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William Alanson White Institute
LQP Seminar: Winter, 2018-2019
Thursdays: December 6, 13, 20, January 10, 17 from 3-4pm.

#721: The Role of Developmental History in Interpersonal
Psychoanalysis

Interpersonal psychoanalysis suggests that there is a strong connection between early formative experiences with caregivers and later adult problems in living. But how do we, as analysts, learn about the early life of our patients? And once we learn about the past, how do we use this information? This five-week course focuses on the role of developmental history in analytic work. Through both class discussion and readings, candidates explore various techniques to gather and interpret their patient's developmental history.

PLEASE READ IMBER'S ARTICLE FOR THE FIRST CLASS

Week 1:December 6

Here and Now vs. There and Then: Two Approaches to Historical
Data

Through Imber's article, we compare two different therapeutic approaches to obtaining developmental data. We pay keen attention to how these methods impact the therapeutic alliance.

Required Reading: (sent in a separate email)

*Imber, Ruth () The Nature and Use of Historical Data. Interpersonal Handbook of Interpersonal Psychoanalysis.

Week 2: December 13

Components of a Developmental History

Candidates read a case presentation with an eye towards how fantasy is integrated into the developmental history. Is this a cautionary tale? We explore how the analyst formulation about the analysand's history impacts clinical technique.

Required Reading:

*Casement, P. (1982). Some Pressures on the Analyst for Physical Contact During the Re-Living of an Early Trauma. International Review of Psycho-Analysis, 9: 279-286.

*Philips, A. (1993). On Kissing, Tickling and Being Bored: Psychoanalytic Essays on the Unexamined Life. Harvard University Press, Massachusetts, P. 9-11.

Week 3: December 20

Socio-Cultural Context

Candidates examine three central components of developmental history: cultural context, family dynamics and early childhood trauma. The assigned article demonstrates how the integration of the

developmental history with the transference helps the analyst create a working psychodynamic case formulation.

Required Reading:

Cafilisch, J. (2012) Submission and Surrender: The Case of Fatima. CP, 48: 29-53.

Week 4: January 10

Family of Origin

Candidates will write a brief family history (at least two generations, if possible) for the same psychotherapy/psychoanalytic patient to be presented in class.

Required Reading:

Levenson, E.A. (2002). And the Last Shall be First: Some Observations on the Evolution of Interpersonal Psychoanalysis. Contemp. Psychoanal., 38:277-285.

Week 5: January 17

Case Presentations

Candidates will write a short vignette describing one aspect of an analysand's developmental history and how this informs therapeutic action.

*readings found in the Online Reserve Library

