

Child Development:
How Infant Research, Attachment Theory, & Neuroscience
inform today's Psychodynamic Thinking

Instructor: Ari Kellner, Psy.D.

Goals of the course:

1. The teacher will help students summarize and synthesize some basic concepts and ideas derived from current infant research, attachment theory, and neuroscience.
2. The teacher will demonstrate ways of integrating these concepts into a psychodynamic child practice. These examples are just one approach to integration, unique to the teacher's particular orientation and patient-analyst dyad.
3. Students will find pathways to integrating this valuable material into their own developing style and approach to child clinical work.

Week 1:

- Introductions and Requirements
- History and Development of the Class
- Goals for the Class
- Class Format (Readings and In Class Discussion)
- Self Psychology/Intersubjectivity & Neuroscience of Emotion

Week 2:

Socarides, D.D. & Stolorow, R.D. (1984). Affects and Selfobjects. *Annual of Psychoanalysis*. 12:105-119.

Optional Reading

Wolf, E. S. (1991). Advances in Self Psychology: The Evolution of Psychoanalytic Treatment. *Psychoanalytic Inquiry*, 11:123-146.

Week 3:

Harrison, A.M. & Tronick, E. (2011). "The Noise Monitor": A Developmental Perspective on Verbal and Nonverbal Meaning-Making in Psychoanalysis. *Journal of the American Psychoanalytic Association*. 59:961-982.

Week 4:

Lyons-Ruth, K. (2003). Dissociation and the parent-infant dialogue: A Longitudinal perspective from attachment research. *Journal of the American Psychoanalytic Association*. 51:883-911.

Week 5:

Schore, A.N. (2002). Advances in Neuropsychoanalysis, Attachment Theory, and Trauma Research: Implications for Self Psychology *Psychoanalytic Inquiry*. [22](#):433-484

Week 6:

Carney, J.K. (2002). Self- and Interactive Regulation: Treating a Patient with AD/HD *Psychoanalytic Inquiry*, 22:355-371

Week 7:

Gallese, V.(2009). Mirror Neurons, Embodied Simulation, and the Neural Basis of Social Identification. *Psychoanalytic Dialogues: The International Journal of Relational Perspectives*. 19:5, 519-536

Week 8:

Voran, M. (2013) The Protest of a 6-Month-Old Girl: Is This a Prodrome of Autism?, *Journal of Infant, Child, and Adolescent Psychotherapy*, 12:3, 139-155.

Week 9:

Schore, A. (2013) Regulation Theory and the Early Assessment of Attachment and Autistic Spectrum Disorders: A Response to Voran's Clinical Case, *Journal of Infant, Child, and Adolescent Psychotherapy*, 12:3, 164-189.

Week 10:

Koehler, B. (2011). Psychoanalysis and Neuroscience in Dialogue: Commentary on Paper by Arnold H. Modell. *Psychoanalytic Dialogues*, 21:303-319

Week 11:

Wylie, M.S. Simon, R. (2002). Discoveries from the Black Box: How the neuroscience revolution can change your practice. *Psychotherapy Networker*. September-October. 26:526-38.

Optional Readings

Schore, A.N. (2011). The Right Brain Implicit Self Lies at the Core of Psychoanalysis. *Psychoanalytic Dialogues*, 21:75-100