PHENOMENOLOGY OF THE CHILD
Spring Quarter, 2012

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COURSE OVERVIEW

This course will cover in–depth the multiple layers of a child's social and emotional development and how it can go awry. Concepts from self psychology, objects relations, inter-subjectivity, infant and child research and neurobiology will be interwoven to help understand the complex and amazing processes occurring in prenatal through adolescent development. What happens to a child developmentally when their basic social and emotional needs are not met will be explored. The impact on development of chronic abuse and neglect will be discussed. Child therapy will be presented as a process aimed at helping a child's development to get on track..

COURSE REQUIREMENTS

The readings for this class will be numerous and I would like your attention on the readings and lectures and how they can be integrated into your understanding of human development, psychopathology and treatment. Therefore, rather than having tests on the material I will instead be looking for evidence that you read and interacted with the readings and engaged with the material presented in class.

1. Attendance in class and active participation in discussions. (40%)
2. Brief written response (2-4 paragraphs) which integrates the material covered in class and the readings. This write up should include an understanding of the ideas presented as well as thoughts and questions both the class and readings raised for you. (30%) (Bonus points available if you ascertain why I choose a reading.)
3. End of year paper or final. (30%)

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REQUIRED READINGS

Class I. Introduction

Sander,L. (2001). Thinking Differently: Principles of Process in Living Systems and the Specificity of Being Known. Psychoanalytic Dialogues, 12(1): pp. 11-42. http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=6210557&site=ehost-live

Class II. Innate Capacities, Social Relatedness: Part I

Seigel, D. (1999). Attachment. In: The Developing Mind. New York: Guildford Press, pp. 67-120.

Beebe, B. & Lachmann, F. (1988). The Contribution of Mother-Infant Mutual Influence to the Origins of Self and Object Representations. Psychoanalytic Psychology, 5(4), pp. 305-337. http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=pap-5-4-305&site=ehost-live

Feldman, R. (2006) From Biological Rhythms to Social Rhythms: Physiological Precursors of Mother-Infant Synchrony. Developmental Psychology, 42 (1), pp. 175-188. http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=dev-42-1-175&site=ehost-live

Class III. Social Relatedness: Part II

Koren-Karie,N., Oppenheim D., & Getzler-Yosef, R. (2004). Mothers who were severely abused during childhood and their children talk about emotions: co-construction of narratives in light of maternal trauma. J. of Infant Mental Health, 25(4), pp. 300-317. http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=13697694&site=ehost-live

Balbernie, R. (2001). Circuits and Circumstances: The Neurobiological Consequences of Early Relationship Experiences and How They Shape Later Behaviour. J. of Child Psychotherapy. 27:237-255. http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=5692212&site=ehost-live

Hesse, E and Main, M. (1999). Second-Generation Effects of Unresolved Trauma in Nonmaltreating Parents: Dissociated, Frightened, and Threatening Parental Behavior. Psychoanalytic Inquiry., 19:481-540.

Lyons-Ruth, K (2003). Dissociation and the Parent-Infant Dialogue: A Longitudinal Perspective from Attachment Research. J. American Psychoanalytic Assn. 51:883-911.
*http://apa.sagepub.com/content/51/3/883.full.pdf+html

Class IV. Sense of Self

Stern, D. (1985). The observed infant as seen with the clinical eye. In: The Interpersonal World of the Infant. New York: Basic Books, pp. 185-230.

Schore, A. (2002). Advances in neuropsychoanalysis, attachment, and trauma research. Psychoanalytic Inquiry, 22, pp.433-484.
http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=6995167&site=ehost-live

Lichtenberg, J. (2003). Communication in Infancy. Psychoanalytic Inquiry. 23:498-520
http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=10604838&site=ehost-live

Class V. Affects and affect regulation

Fonagy, P., Gergely, G., Jurist, E., & Target, M. (2004). Marked affect-mirroring and the development of affect-regulative use of pretend play. In: Affect Regulation, Mentalization, an the Development of the Self. New York: Other Press, pp.291-316.
http://books.google.com/books?id=EDHi3N-ebykC&pg=PA291&hl=sv&source=gbs_toc_r&cad=4#v=onepage&q&f=false

Emde, R. (1991). Positive emotions for psychoanalytic theory: surprises from infancy research and new directions. J. of American Psychoanalytic Asso. 39(S), pp. 5-44.

Novick, K. (1992). Externalization as a pathological form of relating: The dynamic underpinnings of abuse. Unpublished Paper.

Koren-Karie,N., Oppenheim D., & Getzler-Yosef, R. (2004). Mothers who were severely abused during childhood and their children talk about emotions: co-construction of narratives in light of maternal trauma. J. of Infant Mental Health, 25(4), pp. 300-317.
http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=13697694&site=ehost-live

Class VI. Executive Function and Moral Development

Emde, R. (1989). Lessons from infancy: New beginnings in a changing world and a morality for Health. Address given to the Fourth World Congress of Infant Psychiatry and Allied Disciplines.

Oppenheim, D., Emde, R., HAsson, M., & Warren, S. (1997) Preschoolers face moral dilemmas: A longitudinal study of acknowledging and resolving internal conflict. International J. of Psycho-analysis, 78, pp. 943-957.

Class VII. Gender Identity

David, D., & Lyons-Ruth, K. (2005). Differential attachment responses of male and female infants to frightening maternal behavior: Tend or befriend versus fight or flight? Infant Mental Health Journal, 26(1), pp. 1-18.
http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=16091492&site=ehost-live

Lovas, G., (2005). Gender and patterns of emotional availability in mother-toddler and father-toddler dyads. Infant Mental Health Journal, 26(4). Pp. 327-353.
http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=17671330&site=ehost-live

Yanof, J. (2000). Barbie and the tree of life: The multiple functions of gender development. J. of the American Psychoanalytic Asso. 48(4), pp. 1439-1465.
*http://apa.sagepub.com/content/48/4/1439.full.pdf+html

Class VIII. Assessment and Treatment Planning

Rass, E. (2003). Undetected disabilities in Sensory Motor Integration and the Effects on the Development of Self-Esteem. Progress in Self Psychology, 19:pp.287-308.

Dozier, M. & Sepulveda, S. (2004). Foster mother state of mind and treatment use: Different challenges for different people. Infant Mental Health Journal, 25(4),pp. 368-378.
http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=13697690&site=ehost-live

Gauthier,Y., Fortin, G., & Jeliu, G. (2004). Clinical Application of attachment theory in permanency planning for children in foster care: The importance of continuity of care. Infant Mental Health Journal, 24(4). pp.379-396.
http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=13697689&site=ehost-live

Class IX and X. Child Therapy

Emde, R. (1990). Mobilizing fundamental modes of development: Empathic availability and therapeutic action. J. of the American Psychoanalytic Asso. , 38, 881-913.
* http://apa.sagepub.com/content/38/4/881.full.pdf+html

Bonovitz, C. (2003). Treating children who do not play or talk: Finding pathways to intersubjective relatedness. Psychoanalytic Psychology, 20, pp. 315-328. http://proxy.seattleu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=pap-20-2-315&site=ehost-live

Lyons-Ruth, K. (2006). Play, Precariousness, and the Negotiation of Shared Meaning: A Developmental Research Perspective on Child Psychotherapy. Journal of Infant, Child, and Adolescent Psychotherapy. 5:142-159.

Jacobs, L. (2006). Parent-Centered Work: A Relational shift in Child Treatment. Journal of Infant, Child and Adolescent Psychotherapy, 226-239.

*Access either from an SU computer or through the library's website. All articles without links are available in the reader.