Between the passions of early childhood and the tumult of adolescence lies the terrain of middle childhood. Some psychoanalytic thinkers have referred to this period as “latency” to reflect the notion that passions recede, particularly those of the Oedipal variety, and the child has some respite before encountering the challenges that are to come.

More current thinking challenges this formulation and, instead, emphasizes the way developmental processes retain their non-linear, often chaotic qualities during this period. Rather than intensities receding, they appear differently than they might have in early childhood or will in adolescence. Further, new capacities (including those involving mental, intra-psychic, physical, relational, and cognitive activity) become available to the child and are applied to the challenges of this time.

In this course we will work to address the tasks, anxieties, vulnerabilities, and strengths of this enigmatic period of development. We will study the development of capacities for play, symbolic thinking, being alone and needing others, intimacy without overt sexualization, and the broadening of an internal capacity. We will also address how the developmental potentials of this time can become constrained, including questions of the impact of trauma on these potentials.

While we can quite readily think about how our adult patients’ childhood and adolescence have affected them, it can be harder to draw a line between the experiences of middle childhood and adulthood. Throughout the course we will consider how these dynamics present in our adult patients and how this might inform our clinical thinking and activity.

March 15

Reader

**Reader**

Supplemental Reading:

**PEP-Web**


**EZ-Proxy**

**March 22**

**PEP-Web**

**March 29**

**PEP-Web**

Supplemental Reading:

**PEP-Web**

Franchi, V. (2013). Thinking lest we be forced to remember: Rebuilding a mind to think, play with and forget thoughts about trauma in a 10-year old boy. Journal of Child Psychotherapy, 39(2): 189-205

**PEP-Web**

**April 5**
*No class*

**April 12**

**PEP-Web**


**PEP-Web**
Supplemental Reading:


ADDITIONAL READING


