



MICHIGAN PSYCHOANALYTIC INSTITUTE

Early Admissions

September 11, 18 October 2, 9, 2021

9-11am EST

Parenthood and Infancy as it Relates to Child and Adult Work

Instructors

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Sounds, scents, movement, envelop the infant. A fetus recognizes voices from people in the surrounding world. A beginning recognition of a world they have not seen. Awareness and knowing begin here. Is it possible that culture also begins before birth? In what ways would that be possible?

During these four classes, we are looking at the first awareness and curiosities of the infant within the matrix of self with others, parents, siblings, and family, that later expands to friends, school, and the larger world. We will consider the ways in which the initial parent-infant perceptions and interactions form a language that gradually becomes structured as the infant's personality and experience of self and other.

These early experiences are present in and out of the consult room as they become part of the individual's understanding and conceptualization of self and others and affect how they relate. Affective responses within the therapeutic relationship, as well as what is said, done, and not said or done can harken back to these early relational experiences.

Goals for the Course

The goal of the course is to characterize how early interactions become part of the fabric of our relationships and are present in and out of the consulting room. Using clinical examples of here and now behaviors and affective exchanges within the treatment setting we will demonstrate how early development plays a role in these interactions and the individual's perceptions of self and other.

Objectives

- 1: Identify how early relationships form the substrate for later perceptions; understanding transference beginnings.
- 2: Discuss how space between infant and parent is a precursor of intrapsychic structure and later in life, individuals' empathic awareness of cultural difference.
- 3: Demonstrate how reinterpreting behaviors in the clinical setting expands technical possibilities and expands the individual's understanding of self and other.
- 4: Explain how psychic structure forms according to various models of the mind.

Sept 11 (Kovach) The Beginnings

Winnicott, D. W. (1960), The theory of the parent-infant relationship. In: *The Maturation Processes and the Facilitating Environment*, ed. D. W. Winnicott. New York: International Universities Press, 1965, pp. 37 - 55

***Dougherty, K. and Beebe, B. (2016)**. Mother-Infant Communication: The Research of Dr. Beatrice Beebe. *PEP Video Grants*, 1(2):11 (video)

Sept 18 (Barbour): Over the Chasm: From me to ?

Bergman, A. (1978) From Mother to the World Outside: The Use of Space during the Separation-Individuation Stage. In Grolnick and Barkin; *Between Reality and Fantasy*. Aronson pp:145-165.

Oct 2 (Kovach) Understanding and Interpretation of Behavior

Akhtar, S. (2017). Open-Mouthed and Wide-Eyed: Psychoanalytic Reflections on Curiosity. *J. Amer. Psychoanal. Assn.*, 65(2):265-304

Novick, J. and Novick, K.K. (2015). Working with “Out-of-Control” Children—A Two-Systems Approach. *Psychoanal. St. Child*, 69:155-188

Oct 9 (Barbour) Capacities as Indications of Psychic Structure

Kohn, Huddleston & Kaufman (2019) Analyzing Children. *Psychic Structures and Models of the Mind*. Rowan and Littlefield. pp 61-73