CFS PP PROGRAM:
COURSE #2 – Psychoanalytic Theories of Development I
Instructors: Nancie Senet, Ph.D. (732) 539-5533
Email: nsenet@earthlink.net
and David M. Abrams, PhD, ((646) 715-7467
Email: david.m.abrams@gmail.com

Class 1  Overview       January 11

Annie John by Jamaica Kincaid (paperback: Amazon $8.50)
Read chapters 1- 4.

NANCIE SENET, PhD, will teach this first class.

Class 2   Child Development Relevance to Clinical Practice     January 25

Read only the section (beginning on p. 19): The Validity of a Psychoanalytic Developmental Point of View.


DAVID M. ABRAMS, PhD, will teach the remaining classes and will present the above2 readings. For the next classes, members of the class will take turns presenting the basic material of each reading and lead the discussion of the reading.

Class 3  Body and Mind           February 1


MILLICENT


MONA

Class 4   Critical periods in Development     February 8

and


RACHEL

ZEYNAB

Class 5  Cognitive Development – Piaget  February 22

ROSHANAK

Read p 317 to the section: The early growth of logic
WEN

Class 6. Freud’s Psychosexual Development  March 1

MILLICENT

MONA

Class 7  Anna Freud’s Concept of Developmental Lines  March 8

RACHEL

ZEYNAB
Class 8  The early years       March 15


ROSHANAK


WEN

Class 9  Attachment       March 22


Read from page 61 up to section “How are Qualities of Attachment/Affiliation/Intimacy Transmitted in Psychoanalysis?

MILLICENT


MONA

Class 10  Gender Identity       March 29


RACHEL


INSTRUCTOR will present this paper.

Class 11  More Gender identity  and Triadic Relations       April 5


RACHEL


ZEYNAB
GENERAL OBJECTIVES

After taking the course, the participants will be able to:

1) Describe a developmental difference from Freud’s Oral stage of infancy to Freud’s Anal stage of toddlerhood.
2) Describe a developmental difference from Freud’s Anal stage of toddlerhood to Freud’s Oedipal stage of preschool development.
3) Describe a developmental difference from Freud’s Oedipal stage to Freud’s Latency stage of the elementary school years.
4) Identify one reason in Freud’s “Little Hans” case that the boy was scared a horse would bite him.
5) Identify one defense mechanism “Little Hans” used to defend against his horse phobia.
6) Describe Anna Freud’s concept of developmental lines.
7) Describe Anna Freud’s invention of the “Developmental” or “Diagnostic Profile”.
8) Describe Anna Freud’s main goal for child therapy.
9) Give one reason child in therapy get better when we interpret their defenses against their painful feelings.
10) Describe an example how the trauma of slavery can be passed from an older generation to a younger generation from African American adults to their children.
11) Name the first 3 subphases of Margaret Mahler’s Separation-Individuation theory.
12) Note one reason a child or an adult can become fixated at an early stage of their development or have a developmental arrest at an early stage of life.