

CFDL 621/622, Developmental Theory I & II

Fall and Spring

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.

Classroom and Grading Policies

Respect for Diversity

Guided by the NASW and ACA Codes of Ethics and the mission of ICSW, students and faculty have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to eliminate personal and institutional discrimination, ensure access to needed resources and opportunities for all persons, especially those who are disadvantaged or disenfranchised. Prejudicial attitudes and discriminatory practices are examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students with Special Needs

Students with special needs or difficulties in learning and completing courses assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided.

Student Evaluation and Grades

Classroom instructors grade students on their course work and submit evaluations on the caliber of each student's work. The purpose of grading is evaluative, as well as to provide a learning tool for students, i.e., to provide feedback on progress, strengths and weaknesses, and issues that need to be addressed. Cumulative grade point average is based on full letter grades, not plus or minus grades. Only letter grades are recorded in the students' transcript. Instructors are required to submit full letter grades (not pluses or minuses) within two weeks after classes end.

Grading Standards

Grades are assigned according to the following standards:

A - Superior Work (4.0 value)

B - Satisfactory Work (3.0 value)

C - Marginal Work (2.0 value)

F - Failure* (0.0 value) - *Applies only to Field Placement/Practicum and Thesis

Seminar P - Pass* (0.0 value)

AU - Audit (0.0 value) - Auditing a course with approval of

instructor INC - Incomplete (0.0 value)

Evaluation

First semester –

- 1) Class 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 2 – 25%
- 3) Paper 2 - final take home exam – due in class 8 – 50%

Assignments – First semester –

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 class 1. 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 specific 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 –

- 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 5 – 25%
- 3) Paper 2 - final take home exam – due in class 8 – 50%

Assignments for second semester – spring, 2018

Paper 1: Take-home exam. At the conclusion of class four, students will be asked to choose two developmental concepts from a list associated with the most recent discussions on development from spring classes 2, 3 and 4 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, gender and traumatic influences 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 and second semester. Specifically, integrate the demographic and social/relational data from your patient with the theories discussed first and second semester (i.e. psychosexual, object relations, self psychology, attachment, mutual regulation) and explain the developmental concerns with which they present. Next, apply the concepts from early second semester to this developmental understanding and explain this person's relationships with you and important others (i.e. capacity to play, social construction of subjective self, implicit relational knowing, impact of trauma, presence of dissociation) and how you worked with these various concerns. Present clinical examples of emotional interactions (transference, countertransference, enactments) between you and your patient to illustrate your thinking. Lastly, you need to account for cultural and gendered influences in this person's development.

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 through their interaction with you and important others in their life.

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

Grading Policy

Incompletes: An incomplete can be granted only in cases of significant personal emergency and when the student has been in touch with the instructor in advance of the due date for the required work. Any incompletes must be resolved by the first day of the following semester (fall, spring, summer). If the work has not been completed by this date, the incomplete grade will convert to a failing grade. It is always the student's responsibility to initiate the process for an incomplete. It is also the responsibility of the student to turn in the completed work by the following semester's end.

Late papers: A late assignment is one that is submitted after the deadline but before grades are submitted. Approval for turning assignments in late is determined by individual instructors.

Attendance:

Students are required to attend class every class session. The intimacy and intensity of our classroom environments make consistent attendance very important. Students who miss more than one class session may see that reflected in their grade. Two or more unexcused absences will result in either a withdrawal from the class or a failing grade. All absences, excused and unexcused, must be reported to the Director of Academic Administration via email within one week of the missed class.

Student Code of Academic and Professional Conduct

ICSW is committed to the support of the standards and ideals of the social work, counseling, and psychology professions. In accordance with these goals, each student at ICSW is expected to be bound by the code of ethics for their respective discipline. Students are expected to adhere to principles of academic honesty and integrity. Any student who engages in academic dishonesty, which includes giving or receiving unauthorized aid to any assignment or examination, plagiarism, or tampering with grades or irregularities shall be subject to disciplinary action. Such action may include a failing grade in the course, suspension, or dismissal from the program as determined by the Progression Committee and the Dean.

Students are expected, at all times, to respect the confidentiality of their clients and must, therefore, appropriately disguise client materials in all oral and/or written presentations to consultants, and/or to teachers and fellow students during class discussions.

Plagiarism Policy

Plagiarism is unacceptable at any time, and constitutes a severe academic violation. When plagiarism is suspected, students may be asked to submit their papers electronically to a third party plagiarism detection service. If a student is

asked to submit the paper and refuses to do so, the student must provide proof that all work is correctly cited and/or original. Papers that are determined to contain plagiarism will receive a failing grade, and the student will be referred to the Progression Committee and the Dean.

Plagiarism Defined: “Plagiarism takes many forms, but falls into three main categories: using a source’s language without quoting, using information from a source without attribution, and paraphrasing a source in a form that stays too close to the original” (Yale Writing Center, 2014). If a student has any question about what constitutes plagiarism, please contact the Associate Dean.

Reusing Your Own Work: Cutting and pasting from or resubmitting a paper written for an earlier purpose or class is a form of academic dishonesty commonly referred to as “self-plagiarism.” It is prohibited at ICSW to reuse your own written work. It is allowable to quote from your own earlier work, but the material is subject to the same rules of citation that govern all academic writing.

Required Texts

Galatzer-Levy, R., & Cohler, B. (1993). *The essential other: A developmental psychology of the self*. New York: Basic Books.

(**** by it used on half.com for less than \$1 ****)

Kenny, D.T. (2013). *Bringing up baby: the psychoanalytic infant comes of age*. London: Karnac Books.

Tronick, E. (2007). *The neurobehavioral and social-emotional development of infants and children*. New York: W.W. Norton & Company.

Stern, D. (1985). *The interpersonal world of the infant: A view from psychoanalysis and developmental psychology*. New York: Basic Books.

(*** You may be able to download this book from PEP Web. ****)

Waddell, M. (2002). *Inside lives: psychoanalysis and the growth of the personality*. London: Karnac Books.

Recommended Texts

Siegel, D.J. (1999). *The developing mind: Toward a neurobiology of interpersonal experience*. New York: Guilford Press.

Wallin, D. J. (2007). *Attachment in psychotherapy*. New York: Guildford Press.

Course Outline

Class 1, Development – some broad introductory considerations

******* Onsite at ICSW *******

Kenny, D.T. (2013). Psychoanalysis and infancy: a historical and theoretical overview – chapter 1. *In Bringing up baby: the psychoanalytic infant comes of age* (1-26). London: Karnac Books.

Siegel, D.J. (1999). Introduction - chapter 1. In *The developing mind: Toward a neurobiology of interpersonal experience* (1-22). New York: Guilford Press. (Blackbaud)

Waddell, M. (2002). chapter 1- states of mind, chapter 2 - beginnings, and chapter 8 – family. *In Inside lives: psychoanalysis and the growth of the personality* (5-14, 15-28, 123-138). London: Karnac Books.

Tronick, E. (2007). Introduction. *In The neurobehavioral and social-emotional development of infants and children* (1-17). New York: W.W. Norton & Company.

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

Class 2, Freud’s psychoanalytic infant – containing internal drives/instincts

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

Useful clinical concepts/metaphors

Anxiety, conflict, unconscious, oedipal/triadic relations, “ego is first a body ego”

Benjamin, J. (1988). The oedipal riddle – chapter 4. *In Bonds of love*. New York: Pantheon. (Blackbaud)

Kenny, D.T. (2013). Freud’s theory of infant sexuality – chapter 2. *In Bringing up baby: the psychoanalytic infant comes of age* (27-77). London: Karnac Books.

Waddell, M. (2002). Early childhood: weaning and separation – chapter 5. *In Inside lives: psychoanalysis and the growth of the personality*. London: Karnac Books.

Class 3, The infant of child psychoanalysts – Melanie Klein, Anna Freud, Donald Winnicott and “the independents”

Useful clinical concepts/metaphors

omnipotence, paranoid / depressive positions, splitting, mourning/forgiveness, developmental lines, relational trauma, false self, containment / facilitating environment, object usage, capacity to be alone

Kenny, D.T. (2013). The infant of the child psychoanalysts – chapter 3. *In Bringing up baby: the psychoanalytic infant comes of age* (78-142). London: Karnac Books.

Waddell, M. (2002). Infancy: containment and reverie – chapter 3 & Infancy: defences against pain – chapter 4. *In Inside lives: psychoanalysis and the growth of the personality* (29-60). London: Karnac Books.

Winnicott, D.W. (1969). The use of an object. *International Journal of Psycho-Analysis*, [50](#):711-716. (PEP Web)

Part II - A more contemporary psychoanalytic infant – establishing, organizing and becoming self; making use of and attaching to objects (infant's capacities and needs in interaction with object's provision)

Class 4, The evolving self – Mahler, Kohut, Stern

Useful clinical concepts/metaphors

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

Kenny, D.T. (2013). Chapter 4 - The attached infant: the psychoanalytic legacy. *In Bringing up baby: the psychoanalytic infant comes of age* (143-153). London: Karnac Books.

Stern, D. (1985). Chapters 3-7. *In The interpersonal world of the infant: A view from psychoanalysis and developmental psychology* (pp. 37-161). New York: Basic Books. (PEP Web)

Class 5, Evolving Self – continued

Cushman, P. (1991). Ideology obscured: Political uses of the self in Daniel Stern's infant. *American Psychologist*. 34. (PsychoINFO & PscyhARTICLES)

Galatzer-Levy, R., & Cohler, B. (1993). The human environment of infancy – chapter 2. In R. Galatzer-Levy & B. Cohler, *The essential other: A developmental psychology of the self* (pp. 36-63). New York: Basic Books.

Kenny, D.T. (2013). Chapter 4 - The attached infant: the psychoanalytic legacy. *In Bringing up baby: the psychoanalytic infant comes of age* (175-187). London: Karnac Books.

Class 6, Attachment

Useful clinical concepts/metaphors

secure/insecure attachment style, attachment self

Fonagy, Peter (2001). Introduction to attachment theory. *In Attachment theory and psychoanalysis*. NY: Other Press. (Blackbaud)

Karen, R. (Feb 1990). [Becoming attached](#). *The Atlantic Monthly* (pp. 35-70). (Blackbaud)

Kenny, D.T. (2013). Chapter 4 - The attached infant: the psychoanalytic legacy. *In Bringing up baby: the psychoanalytic infant comes of age* (153-175 and 196-199). London: Karnac Books.

Witten, M.R. (2008). [Some questions about attachment theory: Implications for the development of mind in infancy](#). *Annual of Psychoanalysis*, [36](#):216-229 (PEP Web)

Part III – Cognition, Symbolism and Reality – Thinking about, communicating with and interacting in the world

Class 7, Cognition

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

Useful clinical concepts/metaphors
Concrete thinking, abstract thinking

Kenny, D.T. (2013). The cognitive infant – chapter 5. *In Bringing up baby: the psychoanalytic infant comes of age* (201-240). London: Karnac Books.

Second semester

Part III – continued from last semester

Class 1 - Theory of mind, Morality, Language, Play

Useful clinical concepts/metaphors
Symbolism, Language as official record, play and reality, mentalization/ theory of mind

Fonagy, P. & Target, M. (1996). [Playing with reality: I. Theory of mind and the normal development of psychic reality](#). *International Journal of Psycho-Analysis*, 77: 217-233. (PEP Web)

Galatzer-Levy, R., & Cohler, B. (1993). The toddler years: Language, play, sex, anality – chapter 4. In R. Galatzer-Levy & B. Cohler, *The essential other: A developmental psychology of the self* (pp. 86-100). New York: Basic Books.

Kenny, D.T. (2013). Chapter 4 - The attached infant: the psychoanalytic legacy. *In Bringing up baby: the psychoanalytic infant comes of age* (187-195). London: Karnac Books.

Stern, D. (1985). The sense of a verbal self – chapter 8. In D. Stern, *The interpersonal world of the infant: A view from psychoanalysis and developmental psychology* (pp. 162-182). New York: Basic Books. (PEP Web)

Recommended

Galatzer-Levy, R., & Cohler, B. (1993). Toddlerhood: The self and morality – chapter 3. In R. Galatzer-Levy & B. Cohler, *The essential other: A developmental psychology of the self*. New York: Basic Books.

Part IV - Contemporary conceptions of development and application to practice

Useful clinical concepts/metaphors

Mirroring – a contemporary view, social construction of subjectivity, embodiment, mismatch and repair, implicit / explicit memory, “state ego, rather than a body ego”

Class 2, The modern infant

Kenny, D.T. (2013). The modern infant: enter developmental neuroscience – chapter 6. *In Bringing up baby: the psychoanalytic infant comes of age* (241-282). London: Karnac Books.

Tronick, E. (2007). Interactive mismatch and repair: Challenges to the coping infant – chapter 11 & The mutual regulation model: The infant’s self and interactive regulation and coping and defensive capacities – chapter 13. *In The neurobehavioral and social-emotional development of infants and children* (155-163,177-194). New York: W.W. Norton & Company.

Class 3, The modern infant - continued

Gallese, V. (2009). Mirror neurons, embodied simulation, and the neural basis of social identification. *Psychoanalytic Dialogues*, 19:519–536. (PEP Web)

Gergely, G. (2007). The social construction of the subjective self: the role of affect-mirroring, markedness, and ostensive communication in self-development. *In Developmental science and psychoanalysis: integration and innovation* Fonagy, P., Mayes, L. & Target, M. (Eds.) (45-88). London: Karnac Books. (Blackbaud)

Lichtenberg, J.D. (2013). [Development and psychoanalysis: Then and now—The influence of infant studies](#). *Psychoanalytic Review*, 100:861-880. (PEP Web)

Schore, A.N. (2011). The right brain implicit self lies at the core of psychoanalysis. *Psychoanalytic Dialogues*, 21:75–100, 2011. (PEP Web)

Class 4, Modern infant development applied to clinical practice

Useful clinical concepts/metaphors

Enactment, right brain self, implicit knowing, states of consciousness, emotional core

Tronick, E. (2007). Dyadically expanded states of consciousness and the process of therapeutic change – chapter 29 & Implicit relational knowing: Its role in development and psychoanalytic treatment – chapter 30 & Noninterpretive mechanisms in psychoanalytic therapy: The “something more” than interpretation – chapter 31. *In The neurobehavioral and social-emotional development of infants and children* (402-437). New York: W.W. Norton & Company.

Wallin, D. J. (2007). Nonverbal experience and the “unthought known”; accessing the emotional core of the self – chapter 8 & Deepening the clinical dimension of attachment theory: Intersubjectivity and the relational perspective – chapter 10. *In Attachment in psychotherapy* (115-132, 167-190). New York: Guildford Press. (Blackbaud)

Part V - Problems in applying psychoanalytic developmental theory

(What about culture, historical and socioeconomic contexts, gender? Human brain is an open system, always changing. What about trauma?)

Class 5, Trauma, natural inclinations toward growth, systems theory and beyond dyadic work

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

Useful clinical concepts/metaphors

“forward edge,” trauma, dissociation, non-linear dynamic system

Bromberg, P.M. (2003). Something wicked this way comes: Trauma, dissociation, and conflict: The space where psychoanalysis, cognitive science and neuroscience overlap. *Psychoanal. Psychol.*, 20: 558-574. (PEP Web)

Galatzer-Levy, R.M. (2004). Chaotic possibilities: Toward a new model of development. *International journal of psycho-analysis*, 85:419-441. (PEP Web)

Kirshner, L.A. (2006). [The work of René Kaes: Intersubjective transmission in families, groups, and culture](#). *Journal of the American Psychoanalytic Association*, 54:1005-1013. (PEP Web)

Tolpin, M. (2002). [Doing psychoanalysis of normal development: Forward edge transferences](#). *Progress in Self Psychology*, 18:167-190. (PEP Web)

Class 6, Cultural, historical, socioeconomic influences on development

Frie, R. (2012). [On culture, history, and memory: Encountering the “Narrative Unconscious”](#). *Contemporary Psychoanalysis*, 48:329-343. (PEP Web)

Hernandez de Tubert, R. (2006). [Social trauma: The pathogenic effects of untoward social conditions](#). *International Forum of Psychoanalysis*, 15:151-156. (PEP Web)

Kradin, R.L. (2012). [When ancestral heritage is a source of discomfort: Culture, pre-object relatedness, and self-alienation](#). *Journal of Analytical Psychology*, 57:207-222. (PEP Web)

Tronick, E. (2007). Part II: Culture. *In The neurobehavioral and social-emotional development of infants and children (pp 93 – 152)*. New York: W.W. Norton & Company.

Class 7, Gender

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

Blum, A. Pftzing, V. (1997). Assaults to the self: The trauma of growing up gay. *Gender and Psychoanalysis*, 2:427-442. (PEP Web)

Celenza, A. (2013). [Perverse female relating: The objectified self](#). *Contemporary Psychoanalysis*, 49:586-605. (PEP Web)

Corbett, K. (2008). Gender now. *Psychoanalytic Dialogues*, 18:838-856. (PEP Web)

Elliot, P. (2001). [A psychoanalytic reading of transsexual embodiment](#). *Studies in Gender and Sexuality*, [2](#):295-325. (PEP Web)

Yanof, J. A. (2000). [Barbie and the tree of life: The multiple functions of gender in development](#). *Journal of the American Psychoanalytic Association*, [48](#):1439-1465. (PEP Web)