

Developmental Crises Part I: Infancy to Latency
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We will organize this course through studying in some depth the work of five major contributors to our psychoanalytic understanding of early development. In this era of multiple psychoanalytic developmental psychologies, the task of understanding development from a psychoanalytic perspective is more daunting than ever. Hopefully, approaching the task in this manner will be fruitful.

All the readings with the exception of those for Session 6 are available through the PEP-Web DataBase. The readings for Session 6 will be supplied.

We will begin with the contributions of D.W. Winnicott and their focus upon first year of life experience and relationships. Winnicott continues to challenge our understandings of human development. A few of these papers may be familiar, but he is truly someone for whom each re-reading is a new and expanding experience.

Session 1: Winnicott, part 1

Winnicott, D.W. (1953). Transitional Objects and Transitional Phenomena—A Study of the First Not-Me Possession. *Int. J. Psycho-Anal.*, 34:89-97.

Winnicott, D.W. (1965). A Clinical Study of the Effect of a Failure of the Average Expectable Environment on a Child's Mental Functioning. *Int. J. Psycho-Anal.*, 46:81-87.

Winnicott, D.W. (1969). The Use of an Object. *Int. J. Psycho-Anal.*, 50:711-716.

Session 2: Winnicott, part 2

Winnicott, D.W. (1960). The Theory of the Parent-Infant Relationship. *Int. J. Psycho-Anal.*, 41:585-595.

Winnicott, D.W. (1958). The Capacity to be Alone. *Int. J. Psycho-Anal.*, 39:416-420.

Winnicott, D.W. (1949). Hate in the Counter-Transference. *Int. J. Psycho-Anal.*, 30:69-74.

We now travel from the immediate post-Sigmund Freud period of psychoanalysis to our current day as we deal with the work of Peter Fonagy. If Winnicott is poetry, Fonagy is prose. If Winnicott eschews systems, Fonagy embraces them. If Winnicott slides around categorizations and clear lines of continuity between early life manifestations and later configurations, Fonagy dives right in. In some ways, they are philosophically and even clinically as polarized as could be, despite the deceptive similarities of focus upon the parent-child interaction. For this reason, they offer us much food for thought in the contrast...

Session 3: Fonagy: Attachment Theory and its implications

Points of Contact and Divergence Between Psychoanalytic and Attachment Theories: Is Psychoanalytic Theory Truly Different. *Psychoanal. Inq.*, 19:448-480.

Fonagy, P., Target, M. (2007). *Playing with Reality: IV. A Theory of External Reality Rooted in Intersubjectivity.* *Int. J. Psycho-Anal.*, 88:917-937.

The Rooting of the Mind in the Body: New Links between Attachment Theory and Psychoanalytic Thought. *J. Amer. Psychoanal. Assn.*, 55:411-456.

Margaret Mahler's work brings us from the infancy period through toddlerhood and into the dawning of the oedipal period. Her work was revolutionary and the foundation for much that followed including self psychology. Many still find the separation – individuation framework the most useful theoretical frame within which to begin to understand the first three to four years of life. Harold Blum's article is included here in the spirit of one analyst's effort to compare and critique the very different psychoanalytic developmental conceptualizations represented by attachment and separation-individuation paradigms.

Session 4: Mahler and Separation-Individuation

Mahler, M.S. (1972). On the First Three Subphases of the Separation-Individuation Process. *Int. J. Psycho-Anal.*, 53:333-338.

Mahler, M.S. (1967). On Human Symbiosis and the Vicissitudes of Individuation. *J. Amer. Psychoanal. Assn.*, 15:740-763.

Blum, H.P. (2004). Separation-Individuation Theory and Attachment Theory. *J. Amer. Psychoanal. Assn.*, 52:535-553.

Erna Furman does not have a school of thought or system associated with her, nor is she (unfortunately) as widely read or cited as all the others in this course. Yet, she is every bit as brilliant a contributor, and in many ways, stands alone (or perhaps shoulder to shoulder with Winnicott) in her ability to say very complicated things in the most straightforward and intuitive manner. She shows the extent to which the interactive, object relational approach has always been at the heart of good child analytic thinking, even while it was not necessarily named as such. The portion of her work that we will focus upon continues our look at the first three to four years of life.

Session 5: Erna Furman, part 1

Early Aspects of Mothering: What Makes it so Hard to Be There to Be Left. *J. Child Psychother.*, 20:149-164.

Furman, E. (1985). On Fusion, Integration, and Feeling Good. *Psychoanal. St. Child*, 40:81-110.

On Feeling and Being Felt with. *Psychoanal. St. Child*, 47:67-84.

Session 6: Erna Furman, part 2

From "Toddlers and their Mothers. A Study in Early Personality Development"
Chapters 5, 7, 9, 10, 11, 12

Added: Herzog, J.M. (2005). Triadic Reality and the Capacity to Love. *Psychoanalytic Quarterly.*, 74(4):1029-1052.

Hans Loewald is a towering figure in the history of psychoanalysis. His contributions extend far beyond his oft-cited work on very early mother child relationship in the paper "On the Therapeutic Action of Psycho-Analysis." He had a particular interest in the Oedipal phase and the superego development associated with that childhood era. For this reason, we will study the Oedipal period (and some other issues) through the deeply sophisticated and illuminating lens that Loewald has constructed for us.

Session 7: Loewald: part 1

Loewald, H.W. (1978). Instinct Theory, Object Relations, and Psychic-Structure Formation. *J. Amer. Psychoanal. Assn.*, 26:493-506.

Loewald, H.W. (1962). Internalization, Separation, Mourning, and the Superego. *Psychoanal Q.*, 31:483-504.

Loewald, H.W. (1973). On Internalization. *Int. J. Psycho-Anal.*, 54:9-17.

Session 8: Loewald: part 2

Loewald, H.W. (1973). Comments on Some Instinctual Manifestations of Superego Formation. *Ann. Psychoanal.*, 1:104-116.

Loewald, H.W. (1979). The Waning of the Oedipus Complex. *J. Amer. Psychoanal. Assn.*, 27:751-775.

Loewald, H.W. (1985). Oedipus Complex and Development of Self. *Psychoanal Q.*, 54:435-443.

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