

INSTRUCTOR PACKET MEMO

TO: SFCP Instructors/Presenters

FROM: Extension Division Office/CE Coordinator

RE: Course/Event Information for Continuing Education Credit

INSTRUCTOR PACKET CHECKLIST

SFPI&S must have the following by one month prior to the event:

Completed Faculty Disclosure Form (form provided as final page of packet)

Course Information:

- *Course Title* – brief preferred
- *Course Date(s) and Time(s)*
- *Target Audience*
- *Site address*

Course Syllabus Material:

- *Course Outline* – time schedule of the course that should cover all the classes. A brief list of topics and/or readings that will be covered in each class is fine.
- *Description of Content* – most important part of the syllabus – the description is a statement of the content of the course. This tells the reviewers what the instructor intends to teach. It should be an abstract describing course content and needs to fully explain what the course is about and what will be covered.
- *Course Goals and Objectives* – the portion of the syllabus material where the intent is explained.

Curriculum Vitae:

- Any document listing education, training, scope of practice or licensure, etc. Please insure that information specific to the instructor's psychoanalytic background is included.

Bibliography Compilation:

This can be combined with the outline, as is the case in the example where it is included throughout and follows as well at the end.

- *Title*
- *Author(s)*
- *Pages*
- *Publisher*
- *Year of publication*

Should you need a reader for your course you will need to ***provide bibliographic information by June 15 for courses starting from September to December, by October 15 for courses starting from January to May of the following year.***

If you have any further questions, please feel free to contact the Extension Division Office/CE Coordinator at (415)-563-5815.

Last Revised: Sept 15, 2007

SAMPLE COURSE APPLICATION

The Developing Mind: A Study in Infant Observation

6 sessions

Marsha Silverstein

Fri. 8:00 – 9:45a.m.

Oct. 21 – Dec. 9, 2005

Offering material from the direct observation of an infant in a naturalistic setting, this class will provide a bridge between the theoretical models of infancy to be presented and considered in the first and third courses of the developmental sequence. We will read and discuss a series of observations which I made of an infant and his family in their home during the first year of the baby's life.

The observations offer an opportunity to witness the minute details of the infant's behavior and affects, as they occur in the context of his relationships with each of his parents. We will see the infant's developing capacity for affect regulation and his growing awareness and use of both body and mind as he develops a sense of differentiation. We will consider the parents' pre-formed and continuing transferences to the infant, and their ways of coping with the anxieties aroused by the experience of parenthood.

Selected readings will inform our discussion of the readings and offer a context for thinking about the parallels between the parent-infant and analyst-analyzand relationships.

Goals and Objectives

1. Participants will follow the psychic development of an infant over the course of his first year of life with attention to the following: the infant's developing capacity for affect regulation; his growing awareness of, and use of his body and mind as he develops a sense of differentiation and personal agency; the parents' pre-formed and continuing transference to the infant, and their ways of coping with the anxieties aroused by the experience of parenthood.
2. Exposure to the observations will provide participants with a context for considering the theories presented in the first year of the development sequence.
3. Participants will be exposed to selected concepts regarding infant development, including Winnicott's view of holding and transitional space phenomena; Bion's idea of containment; Fonagy's concept of affect attunement; and Britton's notion of triangular space thinking.
4. Participants will get a sense of immersion in the experience of infant observation, the anxieties it generates in the observer, and the relevance of this experience for doing analytic work.

SAMPLE COURSE BIBLIOGRAPHY

The Developing Mind, A Study in Infant Observation

Marsha Silverstein, Ph.D.

October 21 – December 9, 2005

The primary reading in this course will be the transcripts of a series of observations made by the instructor. As a participant in a Tavistock infant observation group, I observed an infant and his family over the course of the first year of the baby's life. By reading the observations together in class each week, I hope to give you a sense of immersion in the experience of infant observation and to illustrate its relevance for analytic work.

In addition to the observations, we will read the articles and chapters listed below. The readings represent a variety of theoretical positions and offer a range of ideas about the origin and development of psychic life. They provide useful ways of thinking about mental processes in the infant-parent relationship, as well as about the relationship between the patient and the analyst.

Week I: An Introduction

Readings:

- Harris, Martha, "Contribution of Observation of Mother-Infant Interaction and Development to the Equipment of a Psychoanalyst" in Collected Papers of Martha Harris and Esther Bick, (pp. 225-240), Clunie Press, for The Roland Harris Trust, 1987.
- Waddell, Margot, Chapter 2, "Beginnings" in Inside Lives (pp. 16-27), Routledge, 1998.

Please read prior to the first class.

Week 2: Holding

Readings:

- Winnicott, Donald, "Primary Maternal Preoccupation" in Through Pediatrics to Psychoanalysis, (pp. 300-305). Basic Books, 1975.
- Bick, Esther, "The experience of skin in early object relations," in The Collected Papers of Martha Harris and Esther Bick, (pp. 114-118) Clunie Press, 1987.
- Ogden, Tom, "The Autistic Contiguous Position," in The Primitive Edge of Experience, (pp. 47-59) Jason Aaronson, 1989.

Week 3: Containment

Readings:

- Waddell, Margot, Chapter 3, “Infancy: Containment and Reverie” and 4, “Infancy: Defenses against Pain” in Inside Lives (pp. 27-53), Routledge, 1998.
- Shuttleworth, Judy, “Psychoanalytic Theory and Infant Development” in Closely Observed Infants, Ed. L. Miller (pp. 26-36, footnotes pp 203-207), Duckworth, 1995.

Optional:

- Bion, Wilfred, “A Theory of Thinking” in Second Thoughts, (pp. 110-119), Karnac, 1984.
- _____, Chapter 12, Learning from Experience, (pp31-37), Karnac, 1984.

Week 4: The Interpersonal Perspective

Reading:

- Fonagy, Peter and Target, Mary, “An Interpersonal View of the Infant”, in Psychoanalysis and Developmental Therapy, Ed., Ann Hurry, (pp. 3-31), International Universities Press, 1998.

Week 5: Transitional Phenomena and the Awareness of Separateness

Reading:

- Winnicott, Donald, “Transitional Objects and Transitional Phenomena” in Playing and Reality, (pp 1-25), Tavistock Publications, 1971.

Week 6: The Development of the “Third” in Mental Life: Antecedents

Reading:

- Britton, Ronald, “The Missing Link” in The Oedipus Complex Today, (pp 83-100), Karnac Books, 1989.

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Optional:

- Britton, Ronald, Belief and Imagination, Chapter 4, “Subjectivity, Objectivity and Triangular Space” Brunner-Routledge, 1998. pp. 41-58.

SFCP PROGRAM DISCLOSURE FORM I

As a provider accredited by the California Medical Association, SFCP must insure balance, independence, objectivity, and scientific rigor in all its individually sponsored or jointly sponsored educational activities. All educational activities must be free of the control of any commercial interest.

All faculty, program chairs, CME committee members, presenters and anyone else who can influence the content of a CME activity offered for Category 1 credit, regardless of whether the activity is commercially supported, are expected to disclose to the audience any significant financial interest or other relationship (1) with the manufacturer(s) of any commercial product(s) and/or provider(s) of commercial services discussed in an educational presentation and (2) with any commercial supporters of the activity. (Significant financial interest or other relationship can include such things as grants or research support, consultant, major stockholder, member of speaker's bureau, etc.)

The purpose of this disclosure is to inform the audience about the nature of any conflict of interest is and, if there is a conflict how it was resolved in order to provide listeners with information on which they can make their own judgments.

TITLE OF ACTIVITY: _____

DATE: _____

PRESENTER/MODERATOR/PANELIST/FACULTY NAMES: _____

PLANNERS (i.e., CME Committee Member, Division Chair): _____

TITLE OF PRESENTATION:

PLEASE COMPLETE BOTH SECTION I AND II.

I. A. Will the presentation include discussion of any commercial products or services?

Yes No (If No, skip to question II)

B. If yes, do you have a significant financial interest or other relationship with the manufacturer(s) of any of the products or provider(s) of any of the services included in the discussion?

Yes No

If yes, please list the manufacturer(s) or provider(s) and describe the nature of the relationship(s).

II. This activity is supported by a grant from _____. Do you have a significant relationship(s) with _____ the commercial supporter(s) of this activity?

Yes No Amount of the grant \$ _____

If yes, list the relevant commercial support(s) and describe the nature of the relationship(s).

Signature: _____ **Date:** _____ **Time signed:** _____

Commercial interest is a proprietary entity producing psychological health care goods or services. Non profit or government agencies exempt.

Conflict of interest occurs when a planner, speaker or author has both a current financial relationship with a commercial interest and the opportunity to affect content relevant to products or services of that commercial interest.

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PROGRAM DISCLOSURE FORM II

PROGRAM

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All faculty, program chairs, CME committee members, presenters and anyone else who can influence the content of a CME activity offered for Category 1 credit, regardless of whether the activity is commercially supported, are expected to disclose to the audience any significant financial interest or other relationship (1) with the manufacturer(s) of any commercial product(s) and/or provider(s) of commercial services discussed in an educational presentation and (2) with any commercial supporters of the activity. (Significant financial interest or other relationship can include such things as grants or research support, consultant, major stockholder, member of speaker's bureau, etc.)

The purpose of this disclosure is to inform the audience about the nature of any conflict of interest and, if there is a conflict, how it was resolved in order to provide listeners with information on which they can make their own judgments.

If I, _____, become aware of a conflict of interest that I have with any of the programming being developed for CME credit I will report it to the CME Committee Chair and the Division Chair under whom the course work is being developed. The purpose of the report will be in order to work out a resolution that can be announced to the audience as required by the California Medical Association.

Signature: _____ Date: _____

Faculty: _____ Program Chair: _____ CME Committee Chair: _____

Other: _____

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