Course Overview

This course explores biological, psychological, and sociocultural influences on adolescent development. Historical and contemporary ideas of adolescence from a psychodynamic perspective will be examined. Both normative and non-normative stressors and paths of development will be considered, as well as implications for clinical practice.

Course Objectives

- To acquire a familiarity with historical and contemporary psychodynamic theories of adolescence;
- To understand the mutually influential impact of biological, psychological, and sociocultural forces on adolescent development;
- To consider the implications of developmental research for psychodynamic practice;
- To examine key themes in the developmental transition from adolescence to early adulthood.

Assignments

1) Brief Integration Papers – Due sessions 2, 3, 4, 6, and 7, these one-page papers provide the opportunity to examine and apply key themes of adolescent development. Choosing a minimum of one reading for the week, you will provide a) a brief summary of a developmental concept, theme, or research finding of interest, and b) 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.

2) Presentation – You will present a brief summary and integration (15-20 minutes) of one reading of your choice in the Session 5 on-site class. You may use current events or trends, personal experiences, case material, fictional characters, or any of the adolescent/young adult case “subjects” of your brief integration papers to apply the ideas.

3) Final Integration Paper – This 6-8 page paper will in a more expanded and in-depth way examine a theme of adolescent development or emerging adulthood in the context of case formulation. Using a real or fictional case “subject” of your choice, you will consider: a) How contemporary developmental research and psychodynamic clinical theory contributes to an understanding of this individual; b) How it explains the behaviors, motives, thinking patterns, affect, relationships, etc. that pervade the subject’s current development, and; c) How this person’s experience can inform your clinical work with similar patients.

Evaluation and Grading

Oral Participation – 25% of final grade
Presentation – 25% of final grade
COURSE OUTLINE

Session 1 – 9/22, 5:30 - 7:30 pm (On-Site) Historical Overview of Adolescence

Session 2- 10/10, 8-10pm (Online) Psychodynamic Perspectives of Adolescent Development I

Session 3 – 10/24, 8-10pm (Online) Psychodynamic Perspectives of Adolescent Development II

Session 4 - 11/7, 8-10pm (Online) Psychodynamic Perspectives of Adolescent Development III

Session 5 – 11/17 or 11/18, TBD (On-Site) Biological &Psychological Forces

Session 6 – 12/5, 8-10pm (Online) Sociocultural Forces
Anthony, E. (1970). The reactions of parents to adolescents and to their behavior. In
E. Anthony and T. Benedek (Eds.), *Parenthood, its psychology and psychopathology* (pp. 307-324). Boston: Little, Brown and Company. (ICSW Database)


**Session 7 - 12/19, 8-10 pm (Online) Emerging Adulthood**


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