

**CPSY 215: Psychology of Childhood
Fall 2007**

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Office Hours: Th 10:30-12:30

Note: No Class Thanksgiving Week

Course Aims:

- Become familiar with the clinical and developmental issues of children and adolescents, with a particular focus on developmental and Object Relations theory through the work of D.W. Winnicott.
- Become acquainted with case conceptualization and treatment models
- Develop clinical competence and confidence through active engagement in experiential learning exercises.

Required Reading:

- 1) Course Reading: Eres
 - A) Axelman, M. (2006). Making "Use" of Aggression in Child Psychotherapy. Journal of Infant, Child, and Adolescent Psychotherapy, 5(2), 196-205.
 - B) Alexander, Macdonald, & Patton, (2004). Raising the issue of domestic abuse in school. Children and Society, 19, pp. 187-198.
 - C) Arieti, S. (1976). Creativity; The magic synthesis. New York: Basic Books. The cultivation of creativity in the individual person.
 - D) Dockar-Drysdale, B. (1993). Therapy and Consultation in Child Care. Residential treatment of 'frozen' children.
 - E) Gaensbauer and Siegel. (1995). Therapeutic approaches to Post-traumatic Stress Disorder in infants and toddlers. Infant Mental Health Journal, 16(4). 292-305.
 - F) Kaplan, K. (2002). Isaac versus Oedipus: An alternative view. Journal of the American Academy of Psychoanalysis, 30(4), 707-717.
 - G) Pruett, K. D., (1997). How men and children affect each other's development. Zero to Three, August/September, pp. 3-11.
 - H) Stierlin, H. (1977). Psychoanalysis and Family Therapy. Parental perceptions of separating children; Roles and missions in family theory and therapy.
 - I) Terr, L. (1990). Too Scared to Cry. *Chapter 14: Treatment*.
 - J) Thomas, J. M. (1998). Summary of the practice parameters for the psychiatric assessment of infants and toddlers (0-36 months). Journal of the American Academy of Child and Adolescent Psychiatry, 37(1), 127-132. [Recommended]
 - K) Winnicott, D.W., (1958). Collected Papers: Through Pediatrics to Psychoanalysis: The Observation of Infants in a Set Situation; Reparation in Respect of Mother's Organized Defense against Depression; Anxiety Associated with Insecurity; The Manic Defense; Primitive Emotional Development; Hate and the Counter-Transference; Aggression in Relation to Emotional Development;

- The Depressive Position in Normal Development; Primary Maternal Preoccupation.
- L) Winnicott, D.W. (1984). Deprivation and Delinquency: The Anti-Social Tendency, Struggling through the Doldrums.
 - M) Winnicott, D.W. (1988). Human Nature: Development of the Theme of the Inner-World.
 - N) Winnicott, D. W. (1989). Psycho-Analytic Explorations. Fear of a Breakdown.
 - O) Winnicott, D. W. (1996). Thinking About Children. The Teacher, Parent and Doctor.
- 2) Phillips, A. (1988). Winnicott. Harvard University Press, Cambridge, MA.
 - 3) Winnicott, D. W. (1971). Playing and Reality. Tavistock: London. (PR)
 - 4) Winnicott, D.W. (1964). The Child, the Family, and the Outside World (CFOW)
 - 5) Winnicott, D.W. (1958). Collected Papers: Through Pediatrics to Psychoanalysis (optional)

Class 1: Introduction to Course

- 1) Phillips, A. (1988). Winnicott. Harvard University Press, Cambridge, MA. (To be completed by end of term. Reflection paper due 10th Class.)
- 2) Development of the Theme of the Inner-World. (Class handout).

Class 2: The Mother and the Infant

- 1) Primary Maternal Preoccupation (ERES).
- 2) The Depressive Position (ERES).
- 3) The Observation of Infants in a Set Situation (ERES)
- 4) Primitive Emotional Development (ERES).

Class 3: The Mother, the Infant and the Outside World (July 3rd)

- 1) Transitional Objects and Transitional Phenomenon (PR).
- 2) How men and children affect each other's development (Eres)
- 3) What about the Father? (TCFOW)
- 4) Isaac versus Oedipus: An alternative view (ERES)

Class 4: Playing and Creating (July 10th)

- 1) Playing: Creative Activity and the Search for the Self (PR).
- 2) Why Children Play (CFOW).
- 3) Twins (CFOW).
- 4) The Only Child (CFOW).
- 5) The Manic Defense (ERES)

Class 5: Playing, Destroying and "the Real"

- 1) The Use of an Object and Relating through Identifications (PR)
- 2) Hate and the Counter-Transference (ERES).
- 3) Making 'Use of Aggression in Child Psychotherapy (ERES).
- 4) Roots of Aggression (CFOW).

Class 6: The Place Where We Live/Life at Home and at School

- 1) The Teacher, the Parent, and the Doctor (Eres)
- 2) On Communicating (Claire Winnicott) (Eres)
- 3) Raising the Issue of Domestic Violence in School (Eres)
- 4) The Place Where We Live (PR).

*First integrative paper due.

Class 7: When Life at Home Goes Poorly: Trauma and Residential Treatment

- 1) The Concept of Trauma in Relation to the Development of the Individual in the Family (Eres).
- 2) Psychotic Anxieties in Groups and Institutions (Eres).
- 3) Residential Treatment of 'frozen' children. (Eres).
- 4) Fear of a Breakdown (Eres).
- 5) Terr, L. (1990). Too Scared to Cry. Chapter 14: Treatment. (Eres)

Class 8: Adolescence: Individuation and Separation from Parents

- 1) Parents perceptions of separating children (Psychoanalysis and Family Therapy) (Eres).
- 2) Roles and missions in family theory and therapy (Psychoanalysis and Family Therapy) (Eres).
- 3) Contemporary Concepts of Adolescent Development and their Implications for Higher Education (PR)

Class 9: Adolescence: The Maturation Lag, Identity, and Delinquency as Hope

- 1) The Anti-Social Tendency (Eres)
- 2) Struggling through the Doldrums (Eres)
- 3) Creativity: The Magic Synthesis (Eres).
- 4) The Violent Child and Adolescent (Parsons and Dermen) (Eres).

Class 10: Parent and Teacher Consultation through C.A.R.E. [Caring Adults and Respectful Environments]

* Final papers are due.

Grading: 20% **Class Participation/Attendance (Must attend 8 classes to pass)**
10% **Reflection Paper on Winnicott (Adam Phillips).**
30% **In-Class Presentation of Readings (3 presentations x 10%).**
40% **Two Integrative Papers (2 x 20%)**

Class Participation and Attendance: Students are expected to attend all classes (each class is worth 10 points). Students are expected to actively

participate in class discussions, small group work, and experiential role plays).

Reflection of Winnicott (Adam Phillips): Your task is to reflect on the connection between Winnicott's life and his development of psychoanalytic theory. Pick a period from his life and connect his lived experience to his articulation of theory. You will need to focus your attention on a particular aspect of his life, and on a particular aspect of his theory. (2 pages maximum, double spaced, 11 point font, due no later than Class 10.)

In-Class Presentations: Your assignment is to a) briefly summarize the main points of the reading (bullet points, sentences, etc); b) develop a set of questions to facilitate group discussion; and c) to facilitate group reflection on the reading in class. Summaries will be **no longer than one page** (11 point, with enough copies for group/professor).

Integrative Papers: Your assignment is to 1) select a developmental theme/clinical concept presented in the course. 2) Articulate this developmental theme/clinical concept in your own words. Present an example/case from your clinical work or personal experience that is relevant to your chosen topic. 4) Link this topic with the therapy case/personal experience that you have used as an example. 4) Summarize your main points. (4 page max., double spaced, 11 pt).

New APA Ethics Standard on Student Self-Disclosure

The professional training philosophy of the Counseling Psychology Department is predicated on the notion that an effective counselor must be a whole person. Indeed, in the practice of counseling, it is the person of the counselor that is a major component of healing. As a counselor-in-training, then, self-reflection is a necessary and required part of the training that helps one better understand and empathize with his/her future clients' experience.

Such reflection is a significant component of one's personal and professional development as an effective and sensitive instrument of change. Thus, it is customary that in the ERESSY Masters Program's classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program related activities, in oral and/ or in written assignments.

We respect students' rights to confidentiality, and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law).

It is our experience that this philosophy and related formats in our classes provides a rich and superlative educational experience, involving more aspects of student experience than do standard lectures or written material which does not include the person of the therapist in training.

DISABILITY ACCOMMODATION POLICY:

To request academic accommodations for a disability, students must contact Disability Resources located in The Drahmman Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.

