



Early Admissions Program

How the Parent-Child Relationship is Formed: From Conception through Adolescence

Oct 17, 24, 31 Nov 14, 2020

9:00am – 11:00am

Instructor: Bernadette Kovach Ph.D.

“What is a normal child like? Does he just eat and grow and smile sweetly? No, that is not what he is like. The normal child, if he has confidence in mother and father, pulls out all the stops. In the course of time, he tries out his power to disrupt, to destroy, to frighten, to wear down, to waste, to wangle, and to appropriate . . . At the start he absolutely needs to live in a circle of love and strength (with consequent tolerance) if he is not to be too fearful of his own thoughts and of his imaginings to make progress in his emotional development.” Donald W. Winnicott

Course Objectives:

During this course we will be defining the development of the child along with the development of the parents from preconception through adolescence. Using another quote from Donald W. Winnicott’s who once said: “there is no such thing as an infant’ meaning, of course, that wherever one finds an infant one finds maternal care, and without maternal care there would be no infant.”

In this course we will be appraising if and how the concept that there is no child without parents and no parents without the influence of the child can be applied to interventions and case formulations. Through this exploration we will further our understanding of the development of the ego, of defenses, self and other differentiation, and concept formation as we consider the parents ability to continually develop along with the child. Case illustrations and readings will be used to help us create a dynamic formulation across the developmental landscape.

In each class I have included historical readings to aid our discussions.

Goals for the course:

- 1) Students will identify features of the early parent-child relationship from conception through adolescence that can influence the course of emotional development of the individual.
- 2) Students will be able to distinguish differences between psychoanalytic concepts of development furthering their clinical understanding of psychoanalytic concepts

including, but not limited to, transference, counter-transference, attachment, internalization, ego, and introject.

3) Students will be able to define and identify parenting stages and discuss the relevance of the parental stage on the developing child.

4) Students will be able to recognize the impact of early development on the individual's adult relationships including the therapeutic relationship.

October 17, 2020: Parenting as a Developmental Stage

Apter, G. (2015). Therapeutic Creativity, Complexity, and Ed Tronick's Dyadic Expansion of Consciousness. *Psychoanal. Inq.*, 35(4):417-429

Beebe, B. and Lachmann, F.M. (1988). The Contribution of Mother–Infant Mutual Influence to the Origins of Self- and Object Representations. *Psychoanal. Psychol.*, 5(4):305-337

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

Oct 24, 2020: Exploring Preschool

Benedek, T. (1959). Parenthood as a Developmental Phase—A Contribution to the Libido Theory. *J. Amer. Psychoanal. Assn.*, 7:389-417

Holden, G. W. (2020) Why Do Parents Hit Their Children? From Cultural to Unconscious Determinants, *The Psychoanalytic Study of the Child*, 73:1, 10-29

Sugarman, A. (2013). The Centrality of Beating Fantasies and Wishes in the Analysis of a Three-Year-Old Girl. *Psychoanal. Inq.*, 33(4):351-36

Oct 31, 2020: Elementary my dear Watson; the learning years and fears

Novick, J. and Novick, K.K. (2004). The Superego and the Two-System Model. *Psychoanal. Inq.*, 24(2):232-256

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

November 14, 2020: Parenting Changes; gains and losses throughout development

Barrett, T.F. (2008). Manic Defenses against Loneliness in Adolescence. *Psychoanal. St. Child*, 63:111-136

Gilmore, K. (1992). The Significance of Infant Observational Research for Clinical Work with Children, Adolescents, and Adults. (Workshop Series of the American Psychoanalytic Association, Monograph 5.). *Psychoanal. Q.*, 61:465-469.

Sutton & Hughes (2005). The Psychotherapy of Parenthood: Toward a Formulation and Validation of Concurrent Work with Parents. *Jrnl of Child Psychotherapy*, 31(2):169-188.