Development III – Youth Development

Instructor:
Gil Noam, Ed.D., Ph.D. (Habil)

Class One: Introduction and Theoretical Considerations: Adolescent Turmoil and Crisis or Much Ado About Nothing
November 29, 2018


Class Two: Adolescent Development: Developmental Stage Theory
December 6, 2018


Class Three: From Adolescent to Youth Development: The Role of Developmental Process Theory
December 13, 2018
Noam, G., Triggs. B. (2018). The Clover Model: Developmental Process Theory. Manuscript, PEAR Institute, Harvard University and McLean Hospital. [Available in the library: check the reading folder or request from library@bpsi.org.]


**Class Four: Relationships in Adolescence**

**December 20, 2018**


Dubois-Comtois, K., Cyr, C., Pascuzzo, K., Lessard, M. & Poulin, C. Attachment theory in clinical work with adolescents. J Child Adolescent Behavior, 1(3). Linked Here

**Class Five: Assertive Self**

**January 3, 2019**

Freud, A. (1965). Normality and Pathology in Childhood Development (Chapter 1, pp. 3-24). New York; International University Press. [Available in the library: check the reading folder or request from library@bpsi.org.]


2 Short You Tube Videos on David Elkind's concept of Adolescent Egocentrism: Linked Here and Kathy Anderson Linked Here

**Class Six: Sexuality and the Body Self**

**January 10, 2019**


(Class background reading not required)

**Class Seven: The Reflective Self**

**January 17, 2019**


Short video about James Marcia’s Theory of Identity Development Linked Here

Macie Hall Blog on William Perry’s theory of development in the college years, Johns Hopkins, 2013. Linked Here
Class Eight: Summary Discussion

January 24, 2019

Wilson, P. (2001). "I don't know" Journal of the British Association of Psychotherapists, 39, 166-176. [Available in the library: check the reading folder or request from library@bpsi.org.]

Course Learning Objectives:

1. At the conclusion of the session, the participant will be able to describe 3 viewpoints of normal adolescent development.
2. At the conclusion of the session, the participant will be able to compare 3 models of adolescent development.
3. At the conclusion of the session, the participant will be able to analyze a movie about adolescent experience and discuss a developmental idea from the film.
4. At the conclusion of the session, the participant will be able to analyze family dynamics that occur during adolescence.
5. At the conclusion of the session, the participant will be able to compare risk and resiliency approaches to adolescent treatment.
6. At the conclusion of the session, the participant will be able to discuss the role of physical development and sexuality in adolescent experience.
7. At the conclusion of the session, the participant will be able to describe the concept of nonlinear development and its application to adolescence.
8. At the conclusion of the session, the participant will be able to apply concepts of adolescent development to working therapeutically in psychoanalytic treatment with adolescents and adults.