Development V: Developmental Models in Psychoanalysis

This activity has been planned and implemented in accordance with the Essential Areas and policies of the Accreditation Council for Continuing Medical Education through the joint sponsorship of the American Psychoanalytic Association and the Institute for Psychoanalytic Education. The American Psychoanalytic Association is accredited by the ACCME to provide continuing medical education for physicians.

The American Psychoanalytic Association designates this Live Activity for a maximum of 1 AMA PRA Category 1 Credit™ per hour of instruction. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Important Disclosure Information For All Learners: None of the planners and presenters of this CME program have any relevant financial relationships to disclose.

This course will examine the assumptions underlying the use of developmental theory in psychoanalysis, as well as various models of development as they have arisen in the course of psychoanalytic thought. The readings will touch on some of the following topics:

- developmental models as they relate to models of mind and technique
- the influence of research findings on earlier psychoanalytic models of development
- how different developmental models understand the sources of trauma and various mental representations such as unconscious fantasies
- how different developmental models conceptualize the development of a sense of self and the overall beginnings of object relations

The theories to be examined have been organized into two groups: the earlier ones derive primarily from drive theories, while the more contemporary theories tend to be more interactional and focus on the development of the self and the role of the mother-infant dyad in that development.

In order to more easily compare and contrast the different theories, we will try to address some of the following questions for each theorist:

1. What age child and what method of observation is represented by each theory?
2. What does development consist of, that is, what is it that changes with development?
3. What are the roles of environmental and constitutional factors?
4. What is the nature of trauma for each model (e.g., specific vs. cumulative)?
5. What is thought to be neurosogenic in each model?
6. What model of the mind is assumed/exploited by each model?
7. What are the model’s implications for analytic technique?
Part I: Introduction to the concept of development (Drs. Anne Erreich and Malini Singh)

Week 1: The developmental metaphor


Optional:

Week 2: Developmental progression and regression


Optional:

Week 3: Infant observation and psychoanalysis


Optional:

Part II: Classical developmental theories (Drs. Nasir Ilahi and Malini Singh)

Week 4: Sigmund Freud: Libido theory, Drives and the Structural Model


Optional:


Week 5: Anna Freud: The Structural Model


Optional:


Week 6: Melanie Klein: Object Relations Theory


Optional:


Week 7: Donald Winnicott: Object Relations Theory/ The British Independent Group

Optional:


**Week 8: Ronald Fairbairn: Object Relations Theory/The British Independent Group**

*As Fairbairn is not easily accessible, read the following:*


Optional:

**Week 9: Wilfred Bion: The Post- Kleinian Development**


**Part III: Contemporary Models of Development: The Development of the Self and the Role of the Mother-Infant Dyad (Drs. Anne Erreich and Malini Singh)**

**Week 10: Heinz Kohut and Margaret Mahler: Self Psychology and Separation-Individuation**


Optional:
**Week 11: Daniel Stern: Schemas of “Self With Other”**


**Optional:**

**Week 12: John Bowlby: Attachment Theory**


**Optional:**

**Week 13: Mary Ainsworth: The Strange Situation**


**Optional:**

**Week 14: Peter Fonagy: Mentalization**


**Optional:**

**Week 15: George Gergely and John Watson: Affect Mirroring**


Optional: