

The New Jersey Institute for Training in Psychoanalysis

#S105 - Developmental Theory: Latency Through Adolescence

VIA ZOOM

SPRING-2025

INSTRUCTOR: JODI KOSOFSKY, MA, LP, NJPsyA, NCPsyA

COURSE DESCRIPTION: This course emphasizes the psychoanalytic understanding of the psychic development of the latency period which sets the groundwork for the successful approach, entrance, and passage through the second separation - individuation process of adolescence. We will untangle the web of conflict (constructive and destructive processes) between parent and child (Attacks on Linking) to provide a corrective emotional experience that builds emotional muscle and a protective shield. This course will draw upon the work of Freud, Winnicott, Blos, Fonagy, Ferenczi, and Howell.

COURSE OBJECTIVES:

1. To describe the underlying concepts of attachment and character development from birth to adolescence and the consequences that often ensue when early childhood conflicts are not resolved.
2. To examine the challenges and clinical implications that need to be addressed therapeutically of emerging adolescents into young adulthood.
3. To integrate the psychoanalytic theories being presented which apply to self-injurious patients through case examples which demonstrate enactments of childhood experiences in current patterns.

Course Requirements:

Candidates will be expected to write a final written assignment of four pages which is due in the last class which illustrates how developmental theory from birth through adolescence has influenced character development as it has emerged in the treatment process of case material.

TEXT: Rosenbaum, P. & Webb, R. (2022). *Psychoanalytic Psychotherapy with Adolescents*. Routledge.

CLASS and READING LIST: Instructor will send via email all articles to candidates.

CLASS I: This class will focus on Contributions to Latency and Discussion of Defense Mechanisms.

READINGS:

Adnerson, S. (2020). A child analysis from childhood into adolescence: Elements of therapeutic action at different developmental stages. *Psychoanalytic Study of the Child*, 73, 1, 133-145.

Berlatsky, E. (2021). The mixed-race child within: Psychoanalyzing race, trauma, Vermin, and Spider-man. *American Imago*, 77, 569-601.

Freud, Sigmund, (1905). Three Essays on the theory of sexuality. Essay 3: The Transformations of Puberty. *SE, VII*, 135-172.

Grady, M., O'Toole, R. & Schneider, D. (2022). Growing up in the age of COVID-19 through the lens of psychodynamic theory. *Psychoanalytic Social Work, 29, 1*, 44-73.

Sarnoff, C. (1971). Ego structure in latency. *Psychoanalytic Quarterly, 42*, 515-522.

Wilson, P. (1996). Latency and certainty. *Journal of Child Psychotherapy, 22*, 394-397.

Optional Readings:

Aktar, S. (2024). *Fatherhood scenarios development, culture, psychopathology and treatment*. Routledge.

Bronstein, C.& Flanders, S. (2023). *Child and adolescent psychoanalysis in a changing world- Children on the edge*. Routledge.

Coleman, J. (2023). *The psychology of the teenage brain*. Routledge

Houssier, F. (2023). *Freud's adolescence oedipal complex and parricidal tendencies*. Routledge.

CLASS II: This class will describe the development of the Separation-Individuation phase of adolescence and the quest for agency and identity.

READINGS:

James B. (2023). The case study of two girls with gender dysphoria. *The Psychoanalytic Study of the Child. 76, 1*, 85-106.

Blos, P. (1965). The second individuation process of adolescence. *Psychoanalytic Study of the Child, 22*, 162-186.

Blos, P. (1982). The contribution of psychoanalysis to the psychotherapy of adolescents. *Psychoanalytic Study of the Child, 38*, 577-600.

Bronstein, C. (2020). Psychosis and psychotic functioning in adolescence *International Journal of psychoanalysis, 136-151*.

Novick, J. & Novick K. (2001). Trauma and deferred action in the reality of adolescence. *American Journal of Psychoanalysis, 61*, 43-61.

Wallerstein, O. (2022). Transgender children from controversy to dialogue. *The Psychoanalytic Study of the Child. 75, 1*, 159- 172.

Osserman, J. & Wallerstein, H. (2022). Transgender children from controversy to dialogue. *The Psychoanalytic Study of the Child*, 75, 1, 159- 172.

Porchat, P., & Santos, B. (2021). "Are we safe analysts?" Cisgender countertransference fantasies in the treatment of transgender patients. *Psychoanalytic Review*, 108, 4, 411-431.

Rosenbaum, P. & Webb, R. (2022). *Psychoanalytic Psychotherapy with Adolescents*. Chapter 4 and 5. Routledge.

CLASS III: This class will focus on disorganized attachment, identification with the aggressor, and father and mother hunger.

READINGS:

Porchat, P. & Santos, B. (2021). "Are we safe analysts?" Cisgender countertransference fantasies in the treatment of transgender patients. *Psychoanalytic Review*, 108,4, 411-431.

Bronstein, C. (2020). Psychosis and psychotic functioning in adolescence. *International Journal of Psychoanalysis*, 136-151.

Ott, B.J. (1997). An absent father and his son. A case illustrating the importance of the father's role in the development of boys. *Psychoanalytic Social Work*, 4, 37-51.

Dick, G.L. (2011). The changing role of fatherhood: The father as a provider of self-object functions. *Psychoanalytic Social Work*, 18, 107-125.

Ferenczi, S. (1949). Confusion of tongues between adults and children: The language of tenderness and of passion. *International Journal of Psycho Analysis*, 30, 225-230.

Howell, E. (2014). Ferenczi 's concept of identification with the aggressor: Understanding dissociative structure. *American Journal of Psychoanalysis*, 74, 48-59.

Fonagy, P. (2000). Attachment and borderline personality disorder. *Journal of the American Psychoanalytic Association*, 48, 1129-1146.

Class IV: This class will focus on Psychic Trauma, Self-harm, and Self-Mutilation

Farber, S. (2008). Dissociation, traumatic attachments and self-harm: Eating disorders and self-mutilation. *Clinical Social Work Journal*, 36, 63-72.

Barth D. (2021). Transitions, eating disorders, changing selves, interlocking psychodynamics of identity, self, life changes and eating disorders. *Psychoanalytic Social Work*, 28 (1), 1-24.

Barlottin, L. (2021). A body of one's own: From self-cutting to the cuts of separation in an adolescent suffering from traumatic early abandonments. *Journal of the American Psychoanalytic Association*, 69, 109-135.

READINGS:

Kulman A. (2007). "The Perseverant" personality: A preattachment perspective of the etiology: An evolution of binge /purge disorder. *Psychoanalytic Dialogues, 17*, 705-732.

Tasca, G. A. & Balfour, L. (2014). Eating disorders and attachment: A commentary: Psychoanalytic perspectives. *Psychiatry, 42*, 257-276.

CLASS VI: This class will focus on the psychoanalytic approach to Addiction and Narcissistic Rage

Brady, M. (2021). Daddy's head is broken: The treatment of children of severe alcoholics. *The Psychoanalytic Study of the Child, 74*, 234-248.

Dodes, L.M. (1990). Addiction, helplessness, and narcissistic rage. *Psychoanalytic Quarterly, 59*, 398-419.

Khantzian, E.J. (2003). Understanding addictive vulnerability: An evolving psychodynamic perspective. *Neuropsychoanalysis, 5*, 5-21.

Johnson. B. (2003). A Neuro-psychoanalytic approach to addiction. *Journal of Neuropsychoanalysis, 5*, 29-34.

Rosenbaum, P. & Webb, R. (2022). *Psychoanalytic psychotherapy with adolescents*. Chapter 6 and Chapter 7. Routledge

CLASS VII: This class will focus on the Importance of Sibling Relationships in Psychoanalysis

READINGS:

Coles, P. (2003). *The Importance of sibling relationships in psychoanalysis*. Karnac.

Mitchell, Juliet. (2022). Why Siblings? Introducing the "Sibling Trauma" and the "Law of the Mother" on the "Horizontal" Axis. *The Psychoanalytic Study of the Child, 75*, 121-139.

Class VIII. In this class, we will focus on the impact that this course and readings have had on candidate understanding of developmental theory from latency thorough adolescence and young adulthood.

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