Adolescent development describes a process from puberty through the beginning achievements of adulthood. Psychoanalytic psychology has played an important role in elaborating the theories of this period. We will explore classical theory (drive model), object relations (separation/individuation) and self psychology as a means of understanding the nature of development and significant features of adolescence from a depth psychological (or inside/out) perspective.

**Goals**

1. Understand the role of theory in development. What are our expectations of theory? How do we use theory in our clinical thinking?

2. Clarify and consider our knowledge of development as a process. How does development become visible to us? Conceptualize the developmental milestones of adolescence.

3. Further development of skills re: translating theory with critical thinking and analysis by the practice of group discussion. Improve ability to integrate theory and clinical thinking. How do we understand making the most or best sense of theory for ourselves? Understanding our rationale for theories that we most favor.

4. Learn about the significance and uniqueness of adolescence through the study of topics such as: puberty, changing nature and direction of object choices (parental and peer), shifts in dependency and autonomy, ego ideals, etc.

5. Understand the transition from adolescence to young adulthood. When are the developmental tasks of adolescence complete? Can we recognize features of adolescent development in our adult clinical population?

**Evaluation**

The grade is composed of 75% class participation and a 25% written assignment.

Class participation: In relation to the course goals, the best opportunity for learning will come from developing your ability to think about the material while speaking in class; venturing forth with your own ideas and processing your understanding through discussion. You will need to demonstrate your willingness to feel your way through the readings as we process them in class. The group members will rely on each other to have read all assignments, be
prepared to offer ideas, questions and critical understanding as far as you can
develop it. You will be expected to respond to others by helping to develop their
ideas through feedback, contrasting your own ideas, etc.

The weight of the participation grade reflects the importance of attending class.
If you must be absent, notify me in advance. In that case, there will be an essay
assigned based on readings from that class period in order to make up for the
missed participation grade.
A participation grade will be given after each class.

One essay will be due in the latter half of the course either on a special topic of
adolescence or an application of theory to a clinical understanding of an
adolescent patient. Further details of this assignment will be offered in the final
version of the syllabus.

**Required Texts:**


Miriam Elson, ed. *The Kohut Seminars on Self Psychology and Psychotherapy
with Adolescents and Young Adults.* 1987.

**Class 1, Reading Dora as the treatment of an adolescent, including more recent theoretical ideas.**


In addition, please come to class prepared to discuss your experience with
developmental theory based on your first year curriculum. That is, how theory
has informed your understanding of psychology and your work with patients.
What aspects of a theory or what theory in particular have impressed you or
impacted your work. What has been the usefulness of learning developmental
theory so far.

**Class 2, Early Thoughts on Puberty; Incorporating Developmental Theory into Clinical Practice**


Fraiberg, Selma. (1955). Some Considerations in the Introduction to Therapy in


Class 4, Is There a Place for the Separation/Individuation Model in Adolescent Developmental Theory?


Class 5, Moving Development Along; Parenting in Adolescence.


Psychopathology (pp. 307-324). Boston: Little, Brown and Company. SCAN


Class 6, Three Developmental Lines in Adolescence: Time, Affect and the Interpersonal.


Class 7, Some Developmental Factors in Late Adolescence and Young Adulthood: Consolidation of: Identity, Ego Ideals and Character Formation.


During this class time we will watch the film: Shades of Ray. Assigned articles and chapters are to be read independent of class time.

Written Assignment: Please use the film to exemplify at least two of the following concepts in a theoretical discussion. Important aspects of Identity, Ego Ideals, Transmuting Internalizations re: idealized objects, character formation and/or draw on additional concepts from prior class sessions. Demonstrate your understanding of theory via your explanation; highlighting your paper with characters or themes of the film. The assignment is three to five pages and will count as 25% of your grade. The paper is due at the last class session without exception. Late papers will lose grade value.
Class 8, Late Adolescence and Young Adulthood Continued.


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