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SSBT 508: Theories of Adult Development and Dysfunction

Course Description:

This advanced theory course reviews the life-span perspective on development; major theories of adult development; and alternative and newly-emerging approaches to understanding adult development. It then focuses on two specific domains of development – development of the self and development of families and other social ties. One dysfunction in self development is explored: difficulties maintaining interpersonal boundaries. One dysfunction in social and family development is explored: abuse of women. Coping and adaptation in adulthood are examined and some other dysfunctions of adulthood are examined. The dysfunctions explored are disabling reactions to trauma, depression and suicide, and substance abuse. The effects of culture, gender, ethnicity, and poverty on development and dysfunction are considered throughout. The importance of theory to social work practice is also highlighted.

Course Objectives:

Objective 1: To develop knowledge of the major theories and controversies surrounding adult development and to identify corresponding practice implications

Objective 2: To understand the connection between adult development and dysfunction

Objective 3: To understand the importance of theory to social work practice

Objective 4: To articulate how stigmatizing beliefs such as ageism, sexism, or racism affect adult development and dysfunction

Assessment of Course Objectives:

Course objectives will be met through reading, preparation for in-class discussions, and completion of written papers. The instructor will evaluate the student's participation in class discussions and quality of written assignments to determine if the course objectives have been met.

Class Schedule, Attendance and Preparation:

Class will meet from 9:00 a.m. to 5:00 p.m. each day, with lunch from noon to 1:30 p.m. Class attendance and preparation are expected to conform to the standards set forth in the MSASS Professional Conduct Statement.

Text for Course:

The text for this course is: Development in Adulthood (3rd ed.) by B. H. Lemme, published in 2002, by Allyn and Bacon in Boston. The ISBN number is 0-205-33174-2. This text may be purchased at the CWRU Bookstore.

Course Readings

The readings for this course are drawn from the text, other books, and articles published in journals.

All the books necessary to complete the course readings are on reserve in the MSASS library. You should also be able to find these books at local college and university libraries. If you are going to use books from libraries other than the MSASS library, please make sure that you have the correct edition of a book. Many of the readings for this course have been drawn from books with several editions.

The readings that are journal articles or are only available as copies are on reserve in the SSBT 508 Course Folder on reserve in the MSASS library.

The readings for each day of the course are below.

Day 1: Adult Development/Role of Theory

The life-span perspective and major theories of adult development:

Text (Chapters 1, 2)

Kelchner, E. (1999). Ageism's impact and effect on society: Not just a concern for the old. Journal of Gerontological Social Work, 32(4), 85-100. (Course Folder)

Alternative approaches/critiques of theories:

Gubrium, J., & Holstein, J. (1999). Constructionist perspectives on aging. In V. Bengtson & K. W. Schaie (Eds.), Handbook of theories of aging (pp. 287-305). New York: Springer. (Course Folder and Book)

Minkler, M. (1996). Critical perspectives on ageing: New challenges for gerontology. Ageing and Society, 16, 397-422. (Course Folder)

Role of theory in practice:

Turner, F. (1996). Theory and social work treatment. In F. Turner (Ed.), Social work treatment: Interlocking theoretical approaches (4th ed.) (pp. 1-17). New York: Free Press. (Book)

Day 2: Self/Poor Interpersonal Boundaries

The self: Development and gender, ethnicity, age, and culture:

Text (pages 77-81; 97-111)

Adams, E., Bernat, J., Luscher, K. (2001). Borderline personality disorder: An overview. In P. Sutker & H. Adams (Eds.), Comprehensive handbook of psychopathology (3rd ed.) (pp. 491-508).

Chodorow, N. (1989). Family structure and feminine personality. In L. Richardson & V. Taylor (Eds.), Feminist frontiers II: Rethinking sex, gender, and society (2nd ed.) (pp. 43-58). New York: McGraw-Hill. (Chapter in Course Folder and Book on reserve)

Morales, P. (1999). The impact of cultural differences in psychotherapy with older clients: Sensitive issues and strategies. In M. Duffy (Eds.), Handbook of counseling and psychotherapy with older adults. New York: Wiley & Sons. (Pages 132-153). (Book)

Parham, T. (1989). Nigrescence: The transformation of black consciousness across the life cycle. In R. L. Jones (Ed.), Black adult development and aging (pp. 151-166). Berkeley, CA: Cobb and Henry. (Book)

Rosenberg, D. D., & Jensen, C. (1993). Listening and meaning in the psychotherapy of borderlines. Journal of Analytic Social Work, 1(4), 7-27. (Course Folder)

Tobin, S. (1991). Personhood in advanced old age: Implications for practice. New York: Springer. (Pages 1-27) (Book)

Day 3: Family Development and Other Social Ties/Female Abuse

Family development and other social ties:

Text (pp. 243-266)

Whitford, B., & Quam, J. (1995). Older gay and lesbian adults. In M. Kimble, S. McFadden, J. Ellor, & J. Seeber (Eds.), Aging, spirituality, and religion: A handbook (pp. 374-384). Minneapolis, MN: Fortress Press. (Book)

Abuse:

- Dutton, D. G., & Painter, S. L. (1993). Emotional attachments in abusive relationships: A test of traumatic bonding theory. Violence and Victims 8(2), 105-110. (This reading is *optional*, but it may be used for Paper 1.) (Course Folder)
- Gelles, R. (1983). An exchange/social theory. In D. Finkelhor, R. Gelles, G. Hotaling, & M. Straus (Eds.), The dark side of families: Current family violence research (pp. 151-165). Beverly Hills, CA: Sage. (Course Folder)
- O'Leary, D. (1987). Physical aggression between spouses: A social learning theory perspective. In V. B. Hasselt, R. Morrison, A. Bellack, & M. Herson (Eds.), Handbook of family violence (pp. 31-55). New York: Plenum. (Course Folder, Book)
- Walker, L. (1977). Battered women and learned helplessness. Victimology: An International Journal, 2(3/4), 525-534. (Course Folder)
- Yllo, K. (1993). Through a feminist lens: Gender, power, and violence. In R. Gelles & D. Loseke (Eds.), Current controversies on family violence (pp. 47-66). Newbury Park, CA: Sage. (Book)

Trauma:

- Graziano, R. (1997). The challenge of clinical work with survivors of trauma. In J. Brandell (Ed.), Theory and practice in clinical social work (pp. 380-403). New York: Free Press. (Book)
- Herman, J. (1997). Trauma and recovery (2nd ed.) U.S.A.: Basic Books. (Pages 33-50). (Book)
- Stamm, B. H., & Friedman, M. (2000). Cultural diversity in the appraisal and expression of trauma. In A. Shalev, R. Yehuda, & A. McFarlane (Eds.), International handbook of human response to trauma (pp. 69-86). New York: Kluwer Academic Press. (Book)

Day 4: Coping, Adaptation, and Mental Health/ (1) Depression/Suicide

Text (Chapter 11)

- Ryff, C., Singer, B., Love, G., & Essex, M. (1998). Resilience in adulthood and later life: Defining features and dynamic processes. In J. Lomranz (Ed.), Handbook of aging and mental health: An integrative approach (pp. 69-96). New York: Plenum. (Book)

Depression

- Kovacs, M., & Beck, A. (1985). Maladaptive cognitive structures in depression. In J. Coyne (Ed.), Essential papers on depression (pp. 240-258). New York: New York University Press. (Book)
- Markowitz, J., & Weissman, M. (1985). Interpersonal psychotherapy. In E. Beckham & W. Leber (Eds), Handbook of depression (2nd ed.) (pp. 376-390). New York: Guilford Press. (Book)
- Pearlman, F. (1997). Psychoanalytic psychotherapy with adults. In J. Brandell (Ed.), Theory and practice in clinical social work (pp. 202-253). New York: Free Press. (Book)

The following readings do not have to be read for Day 4, but do have to be read for Paper 1:

- Maltsberger, J. (1986). Suicide risk: The formulation of clinical judgment. New York: New York University Press. (Pages 1-29) (Book)
- Whybrow, P. (1997). A mood apart: Depression, mania, and other afflictions of the self. New York: Basic Books (Pages 21-42) (Book)

Suicide:

- Adam, K. (1990). Environmental, psychosocial, and psychoanalytic aspects of suicidal behavior. In S. Blumenthal & D. Kuper (Eds.), Suicide over the life cycle: Risk factors, assessment, and treatment of suicidal patients (pp. 39-96). Washington, DC: American Psychiatric Press. (Course Folder)
- Duberstein, P., & Conwell, Y. (2000). Suicide. In S. Whitbourne (Ed.), Psychopathology in later adulthood (pp. 245-275). New York: Wiley & Sons.

Day 5: (2) Substance abuse/dual diagnosis

- Cicchetti, D. (1999). A developmental psychopathology perspective on drug abuse. In M. Glantz & C. Hartel (Eds.), Drug abuse: Origins and interventions (pp. 97-118). Washington, DC: American Psychological Association.
- Drake, R. (1998). Readings in dual diagnosis. Columbia, MD: International Association of Psychosocial Rehabilitation Services. (Pages 28-38; 43-46) (Book)
- Glantz, M., Weinberg, N., Miner, L., Colliver, J. (1999). The etiology of drug abuse: Mapping the paths. In M. Glantz & C. Hartel (Eds.), Drug abuse: Origins & interventions (pp.3-45). Washington, DC: American Psychological

Association. (Book)

Lisansky-Gomberg, E. (2000). Substance abuse disorders. In S. Whitbourne (Ed.), Psychopathology in later adulthood (3rd ed.) (pp. 277-298). New York: Wiley & Sons. (Book)

Nathan, P., Skinstad, A., & Dolan, S. (2001). Alcohol-related disorders: Psychopathology, diagnosis, etiology, and treatment. In P. Sutker & H. Adams (Eds.), Comprehensive handbook of psychopathology (pp. 595-622). New York: Academic Press. (Book)

Sanders-Phillips, K. (1999). Ethnic minority women, health behaviors, and drug abuse: A continuum of psychosocial risks. In M. Glantz & C. Hartel (Eds.), Drug abuse: Origins and interventions (pp. 191-217). Washington, DC: American Psychological Association (Book)

Course Assignments

There are graded two papers and five graded pre-class assignments.

The number of pages for each one is noted below. Papers and assignments do not have to have the exact number of pages indicated. However, assignments and papers that depart significantly from the number indicated run the risk of being either insufficiently detailed (too short), or of being unfocused (too long). With that said, use your best judgment as to the length of each assignment and paper you complete.

The two written papers and the assignments must contain references to the readings for the course. Additional references may be included, but they are not required. Please review, prior to the completion of the first paper, the MSASS Policy on Student Plagiarism to avoid problems in this area.

References and citations in the text should be in the style of the 2001 Publication Manual of the American Psychological Association, 5th ed. This manual is in the MSASS library.

All papers must be typed, double-spaced, using font size 12, with one-inch margins. All pre-class assignments and both papers must contain a cover page indicating the course number, the assignment number, the date on which the assignment or paper is due, and the instructor's name.

Pre-class assignments should contain the student's name. The two papers should not. The papers should contain, instead, the last four digits of the student's CWRU identification number.

Please keep a copy of your assignments and papers for your semester records.

Pre-class assignments:

The purpose of the pre-class assignments is to help to ensure that students are prepared for active participation in the class. The assignments will be considered as part of the instructor's evaluation of students' class participation. To receive full credit for a homework assignment, a student must show evidence of having read the readings and engaged in the assignment.

Note that when the term, "outline", is used to describe a pre-class assignment, you do not have to write a response; you do have to provide a detailed outline of your response. Outlines do not have to conform to traditional outline form (i.e., I, A, II etc.). They do have to convey enough information, though, that it is clear that the student read the assigned readings. When the term, "describe", is used, you should write a response.

Day 1: Due at the beginning of class (3 pages, no reference page)

In 2 pages, describe the life-span developmental perspective. On the following page, outline how the major ideas of this perspective help explain the development of an older woman or man that you know well. Come to class prepared to discuss the individual in some detail, but without violating their privacy.

We will use this assignment to discuss theories of adult development and to discuss their implications for practice.

Day 2: Due at the beginning of class (3 pages, no reference page)

Outline each step of Chodorow's argument pertaining to development of identity. List at least 2 questions that you have about this reading. Please note that this reading is a difficult one, but it is included because of the importance of Chodorow's ideas.

We will use this assignment to promote discussion of the central ideas in this chapter and to examine how female identity may pose a vulnerability to development of problems of maintaining interpersonal boundaries, including borderline personality disorder.

Day 3: Due at the beginning of class (3 pages, no reference page)

Outline, in 3 pages, the major ideas of Graziano, Herman, and Stamm & Friedman pertaining to the definition of trauma, reactions to trauma, and cultural and other differences in the expression of trauma.

We will use this assignment to understand women's reactions to traumatic experiences, including abuse by their male partners and rape.

Please note that the remaining readings for this day will be used for the second paper. Questions that you have regarding these readings should be asked during the class discussion of the topic.

Day 4: Due at the beginning of class (3 pages, no reference page)

Outline, in 3 pages, the central ideas of the cognitive approach to depression (Kovacs & Beck) and the central ideas of the interpersonal approach to depression (Markowitz & Weissman). List at least 2 questions that you have regarding each approach.

We will use this assignment to promote discussion of the cognitive and interpersonal approach to depression and of the relationship between development and depression. Based on Pearlman's chapter, will discuss the psychoanalytic approach to depression in class.

Please note that the readings for this day will be used for the paper 2. Questions that you have regarding these readings should be asked during the class discussion of the topic.

Day 5: Due at the beginning of class (6 pages, 1 reference page)

Describe, in 4 pages, a case of drug abuse (addiction) from your field experience, your personal life, or case that is known to the public. Describe the individual in terms of the principles of developmental psychopathology discussed by Glantz and Cicchetti. In the last 2 pages, identify the implications for practice of this theoretical perspective.

We will use this assignment to promote discussion of the phenomenon of addiction and of the way in which addiction evolves over the life-course.

Papers

Paper 1: Wife Abuse. This paper must be postmarked no later than October 20 (10 pages in total, add reference pages as needed)

The purpose of this paper this assignment to deepen understanding of why women remain in abusive relationships or why men batter, and to elaborate the connection between a developmental theory (Chodorow) and a theory as to why women remain in abusive relationships (Walker) or a theory as to why men batter (O'Leary). You may also use "Traumatic Bonding Theory" (Dutton) which is on reserve in the Course Folder.

Describe, in 3 pages, the case. You may use a case from your field experience, from your private life, or an individual who is well known to the public at large. In the description, indicate the individual's age, ethnicity, experiences of abuse when a child, sex-role beliefs, emotional strengths, communication skills, social support and economic resources.

In the final 7 pages, describe the way in which factors drawn from identity developmental theory and abuse theory, as well as factors pertaining to culture, gender, ethnicity, and poverty, that may have increased the individual's risk for remaining in an abusive relationship or for battering.

Please make sure that you support your statements with proper citations to course readings.

Comments on students' papers will be delivered to students via email by October 24 so that they will have feedback from the instructor before the final assignment for the course. If students lack access to email, please talk with the instructor the first day of class.

Paper 2: Depression and Suicide. Must be postmarked no later than November 7 (15 pages in total, add reference pages as needed)

The purpose of this paper is to provide the opportunity to use theoretical perspectives on development, depression, and suicide to understand and to treat one case. You may use a case from your field experience whose history and current mental health status is known to you, or Claire, the woman described in the Whybrow reading.

In the first 3 pages, describe the risk factors over the life course that increased the individual's risk of depression and of suicide. Make sure that you state which factors are associated with each risk. In the next 2 pages of the paper, comment on the protective factors that might decrease the individual's risk of depression and of suicide.

In the next 4 pages, discuss the central ideas of each theory of the 3 theories of depression covered in the class (cognitive (Kovacs); interpersonal (Markowitz & Weissman); and psychoanalytic (to be described in class). In the next 3 pages, describe why **one** of these approaches best explains the individual's vulnerability to depression **and** why the other two theories are less relevant. (Please note that the analysis that you will be doing here is a part of making a differential diagnosis of a case.)

In the final 3 pages of the paper, identify the challenges posed for treatment of the case. Some of the challenges should be linked to the treatment with which the approach chosen is linked. Show here that you understand Turner's ideas on the relationship between theory and practice.

Please make sure that you support your statements with proper citations to readings from the course.

Papers will be returned to students via mail by the end of the semester.

Grades:

Grades are calculated based on the total number of points out of 100 the student receives for class participation, pre-class assignments, and the papers.

The first paper will receive up to 25 points. The second paper will receive up to 40 points.

The remaining 35 points will be awarded based on the student's participation in class discussion (up to 10 points), and whether the student's homework assignments are sufficiently detailed (up to 4 points for each of the first four pre-class assignment, and up to 9 for the final pre-class assignment (Day 5)).

At the end of the course, the points received will be totaled. The category into which the total falls determines the course grade. These categories and the range of total course scores with which they are associated are below:

Categories	Range of Scores
A= Excellent work, exceeds expectations	93-100 points
B=Good, meets all normal expectations	82-92 points
C=Fair, meets some expectations but misses others	72-81 points
F=Does not meet course expectations	71 or fewer points

Papers that contain many grammatical and or spelling errors will have the following number of points deducted - 5 points for paper 1 and 8 points for paper 2.

Assignments are due on a day the course meets are due at 9:00 a.m., the beginning of class. **Late assignments and papers will not be accepted.** Rare exceptions to this rule will be made, on a case-by-case basis, if the student contacts the instructor prior to the date on which the an assignment or paper is due **and** receives the instructor's permission to turn work in late.

Please do not fax your assignments or papers. Pre-class assignments should be turned into the instructor at the beginning of the class on which they are due. Papers should be mailed to the instructor. If a paper is mailed, it should be **postmarked** no later than the day on which the paper is due