideas from at least two or three of the articles.
** You will be asked to discuss your answers in class.

Paper 2 - Final Exam: Take-home exam. At the conclusion of class seven, students will be asked to choose three developmental concepts from a list and describe as well as apply the concepts to their clinical work using examples. Your answers should be approximately 3-5 pages for each question and turned in at the beginning of class eight.
** You will be asked to discuss your answers in class.

Second semester – Spring, 2015

1) Class attendance and participation, including evidence of reading assigned materials, ability to raise questions about assigned readings, ability to relate clinical experience to concepts presented – 25%
2) Paper 1- due in class 3 – 25%
3) Paper 2 - final take home exam – due in class 8 – 50%

Assignments for second semester – Spring, 2015

Paper 1: Take-home exam. At the conclusion of class two, students will be asked to choose two developmental concepts from a list associated with the most recent discussions on development from spring classes 1 and 2 and describe as well as apply the concepts to their clinical work using examples. Your answers should be approximately 3-5 pages for each question and turned in at the beginning of class four.
** You will be asked to discuss your answers in class.

Paper 2 - Final Exam: Write a case presentation about one of your clients. Integrate demographic, cultural, economic, historic information in the context of the individual’s development and how it manifests in their interactions with you and important others in their life. Preferably, this will be someone you have seen for an extended period of time and with whom you have come to identify patterns of relating that reflect the individual’s various ways of connecting and communicating as well as their expectations of others in responding to them. In describing this individual’s interaction with you and other important people in their life, focus on highlighting psychodynamic developmental concepts/metaphors identified in the first semester and second semester. The expectation
is that you will identify and describe what has been most salient in this individual’s development and how you have come to understand this in their interaction with you and important others in their life.

** You will be asked to discuss your answers in class.

**Guidelines for Written Work**

Evaluation of written work will be based on these guidelines:

1) Presentation and development of ideas:
   - The introduction states the thesis and indicates how the ideas developed are intended to be presented.
   - Demonstration of an accurate understanding of the material.
   - There is support, with sources cited, for ideas.
   - The ideas are explained clearly and cogently and the connections between ideas are clear and explicit. An analysis is offered that indicates the significance to the topic presented.
   - The conclusion draws the ideas together, and strongly restates the thesis.

2) Writing:
   - Use of correct grammar and spelling.
   - Transitions between sentences and paragraphs are clearly explained.
   - There is a logical structure and organization to the way the ideas are outlined and presented.
   - References and bibliography are complete and in correct format.
   - The writing is clear and persuasive.

3) Timeliness:
   - Interview/observation is due at the beginning of class 4.
   - Thought Essay is due at the beginning of class 6.
   - Final written assignments are due at the beginning of class 8.
   - Any assignments received after the due date will incur a letter grade reduction.

**Grades**

A work demonstrates not only mastery of the material but fluency with the material and the capacity to use the ideas creatively.

B work presents an overall understanding of the material and a well-written, well-organized presentation.

C work represents a basic grasp of the material but has some significant deficits or distortions in the use of ideas and/or written presentation.

Failing means there is little evidence of comprehension of the material and/or the presentation is in unacceptable form.
Class Policies

Reading

The learning in this class takes place mostly between the assigned readings and class lectures and discussions about the material. The readings are designed to provide a foundation in the subject matter, which will then be further explained and discussed in class. It is expected that everyone will do the reading and bring any questions or reactions to class. The readings are at differing levels of difficulty and, thus, some of it is impossible to master; rather it is intended as an introduction to topics that will continue to be learned and thought about throughout the course and beyond.

Attendance

Students are expected to attend class, be on time, and participate in discussion. If a student needs to miss a class, please inform the instructor by email or phone message.

Required Texts


Recommended Texts


Course Outline

Class 1, What do we mean by development?


Class 2, How does a person develop psychologically?


Part I - The early psychoanalytic infant – from containing internal drives (infant as sole focus) to working with internalized objects (mother as sole focus)

Class 3, Freud’s psychoanalytic infant – containing internal drives/instincts

Useful clinical concepts/metaphors
Anxiety, conflict, unconscious, oedipal relations, helplessness, “ego is first a body ego”

***** First assignment due*****


Class 4, The infant of child psychoanalysts – Melanie Klein, Anna Freud, Donald Winnicott and “the independents”

Useful clinical concepts/metaphors
Oedipal/triadic relations, omnipotence, paranoid / depressive positions, splitting, mourning/forgiveness, developmental lines, relational trauma, false self, containment / facilitating environment, object usage, capacity to be alone


Part II - A more contemporary psychoanalytic infant – establishing, organizing and becoming self; making use of and attaching to mother; building theory of mind (infant’s capacities and needs in interaction with mother’s provision)

Class 5, The evolving self – Mahler, Kohut/Tolpin, Stern

Useful clinical concepts/metaphors
Separation-individuation, self, healthy narcissism, optimal frustration, transmuting internalization, sense of self, selfobjects / Essential Other


Recommended

Class 6, Attachment

Useful clinical concepts/metaphors
secure/insecure attachment, mentalization/ theory of mind


**Part III – Other developmental considerations in early life**

**Class 7, Morality, Language, Play**

*Useful clinical concepts/metaphors*
*Symbolism, Language as official record, play and reality, shame vs. guilt*


**Class 8, The cognitive infant – cognitive developmental theory – Piaget and beyond**

*****First semester final assignment due*****

*Useful clinical concepts/metaphors*
*Concrete thinking, abstract thinking*

Second semester – Spring, 2015

Part IV - Contemporary conceptions of development and application to practice

Class 1, The modern infant

Useful clinical concepts/metaphors
Mirroring – a contemporary view, embodiment, mismatch and repair, implicit / explicit memory, “state ego, rather than a body ego”


Recommended

Class 2, Infant development applied to clinical practice

Useful clinical concepts/metaphors
Enactment, trauma, dissociation, right brain self, implicit knowing, states of consciousness, emotional core


**Part V - Problems in applying psychoanalytic developmental theory**
(What about culture, place in history, gender? Is development complete at any point?)

Class 3, Do we miss natural inclinations toward growth? And, is the dyad the only way to work?

*Useful clinical concepts/metaphors*
“forward edge,”

**** Spring paper 1 due ****


**Class 4, Culture’s impact on the individual’s development**


**Class 5, Historical and Economic influence**


**Class 6, Gender**


**Class 7, Oedipus, triadic relations, or another variation of mourning?**


**Class 8, Year review and in class discussion of final papers**

***** **Final assignment due *****