CF 654: Development IV: Adulthood & Aging

Ph.D. Program: summer 2014

Freda B. Friedman, PhD

- Phone: 773-220-4283
- Email: FFriedman@icsw.edu or FBFriedman@Ameritech.net

Course Description

This course will examine adulthood and aging in the context of psychodynamic theory and the life course model of development. The individual is viewed as progressing on a unique developmental trajectory based on 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.

Goals

1. To appreciate the complex interaction between psychological, socio-cultural, historical, and biological influences over the life course;
2. To develop an understanding of life course theory and its clinical relevance;
3. To integrate psychoanalytic and social science perspectives on adulthood and aging;
4. To examine what constitutes aging: physically, socially, intellectually, emotionally, sexually, professionally, competitively, ambitiously, etc.
5. To develop an understanding of what constitutes acceptance/resistance or outright denial of aging and how those states of mind are manifest.
6. To look at what constitutes adjustment [and maladjustment] to aging at different stages in terms of behavioral and psychological manifestations. What are the ranges and are the variables and influences on adjustment?
7. To develop and understand the role of psychotherapy and the use of psychodynamic practice in work with clients during adulthood and the aging process.
8. To further develop skills in critical thinking and analysis by the practice of group discussion.
Assignments

1. **Brief Integration Paper** – Due Friday, June 27, this one-page paper provides the opportunity to examine and apply key themes of adult development and aging. Choosing one reading, 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 minutes) of one reading of your choice. You may use current events or trends, personal experiences, case material, fictional characters, or any of the 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 adult development or aging 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.

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**Evaluation and Grading**

- Oral Participation – 25% of final grade
- Presentation – 25% of final grade
- Integration Papers – 25% of final grade
- Final Paper – 25% of final grade
Course Outline

Friday, June 27, 2014  2-6 pm

Perspectives on the Life Course

2-3 pm -and 5-6pm   Introductions, Lecture and discussion:

• Overview of the adult developmental process
• Challenges, lessons and new directions
• Variables
• Variations
• Tasks of Adult Life
• New and Creative development through psychotherapy

3-4 pm : Presentations by 4 students and discussion

Readings of the Adult Development Process.


Readings on  Tasks of Adult Life

Saturday, June 28, 2014. 8:30 am-12 pm

9-10:15 am: Presentations by 5 students and discussion

10:15-10:30 Break

10:30-12 : Lecture and Discussion

- Gender Differences
- Sexuality
- Discussion of Film: American Beauty

Readings on Partnering and Parenthood


Readings on Mid-Life [Is There a Mid-Life Crisis? Self & Meaning, Putting it all together]


Saturday, June 28, 2014, 12-1 pm LUNCH

Saturday, June 28, 2014, 1-5:30 pm

1-2:30 pm: Lecture and Discussion:

2:30-5:30 pm:

- Midlife: The Sandwich Generation--Tasks of parenting and caretaking of aging parents
- Guest Lecture: Caretaking--Ruth Engel, LCSW
- Guest Lecture: TBA--Carol Goldbaum, LCSW, Ph.D.
- Perspectives on Late Adulthood

Readings on Late Adulthood

Sunday, June 29, 2014  9 am-1 pm

9-10:15: Presentations by 5 students and discussion

10:15-10:30 am : Break

10:30 am -1:00 pm: Lecture and Discussion

• More perspectives on Late Adulthood
• Death and Dying, Mourning and Anticipation
• Acceptance and Denial
• Discussion of film: AMOUR

More Readings on Late Adulthood


Readings on Death and Dying


*Please note that links to some course readings have been purged from archived syllabi. Electronic texts on the ICSW website are protected by copyright law. These files are made available strictly for individual, educational use and may not be copied or distributed in any way. Distribution of copyrighted material to non-enrolled individuals or ICSW students will be considered an act of Academic Dishonesty and be dealt with accordingly as indicated in the Student Manual. Federal penalties for copyright infringement may be found at www.copyright.gov.*