From Freud’s early discoveries, psychoanalysts have known that the past lives in the present, and that the present can transform the past. We use this understanding daily to form our hypotheses and engage in clinical work. Contemporary developmental research and neuroscience have vastly enriched our psychoanalytic understanding of development, and especially how psychic growth and the emergence of the embodied mind, namely, our “coming into being,” is shaped by our immersion in interpersonal and cultural/societal surround. In this course, we will examine contemporary infant and child development research, and consider how we might use it in thinking about adult clinical work. While the research can sometimes sound “dry” compared to the language and poetry of much analytic theory, I urge you to “hang in.” The research will enrich your understanding of psychoanalytic process as well as further psychoanalytic discourse with other disciplines.

Week 1: February 25, 2020 Overview: From sensori-motor affect communication to embodied mind, language and symbols


Panskepp sheet- from Panskepp and Biven (2012) Archeology of the Mind


Week 2: March 3 Regulation, Repair, Recognition: The roots of intersubjectivity (sharing and social understanding) and the development of the embodied self/mind-


**Week 3: March 10 Beatrice Beebe, Ph.D. Guest presentation- double session**

**Prep for Beebe**


**Week 4 March 17 Attachment and Safety**


The Adult Attachment Interview (AAI)

**Week 5 March 24 Theory of mind and reflective functioning**


For clinical examples- bring to class:


**Week 6: March 31 Reflective Functioning in Clinical Work**


**Week 7: April 14 Language and Symbolism**


OFF FOR A WEEK

**Week 8: April 21 Developmental perspectives on transference and countertransference**


Week 8: April 21 Culture in development: examples from black experience in America


Week 9 April 28 Epistemic trust and case presentation


Week 10 May 5 Rappaport double session

OPTIONAL:


