Master’s Program in Clinical Counseling and Psychotherapy  
*The Institute for Clinical Social Work*

**CCP 640: Human Development II: Late Adolescence Through the Mature Years**

Fall 2014 - Fridays, 3:15-6:15

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**Course Description**

This course will provide a graduate-level survey of development from young adulthood through late life in the context of psychodynamic theory and the life course model of development. The individual is viewed as progressing on a unique developmental trajectory influenced by the contexts of relational experiences, historical forces (i.e., economic, political, social), the timing of key transitions (i.e., work, marriage, retirement), and the practical decisions made within these contexts. Life course factors significantly shape the meanings humans attribute to their lives, which are revealed in the clinical setting via the patient's personal narrative, transference, and the broader quest to integrate earlier experiences.

**Course Objectives**

To appreciate the complex interaction between psychological, socio-cultural, historical, and biological influences over the life course;  
To develop an understanding of life course theory and its clinical relevance;  
To integrate psychodynamic and social science perspectives on adulthood and aging;  
To further develop skills in critical thinking and analysis by the practice of group discussion.

**Respect for Diversity, Confidentiality, and Fellow Students**

Discussing patients, clinical material, and patients’ impact on clinicians can be intense; students are expected to be sensitive to their colleagues’ during class discussions, and to protect confidentiality of clinicians and their patients. In addition, students are expected to be respectful of the opinions of others while at the same time striving to support the values of clinical counseling.

**Students with Special Needs**

Students with special needs or difficulties in learning and completing courses assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided.
**Student Evaluation and Grades**

Classroom instructors grade students on their course work and submit written evaluative reports on the caliber of each student’s work. Practicum consultants/supervisors grade students and submit reports each semester evaluating their work. Overall performance will be monitored each semester by the Student Progression Committee.

**Grading Purpose**

The purpose of grading is to provide a learning tool for students, i.e., to provide feedback on progress, strengths and weaknesses, and issues that need to be addressed. Students’ grades will result from the cumulative scores of the three “course assignments” listed below (each worth 30% of the total grade) and class participation (10% of the total grade).

**Grading Standards**

Grades are assigned according to the following point values:
- A – 4.0 : Superior Work
- B – 3.0 : Satisfactory Work
- C – 2.0 : Marginal Work
- F – 0.0 : Failure*
- P – 0.0 : Pass*
- AU – 0.0 : Audit (auditing a course with instructor approval)
- INC – 0.0 : Incomplete**

**Grading Decision**

*A grade of INC (incomplete) requires the instructor’s written approval. Incomplete grades should be reserved for extenuating circumstances. If an incomplete grade is given, the student must finish any work required to complete the course requirements by the end of the semester. If the course is not completed by this deadline, the student automatically receives an F (Fail) grade for the course.

Instructors are required to submit full letter grades (not pluses or minuses) within two weeks after the end of each semester. A written evaluation of each student’s performance accompanies the grade.

All papers submitted for class requirements are to conform to the style guide in the “Institute for Clinical Social Work Style Manual,” which is located on the ICSW website in the academic resources section. Insofar as is practicable, ICSW style follows the Publication Manual of the American Psychological Association, commonly referred to as the “APA style manual.”

**Academic Dishonesty**

Any student who engages in academic dishonesty, which includes giving or receiving unauthorized aid to any assignment or examination, plagiarism or tampering with grades or irregularities shall be subject to disciplinary action. Such action may include a failing grade in the course, suspension, or dismissal from the program.
Plagiarism Policy
When plagiarism is suspected, students may be asked to submit their papers electronically to a third party plagiarism detection service. If a student is asked to submit the paper and refuses to do so, the student must provide proof that all work is correctly sited and/or original.

Readings
Students are required to read all assigned material and should be prepared to discuss the reading material assigned for each class.

Class Attendance and Participation
Active discussion of the ideas contained in the readings and lectures as well as class attendance and participation in class exercises are central to the success of this course. Excessive absences (more than a total of TWO classes) may result in a lowered grade. The instructor must being notified in advance by email or voicemail if you will not be attending class.

Required Textbooks


** You can rent this text.
Course Assignments

Brief Integration Papers
Due classes 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14. (1 page)
For each of these classes, you will write a one-page paper that examines and applies key themes of adult development and aging. Choosing a minimum of one reading for the week, you will provide:

1. A brief summary of a developmental concept, theme, or research finding of interest, and
2. An application of that idea to a real or hypothetical situation.

You may use current or past patients, individuals you've known, and historical or fictional characters from non-fiction writing, novels or movies. You will present your paper in class for group discussion.

Personal Integration Paper
Due at the beginning of class 10 (7-10 pages)
Using the theories and concepts that we’ve read and discussed in class, describe your own life through a developmental perspective. Integrate the historical, sociocultural, economic and interpersonal contexts of your experience in thinking about the trajectory of your own life. What/who in your environment has affected you and how? What impacts you currently? Where do you see yourself in the theoretical context of adult development? Are you working to resolve any particular developmental crisis, polarity? What connections do you see between your current successes and struggles in adult development and your earlier developmental contextual experiences?

There are three objectives to this paper:

1. Students demonstrate an understanding/integration of the concepts of class.
2. Students enhance their awareness of how they have been and continue to be shaped by their environment and, by extension, the intricacies of how their clients develop.
3. Students enhance their ability to be kind to themselves and, by extension, to others – we’re all developing, all the time.

Final integration paper
Due at the beginning of class 16 (7-10 pages)
This paper will, in a more expanded and in-depth way, examine a theme of adult development or aging in the context of case formulation. Using a real case “subject” of your choice, you will write about how:

1. You understand this individual in the context of contemporary developmental research and psychodynamic clinical theory;
2. It explains the behaviors, motives, thinking patterns, affect, relationships, etc. that pervade the subject’s current development, and;
3. This person’s experience can inform your clinical work with similar patients.
Course Outline

Class 1: 9/5/14 – Perspectives on the Life Course


Class 2: 9/12/14 – Tasks of Adult Life


Class 3: 9/19/14 – Late Adolescence and Emerging Adulthood


Class 4: 10/10/14 – Emerging Adulthood


Class 5: 10/17/14 – Early Adulthood- Partnering


Class 6: 10/24/14 – Early Adulthood- Parenting


Class 7: 10/31/14- Early Adulthood- Work


Class 8: 11/7/14 - Middle Adulthood- Perspectives on Mid-life


Class 9: 11/14/14 – Middle Adulthood- More Perspectives on Mid-life


Class 10: 11/21/14- Middle adulthood- Mid life Crisis?
*** Personal reflection/integration paper due ***


November 28, 2014 – No Class – Thanksgiving Holiday

Class 11: 12/5/2014 – Later Adulthood – Perspectives on Later Life


Class 12: 12/12/2014- Later Adulthood- Work and Retirement


Class 13: 12/19/2014 – Later Adulthood – More Perspectives on Later Life


Class 14: 1/09/15 – Old Age – Ages 75-death

12/26/2014 & 1/2/2015 – No Class Winter Holiday Break

**Class 15: 1/16/2015 – Dying, Death and Bereavement**


**Class 16: 1/23/2015 – Comprehensive Review of Semester**
**** Final Assignment due ****

Complete unfinished lectures.