



305 – Developmental Crises, Part 2: Latency through pre-adolescence

Instructor: Felecia Powell-Williams, EdD

Meeting Dates: Tuesdays

October 20, 2026 through December 8, 2026

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

Dates and times are subject to change.

Location: Zoom/Virtual

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

Target Audience: This course is appropriate for intermediate to advanced students, as well as clinicians with extensive experience who have permission of the instructor.

Prerequisites: This class is open to students who are matriculated in the Adult, Adult/Child, or Child-Focused Psychoanalysis training programs who have completed nearly all 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.

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.

Course 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). We will 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 will 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 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.

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 instructor(s) have no relevant financial relationships with ineligible companies to disclose. CME credits are not offered to physician learners for this course.

About the Instructor:

Felecia Powell-Williams, EdD, is a child & adolescent and adult psychotherapist and psychoanalyst in private practice in Houston, Texas and a member of the PCC faculty. She is a graduate of the Center of Psychoanalytic Studies –Texas (CFPS). She is the former President of CFPS Board of Directors, and currently 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 committees and organization roles, including: APsA Board of Directors; Governance Committee; Chair of APsA DPE Diversities Section. 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 for mental health services for children & adolescents, adults, and families.

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Registration and Tuition Deadline is August 4, 2026.

Tuition

PCC Matriculated Students: **\$275**

Graduate Students and Residents: **\$345**

All others: **\$375**

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

Payment plans can be arranged with the Finance and Operations Manager. Please email Finance@CarolinaPsychoanalytic.org

[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 of 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.

Continuing Education Disclosures:

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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