



# THE EMERGING SELF OF THE YOUNG CHILD

## COURSE DESCRIPTION

The field of psychoanalysis is replete with theories about infancy and child development. Within the field of psychoanalysis there is a longstanding tradition of linking child development to the organization of intrapsychic structure. William James (1890) may have been the first to note: what the stream grows from is much more complex than the earth. The contemporary views of intersubjectivity and relational psychoanalysis draw upon James' assertion by offering a pluralistic view of psychic development; namely, that development is a product of a specific and complex relational and intersubjective context.

Basing our discussion on the assumption that relationships are the fundamental organizers of human behavior and experience, this seminar will explore the complexity and continuity of child development. We will explore core assumptions about motivation, development, the nature of intersubjectivity and "the emerging self" of the child.

## LEARNING OBJECTIVES

1. Gain an appreciation for the vital role that relational, intersubjective experiences play in child development.
2. Explore the ways in which a child and caregiver co-create shared meaning in intersubjective experiences and how this relates to the therapeutic endeavor.
3. Develop a greater understanding of the role that affective experiences play in forming the basis of the dynamic unconscious and mobilize defenses such as repression and regression.

**INSTRUCTOR:** Maya Klein, PhD

**DATES:** 3/11, 3/18, 4/1, 4/8/21

**TIME:** 7:00 – 8:30 PM

**CMES:** 6.0

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INTERNS-GRADUATE  
STUDENTS**

Continuing Medical Education  
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IMPORTANT DISCLOSURE INFORMATION FOR ALL LEARNERS: None of the planners and presenters of this CME program have any relevant financial relationships to disclose.