



305 – Developmental Crises 2: Latency through pre-adolescence

Instructors: Paul Brinich, PhD, and Felecia Powell-Williams, EdD

Meeting Dates: Tuesdays – March 19, 2024 through May 7, 2024

Time: 5:30 PM--7:00 PM Eastern

Location: Zoom/Virtual

of Credit hours: CME Credits: 12 / CE: 12 clock hours/ NBCC: 12 clock hours / All others: Letter of Attendance

Target Audience: This course is appropriate for mental health professionals at the intermediate through advanced levels, as well as clinicians with extensive experience who have permission from the instructor.

Format: This class will combine lecture and seminar formats; student participation is encouraged. All PCC courses include small group discussions which require participants to read and synthesize the materials presented. PCC faculty ensure that gaps in knowledge are addressed.

Description: There are developmental challenges to be mastered throughout the life cycle. This course, the second in a series of four, focuses on the period that, roughly speaking, falls between 5 and 13 years of age (i.e., latency and pre-adolescence). In it, we utilize a psychoanalytic perspective to explore the intrapsychic, interpersonal, and social developmental tasks common to this period as well as the issues that result from failure to master them.

We consider differing theoretical perspectives using readings from classic and more recent articles. Relevant clinical material will be presented, and there will be ample opportunity for discussion.

In this course we will examine some aspects of development as it occurs in the years of middle childhood (sometimes termed the periods of “latency” and “pre-adolescence”). We will see how multiple theoretical perspectives each illuminate different bits of this phase, and of how the perspectives are intertwined with each other.

It is our position that the strands of development are intimately related one to the other in the growing person. This means that psychoanalysts -- as clinicians, researchers, or theoreticians -- should be prepared to wrestle with research findings from all of the fields concerned with human growth, development, and experience. It is up to us to “translate” these findings into their implications for our psychoanalytic understanding of intrapsychic experience, its organization and development.

Our task is twofold: First, the classical psychoanalytic models (topographical, economic, genetic, dynamic, adaptive, and structural) usually associated with drive theory must be integrated with other models which have emerged from psychoanalytic practice -- particularly those which focus upon the emergence and elaboration of ego functions, of object relationships, and of a sense of “self.” And second, because psychoanalysis does not exist in a vacuum, we must see how developmental models derived from other fields (e.g., cognitive psychology, developmental biology, anthropology) enrich our understanding of individual children and their lives.

Prerequisites: This class is open to students who are matriculated in the Adult, Adult/Child or Child-Focused Psychoanalysis training programs who have completed all or nearly all of the Core Curriculum which must include having completed Psychological Development Across the Life Cycle, Parts 1 and 2. Students also must have completed Developmental Crises 1. Psychoanalytic Psychotherapy students and graduates who have completed the Core Curriculum and have at least one intensive case may also take these classes. Other interested students must have the permission of the instructor. If you do not meet the prerequisites, please reach out to the instructor for permission *prior* to completing your registration.

Course Syllabus: [Developmental Crises 2](#)

Training Program Credit: Students who successfully complete this course can earn credit in the psychoanalysis training program.

Continuing Education Credit: At the end of the course, participants must complete the evaluation form to receive continuing education credit. The instructors have signed a financial disclosure form and have no relevant financial relationships with ineligible companies to disclose.

About the Instructor:

Paul Brinich, Ph.D., trained at the University of Chicago, the Langley Porter Institute (University of California at San Francisco), the Anna Freud Centre (London), and the Psychoanalytic Center of the Carolinas (Chapel Hill, NC). He is a past president of both the Association for Child Psychoanalysis and the North Carolina Psychoanalytic Society. An emeritus professor in the Departments of Psychology and Psychiatry of the University of North Carolina at Chapel Hill, he has consulted with public elementary schools and the Lucy Daniels Center for Early Childhood (Cary, NC). He served for a decade as a senior editor of the Psychoanalytic Study of the Child. Retired from clinical practice, he consults with clinicians and programs regarding their work with children, adolescents, and adults. He has a special interest in adoptees and their families (biological and adoptive).

Felecia Powell-Williams, EdD, is a child & adolescent and adult psychotherapist and psychoanalyst in private practice in Houston, Texas. She is a graduate of the Center of Psychoanalytic Studies –Texas (CFPS). She holds the positions of President of Board of Directors, and Co-Chair of the child program. Dr. Powell-Williams is an Adult Training/Supervising Analyst and Child & Adolescent Supervising Analyst. She is active in multiple committee and organization roles, including: Child & Adolescent Traveling Scholar; APsA Board of Directors; Governance Committee; Chair of DPE Diversities Section; and the ACP Executive Committee. Dr. Powell-Williams provides clinical supervision for the State of Texas licensing board, as well as supervision as a Registered Play Therapist-Supervisor with the Association for Play Therapy. Dr. Powell-Williams teaches on a collegiate level, and provides clinical consultation and professional training with many local, state and national organizations on recognizing the need of mental health services for children & adolescents, adults, and families.

Registration and Tuition Deadline is January 5, 2024.

Tuition

PCC Matriculated Students: **\$235**

Graduate Students and Residents: **\$290**

All others: **\$315**

Registration Fee: \$25 per term (Matriculated Students are exempt from registration fee).

Payment plans can be arranged with the Business Manager.

[Course Cancellation Policy](#)

[Register Here](#)

Course Learning Objectives

Class participants will be able to:

1. Compare the concept of latency as “middle childhood” as described by Knight and an earlier description of this phase by Furman.
2. Discuss the non-linearity of development during middle childhood.
3. Describe the defenses of middle childhood, how they develop and how to assess their appearance in our clients.
4. Discuss the normal development seen in middle childhood and its relationship to attachment.
5. Discuss the tensions between confidence and confusion in middle childhood.
6. Discuss the representation of the struggles on middle childhood in fairy tales.
7. Describe the special challenges of adoption in middle childhood.
8. Describe how psychoanalytic work can be helpful in undoing potentially problematic developmental issues during middle childhood.
9. Examine the relevance of variables such as sex, race, class, caste, culture, family structure, school and other relevant societal systems to psychoanalytic theories of child and adolescent development.
10. Examine the relevance of variables such as sex, race, class, caste, culture, family structure, school and other relevant societal systems to the practice of psychoanalysis with children and adolescents and their families.

Confidentiality Statement: All case material will be carefully disguised. We ask that participants agree to hold all material presented with the utmost care, following ethical and professional guidelines.

Course Participants agree to review and abide to the following:

[Professional and Ethical Guidelines for the Classroom](#)

Accommodation Statement: To request an accommodation for this program, please get in touch with the Administrator at Kayla@CarolinaPsychoanalytic.org by two weeks before the start date.

CE & CME Disclosures:

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of American Psychoanalytic Association and the Psychoanalytic Center of the Carolinas. The American Psychoanalytic Association is accredited by the ACCME to provide continuing medical education for physicians.”

The American Psychoanalytic Association designates this Live Activity for a maximum of 12 *AMA PRA Category 1 Credit(s)*™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

IMPORTANT DISCLOSURE INFORMATION FOR ALL LEARNERS: None of the planners and presenters for this educational activity have relevant financial relationship(s)* to disclose with ineligible companies* whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

*Financial relationships are relevant if the educational content an individual can control is related to the business lines or products of the ineligible company.

-Updated July 2021-

The Psychoanalytic Center of the Carolinas has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 6518. Programs that do not qualify for NBCC credit are clearly identified. The Psychoanalytic Center of the Carolinas is solely responsible for all aspects of the program.

The Psychoanalytic Center of the Carolinas is approved by the American Psychological Association to sponsor continuing education for psychologists. The Psychoanalytic Center of the Carolinas maintains responsibility for this program and its content.

Social workers will receive a letter of attendance documenting their hours of continuing education. This certificate may not be acceptable verification in all states.

Contact: Kayla@CarolinaPsychoanalytic.org

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